

I. BACKGROUND

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This is a book based on experiences and reflections from the global Sida Advanced International Training Programme (ITP) on Child Rights, Classroom and School Management as well as the Impact and Dissemination Seminar held in February 2016 in Phnom Penh, Cambodia. The ITP has been running from 2003-2016 with 21 batches all together. At the Seminar in Phnom Penh 170 participants from batches¹ 15-21 participated, representing 16 countries.

In this chapter we present the background of the programme. In the following chapter 2, we define the objectives, content, structure, main concepts, and perspectives of the programme as it has been implemented. Chapter 3 gathers all country reports from the Impact and Dissemination Seminar. Chapter 4 consists of reflections by the mentors based on the objectives of the training programme, and their experiences of the change work through many years of cooperation with the country teams. The mentors' reflections continue in chapter 5 on the development taken place through the ITP in connection with the global movement on children's rights.

The appendices include a short version of the Convention on the Rights of the Child followed by a paper based on a keynote presentation by Göran Hydén. The Chain of Results for ITP Child Rights, Classroom and School Management is presented in the appendices, and also includes the list of participants in the programme 2003-2016. Lastly the schedule for the seminar and contact details of the programme managers at Lund University Commissioned Education and mentors are offered.

The Convention on the Rights of the Child

The United Nations General Assembly adopted the Convention on the Rights of the Child (CRC) in November 1989. The CRC incorporates the full range of human rights for children – civil, cultural, economic, political and social rights. It came into force on the 2 September 1990 after being ratified by the required number of nations. Since then, 196 countries have ratified it, including every member of the United Nations except the United States of America. The CRC consists of 54 articles (see appendix I) and

1 A batch consists of 30 participants representing 10 countries in teams of three.

three Optional Protocols containing the basic human rights that children have. Every right contained in the CRC is inherent to the human dignity and harmonious development of every child. By agreeing to undertake the obligations of the CRC, national governments are obliged to develop and undertake all actions and policies to ensure the best interests of the child. Article 4 also mentions that this should be the case in the framework of international cooperation as well. In order to execute most of its obligations of international cooperation the Swedish government makes use of the Swedish International Development Cooperation Agency (Sida).

Advanced International Training Programmes (ITP)

As part of its bilateral development assistance, Sida offers ITPs of strategic importance to social and economic development in the participants' countries. The overall aim of these Sida ITPs is to contribute to capacity development and processes of change in developing countries by offering training to key persons. The objectives and result chain for each ITP is set by Sida in order to reach the intended objectives. The ITPs are specially designed for persons qualified to participate in reform processes of strategic importance on different levels and who hold a position in the home organisation with the mandate to run processes of change. In a long-term perspective, the programmes should contribute to institutional strengthening and capacity development in the participants' countries. The list of invited countries for each ITP is decided by Sida. Currently (2016), Sida is conducting some 13 training programmes.

ITP - Child Rights, Classroom and School Management

In 2003 Lund University Commissioned Education was given the task after a public tender, to create and administrate an ITP programme on Child Rights, Classroom and School Management following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida's position paper "Education, Democracy and Human Rights" (2001) and other internationally ratified instruments in the areas of children's rights and education. The programme was intended for target persons holding a position from which they could initiate processes of change in their home countries. During the years 2003-2009 the global ITP on Child Rights, Classroom and School Management was arranged 11 times (11 batches) with 330 participants completing it. Most of them are still working for children's rights in their countries and have formed national and regional networks. The programme has also been conducted three times in French for West Africa. In a new procurement process in 2010, Lund University Commissioned Education won the contract for arranging the global programme twice a year 2010 – 2012 with an option for another two years. This option won approval in 2012; thus the global programme continued until 2016 with 10 batches and 300 change agents. In order to reach other countries programmes conducted in French for West Africa and Spanish for Latin America won approval as

well. These programmes ran from 2013 to 2016 with 2 batches and 60 change agent in each programme.

