

VIETNAM

Build up child-friendly learning environment by improving teachers and students' communication based on the Rights to Participation and Protection in CRC

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1. Introduction

The Convention on the Rights of the Child (CRC) was passed by the UN on 20 November 1989 and has become effective since 2 September 1990. Vietnam was the first country in Asia and the second one in the world to ratify CRC. In Vietnam, the Law on Child Protection, Care and Education (LCPCE) was ratified on 12 August 1991 and adjusted on 15 June 2004 by the National Assembly. Since then, Vietnam has practised CRC and LCPCE for the best interests of children. CRC propagation and implementation have been done throughout the whole country, especially in education. But we still have some important steps to take in CRC in Education in our city and society.

2. Frame of Reference

The CRC network in Hochiminh City has been set up since 2004 with the first project to be done at Le Ngoc Han Primary School, district 1, then Luong Dinh Cua Primary School, district 3, Chuong Duong Primary School, district 1, next *Chinh Nghia Primary School*, district 5 and now Dinh Tien Hoang Primary School, district 1. Mr Le Ngoc Diep, Head of Hochiminh City Department of Primary Education specially cares about CRC and gave opportunities for all specialists, principals and teachers to participate in

CRC training course. At present, there are 15 change agents in Hochiminh City in the total of 27 of the whole country. Meanwhile, 6 CRC-projects have been conducted.

However, not all children among 36 percent of 87 million people have been fully provided, protected, and participated. As a matter of fact, there are still children who get physical and mental abuse, lack protection, and have less chance for development and participation. Furthermore, many have no idea about CRC for self-defence.

Baseline

Hochiminh city is the biggest centre of economics, commerce and service in Vietnam with the population of more than 7 million people. District 5 is one of the central of the city with over 194,000 people in which the Chinese take up 35%. They live near the markets and earn a living mainly by doing home business and small business. Most parents pay little care for education, CRC and LCPCE because of the practical idea that 'to study is only to know and to work'.

There are 56 public schools and 24 private ones (33 kindergartens, 20 primary schools, 11 secondary schools, 3 centres for continuing education-Vocational, 1 fostering education school, 1 vocational school, 2 colleges, 9 universities). Most of the kindergartens, primary and secondary schools lie within religious places like pagodas, churches, temples, etc.

CHINH NGHIA Primary school is inside the area of Guan Yu Temple built in the early 19th century by a Chinese minority moving to and living in Vietnam. The school located in ward 11, district 5, Ho Chi Minh city, Viet Nam. There are 47 teachers and 52 employees who teach and look after the children from 6 to 11 years of age, 1911 pupils in 47 classes studying in two shifts (morning and afternoon) and stay for lunch at school from Monday to Friday.

The pupils of Chinh Nghia school make up 42% of Vietnamese with Chinese origin and about 3% of Chinese nationality. (This number was higher before but at present most of the pupils enrolling come from the families living nearest to the school). The school lies near the crossroads of Trieu Quang Phuc and Luong Nhu Hoc streets well-known with Chinese medicines made from different herbs.

Before CRC and the LCPCE were born, adults practised all forms of punishment which directly or indirectly affect children's physical and mental health. The passing of LCPCE in 2004 helped to abolish corporal punishment in the Vietnamese society and schools. However, instead of it, teachers still use another kind of punishment – *bad language* – to offend students and this recently became a phenomenon.

This also happens at CHINH NGHIA Primary school. There are still students' negative comments through the mailbox "What I want to say" about their parents and teachers' use of words such as *'stupid, fool, dunce, booby, as foolish as an ass, crazy, lazy, etc'*. This usually happens when the children make mistakes, do not have good results or simply when their parents and teachers are not in a good mood. In addition, because of their Chinese origin, parents don't speak Vietnamese language fluently so sometimes they use abusive terms with children like "*mày, con, thằng*" instead of "*con*" and call themselves "*tao*" instead of "*cha, mẹ*". This certainly causes a bad effect on their children's life and learning because they may talk to others using the same terms. What is more, the act of talking to children in negative language can be seen as *'mental violence'* or *'measures that offend or lower the honor or dignity of children'* which definitely goes against article 19 of CRC and article 9 of LCPCE.

