

CHINA

Implementation of Participation in Teacher Training on CRC in 3 universities in Inner Mongolia

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1. Introduction

As a country with large population and long history, China has conventional education system and thoughts. In order to change the grade-oriented educating concept into students-oriented concept, education reform has been carried on since 1999. Many researchers devoted themselves to this reform. However, large amount of works remained at the researching stage and were hard to be implemented due to variety of difficulties.

Inner Mongolia is an autonomous region in northern China which is a developing area and short of well trained teachers and advanced teaching facilities. Most of the teachers' minds are inflexible and their vision is limited. But there are many educators who are eager to change the current education situation and taking parts in the reform. And luckily, the amount of ambitious educators is enlarging quickly in recent decade. China signed the CRC in 1990 and ratified it in 1992.

CRC project, started in 2003 in Inner Mongolia, has not only helped teachers and educators of Inner Mongolia to survey Child rights from a new and reasonable perspective but also provided many opportunities for them to learn some advanced methods of teaching and management, thus they can to implement CRC concept and participatory teaching approaches into the classrooms and schools in Inner Mongolia. Up till now, CRC project in Inner Mongolia has been developing into a higher stage to cultivate pre-service teachers on CRC and participatory teaching approach to enlarge and deepen the influence of CRC in the future education.

There are altogether 33 teachers and educators, including us the three newcomers in batch 18, who have been trained in the Sida-CRC-program and have been conduct-

ing pre-service teachers' education on CRC and participatory teaching approach in Inner Mongolia. In batch 19 there were another 3 change agents, in batch 20 another 3 change agents, in batch 21 another 3 change agents, and the total sum then is 33 change agents from the region of Inner Mongolia in China.

This team consists of change agents from 3 universities/colleges and cities: Tongliao Vocational College, TVC, Tongliao City; Chifeng University, Chifeng City; and Hulunbuir College, Hulunbuir City. There is a long distance between the cities because the region is very large, long and not so densely populated as other parts of China.

The way we worked with this report in the team

Our report is based on the actual work carried out by each university/school and written by each of us, we have previously discussed the work and come to an agreement. Then we will carry out the work according to the actual situation in each school work. After each person's report is completed, we have put them together to one single team report.

The activities are different since they are carried out in different schools, so we reported individually. But our purpose is the same. Since the activities are not exactly the same, thus the result is not the same and each school's result is reported individually. We also discussed the problems encountered in the activities, so the discussion and reflection were written by us together. Way Forward is our common idea as well. The forms and accessories in the last part are the necessary materials according to the specific issues. References are alike. We believe that the rights of children are related to the country's history, ideology and philosophical views.

2. Frame of Reference

2.1 Hulunbuir College

Hulunbuir College is located in Hulunbuir City, a prefecture-level city in northeastern Inner Mongolia. Hulunbuir City lies between northern latitudes 47°05' and 53°20', bordering both Russia and Mongolia. Living here are people of more than 10 ethnic groups, such as Mongolian, Russian, Ewenki etc., who are engaged primarily in farming, livestock breeding, and aquaculture. As a result, Hulunbuir, a multi-ethnic area in China with unique characteristics, is not only linguistically diverse: next to Mandarin Chinese, Mongolian dialects such as Khorchin and Buryat, the Mongolic language Dagur and some Tungusic languages are spoken here, but also so remote that the educational levels here are far below those of other regions.

Hulunbuir College is a comprehensive college with 23 schools, which offers a wide variety of options for the students, with 35 bachelor degrees and 46 associate degrees.

All the majors fall into eight major disciplines, such as education, law, literature, foreign languages, civil engineer, etc. Some of the lessons are bilingual classes which are conducted in both Mongolian and Chinese languages. Aiming at cultivating well-oriented and capable graduates, a great effort has been made to integrate knowledge, capability and all-round development into a well-organized educating process. Recently, in order to meet the targets, an examination reform has been launching in this college.

It is the first time for the teachers in Hulunbuir College to actually get involved in CRC project, we are, however, eager to spreading the ideas of CRC and to implement participatory teaching approach in teaching. Obviously, the implementation of CRC and participatory teaching is extremely effective and helpful to the development of the college, and above all, as a consequence, it is bound to contribute to the education system in Hulunbuir City.