In line with the international community of development cooperation, the new contract had a result-based management (RBM) approach with more emphasis on capacity building and organisational development than the previous tender. The objectives and goals were rephrased between batch 11 and batch 12 when the new contract commenced. Some changes were made in the programme, with the same purpose nevertheless: *to give participants the prerequisites to initiate change processes in their countries that will contribute to the realisation of the intentions of the CRC in policy as well as in practice.* With the results and experiences from the first contract and 11 batches as a baseline, some changes were made by Lund University and Sida in order to make the programme more focused on quality assurance for sustainable results. The structure of the programme was changed from three phases to five and a fourth week was added to the phase in Sweden (for more information on objectives, structure and content, see chapter 2). Another new element was the systematic monitoring of the change projects as well as the programme. In the new contract all project reports were published in a book for each batch. Ten books of *Change projects from the International Training Programme Child Rights, Classroom and School Management* have been distributed between 2012-2016.²

The Child Rights, Classroom and School Management programme has been evaluated by independent evaluators twice (in 2009 and 2015). The last evaluation assessed the effectiveness, relevance, sustainability, and efficiency and identified the direct and indirect results of the programme³.

Change Processes

The Child Rights, Classroom and School Management programme was one of the first International training programmes funded by Sida with a clear emphasis on change. One of the key elements in the programme is to initiate and support change processes in participants' home organisations and countries. Participants in the programme form teams of three people from each country, usually from the same region. Moreover, they represent different levels (local, regional and national) in the education system, which anchors the change processes on a broad front and creates the prerequisites for supporting structures and sustainability of the initiated projects. In cooperation with previous participants, Lund University developed selection strategies for each country in order to recruit participants with the interest and capacity to fulfil their participation in the programme. The strategies formulated also aimed at creating good conditions for networking, forums where the change agents could exchange experiences and support each other. In most of the countries involved, there are now active national or regional networks of former participants that work together in change processes for CRC in the

² For more information, please contact child@education.lu.se

³ <http://sidapublications.sitrus.com/optimaker/interface/stream/mabstream.asp?filetype=1&orderlistmainid=18622&printfileid=18622&filex=27223890180432>

education sector. Further, an important aspect throughout the programme was the opportunity to compare and share experiences with participants from other countries. To “give and gain” was one of expressions used repeatedly in the programme to encourage and emphasise the sharing of experiences and knowledge.

In order for the training programme to contribute to desired changes, participants needed to acquire an understanding of children’s situation, the background of the UN Child Rights Convention and children’s rights in, to and through education. Tools to initiate and/or lead changes that make the participants’ respective organisations better able to implement and comply with the CRC and other relevant human rights instruments in the educational field were also required. The programme therefore had to supply both background knowledge and an understanding of the content of the CRC and other relevant international conventions and instruments as well as tools for capacity development and organisational change. Consequently, participants could connect theory and practice and thus translate knowledge into practical everyday work. Participants could function as agents of change – “*change agents*” in their domestic contexts. So far, from batch 1 to batch 21, 630 change agents have participated and the training programme has initiated more than 200 change processes in the 29 participating countries. Most of the change agents remain active in the field of education, working for change in line with the CRC.

After 13 years a critical mass of CRC change agents, unique active national networks and thus plenty of results of sustainable change processes initiated in most of the participating countries exist. However, change takes time; in order to secure the sustainability of initiated change processes, to monitor the results and strengthen the community of global CRC change agents, strong national networks are essential.

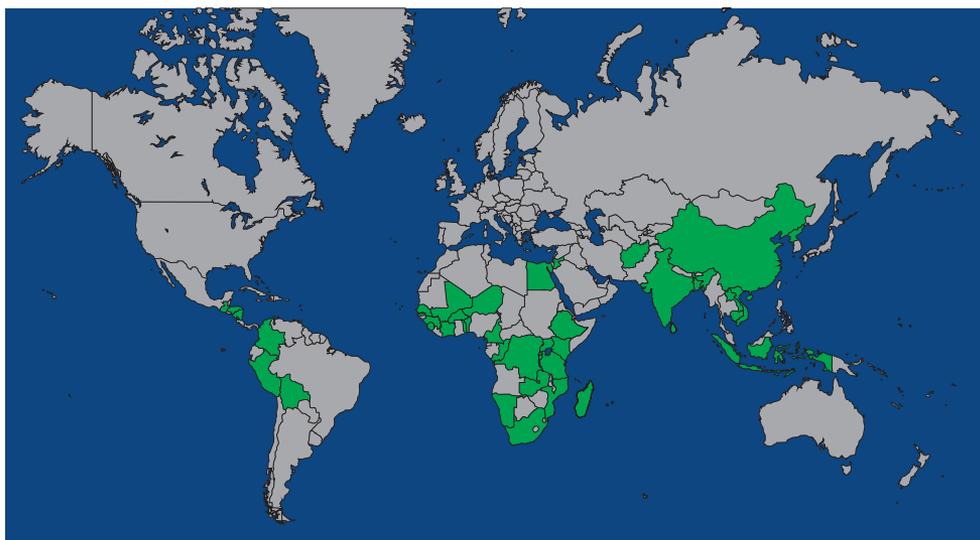


Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme (see appendix III for full list of participants)

National Networks

There are active national networks consisting of former participants (change agents) in 16 of the participating countries. The networks are an important result of the Child Rights, Classroom and School Management programme, but their work and planning ahead is somewhat beyond the programme and the impact level.