3. Purpose and stakeholders

Due to the fact that both teachers and parents still talk to children using child-unfriendly language, the purpose of this change project with the focus on the Rights to Protection and Participation following the UN CRC of Team Vietnam batch 15 is to help to make *CHINH NGHIA Primary school* a child-friendly one in which teachers as well as parents are using positive language and are changing attitude to students after CRC training. A child-friendly school following CRC does not only equip children with good education foundation but also create a safe, joyful, and healthy environment for them to enjoy themselves, to be protected from damages and violence, to be able to express their views and to actively participate in the learning process. The child-friendly learning environment is also the friendly one with teachers where each of them is respected and supported to develop their professional ability to the fullest.

What is to be different?

- Teachers and staff change their habit of bad language use to students.
- Students and parents are more aware of the children's rights as human being.
- School, family and society altogether co-operate to implement CRC.

Stakeholders

Principal and two deputy principals, teachers and staff, Student Council and parents of Chinh Nghia Primary School.

Target groups

28 teachers and staff and 715 children grade 4 &5 of CHINH NGHIA Primary school.

Indicators

- Teachers give positive comments about CRC training. By reflection.
- After the training, teachers use more friendly language to students. By contact books and notebooks.
- Teachers actively participate in making propagation posters about CRC.
- Teachers usually read notice board which specializes in CRC. By observation.
- There are no more students' comments about teachers and staff's bad language use. Through mailbox.
- Through class visits, teachers frequently encourage and praise children with positive language. By checklist.
- Students interviewed agree that teachers no longer talk to them using bad language even when they are not in a good mood.
- Through questionnaire, children know their basic rights.
- Children role play and make clear that teachers must use child-friendly language. By drama.
- Children go to school more regularly through attendance book, enjoy learning and are confident when communicating with teachers. By observation.
- Parents are actively interested in CRC implementation at school and at home through parents' meeting and interview.
- There are no more students' comments about parents' bad language use through mailbox and interview.
- Parents actively participate in school activities.
- Local community, press and television specially care about CRC implementation. Through articles, TV channels.

4. Methodology/Activities

4.1 CRC training

4.1.1 *Workshop for teachers and employees*

Date: Oct 22, 2011

Place: Chinh Nghia Primary School, district 5, HCMC, Vietnam

Trainers: Tran Si Thy & Bach Linh Trang

Trainees: 28 teachers and employees

A. Aims

- Create informal atmosphere for giving and gaining
- Review understanding of a child, clarify basic needs of children
- Review CRC-how and when it was born.
- Review 8 main points of CRC
- Rights to Survival
- Rights to Protection
- Rights to Development
- Rights to Participation

b. Teaching aids: Projector, Power Point presentation, paper and pens

C. Methodology: Discussion, presentation, problem-solving, group work

D. Content

- Introduction
- What is a child?
- About CRC
- 8 main points of CRC
- Consolidation

E. Summary

- Feedback.
- Sum up.

4.1.2 Training for students

Date: Oct 22, 2011

Place: Chinh Nghia Primary School, district 5, HCMC, Vietnam

Trainers: Dinh Kim Phuong & Nguyen Huu Tam (batch 12)

Trainees: 36 students (26 from Student Council)

A. Introduce RIGHTS TO SURVIVAL

I. Aims: help students to

- know that the Rights to Survival are one of 3 basic ones cited in CRC.
- show the situation threatening the survival of children.

- know the factors which affect the Children’s Rights to Survival.
- Raise awareness of Children’s Rights to Survival.

II. Materials and teaching aids:

- Paper, markers, tape
- The note records the case study about children falling into a crisis or emergency situations
- Set of pictures about Child Rights

III. Methodology: discussion, presentation, problem-solving, group work

IV. Activities:

- Warm-up: Game ‘Salad’
- Activity 1: Consolidate and introduce CRC
- Activity 2: What are Rights to Survival?
- Activity 3: The elements needed to ensure children’s right to survival
- Activity 4: The role of society
- Students’ self reflection
- Sum up

B. Introduce RIGHTS TO PROTECTION

I. Aims: help students to

- Know what the Rights to Protection are, identify dangerous/difficult situations in which children should be protected.
- Reflect and discuss matters related to the Rights to Protection in real-life.
- Practice self-protection and help-seeking skills.

