Uganda

Enhancing tutors'/Teachers' Competence in Use of Rights Based Pedagogy to Promote the Children's Right of Participation

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1. Introduction

Right-based pedagogy (RBP) is deemed prime in the pursuit of quality education and balanced child development. Hence, the Convention on the Rights of the Child (CRC) demands States Parties to ensure that all children have access to services such as education and health care; can develop their personalities and abilities to the fullest potential; grow up in an environment of trust, love and understanding; are informed about and participate in achieving their rights in an accessible and active manner. There has been notable progress in the adoption of CRC in European countries like Sweden and Ireland. Conversely, children's rights are still subject to contentious debates in many African nations. Since Uganda ratified the CRC in 1991, there are recognizable gaps between her international commitments and the practice in schools in terms of cultural norms and pedagogical practices. It was essential to study the socio-cultural norms of schools and classrooms and to empower teachers with skills and attitudes to apply child rights-based pedagogy so as to increase learner participation, as a means of promoting child rights through education and ultimately influences practices at home.

The change project was divided into two phases: phase I was a survey aimed at understanding the socio-cultural norms and attitudes that influence the child's right to participate in learning, knowledge application and transfer, so as to inform phase II interventions meant to enhance teachers' skills in the use of right-based pedagogy to increase child participation in learning and knowledge application. The report constitutes findings of phase I (survey) and the interventions made to influence practice.

2. Frame of Reference

Uganda is a land-locked country located in East Africa. Uganda's latitude and longitude is 1° 00' N and 32° 00' E. It is bordered by five other countries: Southern Sudan in the north, Kenya in the East, Tanzania in the South, Rwanda in the South West, and DRC Congo in the West. In area Uganda covers over 236, 000 square kilometers, making it the 81st largest country of the world. However, her population is estimated at 37 million (2013), of which over 78% are eighteen (18) years or below. The 2012 estimates indicate that the birth rate (45.8/1000) is higher than the death rate (11.6/1000), placing Uganda's population as the 38^{t} largest of the World. Inevitably, the large population poses high pressure in terms of resource distribution to all sectors including education. Uganda does enjoy some natural resources and advantages but it is by no means resource-rich. Uganda's latitude and longitude denominations provide her with a climate that is typically tropical. Rains are abundant with occasional dry seasons. Her fertile soil and regular rainfall mean that agriculture is the most important segment of the economy though not exploited fully due to bookish teaching aimed at passing examinations. This has led to perpetual economic dependency as external aid ranges over 40 percent of Uganda's gross domestic product. The expenditure on education is often lower than that of other sectors; in 2009 it was at 3.2% of the national GDP.

Uganda's education system from Kindergarten to university follows a 3-7-4-2-3 structure, having a normal child spend 19 years (at least) and 21 years (at most) in school. For this reason, education is the most excellent yardstick against which to implement and judge the rights of the child, Garant (2000/6). Uganda is striving towards her educational targets towards equitable access and quality but high dropout rates are major threats to equity. Ill handling of pupils is one of the unpronounced reasons for school drop out. Nevertheless, there are calculated legal steps to bettering the situation.

2.1. Enabling Laws and Policies

The above issues notwithstanding, the Government of Uganda has made steady ways to contribute to the quality of education through her supportive policies, though they are not fully implemented due to scarcity of resources and absence of good will. For example, the Convention of on the Rights of the Child (CRC) is the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political, and social rights. Uganda was among the first counties to ratify the CRC in 1991, hardly a year after its adoption by the UN assembly in 1989. The CRC is based on four principles: non-discrimination; best interest of the child; the right to life, survival and development; and respect of the view of the child (Wickenberg et al, 2005).

Articles 12 and 15 of the Convention on the Rights of the Child (CRC) give children the right to actively participate in all matters that affect their lives and to express

their opinions freely and to have their views heard and given due attention, (Verhellen, 2012). Uganda has translated it into laws and policies to facilitate its implementation.

Some of the policies include the Children's Statute and the Children's Acts (1992; 2003); the legal documents which interpret the CRC and clarify the laws and procedures on child matters in Uganda, which have led to establishment of Early Childhood Development (ECD) contact persons at regional level and commissioner at national levels respectively.; the Ugandan Education sector ECD policy (2007) which streamlines provision of quality education during the first early years of life and clarifies the roles of different players in the provision of unified early education based on pedagogical and socio psychological principles of child development, (MoES, 2007); the child labour policy adopted in Child Labour Forum of 2006. Other interventions include: UPE thematic curriculum, meant to enable children learn in local languages till P.3, as a way of increasing their participation; the banning of corporal punishments (2010). and providing alternative of ways of enhancing positive discipline; the Special Needs Education (SNE) Policy, which emphasizes inclusiveness; the child labour policy (2006) protects children from harmful and exploitative labour. Over and above these major legal and policies, there are general frameworks like the White Paper, (1995); and the educations act (2008). The non-formal legal frameworks based on and driven by traditional values of shared responsibility for the wellbeing of children were in place. The policies provide a supportive legal framework for the project.

However, there were still gaps in regard to listening to children's voices and developing justice systems for child involvement within home and school structures, (ANPCAN, 2012). The formal and informal structures are not yet well integrated. Functionality gaps also exist in terms of limited capacity within the system (technical skill and resources). Hence child abuse and neglect are still a threat in Uganda. (Kabogozza, 2012). Activities on the ground concentrated on two Ps, that is, provision and protection but had paid less attention to the right of participation. Unicef, (1997) affirms that without the participation rights being negotiated, it is difficult to develop life skills.

2.2. Challenges and Gaps Inhibiting Quality Right-based Education Provision

Despite these educational achievements curriculum implementers sustain significant challenges. The first one is the existing gap between policy and practice, which necessitates the need to make principles and provisions widely known to both adults and children, preferably through education. Implementation of some policies like ban of corporal punishment, child labour and inclusiveness is done with reservation. The popular argument is that Western CRC best practices may not be consistent with the Ugandan socio-cultural norms.

Another one is the unanswered question about quality. There is substantial evidence that primary pupils' attainment in the basic subjects like literacy continue falling

(MoES, 2006; SACMEQ studies; Oxfam/African Network Campaign on EFA n.d.; Heneveld, 2006; UNESCO, 2006; UNEB 2009-2013); and poor methodology is cited as one of the contributing factors. Low reading ability reduces child participation in learning activities and ultimately leads to drop-out. For Uganda to realise quality education provision for all children irrespective of their backgrounds, teachers need to employ methods that respect their right to participate, take responsibility, appreciate and apply knowledge.

In Uganda, promotion of children's rights is influenced by the socio-cultural environment. To-date, adults in Uganda still have mixed perceptions about children's rights, based on beliefs and attitudes. All previous initiatives to introduce and sensitize masses about children's rights have put less emphasis on the children's responsibilities and adult sensitisation and *skilling* to enable them understand the meaning of the rights within local context and ably implement them. Child-friendly schools (CFS) put emphasis on inclusiveness, access and equity but not on methods, socio-cultural norms and beliefs that influence individual participation. The right of participation assigns children responsibility to contribute to their learning and developmental needs and community progress, which socio-cultural norms often subdue. Uganda has 52 tribes, each with a unique culture. Diverse cultural backgrounds imply different child rearing practices and cultural norms, reflecting a sharp contrast with the Western practices. While Western culture generally values and rears girls and boys equally, many cultures in Uganda give preference to male children and portray gender-gaps in treatment offered. Society's reactions to girls, turns being female to adversity, (Montegomery, 2007).