In all national networks participants are at national levels with the opportunity to influence progress in their country. There are institutional anchoring in the education ministry, teacher training institutions, universities, training institutions, the responsible parties for the curricula and examinations, school boards, both locally and regionally, principal- and teachers' associations, trade unions, local authorities and schools. Many of the projects that the network operates are supported by UNICEF, Save the Children, the World Bank and local NGOs. Some networks have also chosen to become organisations or NGOs to operate as a private actor for the rights of children. The national networks work in different contexts and thus have different conditions; nevertheless all networks are preparing to work independently and long term for children's rights in the education sector in their country.

Impact and Dissemination Seminars

In order to ensure an effective implementation of the CRC in the education sector through the International Training Programme (ITP), tools to measure or assess the impact of the training programme were needed. Thus, Sida decided in December 2007 to support a follow-up of the first 5 years of the training programme; through an Impact and Dissemination seminar for the change agents that participated in the first seven batches of the Child Rights, Classroom and School Management programme. In January 2009, Lund University and Sida successfully carried out such a seminar for 160 change agents. The purpose was to monitor the impact of the ITP, enhance networking, follow up, disseminate and implement good practices, to support ownership and sustainability of project and change processes, and introduce a broader perspective, new research and policies on CRC. Following this seminar, each country team submitted a post-conference paper as a result of their work in the seminar. These chapters were edited and compiled into a book "Taking Child Rights Seriously"⁴ together with reflections from the first five years of the ITP by the mentors teaching on the programme. The book has been distributed to stakeholders and to a wide range of other actors. Another important result from the Impact and Dissemination Seminar 2009 was consolidation of national and regional networks of CRC change agents. As mentioned before, most of these networks are still actively working together for CRC in education on different levels in their countries.

Following the outcomes from the 2009 seminar and in order to contribute to improve monitoring of results, Sida decided in 2012 to give continued support to a second Impact and Dissemination seminar for batch 8-14. The main purposes of this

4 Wickenberg et al (2009) *Taking Child Rights Seriously. Media-Tryck: Lund University*

seminar were to further enhance participants in their role as change agents, to collect the results and impact of the training programme at national level and also to build on the earlier results from Impact and Dissemination Seminar 2009. In total, 160 change agents from 15 countries participated in the seminar in June 2013.

Building on experience from the first Impact and Dissemination Seminar, the second one had a stronger emphasis on participation and the change agents were more involved in the seminar activities with “give and gain” as the leading motto. There were sessions by Lund University as well as invited keynotes and participants covering e.g. the role and challenges of change agents, networking and processes of good practices as well as CRC in a global perspective. Considerable time was set aside for the change agents to meet in country groups to discuss and analyse the results, sustainability and way forward for the collected change processes in their country. On the basis of the preconference papers and all inputs and discussions during the Impact and Dissemination Seminar, each country team wrote a country chapter which together with reflections from the mentors composed “Enforcing Child Rights Globally”⁵. The evaluation⁶ showed that the seminar strengthened the participants’ identity as change agents and at the same time revealed that they were all part of a global community of CRC change agents (batch 1-21), working towards the same goals. The importance of commitment and establishment of national networks for changes to be sustainable and reach national impact level was further stressed.

Given the results from the two seminars and since the programme had been running for more than 10 years with results on outcomes and impact level as well as strong national networks of change agents working together, Sida decided to support a third Impact and Dissemination seminar. Participants from batch 15-21 were invited and 170 participants gathered in Phnom Penh, Cambodia in February 2016. The purpose of this third Seminar was to collect and disseminate the results and impact of the training program so far; strengthen and develop national and international networks and further enhance the participants in their role as change agents. Building on the experiences from the second Impact and Dissemination Seminar, the programme for the week had a similar outline, with a strong focus on giving and gaining and sharing of experiences.

Feedback from the participants in the evaluation of the seminar, as well as several initiatives taken by the networks after the seminar, both indicate that the week provided an important platform for the continued network collaboration, nationally and internationally, as well as securing the sustainability of change processes initiated during the ITP-programme⁷.