II. Materials and teaching aids:

- Paper, markers, tape
- The note records the case study about children falling into a crisis or emergency situations
- Set of pictures about Child Rights

III. Methodology: discussion, presentation, problem-solving, group work

IV. Activities:

- Warm-up: Game “Ant bite, bee sting, stomach ache”
- Activity 1: What are Rights to Protection?
- Activity 2: Role play

- Activity 3: Probable situations to cause injury to children
- Activity 4: Real-life reflection
- Sum up

C. Introduce RIGHTS TO DEVELOPMENT

I. Aims: help students to

- know what the Rights to development are and its relation to 3 other rights.
- analyse factors which affect the Children's Rights to Development
- express strong opinions about actions violating Rights to Development

II. Materials and teaching aids:

- Paper, markers, tape, color pencils
- A development tree

III. Activities

- Warm up: Game 'seeding'
- Activity 1: What the children need for development?
- Activity 2: Painting
- Activity 3: The roles and responsibilities of family, school and society in practice Rights to Development
- Activity 4: Discussion and presentation
- Sum up

D. Introduce RIGHTS TO PARTICIPATION

I. Aims: help students to

- understand the Rights to Participation and related articles in CRC.
- be aware of adults and children's responsibilities in implementing the Rights to Participation

II. Materials and teaching aids:

- Paper, markers, tape
- Copies of related articles
- Ladder of participation
- Set of pictures about Child Rights

III. Methodology: discussion, presentation, problem-solving, group work

IV. Activities:

- Activity 1: What do you do?
- Activity 2: The children's wish
- Activity 3: The decrees of participation
- Activity 4: Articles related to the Rights to Participation
- Activity 5: Discussion and presentation
- Sum up

4.1.3 Parents' meeting

Date: Jan 7, 2012

Place: Chinh Nghia Primary School, district 5, HCMC, Vietnam

Speaker: Dinh Kim Phuong

Viewers: 94 representatives for parents of 5 grades

A. Aims: help parents to understand CRC

B. Content: introduce 4 child rights and the project

Gather more information from parents on how much they and their children have been aware of child rights and whether they have exercised them at home. After that, keep in touch with them through contact books to exchange information about students and to set up good relation between parents and teachers as well as to make them trust the teachers.

4.2 Events

4.1.4 Propagation posters making about CRC (Oct 23-30, 2011)

After training, students drew pictures about four pillars of Child Rights then four best ones were graphically designed by teachers.

4.2.2 Flag-raising activities

During the flag-raising activities every Monday morning, CRC was partly informed to students of Grade 4, 5 and spread out to students of Grade 1, 2, 3. Then, students felt free to exchange their ideas about Child Rights with teachers and others.

4.2.3 School board meeting (from Nov, 2011 to Feb, 2012)

- Inform the necessary change in language use of teachers.
- Remind teachers not to scold students with abusive terms such as (stupid) “ngu, ngốc, đần độn, ngu như lừa”.

4.2.4 Mailbox ‘What I want to say’

There is one in each class so that children can share their feelings, thoughts, problems about learning, school and friends, family, etc. Then teachers read and answer directly if students write their names on or indirectly if they don't. By the way, teachers should be careful when giving feedback so as to help students at the right time and in the right way.

If students don't like posting letters in their classes, they can make use of another one in the school yard. Here, every week, the Secretary of the Youth Union will collect and take notes then the principal will reply during the flag-raising activities the same way as the teachers usually do in class.

4.2.5 The school organized various activities to celebrate Teacher's day (Nov 20, 2011 and Nov 20, 2012):

- Natural drawing ‘I am a little artist’
- Drama about CRC (students self-organised)
- School and classroom decoration with pictures related to CRC
- Letter writing to express gratefulness to the teachers (students self-organised)

4.2.6 Merry Christmas Festivals

4.2.7 Make-up festival ‘Welcoming new year’ on Dec 30, 2011 (students self-organised)

4.2.8 Entertainment activities in Dai Nam resort on Dec 7, 2011 (teachers and students)

4.2.9 Open House day – Students proudly introduced their school and classes with their parents (April 4, 2012)

4.2.10 Taking part in charity activities (teachers and students).

- Visit Nguyen Dinh Chieu School for the blind on Sept 25, 2012.
- Visit Thanh An school in remote area in Can Gio which is encountering difficulties on Dec 27, 2012.

4.2.11 Outdoor activities (Oct 17, 2012)

Students organised various contests including launching water rockets, making crystal pictures, statue painting, handwriting, music performance, enjoying food, etc.