An ordinary classroom in Uganda is characterized by harsh discipline, blind compliance, paper-pencil exercises, which encourage cram-work, less of skill and attitude development. Classroom experiences reveal that life skills and competences are simply stated in the lesson plans but there are no practical activities to deliberately pursue them. The learning process is haphazard and teachers have abandoned the role of nurturing. Reversing the trend to have a participatory living curriculum was our goal. The project set out to retool the teachers with child-friendly, democratic and practical pedagogy that provides for the children's choices, respects their voices and protects their right to participate in community development by translating knowledge into simple actions and develop children's responsibilities through positive discipline.

Quality education is all-inclusive and enables every individual to realize the unique potential endowed by nature. It develops talents, gives a relevant balanced body of knowledge, develops skills, nurtures values and attitudes and breeds a complete individual with multi-dispositions to function and contribute to the improvement of his or her life and also influences the lives of others. There was need to shift from methods that promote permanent dependency to those that empower children to participate actively, think critically and live what they learn.

2.3. Teacher Education as Quality Component to Participatory Learning

The change project focused on sharpening teachers' skills because Teacher Education plays a central role in achieving national development though education (Agumba et. al 2009; Razafimbalo, 2009; Jamil, et. al. 2009; Oyenike, 2011; Tilak, 2011). Unfortunately, many teachers in Uganda like in many developing countries seem not to be well versed with effective use of various methods learnt during pre-service training to facilitate learning. Much emphasis should be given to the provision of continuing professional development opportunities, (Iffat and MacLeod, 2009) keep abreast in the face of the complexity of advanced by the global village. For children to live successfully, in contemporary society, their teachers must acquaint themselves with the skills for to-day's business, (Bishop, 1982). Beginning and practicing teachers ought to collectively adapt to and learn about their new roles, (Schwille, et.al. 2007).

Teaching practices in every society occur in accordance with the cultural norms of the society. Bishop (1982) acknowledges that an educational system goes astray when it has no relevance to society. As a replica of society, the school, through the curriculum must seek to preserve and transmit the cultural heritage of its society. By its norms, the school has a task of inculcating in the child the traditional values of the past which will add meaning to much of his/her life. Schools and homes share a common value of preservation of culture. Traditional norms continue to live through teaching customs, traditional songs, dances legends, and childrearing practices despite the fact that many societies have been modernised, (Ferrari, 2002).

The social context where education occurs affects learner participation. Educators aim at fulfilling their responsibilities guided by the beliefs that are common in communities. Until now, a big percentage of our society and culture has encouraged parents and teachers to hold harmful beliefs like spare the rod and spoil the child (the biblical rod signifies effective discipline, which is positive and constructive, Unicef, n.d.); instilling fear in children to safeguard respect; children should not question authority; no pain, no gain, (MoES, n.d.). Adults inherit the beliefs under which they have been nurtured. Many adults have grown with the belief that best leaning occurs in harsh conditions. Parents and teachers believed in tough love for fear of 'spoiling' their children and loss of authority, (MoES, n.d.). An interpersonal climate that conveys a sense of willingness, trust, care, and support (Bakundana et al., 2007) tends to motivate and build learner's confidence to engage in challenging activities.

Several earlier initiatives introduced children's rights but did not emphasize their responsibilities making children reckless, disrespectful and 'untameable'. Prior efforts to promote child rights ignored adults' negative beliefs and attitudes towards CRC. Family and school conflicts involving children often emerge due to the inconsistencies between cultural norms and child rights. The best way to teach children about their culture is by helping them to understand how traditions enrich their lives in a manner that respects and preserves their dignity, (MoES, n.d). The right to participate is a suitable channel through which children develop responsibility, to respect their cultural heritage.

The change agents considered it essential to strike a balance between child rights and traditional cultural norms and values by emphasizing children's responsibilities as a sure antidote to the resistance exerted towards child rights. The most effective way to 'market' child rights was to repackage the content so as to sail within the context of the societal norms and beliefs.

2.4 Projects Done by Previous Batches

Bach 16 reviewed the project reports of the first cohorts so as to find level and focus for theirs. Reviewing the work of previous batches enabled us to identify areas that were not addressed but also to strengthen what our predecessors had started on. The previous projects were as follows: The role of SMCs in provision of child rights (17): Solid waste management (15); literacy as a means of enhancing child rights; (13); activity/resource-based leaning (11); raising awareness on CRC among teachers (10); Need for providing lunch (9); child participation in CRC (8); corporal punishment (5) raising awareness about CRC- quality education though various stakeholders (4). Through WSA, we integrated the work of several batches by enacting the ideal inter-play among university, primary teacher college and primary school, representing each member of Batch 18.

The above projects provided strong ground for our intended project on pedagogy through a WSA. The previous projects addressed some issues rated to practical use of knowledge but also identified several challenges concerning use of participatory methods Muziribi et al (2010b). By this Project we gradually worked at changing from restrictive to empowering norms: that is, from silence to interaction, from permissiveness to participation; from compliance to critical thinking; from dependency to independent decision-making; from reproduction to creation; from paper/pencil one-off (product) assessment to competence-based (process) assessment and continuous monitoring. The intervention sought to have children liberated and heard more.

The project intended to enhance CFSs to bring up proactive children with emotional, physical and psychological wellbeing with referent power to use acquired knowledge functionally. CFSs are schools that proactively seek and enable equitable participation of all children irrespective of ability, age, ethnicity or religion; with an academic agenda that offers effective education programmes relevant to the child's needs for life and livelihood, (UNICEF, 2006).

2.5. Definition of Operational Terms

- Participation is multifaceted concept that involves children's activity and agency being recognized; treating children with dignity; permitting them to express their feelings, beliefs and ideas; listening to them and taking them seriously; also consulting them; giving adequate information to enable them give an opinion on matters of concern, (Montgomery, et al., 2007).

- **Pedagogy** is used to mean the science and art of using child-friendly techniques to support and work with young learners to excel in their class and school work and to thrive in their day-today life challenges. Pedagogy is about knowing the learner well enough, creating a friendly atmosphere and applying appropriate inclusive strategies and methods that protect each child's identity; provides for individual learning needs; allows active participation and enables individuals to realize their full potential to address their daily challenges and problems.
- **Child rights** are universal entitlements and privileges for provision, protection of children and developing their responsibility through participation
- **Right-based pedagogy** is methodology that respects the best interest of the child in matters concerning his or her education, uses methods based on child rights principles to increase participation and increase children's responsibility.
- **Knowledge application** is use of acquired skills, values, attitudes and facts in daily life
- **Transfer of knowledge** is putting into practice the acquired facts, skills, values and attitudes in different contexts. **Mentoring** involves an experienced person helping a protégé to grow in skills.

3. Purpose

The purpose of the change project was to enhance teachers' and Tutors' competences in the use of rights-based (child friendly) methods to promote children's participation, application and transfer of knowledge gained in school to daily life situations through Whole School Approach (WSA). The WSA meant that the change project had to be delivered through all avenues that 'make the school' as a unique entity. Such avenues were direct teaching, school routine activities like assemblies.

4. Methodology (Activities)

Five primary schools participated namely, Lukyamu, Namasujju, Kireka Hill Infant, Bweyogerere Unique and St. Matia Mulumba. The rural schools were randomly selected while the semi-urban schools were purposely selected for their convenience due to easy access. Implementation of the change project was not linear but rather cyclic. A back and forth style of movement was inevitable right from the onset. We reviewed the project plan! A review was necessary to refocus the project plan towards the project purpose. We included Nakaseke CPTC and 3 primary schools (private) and Kyambogo

University (KyU). We dropped the element of *knowledge transfer* since it is long term. The team employed a number of methods and strategies to implement the project.