5 Leo et al (2014) *Enhancing Child Rights Globally. Media-Tryck: Lund University*

6 Evaluation Impact & Dissemination Seminar, Lund University Commissioned Education June 2013

7 Evaluation Impact & Dissemination Seminar, Lund University Commissioned Education March 2016

The ITP at Lund University

The ITP on Child Rights, Classroom and School Management has been given by Lund University Commissioned Education for 13 years. Since 2003 there has been cooperation between Lund University and different universities and organisations in the participating countries within the programme. Stakeholders benefit from the fact that this programme is given by Lund University in different ways:

- Participants and their organisations – The academic approach offered by Lund University challenges the participants' way of thinking. When asked about this in the participants' evaluation, the change agents mention critical thinking, interactive approach, problem solving, ability to reflect, empowerment and monitoring as important lessons for their change processes.⁸
- Sida ITP – In this programme Lund University Commissioned Education has, in line with Sida's guidelines, created efficient methods for quality assurance to ensure the preconditions for capacity building and organisational development. These methods are viewed as good examples and have therefore been implemented by Sida in other ITPs.
- City of Lund - This programme is also an example of a qualitative and longstanding cooperation between Lund University and the City of Lund through systematised school visits to local schools. Another outcome is exchange and collaboration between schools in Lund and schools in the participating countries.
- Child Rights Institute at Lund University - The Child Rights, Classroom and School Management programme has resulted in the establishment of an institute for children's rights at the Faculty of Social Science at Lund University. Based on the UN Convention on the Rights of the Child (CRC), the institute serves as a platform, promoting interdisciplinary research, education, and external engagement promoting children's rights.
- Spin-offs for student and staff at Lund University - Over the years, students from Lund University have carried out several Minor Field Studies in different schools and organisations of the change agents in the participating countries. Several cross country collaborations between Lund University and universities in the participating countries have been initiated (see attachment V for full list of spin-off effects). Also, professors and lecturers from the Faculty of Social Sciences, together with the lecturer from the Faculty of Education and Society at Malmö University share their experiences from the programme with students and colleagues. Thus, the ITP on Child Rights, Classroom and School Management is a great example of internationalisation at Lund University.

With the present publication, Lund University disseminates the results and reflections from the Impact and Dissemination Seminar in February 2016 as well as the experiences of 13 years of the ITP on Child Rights, Classroom and School Management.

8 Ibid

The ITP at Sida - comments from Jonas Wikström, programme manager, Sida

The Swedish International Development Cooperation Agency (Sida) is a governmental agency working on behalf of the Swedish parliament and government with the mission to reduce poverty in the world. To this end, the government instructs Sida through strategies for countries, regions and thematic areas. The current government strategy on Capacity Development and Exchanges (2014-2017) instructs Sida to contribute to capacity development among organisations and institutions in Sida's cooperation countries as well as in other low- and middle income countries. The strategy also instructs Sida to contribute to the creation of strong and sustainable networks and partnership between participants, their organisations and Swedish actors. The main vehicle for Sida to achieve the objectives of the strategy is International Training Programmes (ITP).

During 2015, 13 ITPs were open for applications on various thematic areas ranging from chemicals management to gender statistics and renewable energy. The ITP on Child Rights in School and Classroom Management started in 2003 and is one of Sida's longest running ITPs. Since the start more than 800 participants have graduated from the programme and the majority are still active in the global network of Child Rights change agents. Sida's intention with the programme has been to build capacity and support change processes within organisations and institutions on the implementation and application of the Child Rights Convention (CRC) in the education sector and to support networking and exchanges between participants and their organisations.

An independent evaluation of the programme conducted in 2015 identified substantial positive effects of the programme furthering the work of implementing and applying the CRC in the education sector in a large number of countries as well as networks having been formed in at least 16 countries. The national networks were found to be, in different ways, extending the work along the intentions of the programme in their countries independently from the Sida funded activities. Another more unexpected result of the programme is having contributed to the establishment of the Child Rights institute at Lund University (CRi@LU). The independent evaluation confirms that the expected results from the programme to a large extent have been achieved.

Sida sees positively on the fact that strong networks of change agents exist in several countries and expects that change processes on the implementation and application of the CRC initiated through the ITP will continue long after the end of the Sida-supported programme.

Sida also sees positively upon the fact that the programme has contributed to the establishment of a Child Rights institute at Lund University and expects that the institute will play a positive role on forwarding research, capacity building and education on the rights of the child globally.