4.3 Support from local community

Ms Vo Ngoc Thu, Head of Education and Training Department, district 5 and the local authorities attended the training course in CRC with great enthusiasm and encouragement and informed other schools in district 5 about this project.

People's Committee of ward 11, district 5 and Parents' Council provided the school with fund to put the project in action.

Local newspapers 'News week' and 'Childhood' helped to spread the information about the project to public. The news was also broadcasted on channel HTV9 of HoChiMinh TV station.

5. Results

After more than a year working on the project (from October 2011 to February 2013), we get some good results:

First, 28/28 teachers and staff stated clearly in their reflection that the workshop was essential and comfortable. After that, they often paid attention to notice board during break time and discussed with each other about the project and looked for CRC materials for further reading as well. Also, they, together with children actively designed propagation posters about Rights to Survival, Protection, Development and Participation based on the children's idea. And, with the teachers' help, the children made many crystal pictures about CRC. Moreover, by reading contact books and notebooks as well as letters in the mailbox, we found out that teachers did use more positive language to encourage and praise students even when they made mistakes. This change was also indicated in the questionnaire given to them a month after CRC training.

Question 5 (Do you attentively listen to your pupils sharing their ideas about their friends and family?)

17/17 (100 %) say Yes (directly or indirectly every Friday through mailbox)

Question 9 (Do you help your pupils solve their problems and concerns with an enthusiastic manner?)

17/17 (100 %) say Yes

Question 16 (Do you pay attention to giving out high praises to pupils who have done something well although they get just little achievements?)

17/17 (100%) say Yes (by giving examples of some positive expressions they often use in class like 'Try your best next time', 'The score will be higher if you try harder',

‘Wow! You made progress!’, ‘Next time will be better’, Well done!, Excellent!, Good!, etc)

Second, 36/36 children taking part in CRC training expressed their interest and willingness to inform their classmates about CRC. They understand their rights, their needs, and their responsibilities. In fact, the children of Grade 4 & 5 made their voice loud and clear when performing in drama about CRC; which, as a result, made first, second and third graders join in, too. Soon after, absenteeism decreased considerably. This proved that the children are closely connected with their classes and school. And it seems they really feel that ‘Every day to school is a happy day’ when they are open to talk to the teachers directly or through the mailbox indirectly about almost anything. Also, complains about bad language use of teachers and parents remarkably reduced. This can be shown clearly by the result of the questionnaire given to them a month after CRC training.

Question 7 (Do the teachers listen to the students carefully when they want to share?)
679/715 (95%) say Yes

Question 8 (Do the teachers usually encourage the students to give their opinions?)
708/715 (99%) say Yes

Question 11 (Do the teachers usually read the students’ letters in Letter box?” What I want to say”?) 664/715 (92.9 %) say Yes

Furthermore, thank for teachers’ use of friendly language, the children know how to communicate well with their classmates and shape a habit of using gentle words against school bullying. The interview with 6 students of 4 grades (3 fifth graders, 1 fourth grader, 1 third grader and 1 second grader) including 3 Chinese Vietnamese, 1 Tay (ethnic minority) and 2 Vietnamese also gave positive results when all of them grasped the knowledge of CRC and believed that the teachers themselves were really aware of it in the classroom. Moreover, they all felt happy when being praised with positive language.

Third, the relationship between teachers and children has improved a lot since they had a chance to participate in various events together when the teachers instructed the students how to develop their abilities in different fields and at the same time respected their opinion. In addition, the teachers knew more about children problems to help in need. For example, It was the case of 2 students Tran Ngoc Trung (grade 4) and Tran Ngoc Minh (grade 3) when their mother Huynh Thi Hong Tuoi who wanted to force their father Tran Minh Tu to spend money on her own expenses, decided to take their two children to Tay Ninh province. Therefore those two students were absent from class for two consecutive weeks. But they always enjoy going to school because of the teachers’ care. Through other students and parents, the teachers could finally contact with

the students and their family as well as forced their mother to let them come back to school. We had to solve this case from Dec. 12, 2012 to Dec. 18, 2012.

Fourth, parents attending the meeting showed their care, interest and support in the project. Understanding the importance of CRC implementation at school, many of them have actively participated in school activities together with their children. The interview with 3 parents (2 Chinese Vietnamese and 1 Vietnamese) showed their strong agreement on 'Saying no to negative language' in which one of them suggested to consider the children as friends and confirmed that they would be more aware of CRC at home as well as let others know about this.