2.2 Chifeng University

Since CRC project first was brought back to Chifeng University by Jingxia LI, dean of Foreign Languages School of Chifeng University in 2010, experiments of change were soon promoted in the affiliated school of Chifeng University and then the value of introducing CRC and participatory teaching and class management is found during the implementing process. Most of the students in our university are normal students who will be teachers in the future. Letting them know the concept of child right and how to manage a participatory class and lesson is meaningful to their future work and to the educational environment of this region.

Now, three teachers including Jingxin MA are actively participated in this project. Before June, 2013, we have successfully helped the affiliated school of Chifeng University to make the education reform and infused the concept of CRC to teachers, students and parents. In Chifeng University, we have been adopting participate teaching method to normal students in the some classes in the course Integrated English in Foreign Languages School. Using university-wide English training as a platform, we expand the work on CRC into the whole university. We instilled CRC and participatory teaching approach to young teachers from different departments and received good reflections. Moreover, we are trying to introduce CRC into larger scope through opportunities like regional or national meetings and essays.

2.3 Tongliao Vocational College

Approximately 10 000 students are enrolled in our college. TVC boasts a qualified faculty of over 1 000 full-time teachers. It comprises 11 faculties including the teachers' training faculty, nursing faculty, public education department, finance faculty, car-based teaching faculty, etc., CRC project started in TVC in 2009, 5 teachers have participated in the training organized by Sida.

TVC has already carried out 2 activities:

Firstly, the teachers' training faculty set the CRC project as a compulsory course in the pre-service teachers training to help them establish a sense of respect for the rights of children, so that the concept of consciousness could affect their future teaching activities.

Secondly, we'd like to promote the Participatory teaching approach to all the in-service teachers in our college, so that more students could gain respect in the classroom.



Since the CRC project officially started in 2012, TVC has done abundant of job. This report is just about the progress of project after the return of Sweden. In TVC, there are about 1,500 pre-service teachers. In China, since children's rights in classroom are ignored so much that it is necessary to increase and enhance the idea of CRC in pre-service teachers who are bound to be teachers in the future, so we think it necessary to build children's rights awareness among them.

CRC is rich in its content, but how to integrate it with our school's teaching? We decided to carry out participatory teaching approach in in-service teachers' education. Our educational reform will be mainly base on the participatory teaching approach in order to allow more students to participate in classroom-teaching activity, to stimulate their learning enthusiasm, so that their rights in classroom could be respected.

Mr Feng is the dean of TVC College, responsible for the school teaching management, in-service teachers' training, curriculum settings as well as teaching reform and special provision. Human are born to inherent, which means we often don't like to accept new things and reform, especially China's in-service teachers. However, Mr Feng's responsibilities enable him to promote this plan by administrative means.

3. Purpose

To implement CRC based participatory approach in teaching at the three colleges/ universities in order that the pre-service teachers can use participatory teaching in their future work.

4. Methodology (Activities)

4.1 Hulunbuir College

4.1.1 Leaders' level:

a. On arriving in Hulunbuir from Lund, Miss Qi Ying made a report to Mr Zhu Yudong, President of Hulunbuir College, introducing CRC project and the process and achievement of CRC training in Inner Mongolia, and Mr. Zhu decided to get School of Education Science involved in the project.

b. Miss Qi had several talks with leaders of School of Education Science, Mr. Wang Yi and Ms Aodun, giving them a brief introduction, and then, the three persons talked to President of Hulunbuir College, Mr. Zhu to discuss about the possibility of implementing CRC in Hulunbuir College.

c. Per and Mr. Sun Baijun visited Hulunbuir College on 17 and 18, June, 2013, and Per gave a marvelous lecture on CRC to our backbone teachers and leaders of relevant schools.

d. Miss Qi submitted formally a written report to Mr. Zhu for carrying out CRC project in Hulunbuir College.

4.1.2 Teachers' Level:

a. conducted Survey on knowledge and understanding of CRC Convention to the teachers of School of Education Science. It shows that even as college teachers who are teaching courses related to school teaching and children's development, and are trying their best to adopt various teaching methods in their class to arouse children's interests in learning, it is a pity that approximately 30% of them know a little about Child Rights Convention.

b. Miss Qi made a presentation to the leaders and teachers of School of Education Science and some teachers in other schools.

c. Some backbone teachers from School of Education Science, School of Public Foreign Languages, School of Tourism Management and Geographical Science, School of Chinese Studies and School of Mongolian Studies, together with Miss Qi, paid visits to Hulun Elementary School and No. 5 middle school in Hulunbuir City to attend classes on different subjects, in order to know the situation of Participatory Teaching in the basic education.

d. Ying Qi held a meeting with those teachers who had attended the classes to the two schools mentioned above, discussing about their opinions on CRC and participatory teaching and the existing problems in their teaching practice.

e. Those backbone teachers and some other teachers who are also interested in and inspired by the spirits of CRC hold meetings regularly to study the way of implementing CRC based participatory approach in teaching.