4.1. Survey

A simple self administered tool (Appendix …) was designed to establish parents' and teachers' views and attitudes about child rights in view of the cultural norms and beliefs valued in society. We did this because we believe that the best way to cause lasting change is by understanding the culture of the land. Change that ignores culture may not suffice beyond initiation. With knowledge, it is possible to penetrate the blind culture as it becomes clear that meaningful child participation develops self esteem.

4.2. School Visits and Meetings

It was essential to conduct familiarization meetings with the key stakeholders to expand our circle of influence and space of action, (Lecture by Flink, 2013). We were guided by the wisdom of the Swedish saying "If you want to win the battle, you have to use the weapons the enemy is using." We tried as much as possible to understand the school contexts in their uniqueness and to assess the attitude of the stakeholders. We used language a tool to woe and convince the 'gate keepers' that we had a reason to be in the schools to reduce unfriendly practices, which negatively affect learner participation in learning. Parents welcomed the idea of equipping teachers with softer skills.

4.3. Consultative Meetings

Occasional meetings with the managers of our own institutions were conducted to brief them of the plans and progress of the project. In such interfaces, we shared the schedule of activities for the change project, to keep them informed of our movements, (See appendix A for pictorial report). The main purpose was to solicit managerial support and blessing.

4.4. Training of Teachers and Tutors on right-based pedagogy

Basing on our findings, we developed a need-based programme intended to equip teachers with skills of nurturing and disciplining children for life, using child-friendly means. We conducted five trainings for the two initial UPE schools and only two trainings for teachers in the three private schools. Private schools came on board as a result of training Kyambogo University student Tutors, who had to be assessed on working with schools to promote child rights. Trainees had to demonstrate their learning by training

teachers in nearby schools on how child rights can be applied in class. So, the three private schools were taken on. The interventions intended to strengthen positive norms and bridging the gaps in beliefs and attitudes. Training for parents was conducted to educate them about children's rights, their meaning, how they could implement them.

4.5. Assignments

Teachers were given practical assignments to implement their learning at classroom and school levels; for example, involving children in formation of class rules, designing projects and materials. This strategy was used to keep teachers active on project work during the mentors' absence.

4.6. Mentoring and support supervision

Several support supervision visits were conducted by the change agents. Nakaseke PTC Tutors and KyU Tutor trainees supported to the teachers of the schools within their reach. Support supervision made teachers realize that they can grow out of their own classroom practices through supervision that focuses on betterment and not blame. During feedback conferences, the mentor could coach the teacher on skills needed e.g. how to deal with a child at fault, giving varies constructive feedback, use of non-verbal language or warm friendly voice. Mentoring involved one-to-one interaction on areas of growth and how to master in them. As Yukl (2013) contends, mentoring resulted in confidence, insight, advancement and accorded job satisfaction to the protégé.

4.7. Team Meetings and Reflective Practice

Several meetings were held to discuss finding after every stage of progress, shared roles and laid strategies on how to accomplish the set goals. As the saying goes, it all ends well that begins well.

4.8. Training Parents on the Principles of Children's Rights and their Respective Roles

The objective of the training was to educate parents on children's rights and guiding them on their roles in promoting the rights of children. Training took the form of workshops, micro-teaching, assignments, mentoring, coaching and support supervision. Workshops involved hands-on training on specific methods. Where possible, two schools could be combined for a workshop. Each workshop ended in a product like a

project plan developed by each teacher, list of social skills to develop among children and child-friendly indicators (See appendices B).

4.9. Monitoring and Support Supervision

The team took advantage of the member who is a Centre Coordinating Tutor (CCT) to help with support supervision and monitoring. These strategies also served as inbuilt checks and balances to provide feedback to the team on the achievements, merging needs and gaps to address further. The team planned to have support supervision, mentoring and coaching twice a month for each school. Realities during implementation permitted only twice in a term of three months.

4.10. Direct Teaching and Poster Presentation

Change agents applied the acquired skills through direct teaching at their institutions.

5. Results

The results are presented under the three expected outcomes. A number of activities were tagged to each outcome. Highlight of the outputs and indicators of the outcomes that the team realized are in Appendix D and E.

Outcome 1: *Teachers use participatory child rights-based methods based on child rights principles to empower learners to apply knowledge to real life situations*

Stakeholder Meetings

Sixteen meetings were held with various stakeholders including head teachers the teaching staff members, members of the Parents and Teachers' Associations (PTA) and the School Management Committees (SMCs) of the five schools respectively. The outcome from meetings was that we widen our scope of influence, sensitized and advocated for change. Meetings guided the implementation of other activities since they were both informative and reflective. Stakeholders came to visualize the gravity of the issues surround child rights better and desired to learn. Conclusively, meeting served as stimulants and avenues for driving our purpose.

a)   Stakeholder support and guidance was valuable to the success of the project

b)   Three child-friendly strategies were identified to reinforce child-rights e.g. Reading clubs, Guidance and Counselling initiative and messages on walls and in the compound.

c) Identification of issues affecting children: harsh language, corporal punishment, passive methods, leading to drop out and shared decision-making.

Survey

A survey was conducted before action could be taken to asses the attitudes of stakeholders towards child rights. The survey informed the team about the gaps on ground and gave insights on how to go about the change project. This was a source of referent or information power needed by every change agent. We knew had a glimpse of the beliefs of different stakeholders, which helped us to assess when and how to negotiate corners.

Teacher Perceptions (from survey)

Teachers had reasonable understanding of child nights in general but lacked details on specific nights. Many teachers understood child participation as child work like fetching water, collecting firewood and sweeping. When children sweep, elect leaders and take part in formation of class rules, teachers consider this child participation. The drawing line of child wok and child labour seemed insistent in the home and school practices.

School routines mainly promoted child participation in election of leaders, debates and cleaning. Prefects had no voice to influence the decisions made by teachers in any way. There is need to empower the prefects as a means of increasing pupil participation in decision-making. Other ways in which schools promote children's right of participation by structuring it in the school routine.

• Through clubs activities but most them were inactive due to teacher laxity
• Participating in formulation of school/class rules
• Reading and writing to real audiences e.g. letters to teaches, announcements on boards
• Through involving learners in class/school activities like horticulture, tree planting

Parents' Perceptions on Child Rights

Thirty (30) parents were engaged in a focus group discussion (FGD) of which six (6) was males and twenty-four (24) were females. All parents had ever heard of Child Rights via mass media but not through training. Ten of then (41.7%) expressed need to be educated on how to engage their children in decisions that affect their learning. Twelve (58.3%) thought that they knew what their children wanted and could ably make decisions for them.

Parents generally had a narrow perception of children's rights. They simply understood children's rights to mean 'no corporal punishment to children," and not denying them food." The right of participation was not known by many parents and they seemed not

to divorce oppressive from libertarian participation. To parents the right to participate related to manual domestic work and less of child involvement in decision-making like choice of school of suggesting a day's menu. They stated blaming their local leaders for educing children's rights to corporal punishment. "They started threatening us that if you beat your child you will be arrested and prosecuted," a woman narrated.

- The change agents gained more understanding of the practices and attitudes held by teachers and parents and how they influenced their perception of children's rights. We learnt that parents' and teachers' perceptions on children's rights based on how they viewed children. From their perceptions the following attitudes about could be derived:
- Children as gifts from God. The minority of parents holding this belief gave their children attention and respected their views
- Children as a minor is helpless and needs guidance and support
- A child as a subordinate should listen, obey and take orders without question.
- A child as a dependant has to rely on handouts and has no room for options
- A child as an heir and 'button taker' of cultural heritage has to jealously guard the cultural norms to ensure continuity of the societal values.