6. Discussion and reflections

The results showed that not only does this project changed the teachers but also the children in terms of attitude and action. These two groups are inter-correlated since the teachers' change of using language led to that of the students and the children' understanding about CRC had an influence in the teachers' awareness. In addition, the children are aware of CRC and know how to protect others and to be protected by participation. Undoubtedly, the project did support the movement 'Friendly schools, active students' by MOET.

Likewise, parents also experienced the big change in their points of view of how to educate children. Without their approval and determination in putting the project into action at home alongside with the implementation at school, we cannot reach the target.

We learned that in order to put the project into action to achieve the goal, it is not the work of any individual but the whole community 'School-Family-Society'. Another point is that we should believe in children when empowering them and letting them play the key role in project planning since they may surprise us. Last but not least, the stronger the connection among members of CRC network is, the more successful the project can be.

Personal reflections

As a principal, I have made use of the method of sharing and entrusting responsibility to the Vice principals, the Secretary of Youth Union, the Chairperson of Labour Union, etc so that they – together with me – cooperated to take actions to reach the final goal. Up to present, we have obtained good results when the concepts of Child Rights with The 3Ps have been reflected not only on teachers and staff's mind but also in their ac-

tion. I feel quite certain that in a near future, this will be the same for everyone at *Chinh Nghia Primary School*.

As a specialist in Primary Education at local DOET, the training program in Sweden including discussions with colleagues from other countries and exchange of ideas with mentors and professors helped me realise the real value of CRC and how to apply it to suit our own context. Furthermore, children education is an art which takes time and effort and requires skillful and clever method because every child is unique.

As a lecturer of University of Education, I had a chance to enlarge my space of action when joining in this project. In the past, my lessons were only filled with knowledge of my own major but now they are integrated with CRC so that my student-the teachers to be- are aware of it at this very moment and prepare themselves carefully for their future job of dealing with children. I also hope that one day CRC will be a compulsory subject to be taught at my school to provide the society with qualified teachers who fully understand what children want and can apply child-rights-based approach in their teaching.

7. Way forward

- Regularly contact with parents about CRC information (through contact books, meetings, school activities)
- Regularly organize a get-together for the school and parents as well as children to discuss about CRC in order to reach an agreement in bringing up, communicating and protecting the children at home and at school.
- Maintain sustainability by keeping up the continuous circle of the project in the next school year.
- Ask for support from MOET, DOET, local community, local newspapers, TV station, NGOs, etc to widen the scale of the project to other schools in the area.
- Give and gain from previous batches.

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Appendix

Project Plan

OUTCOME 1	Indicator/Monitoring	Time
Teachers and staff have changed their habit of bad language use to students.	Observations and questionnaires to teachers/students	Oct 2011 → Oct 2012
1.1 OUTPUT	Indicator/Monitoring	
Teachers and staff are more aware of CRC and the importance of its implementation in classrooms.	Poster presentation of teachers	Oct 2011
1.1.a Activity		
Inform 28 teachers and staff (of grade 4 and 5) about CRC training.	Notice board and training plan	Oct 2011
1.1.b Activity		
Seminar about CRC for 28 teachers and staff.	Training plan and questionnaire.	Oct 2011
1.2 OUTPUT	Indicator/Monitoring	
Teachers and staff know that bad language is not allowed according to CRC.	Notice board	Nov → Dec 2011
1.2.a Activity		
Encourage students continue to use the letter box “what I want to say”.	Comments of students	Nov 2011
1.2.b Activity		
Check teachers’ comments in contact books between teachers and parents.	Comments of teachers	Dec 2011
1.3 OUTPUT	Indicator/Monitoring	