4.1.3 Students' Level:

a. A selective course named *CRC in Class and School Education* has been approved, This is oriented toward cultivating undergraduates to construct correct attitudes and values on child rights. Some of the teaching materials for this course are to be based on the book *Child Rights and School Education* written by former change agents Miss He Zhiying, Miss Zhang Aihua and Mr Wei Jianqiang, so we'd like to take this opportunity to express our high respect to them.

b. With more knowledge on CRC, backbone teachers began to do some research in their exploration in participatory teaching, made more innovation in conventional teaching and put their experience into practice. As a result, the students had more chances in class participation and at the same time, their interests were considered more, and their marks were measured synthetically, not just the final paper.

c. Students were encouraged to finish their assignment creatively. They can bring their superiority into full play, not just a fixed title or content.

d. It is a good chance for us that during September to December in 2013 there is a National Training Program carrying out in Hulunbuir College, which aims at offering further training for the backbone teachers from most of the kindergartens all over eastern Inner Mongolia. Miss Qi gave lecture to them to spread the concept of CRC and to arouse their attention to child's rights. It is appalling that for some of those experienced teachers in kindergartens, it is the first time to know about the concept of Child's rights and to perceive the importance of paying close attention to child's rights in kindergartens.

4.2 Chifeng University

4.2.1 Leaders' level:

When arrived home, I reported to leaders- the dean, secretary of Party General branch and vice deans of Foreign Languages School and handed in my project plan. Dean Li Jingxia and vice dean Ren Lei were participants of previous batches, so it is undisputed that my plan was completely supported. Then, they reported to the leadership of the University for continuing our work on CRC and gained continued support.

Strike while the iron is hot. Later, I handed in to the relative leaders of the university the written reports Report of CRC Training in Sweden, Project Plan of CRC in Chifeng University and Collecting of Works on CRC 2010-2013. The leaders expressed that they support our work and agree with my plan.

Later in the year, I got the chance to talk about CRC frequently with the top leader- the general secretary of Party of the university for I was selected the contact teacher between him and the Foreign Languages School. He presented great interest on CRC and suggested us to make it a course facing to the whole university. Unfortunately, he was assigned to another university in 2014. But the new leader learnt about CRC programme when our mentor Per came to visit and he permit that he will support us to proceed with CRC work.

4.2.2 Teachers' Level:

a. lectures to teachers

In order to propagandize CRC and participatory approach, we gave some lectures to different groups of objects.

After I was also trained in Sweden, the group of CRC programme in School of Foreign Languages enlarged into 3 persons. In this case, many works could be done by cooperation. Also since then, lectures on CRC are always given by Ren Lei and me by co-teaching, a good way worth attempt.

In September, we gave a lecture faced to teachers in Chifeng University and required all teachers in School of Foreign Languages to attend. The title of the lecture was CRC in School and Class Management. Besides introducing CRC, I selected some phenomenon I saw in Sweden schools and asked the teachers to wear CRC glasses to see how are they practicing and fulfilling 3Ps and implementing participatory teaching and class management. We encourage the teachers to try to make a step on changing and wear glasses in their own lessons and when attending others classes.

When Per came to our university to visit in December 2013, he gave us a wonderful presentation to teachers in School of Foreign Languages and back-bone teachers of the whole university which added the interest of CRC from more teachers and increased the value of this work in a larger scale of the university. We could found from this event that many leaders in different departments pay much attention on child rights and CRC-based participatory teaching approach.

b. English training class as a platform of sharing CRC

Since the end of 2012, Foreign Languages School began to undertake the “English training class for back-bone teachers”. I and Ren Lei are teachers for this training class. We intentionally make use of this platform to promote the understanding and application of CRC and participatory teaching approach and had been doing so till now. We will keep on the exchanging and inculcating about these advanced education concept and methods by using this class.

c. Academic researches on CRC-based Participatory Teaching Approach

In order to further study CRC and the practical methods to implement the participatory approach, we found a research group led by Jingxia Li and applied for academic research projects on participatory approach reform on college education. One of them is approved by the provincial administration and is now carrying on the research. More researches related to CRC and CRC-based approaches of teaching and class management are in preparation.