Sensitization seminars

Sensitization was done to deliberately address negative attitudes towards children's rights. The series of sensitizations done on similar issues yielded into fairer understanding of child rights; provided avenues to share and make clarity on critical cultural norms in relation to rights. They created a conducive climate to prepare interest, motivate, and focus parents and teachers on the significance of addressing the identified gaps in the survey. Taking an example of an ordinary lesson, it may be hard to teach students content that they are biased about or which they do not value in terms of end benefit. We sensitized the stakeholders to appreciate the 'beauty' of the children's right of participation, in becoming full persons.

Output

One hundred and six (100) parents were educated on the children's rights principle (3Ps) and their roles towards promoting children's rights. They acquired some knowledge on rights. Child rights were explained in plain language that could enable ordinary persons to understand them. We gave hands-on experiences to skill both parents and teachers. Personal and joint reflections were useful in helping individuals 'visualize' how traditional rearing practices and methodology were depriving the children of their freedom to 'live and grow' to their potential as endowed by nature. How would you show love to your child? What would do to a child who has performed poorly at school?

Parents learnt that love is a strong weapon in fighting vices and indiscipline and that children need constructive feedback, given in a friendly way as opposed to use of harsh means. Once children are close to adults they open up and want to behave in such a way as to win the approval of their parents. On the contrary, children who often reprimanded get wild and 'big headed since they have nobody showing interest in them. 'We do not need weapons to destroy our enemies, but love."

Training Teachers and Tutors

Two trainings on methods were conducted centrally and each school received site-based mentoring at least thrice, for UPE schools and twice for the private schools. The first training focused on practical skills and participatory methods in teaching, based on child's rights principles. Special attention was put on guiding teachers on soft of handling children in a friendly manner. We realized higher results than we planned.

- Forty-five (45) teachers from the five primary schools as opposed to 20 from two primary schools were trained on practical skills of integrating child rights principles into class room practices. We realized 250% of the targeted number.
- 14 regular Tutors and eleven student Tutors were oriented on how to integrate child rights principles into teacher training and mentoring. The number increased by 78%. Tutor trainees were equipped with skills of integrating child rights in teacher training.

Child-friendly Techniques
- Receiving and sending off children
- Patting children on the back
- Encouraging practices that build children's confidence and PRIDE as opposed to SHAME. Permitting CHOICE.
- Listening to children's voices/complaints
- Celebrating children's success e.g. by displaying or recognizing
- Exercise patience with children
- Giving constructive friendly, feedback
- Positive discipline alternatives
- Use of soft voice and respectful language
- Developing social and life skills
- Getting feedback from children

Techniques of increasing children's participation in the school routine:
- Active parades for children to present songs, poems, news, book or scripture reading.
- Setting class rules jointly
- School Family Initiative, where children support one another
- Formation of clubs e.g. guides, young farmers club, DEAR club
- Use of FAME Boards to recognize and celebrate achievers of the week
- Child-to-child approach in class and outside

Teachers were also mentored on techniques of increasing learner participation on specific methods so as to being novelty to the classrooms. If children get too much used

to routine, they may not participate as nothing excites them. The fist training focused on story-telling, discussion, role play and brain-storming variations: mind mapping, falling leaves, think-pair-share. The second training focused on Round Robin, Project method, circus (learning stations) and three-in the middle.

Teachers were guided on how to interpret and enrich the syllabus after which they planned lessons and conducted micro-teaching to demonstrate how they would engage learners in making choices of materials, activities and team-mates. Emphasis was also put on social-skills to enable children learn to cooperate and accommodate one another, while in teams. Social skills are prerequisite for successful cooperative learning. We labored to work on positive school Culture: from telling to learning by being a part (from teacher to child leadership); silence to a pedagogy of constructive noise in the classroom; from silence about issues to respectful consultation; dependency and compliancy (Yes kids) to child initiated actions leading to responsible decision-making/ living working individually to teaming up; uncompromised listeners/recipients to freedom of expression; from paper/pencil duplication/reproduction tasks to those that can enable knowledge creation. The practice of testing more than teaching was also discouraged to have more hands-on experiences.

Forty-five (45) teachers drafted enriched schemes of work and sample projects, which they implemented at class level, (See appendix B). They also developed professional development portfolios to showcase their growth in terms of integrating child rights principles in teaching. The portfolios contained reflections and artifacts on instructional materials, learning and assessment activities designed to allow learner choice and participation and all teacher collections/initiatives made to enhance the right of participation. The portfolio also contained guidelines, sample worksheets and notes provided by the mentors (See samples in appendix B).

Facilitation was done using the very methods to show the procedures and set ups. Group planning and micro-teaching followed, where each group demonstrated at least one method per training.

Direct teaching and Display of Instructional Materials

Change agents also implemented their learning from Lund University by teaching Tutor Trainees on democratic pedagogy and classroom management skills. Trainees conducted an exhibition of their posters and materials developed to model how they would apply participatory teaching and learning to teacher trainees during college practice. They also did micro-teaching and mentored teachers in the 3 private schools in teams of three. The activities were assessed as coursework.

Outcome 2: *Teachers are able to guide learners to take leadership in designing tasks that translate knowledge into action and use continuous monitoring and assessment strategies to improve learners' performance and*

To have children participate in assessment, teachers were guided on how to conduct continuous and end of term assessment. Teachers developed test items on a wide spectrum of choices. Through hands on experiences, teachers were tasked to identify a topic and specify the concepts, skills, attitudes and values to assess and design tasks/ instruments to use to assess them. This was meant to enable them assess the whole child. For children to have quality education, they must advance in skills instead of stagnating as the case often is. So teachers were asked to be mindful of Bloom's taxonomy as they state objects and also assess lessons. Emphasis was put on assessment as some children spend the year with no increase in mental, socio-emotional or physical developed since their teachers repeat the obvious without any form of challenge. Setting multiple tasks to allow for choice was also modeled through demonstration and micro-teaching.

Holistic assessment including un-examinable areas was also emphasized. For example, presentations during assembly show child leadership, rewards could be tagged to pupil behavious or performance both in curricular and co curricular activities. Pupils would be given a chance to design cards, or freely write comments on a leader, personality, player, singer or dancer they admire in the school with stated reasons. The concerned personalities would get feedback while others develop skills and positive attitudes towards others.

The team developed guidelines on conducting effective inbuilt assessment during teaching, end lesson exercises and test and examinations. Child participation may not be sustained without proper assessment in all domains. Teaching students not content and assessing for learning not for evaluation. Assessment should be an integral part of teaching and school routing (active notice boards, multiple tasks, sealing with absentees). Teachers were guided on how to utilize assessment data to set remedial work for learners. A matrix to this effect was developed to show teachers how to analyse data vertically (question by question against the pupils' performance) and horizontally to follow a particular child through the test instrument to identify his/her strengths and weaknesses.

Outcome 3: *Teachers know how to guide learners to take leadership in designing and exhibits skills of working with other stakeholders to mobilise resources*

The training focused on enhancing teachers' skills in developing child leaders and decision-makers. The focus was on how to make the school routine more child-friendly. Schools chose activities according to their interests. The activities included projects (gardens, tree planting, sanitation, craft-making, making beads); debating, talk-shows, acting mock court cases, establishing the writers' corners, class rule development and organizing and conducting child led assemblies. Schools demonstrated a beginning trend from: punishment and threat dominated assemblies to show-casing learning talent and celebrate achievement; culture of threats to negotiation through guidance and counseling; Process of learning with tears to celebratioN; Student leadership as "agency" to school administration to leadership as a cordial link; A culture of invisible children (perpetual dependents/objects) to humble contributors and full persons needing guid-

ance and a tradition of blind compliance to a culture of shared decision-making guided by rational thinking

> A child-led concert was staged in KyU and the 3 private schools took part. The purpose of the concert was to show-case what they had learnt during the project; to celebrate the high achievers, to create and environment for children to communicate to a different audience as they sensitised the gathering. Children presented poems, essays, mock court cases, Talk shows, and songs. The staff members of KyU, child rights promoters, some students and six change agents of previous batches attended. The change agents also presented a status in a participatory manner, as check point and also accountability for the time we had been in the field. It was an opportunity to receive feedback from a variety of stakeholders. The climax of the function was a marchpast by children. They sensitized the Kyambogo-Bbanda community using placards. This day was all advocay work.