Teachers and staff have started to change their use of negative/unfriendly language to positive/friendly one.	Observations and reflections	Nov 2011 → Jan 2012
1.3.a Activity		
Supervise and visit classes	Checklist	Nov 2011
1.3.b Activity		
Praise, compliment those applying well.	Interview 10 students	Nov 2011
OUTCOME 3	Indicator/Monitoring	Time
School, family and society altogether cooperate to implement CRC.	Parents actively participate in school activities. Drama and debate.	Oct 2012 → Dec 2013
3.1 OUTPUT	Indicator/Monitoring	
Parents pay more attention in action at home.	Letter box	Jan → May 2012
3.1.a Activity		
Continue meeting parents twice a year.	Contact books	Dec 2011 May 2012
3.1.b Activity		
Frequent contact between parents and teachers.	Contact books	Feb 2012
3.2 OUTPUT	Indicator/Monitoring	
Local community are more concerned about CRC activities.	Meeting with local leaders and information about school work.	Feb 2012
3.2.a Activity		
Inform the local press	Articles about school work.	Feb 2012
3.2.b Activity		
Inform the Chief of Primary Education Division, HCMC Department of Education and Training; Department of Education and Training district 5 and People Committee ward 11.	Report and information	

Questionnaire to students

1/ Do you know anything about CRC?

(Em có biết gì về “ Quyền trẻ em” không ?)

Yes No

If yes, what do you know?

2/ Have your teachers ever talked to you in bad language?

(Giáo viên đã từng dùng lời lẽ không tốt với em?)

Yes No

If yes, what did they say?

.....

3/ Do they scold at you when you make mistakes?
(Khi em phát biểu sai, hay vi phạm lỗi thầy, cô la mắng em ?)
Yes No

4/ Do they greet you when you greet them everyday?
(Mỗi sáng vào lớp khi các em chào cô thì cô có chào lại các em ?)
Yes No

5/ Do they say goodbye to you before leaving?
(Mỗi khi tan học thầy cô có nói lời tạm biệt với em không ?)
Yes No

6/ Children must be respected no matter who they are. Do you think so?
(Em nghĩ dù mình là trẻ em thì người lớn phải tôn trọng?)
Yes No

7/ Do the teachers listen to the students carefully when they want to share?
[Giáo viên có chú ý lắng nghe học sinh khi các em muốn tâm sự?]
Yes No

8/ Do the teachers usually encourage the students to give their opinions?
[Giáo viên có thường xuyên khuyến khích học sinh nói lên ý kiến của học sinh không?]
Yes No

9/ Do the teachers let the students talk together by their mother tongue?
[Giáo viên có cho phép học sinh nói chuyện với nhau bằng tiếng mẹ đẻ không?]
Yes No

10/ Do the teachers usually eavesdrop on their students when they talk together?
[Giáo viên có hay nghe lén học sinh nói chuyện với nhau không?]
Yes No

11/ Do the teachers usually read the students' letters in Letter box "What I want to say"?
[Giáo viên có hay đọc thư của học sinh trong hộp thư "Điều em muốn nói" không?]
Yes No

12/ Do they attentively listen when you give opinion?
(Thầy cô có lắng nghe em nói ?)
Yes No

13/ Do they call your name when asking for your ideas?

[Khi muốn em phát biểu thầy, cô gọi tên em ?]

Yes No

14/ Is the school interested in students who have difficult circumstances?

[Nhà trường có quan tâm đến những học sinh có hoàn cảnh khó khăn không?]

Yes No

15/ Do the teachers usually call the students with “special” names?

[Giáo viên có thường hay gọi học sinh bằng những cái tên “đặc biệt” không?]

Yes No

16/ Are the teachers’ voices warm and sweet when teaching?

[Giọng điệu của giáo viên có ấm áp và nhẹ nhàng khi giảng bài không?]

Yes No

17/ Are the students let to take part in the discussions at school?

[Học sinh có được phép tham gia các cuộc thảo luận tại trường không?]

Yes No

18/ Does the school usually hold the outdoor activities for students?

[Nhà trường có thường tổ chức các hoạt động ngoại khóa ngoài trời cho học sinh không?]

Yes No

19/ Do the teachers usually encourage you when you get low marks?

[Giáo viên có khuyến khích khi em bị điểm thấp không?]

Yes No

20/ Do they often contact your parents to talk about your learning?

[Thầy cô có thường liên hệ với cha/mẹ của em về việc học tập của em không?]

Yes No

Questionnaire for teachers

1. Do you know anything about CRC?

Yes No

If yes, please explain

2. Has the school set up the necessary mode of interaction between pupil and pupil, between teacher and pupil?

Yes No

3. Do you ever scold your pupils in class?

Yes No

4. Do you often smile and talk to your pupils with a friendly voice in class?

Yes No

5. Do you attentively listen to your pupils sharing their ideas about their friends and family?

Yes No

If yes, please explain.....