Summary of Achievements: Success stories and Best Practices
- Increased awareness on Child rights (3 Ps) to different stake holders
- Trained 45 primary school teachers and 14 tutors on child-friendly approaches and methods – beyond initial target
- 180 teacher trainees of Nakaseke CPTC were orientated on CRC principles and trained on child-friendly approaches and methods
- 22 KyU students of Faculty of Education were trained on participatory methods
- Advocacy – posters, meetings, poems, skits, talk shows, mock court case
- Material production to enhance learner participation
- Teachers have adopted more friendly approaches (soft skills, smiles, non-verbal)
- More lively schools through child led assemblies, where learning is celebrated
- Increased learner participation and teacher motivation
- Educative classroom environment
- Teachers appreciate the value of child participation – thus empowering learners to take leadership
- Learner directed assemblies where learning is celebrated
- A bit of knowledge application is evident in schools

7. Discussion and Reflection

The discussion draws from the findings as they are presented in section 6 above.

The change project started with school visits and meetings to inform and seek consent to undertake it A series of meetings were conducted and some of them turned to be consultative and these targeted the head teachers and chairs of SMCs and PTAs. The

reason why we had small and bigger meetings was that the committees were divided in terms of opinions. There was a bit of politicking and these we had to address using one-to-one technique to deal with peculiar characterizes who supported while in and watered down while outside the school. There is no single strategy to dealing with various personalities in a change process.

We chose low income communities because that is where the crime of child abuse is at its peak. The situation would have been different if we worked with the elite schools, where parents know the price of their children and hence consider them a priority to a reasonable degree. A change agent working in rural communities has to embrace critical leadership skills like flexibility, multitasking, consultation to avoid stepping on what is valued. Reflection on, for, in and on action was useful in making choices that would qualify the change project worth the effort. As we progressed, we saw the need to work in schools close to the workplace due the long time spent on the way. We included more schools and participants to tap opportunities available. Training Student Tutors was useful in expanding the mentoring team and widening the base for a multiplier effect

For long, have rights have remained an unexplained mystery in books that needed demystifying A high percentage of participants lacked clear understanding of what is involved in child rights, while other held negative attitudes towards child rights due to lack or misinformation; but also due to personal choices as shaped by the communities and institutions that shaped them. *For men and women are not only themselves: they are also the religion, city or village in which they were born; the games they played, the food they ate and the poems they read as children,* (Maughan in Unicef 1997). We had to repackage rights to bring them close to what the parents and teachers valued and then examine the possible humble ways rights could be acceptable and practical to allow child participation. In a way, society regenerates herself through the wisdom packed in norms and rules. And children are born in a complexity of their contradictory social roles as innocent victims, (Montgomery, 2007).

Teachers' beliefs revealed that the social context where learning occurs affects the level of learner participation. Methods of delivery are influenced by the learning environment and working conditions as dictated by the cultural norms, for example, perpetuating the culture of silence, as a sign of respect to elders. 58% of the teachers did not believe that children could take a serious decision, while 78% believed that there are situations where children must respect the views of adults even if they negatively affected them, citing the example of choice of school. Another destructive norm concerns dependency on the teacher as the authority and source of knowledge. 85% of the teachers were opposed to allowing pupils to challenge their views openly as they would lose respect. 72% believed that giving such freedoms would make children unruly and bossy. "I feel in control if I give pupils matter. " I cannot tolerate open disapproval, as it is a sign of disrespect in my culture,'" quoting a traditional slogan, "an adult cannot be wrong.'" In a way, some teachers enjoy "pouring out" knowledge to win respect and admiration of learners. In this case, knowledge becomes a source of power, which they unknowingly or deliberately guard. Teachers' views confirmed the influence childhood

cultural experiences have on one's beliefs and the challenges of breaking adult dominance in judging right and wrong.

Many teachers hail from homes similar to those of the children they teach. They have been victims of child abuse. To make headway, there is need to provide lots of experiences through literature and visits to CFS to observe how children are treated so as to unlearn the past. When teachers change their strategies to the better the society changes her practice through the products of school.

As Montgomery et, al, (2007) argues child participation may take many directions. We chose to focus training on developing methods that would enhance child participation in leadership, speaking out, and later on decision-making because this is a no easy-go area. There are still power struggles. One of the silent reasons for slow granting of child rights is what Yukl (2013) defines as high power distance cultures. In schools and homes, there is unequal power distribution and status that are deliberate. Yukl further observes that people expect leaders to have greater authority and are more likely to comply with rules and directives without questioning or challenging authority, (p. 256). With such a mindset, society cannot conceptualize child-leadership? However, there is hope because society is changing and soon it will become clear that child participation does not lead to subordination and that children participate much more and meaningfully once give a chance. Fortunately, Uganda is committed to empowering and equipping children to choose from alternative courses of action from an informed mind, (Unicef 2007).

The interactions during sensitization workshops revealed a wide gap between teachers and parents. Teachers complained that while parents loaded children with heavy work at home, they did not want teachers to involve children in any work at school. They asked, "How can we promote child participation without involving them in manual work?" The game of blaming and finger pointing suggested a need to first work with each team separately to understand their concerns and lay strategies to address them. Lack of effective communication among stakeholders created misunderstandings and grudges. All stakeholders agreed that there was need for strengthening their skills to develop softer child-friendly skills as a means of improving childrearing practices. In conclusion, the chairman SMC of Namasujju Primary School said, "It is a timely intervention and it is a big task having parents work with teaches to make the children take part in issues affecting them.'

The first part of educating teachers and parents focused on the 3 Ps, which parents found quite interesting and essential. They wanted to understand the child rights concept beyond the ban of corporal punishments and provision of food and books. Although some had reservations, they still wanted to know the best way to promote the child rights to nurture responsible children without losing the essence of their cultural norms. To them, permitting freedoms to children and expecting them to at responsibly, that is make right choices, seemed rather impossible for an African child. Letting off tight hands on children did not sound a fair decision to the parents. With emphasis on guidance using a loving and caring attitude, some of them showed signs of conviction that came with lots of sighs. This situation implies that there is still great need to sen-

sitize and show how child rights can be practically implemented without losing morals and values at a tender age. This seems to be the thorn in the fresh of Ugandan parents. The team believes it is a dilemma that will be sorted out with time, skill and patience.

Many teachers were afraid of using the practical methods as they give children freedom to learn at their pace, which situation they thought may lead to failure of examinations. Even when teachers appreciate the worth of hands-on experiences, the power of an examination- ridden curriculum forces them to backslide into the routine of 'telling"! Very few teachers demonstrated the determination to combine liberalism and pursuit of lasting success in academic performance.

With skills on promoting participation through use of child friendly tips at class level, teachers were also skeptical on the practically of positive discipline. They argued that most school children were so 'hard-hearted' or wild and could only be taught by the 'cane.' According to teachers they were untamable. This called for sharing on alternative punishments. Positive discipline was emphasized as intended to child take responsibility for their mistakes and making deliberate efforts to amend them. It teaches children to make decisions and understand why these decisions were in their best interest, (MoES, n.d). Because of their own rough childhood, parents preferred harsh to friendly disciplinary measures.

The journey we have started aimed at creating a safe environment or children through participation. Our activities focused on training teachers to develop child friendly skills and nurture attitude change through self realization of what is best for the child. We have made a humble start but all teacher educators need to guide teachers to desist from oppressive and suppressive classroom practices and cultures to pedagogy of understanding; tolerance to mistakes purposeful, constructive talking; and justice to be heard – *Teachers as abusers to teachers as CRC practitioners*

Challenges
The team experienced a number of challenges some of which are listed below

- Due to heavy workload, the team did not fulfill all the targeted activities, especially on networking and partnership building. Sensitization was done only few parents and it was too early to address the gap of inadequate provision of school requirements, which affects child participation in the long run.
- Teachers found difficulty designing activities that sustain learner interaction. You would find a class using group work but children working individually. It was an uphill to have teachers set tasks that lead to
- Tendency to revert to the old ways of "teachers know all". Due to fear of failure to complete syllabus, teachers often fell back top traditional methods of 'telling.'
- Limited resources (material, financial) hindered the depth and scope of the project
- Blind cultures were and are still a big hurdle towards making a 'world fit for children.

8. Way Forward

The suggestions were collectively generated during the presentation of the status report and others emerged during the interaction with the mentor.

- Help clarify or demystify children's right and translate rights and responsibilities into action in meaningful ways as opposed to echoing theories or cramming the child rights, the parrot way.
- Continue giving support and mentoring to teachers through regular visits to schools to improve their classroom practices, especially developing friendly skills of working with children, designing tasks that can hold learner attention and engage them in fruitful discussions, networking and partnership in resource mobilistion.
- Sensitize communities on the values of children's rights. Parents recommended that government should sensitize communities not only on the children Rights but even their responsibilities and also strengthen community roles in upbringing of children. Accordingly, consider gender related issues to avoid leaving boys behind
- There is need to emphasize the importance of roles of the children verses rights and to always remember that whatever we do should be in the best interest of the children
- Bring parents on board so they support initiatives: Parenting sessions on visitation days
- Teach children their responsibilities alongside their rights.
- Schools to continue giving children the right to participate in leadership through democratic means.
- Parents should be engaged to form a strong partnership as a way of giving support to children to get involved in activities and decision making both at school and homes
- Peer supervision needs to be encouraged as a strategy to developing communities of practice, a strategy for sustainability.

Conclusion

We sought to estsblish the attitudes of stakeholders towards child rights and utilise findings to influence practice through teacher training. There is no surer way to realise change in the world than going through the doors of classrooms. Therefore, teacher education was and is critical. Unicef (2007) advises that to serve the best interest of the child, competent staff members and authoritioes are necessary to ensure comformity to the version of rights intended by the United Nations Convention on the Rights of the Child. There is need to close the gaps of ignorance about the meaning of rights through training and minimise negative forces through friendly but honest sensitisation campaigns. Patience is critical because attitudes have been foirmed over generations and sort of transimitted not chosesn. People attitudes are combination of the personality trait and the effects of the environment in which one has been nurtured. The option at feet was to use what

people believe in to reach to what they dread. It was and is still a long journey. Teachers made effort to apply child friendly skills, participatory methods and step aside to give children a chance to lead and choose but not wiothough fears and reservations.

The interventions we made brought a smile on the faces of some children. For the first time, some schools had embraced the neew trend of shared leadership)Yukl, 2013) as opposed to leadership invested in positions. Leting go authority was scarely but that is only the fearing the unknown. With time, we believe that teachers will celebrate the relief that comes with child participation. Indeed it was evident to many that they had for long denied children participatory rights and got worn out due to ignorance. Schools are steadily traansforming from:

Every adult has the obligation to work to address contractory social attitudes that stigmitise children and leding to natural gifts like the joy of beiong a female turning into advwersity due to peoples' reactions and expectations. By promoting participation rights let unit to improve the provison and protection rightsfor a pleasant and con-tribitng chidhood.

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Appendices

Initial Meeting with SMCs and PTAs0363

Initial meeting with PTAs and SCMCs-0367

Meeting teachers of Lukyamu /CR -0372

Meeting teachers of Namasujju C/U-0354

First training on CRC methodology- 0535

Paticipanmts mico-teaching -0546

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Appendix B: Sample Handouts and Guidelines on Methodology

Guidelines on Conducting Child-led Assemblies
School assemblies or parades are an informal strategy of curriculum delivery, which have yielded less than they are capable of due to being dominated by 'routinism' where punishments using punitive means are administered. More often than not, embarrassing children e.g. by reading culprits guilty of various offences e.g. fighting, stealing, late coming and many more is done on assembly, to make a big seen of usually something small. The child suffers both psychologically due to shame and also physically due to pain inflicted on her/her. Second, assemblies are not only known as a 'red carpet high courts' where offences are read out and sentences are passed, but also as the places for threatening children by announcing sad news of unacceptable behaviour and poor performance. Children have picked on labels from parades and have bore shame for all their life in the school. For those who may not bear embarrassment, they opt out of school. In this way, parades become enemies that scare children away from school, thus increasing wastage. Most teachers have at once enjoyed demoralising children as a fine way of managing discipline, out of ignorance or past experiences.

Administering discipline pays off only when done in a friendly way and using positive disciplinary measures. Let's try out some strategies of turning parades/assemblies from demoralising experiences to more lively and uplifting moments for every child. By so doing, children will look up to assemblies as hope-raising arenas; places where achievement is celebrated. Success begets success. We shall use alternatives ways of managing misconduct in ways that respect the digit of the child as a human person. Save the parade! Find a litter bin to discard the old punitive ways.

You can have a participatory parade where you welcome and entertain your clients and marketers of the school. Children are your guests every day. Give them a VIP treat. It could be a means for them to excel in the rest of the school work.

Guidelines for Conducting Participatory Parades/Assemblies

a) Have children at the centre of planning and managing the parade.

Let the prefects on duty make some suggestions on how to own programme and present it to teachers on duty for approval and correction. You will find it tuned to what they love and have lesser burden. Teachers should develop a rota along with children to include all classes in entertaining the school. An assembly is an opportune moment for demonstrating learning. Let Primary one share their rhyme on "Our School." allow Primary seven to read out essays while class four gives a summary of an interesting book read. The value of child participation cannot be given a price tag. They learn to get organised, to make decisions and choices, to select and be creative. Do you realise that they will become more attentive and responsible for their learning? Think of more benefits of this.

b) Recognise every effort

Human dignity deserves to be preserved by praising publicly and punishing privately. An assembly is fine time to celebrate achievement. Call out the teams that went to compete in netball and football to congratulate them. Let the captains share a word with the school. Let the entire school know the centre player and defender who played best. A handshake might appear light but it raises esteem and leaves lasting memories. Give rewards as and when possible to those champions of the Reading Club," or the fastest pupils of reception class to adjust to school.

c) Develop talents

Parades can be a ground for talent development. It is a great opportunity; do not miss up on it. As pupils to prepare something they want to share with the rest of the school. This time wait for a grand surprise; no rehearsals. Simply give them guidelines on the standard of the items to present. Watch how children will 'paint out' who they are by divine plan. From what they do you will learn to plan suitable co-curricular and class activities i their interest. Piaget calls this development from within outward. It is easy to have a child-centred curriculum in your school. Allow children to voice out. The only way adults can 'see into the minds of children' is by allowing them to talk, write, act or play.

d) Nurture characters and personalities

Tell a story of that little bad boy who escaped from school and almost met his death in a fatal accident without the parents knowing the ordeal. It will communicate a moral to those good at escaping. Just dress up the crimes and offences you desire to deal with in a way that does not disclose the offender but rather teachers him/her indirectly.

e) Develop a reading culture

A teacher, a pupil or the school principal/headteacher can read to the school something that she or he came across. This is another way of teaching research skills. Reading to real audiences is very powerful way of sharing knowledge or communicating findings. Every pupil will look up for something to share to win approval prestige. Why not? I presented a text the teacher did not know.

f) Give and take information

The secretary for information can give the news-bites of the famous primary school paper – Voice of Kan School. It will be time to imitate the national and international news readers and thereby practicing language skills and developing talent. After the news reading, the text may be pinned up on the notice board. Encourage each child to put up something and also to read what others have written. There you will be turning a silent school into a highly interactive one just with a single strategy.