6.. When the class is over, do you say “goodbye” to your pupils before they go home ?

Yes No

7. When you want your pupils to express their ideas, do you call them by their names?

Yes No

8. Do you share with pupils when talking to them?

Yes No

9. Do you help your pupils solve their problems and concerns with an enthusiastic manner?

Yes No

If yes, please explain

10. Are you interested in what the pupils do and need for their study?

Yes No

11. Do you treat all your pupils fairly, equally and respectfully?

Yes No

If yes, what do you know?

12. Do you spend time interacting and communicating equally with your pupils according to each study group without discrimination?
Yes No
If yes, please explain.....

13. Are you interested in improving your teaching methods to promote the activeness and creativity of your pupils in their study?
Yes No

14. Do you participate with your pupils in the recreational and extra-curriculum activities?
Yes No
If yes, please explain.....

15. Do you support pupils who have problems or special needs?
Yes No

16. Do you pay attention to giving out high praises to pupils who have done something well although they get just little achievements?
Yes No
If yes, please explain.....

17. Do you often meet with parents about the results of study, skills and behavior of each pupil in your class?
Yes No
If yes, please explain.....

18. Do you know that changes in living condition of the family of each of your pupils which may affect their study?
Yes No

19. When you get angry because a pupil is mischievous or faulty, do you try to behave yourself not to scold your pupils but use some soft ways to build up the order and discipline of the class?
Yes No

20. Do you often share with the colleagues or the School Authority about what happens in your class such as when a pupil does not learn his/ her lessons or is mischievous in class?
Yes No

Interview with students

1. With the implementation of CRC at your school, how do you think you are taken care of?
2. Which rights of four in CRC do you like best? Why?
3. When you make mistakes, what do your teachers say?
4. What do you think when your teachers talk to you using child-friendly language? Can you give an example?

Interview with parents

1. When did you start being aware of CRC?
2. How do you feel when knowing that teachers talk to your children in positive language? Do you think the children like this?
3. What do your children tell you about their teachers' behavior if they don't study well in class?
4. Do you encourage your children to join in outdoor activities?
5. Do you agree with us that it is better to use child-friendly language?

Articles in newspapers

On Oct 22, 2011, a workshop for more than 50 teachers, staff and children of grade 4 and 5 was held by batch 15-Team VN at Chinh Nghia Primary School after completing the 4-week training course on '*Child Rights, Classroom and School Management*' by Sida and Lund University.

The workshop focused on 4 rights of children including Survival, Protection, Development and Participation; which initiated the change project on '*Improving teachers' and students' communication based on the Rights to Participation and Protection in CRC*' to serve the purpose of building up '*Child-friendly schools, Active students*' and '*Every day to school is a happy day*'.

Ms Vo Ngoc Thu, Head of Education and Training Department, district 5 and Mr. Nguyen Huu Tam, Specialist in Primary Education-batch12, HCMC Department of Education and Training, also attended as trainer. (*News week*)

With the hope of building up *Child-friendly schools in which children know and act their rights and responsibilities*, Chinh Nghia Primary School has just held a CRC workshop on Oct 22, 2011. The participants are Ms **Vo Ngoc Thu** and specialists from Education and Training Department, district 5; teachers, staff and students of grade 4 and 5 (9 from Student Council). The workshop consisted of 2 parts: one for the teachers and

staff and the other for the students, working in groups and discussing about the difference between adults and children, the definition of a child, CRC, etc with the instruction of batch 15-Team VN who just came back from Sweden training course. Thank for it, both the teachers and students have given and gained a lot. Besides, the children had a chance to try various kinds of activity to develop critical thinking and group work; and know their rights to act their age as 'Good student – Uncle Ho's good children'.
(*Childhood*)

Drama

Tên tiểu phẩm	Drama	Grade
Giúp đỡ	Help!	(1,2,3)
Em muốn đi học	I want to study.	2
Ai cũng có thể đi học	Anyone can go school.	4(5,6,7,8)
Em bé không nín khóc	The child never stops crying.	1
Chuyện của Vũ	Vu' s story	5(4,5,6)
Người bạn	A friend	5(7,8,9)
Ước mơ của em	My dream	3
Phóng viên	A reporter	4(1,2,3,4)