Proposed Procedure for Conducting Child-managed Assemblies

a) Children walk to the assembly hall/ground and teachers take positions among children

b) Have pupils of different classes take turns to lead the Anthems [National; Buganda; Schools; School)

c) Prayer – duty rota for children of varying faiths to lead prayers

d) Pupils take their seats so as to watch and listen attentively to the assembly activities

e) Entertainment Prefect introduces the class/individuals/houses or teams to present items

f) Information Prefect presents the news of the week

g) Prefects on duty make brief comments and the school speaker invites teachers on duty

h) Teachers on duty communicate key issues and observations; invite Teacher Leader to address pupils

i) Discipline Teacher or Senior Woman/Man or DOS addresses pupils and invites HM/Director

A poem: <u>CRC GLASSES</u>
Take off your adult Glasses
See us just as children that we are
For you were once children
Give us a chance to also be
For we are just children and we learn as we grow

Take off your adult Glasses
Treat as children
We need to school, feed and play
We hate your games of violence and abuse
For we are just children and we learn as we grow

Forget not! Our dear parents, guardians and neighbours
That in our hearts and eyes
You're the York
When you hatch hatred
You bred vengeance and violence into our souls
But do remember,
For we are just children and we learn as we grow

You're our parents- we adore you
You're the examples and role models, we plead
When you heed to our needs

When you hatch love
We'll blossom into everlasting love and joy
For we are just children and we learn as we grow

Take off your adult Glasses
Look into the future when you're gone
And we're the kings and queens
Presiding over the world
Enthroned by your lessons of love,
Education and hard work
What a bed of roses the world will be
For generations to come
For we are just children and we learn as we grow

Composed by
Nayiga Immaculate
Post Graduate Student 2013/2014

Teacher's Checklist for Democratic Classroom and School Management Techniques
Today I have demonstrated rights-based practices and promoted child participation

Indicators of rights-based pedagogical practices	M	T	W	T	F	M	T	W	T	F
Called children by names										
Sat at children's tables/desks while interacting with them										
Given children a chance to make choices of e.g. activities, material, peers										
Provided room for children to practice leadership										
Created a relaxed learning environment i.e. made jokes, fun, laughter,										
Permitted freedom of movement and expression										
Used sign language (gestures) Hi5; bonga, thumbs up; nods; hugs; pats										
Used participatory methods e.g. circus, three-in-the middle; role play ...										
Encouraged children to take responsibility for their actions										
Taught some social skills										

Teachers' Portfolio items
A portfolio is a collection of the best items that portray the progress one has made in developing specified competences with his/her field of service. As teachers taking part in the promotion of child rights, we need to keep items from the daily attempts we make to become true advocates for children's rights. These will be put in a folder/file. The items may include but may not be limited to these below:

- Schemes of work and lesson plans, timetable, rules signed by children, reflections, sample instructional resources e.g. activity-cards, notes (methods, assembly, project plans) and support material, newspaper articles, records of work; list of stakehold-

ers, committee minutes (Minutes may contain emerging issues, resolutions made, actions/way forward).

- By studying the portfolio, one is able to read the reflections with corresponding evidences
- Front page: Name of teacher; school, class; experience; personal and/or professional motto/slogan

Pupils' Checklist
Today I have

Indicators of Child Participation	M	T	W	T	F	M	T	W	T
Answered several questions									
Asked the teacher or my peers some questions									
Made some choices of e.g. activities, material, playmates, book,									
Been a leader of a team, prayer, game, song, poem,									
Felt lively and happy in my class – Been in high mood									
My teacher was friendly									
Moved and talked freely to my friends in a soft way									
Kept order and respected others									
Used sign language Hi 5; bonga, thumbs up; nody-nody; hugs, pats,									
Presented an item at the assembly									
Written something and put it n the notice board / writers' corner									
Given way to others									
Shared something with a friend									
Given a hand to someone in need									

CRC Song composed by Batch 18 with support from Mr. Gerald Osinde (Secondary School Teacher).
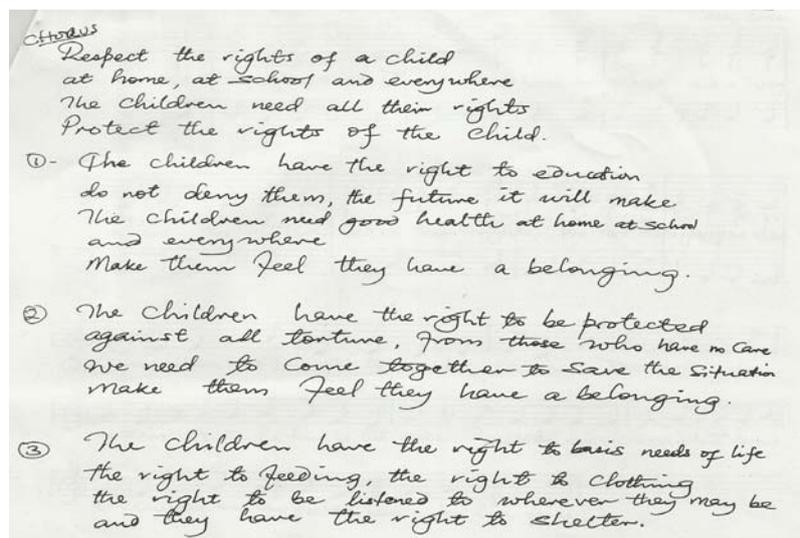
Appendix D: Focus Group Discussion Questions – Parents/Teachers

1. What do you know about child rights?
2. Have you ever been trained about child rights?
3. What has hindered the effective implementation of the child right policies?
4. What opinions do people have about children's rights in general?
5. What is good about children's rights?
6. What structures are in place at home/school to enable children to participate in matters affecting them?
7. Do you promote child rights in your home/school? How?
8. What examples could you cite as evidence for learner participation in leadership, curriculum, routine, assembly, SMC, PTA, assessment?
9. Would you recommend or discourage the implementation of children's rights?
10. What advice would you give to government to improve child rights in the country?
11. What are some of the issues, problems or challenges related to child-rights that require policy formulation or direction as regards children's rights?

Appendix E: Proposed Activities during meeting with teachers

1. Child managed Parade techniques – visit by SMC
2. Mock Court Case on child rights on any issue identified by children
3. Songs to sensitise parents about child rights and children on their responsibilities for productive life
4. Writing competition [Essays; Poems; Conversations; reflections and letters about issues on child rights]
5. Providing real audiences – Display of pupils' work – setting up Writers' Corners - let children participating in voting the best essay; lunch hour reading;

1.0 Outcomes/ Benefits

Effect of CRC on Teachers, Pupils and School Leadership

Teacher	Learner	School
Integrates CRC principles in teaching e.g. gives children chance to choose tasks, Learning Centers, materials and workmates	• Formulate class rules and regulations that reflect pupil participation in their design (e.g. signature, collective language use) • Participate actively in class activities	Child-Friendly School (CFS) where children are valued and respected in terms of rules, services, language. Facilities; Child Voices ring high and are taken seriously

• Values social skills training • Displays messages on social skills • Uses small groups • Teaches life skills Uses soft language and jokes • Recognises and rewards social behaviours	• Initiate and implement individual and group activities/ tasks • Actively participate in group activities • Take part in group formation • exhibit group dynamics (e.g. leadership, communication) and social skills (e.g. listening, turn-taking, respect)	Charts indicating strands and strategies for integrating CRs' principles in different topics A supportive community where **ALL** are learners Consultation is practiced
• Creating a psychologically relaxed learning atmosphere • Close to children – postures • Uses non verbal language e.g. thumbs up, pats on back, faces to show mood, nods, smiles etc.	• Happy children, open to their teachers and parents • Social children with well formed characters and personalities	A well established school culture that nurtures socially acceptable and warm climate to children
• Gives learners a chance to take initiative to develop leadership, social and interpersonal skills • Guide learners to put their learning into practice in daily situations	• Formulates class rules and regulations and append signatures • Responsible living and concern for individual and communal needs • Takes initiatives and influences others	• Varied display techniques A chart showing opportunities each teacher or Tutor will open up to have learners be responsible for their learning
• Interactive teaching techniques and strategies • Is friendly but firm	• Chooses workmates • Chooses materials to use	Responds to learner clues as reflected in books, moods and performance
• Organization of classrooms to facilitate easy participation • Encourages learner talk and group interaction	• Enjoys free movements to reach to the teacher and other pupils • Interacts freely and respects others in the groups	Model school with sample projects, learning and assessment activities in class files and develop archives
• Breaks topics into teachable units and enriches them	• Indicates areas she is conversant with and seeks help in areas of need	Sketches on topics broken down; Mind-maps indicating integration strands
• Relating content to daily life situations	• See relevance of content learnt and can transfer learning	
• Regular lesson planning involving participatory methods based on CRs' principles	• Active participant in lessons • Takes advantage of the supportive environment to learn and grow	Facilitates participatory learning

• Design of various practical learning and assessment activities e.g. simple projects, puzzles, paper folding; field trips, nature walks; drama; role plays; panel discussions; writing and reading to real audiences	• Chooses activities, materials and peers Participates in selected activities • Shares learning with teachers, peers and parents	Reflects a learner centred atmosphere in displays and messages; children's work is celebrated
• Conducts learner-centred lessons • Ensures quality time at task	• Concentrates at tasks and produces high standard work	Focuses on individual children's progress
• Peer support through supervision and demonstration lessons	• Enjoys the collective efforts of teachers	Cherishes team building Facilitates teamwork
• Develops relevant assessment tools and portfolio items	• Show-cases school achievements and identifies strengths and weaknesses	
• Conducts meaningful assessment (friendly marking skills)	Interprets teacher's marking symbols	Has a clear system and assessment policy
• Giving constructive feedback to learners and parents	• Takes feedback for own improvement	Keeps relevant records on pupil achievement/progress
• Selects, designs and uses different types of instructional resources to support teaching	• Manipulates a rich learning environment to discover, record and report	Established resource centre Mobile libraries class libraries establishes
• Empowers learners to take charge of class and school activities • Creating time for practicing learning	• Demonstrates sense of responsibility • Makes good use of time to study and/or consult peers and teachers • Produces results for accountability	A list indicating strategies for practicing learning e.g. class days, sports days, assemblies, lunch hour,
• Develops and uses relevant competence-based tools to assess pupil's creative learning abilities	• Engages in peer and self assessment	Allows criterion-referenced assessment where individual targets are set
• Designs work/activity sheets assessment rubrics and criteria to enable quality participation	Uses activity or work sheets at own pace	Sample work/activity sheets assessment rubrics and criteria for reference
• Document and evaluate their learning experiences in creative ways	Demonstrates leaning in own style Artifacts to showcase learning [portfolios; worksheets]	Learning styles are known respected and provided for
• Aware of different ways of the importance of celebrating learner achievement • Learner diaries and teacher reflections	Self esteem and self worth developed	A developed list of various ways to celebrate achievement in class and school work

• Creating an environment that supports and enables learners to be responsible for their learning	• Suggests activities of interest • Makes choices and fulfills them • Reflects on own actions • Takes part in material development	Learner made diaries and teacher reflective journal entries
• Support learners to take leadership, develop group and individual activities/tasks	• Take leadership • Participate in formulation of class rules Choose groups, tasks, resources	Pupil school and class duty rotas
• Engaging stakeholders to support teaching a. SMCs and PTAs b. Parents c. Shopkeepers d. Health workers e. Local Council leaders f. Religious leaders	• Child enjoys the collective support of the school community and neighbourhood • Writes 'thank you' notes to people or organisations that provide support	Lists of different stakeholders to work with under different topics, indicating areas of engagement A chart indicating the different stakeholders and their areas of engagement for a specified period of time
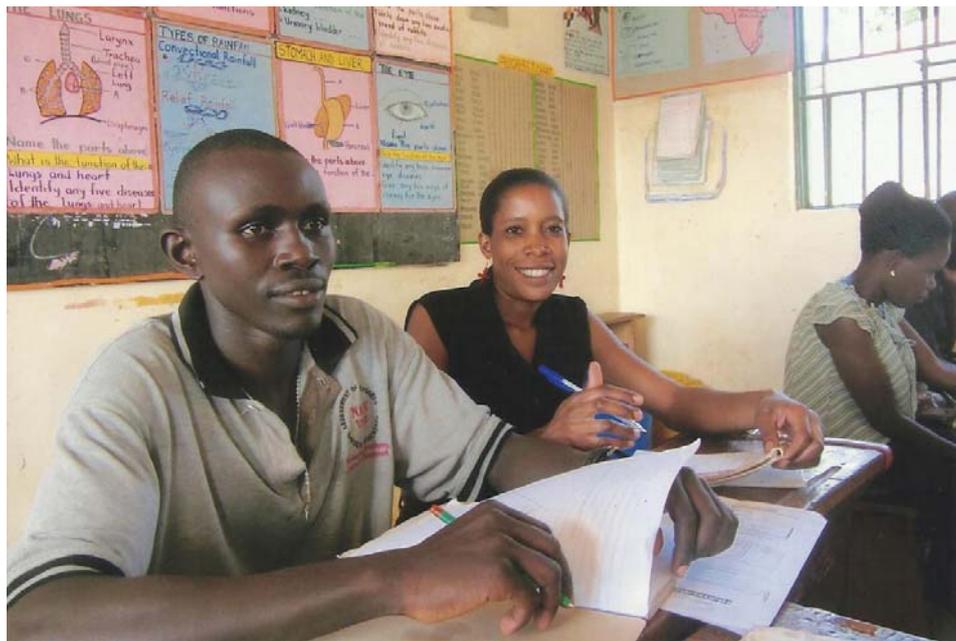
POEM ABOUT "CHILD ABUSE"

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You lead to childrens death and crimes.
You make young cry and suffer.
What a violent thing you are!

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You are maid mainly caused maids.
You are caused by drunkard fathers and mothers
What a vilen violent thing you are!

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You cause children's rights to be vile violeted
You include child labour, child battering et cetera
What a violent thing you are!

child abuse! child abuse! child abuse!
What a very harmful thing you are
You lead to dis daining of children
You lead to bad behaviors like stealing.
What a vilolent thing you are.

BY EDITA. MUWANGUZI
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