4.2.3 Students' Level

a. lectures to students (the pre-service teachers)

In June 2013, two weeks after I came back from the training in Sweden, we gave a lecture to students from pre-education department on Child Rights, School and Class Management. Later in October, another lecture was given to students in Foreign Language School who are planning to be future teachers. In the lecture, we introduced CRC and its principles, the current situation of child rights in China and Inner Mongolia, the reform we have done in Affiliated School of Chifeng University, the success we gained in implementing CRC and participatory teaching approach. During the lecture, we used real examples to raise the awareness of child rights to participants and asked them to compare what they learnt and experienced to see how much child rights have we respected in schools and kindergartens. The students were much motivated to

study the spirit of different modern methods of teaching and class management and always remember CRC in the future teaching jobs.

b. Teaching reform in class

In Integrated English class:

In the course of Integrated English, I deepen the revolution on the original basis and implemented participatory teaching and class management.

Students are divided into groups and asked to manage the class activities by themselves. Each group selected a group leader and a speak-woman/man by all the group members. The speak-woman/man should be changed once a week and the group leader should be changed once a month in order that every student will be given the equal chance to practice and develop different skills and capacities. Content and learning points are more learnt by self-learning and discussions. Sometimes, activities like role plays would be organized to raise their interest of learning and capacity of cooperating.



A survey was conducted after almost 2 months after I changed the teaching method in July 2013. The result shows that participatory approach is well welcomed; almost all the students think the new participatory class is a good way to learn and they like it very much; by adopting this method, students like taking part in the class; the new teaching method could raise the initiative of learning and help them to learn better.

Now, participatory approach is adopted in all “Integrated English” classes, the main course which occupies most class hours for students in Foreign Languages School. Many teachers for other courses think highly of this approach and they are trying to adopt it in their classes, like teaching skill lesson. Application of participating of students is now an inspection standard to teachers in Foreign Languages School. For vigorously promoting this teaching approach, desks and chairs in classrooms are rearranged into small groups for the convenience of doing participatory class activities.

In postgraduate English class in History School:

In the fall semester of 2013, I was appointed to teach Listening and Speaking to the postgraduate students in School of History in our university. I found participatory

teaching method is more useful and easier to utilize in this course. More activities could be figured out. I used methods like pair work, group discussion, jig-saw reading, role play, presentation, etc. Although the students were non-English major adult students who are more restraining and quiet the youth, the participatory teaching and learning approach made them being active and better at talking in English.

In classes of back-bone teachers in the university:

Many teachers who attended the English training class or lectures we gave are interested on CRC and participatory approach. We received the feedbacks of their development as well as difficulties in using the new method of teaching and class management. Although some of the teachers are meeting with the problems, I think it is not bad. It proves that they are trying and devoting on the new attempt. The biggest difficulty of “unwilling to change” is reduced.

c. Application on CRC course as a selective course

In spring semester of 2014, I applied to the Administration Department of Teaching Affairs to initiate a course of CRC as a selective course to all the students in Chifeng University. It needs time to be approved through the official procedure.

d. Holistic education and civilization education

To implement one of the core spirits of CRC “to make the children better future citizens”, we initiate the civilization education activities from Foreign Languages School and expanded it to the whole campus. Varieties of activities were hold to propose to all the students in Chifeng University to be respectful to people, to the environment and to themselves. The good spirit swept all the university and achieved good effect.

4.2.4 CRC column on website of Foreign Languages School of Chifeng University

In order to build a platform of convenient and fast, easier to access and wider to influence, I plan to build a website of CRC. For the first step, I build a column on the website of Foreign Language School of Chifeng University on CRC under the help and permit of the webmaster of our school.

4.2.5 CRC-based Cooperation

With CRC and CRC-based participatory approach as a link, we built the solid cooperation with other departments in Chifeng University, such as School of Law, School of Pre-education and the International Cooperation and Communication Division. The cooperation enabled us to exchange, learn, share and make the best of each other. Moreover, the jolt effort enlarges the group and influence of CRC through multi-channel.

In June, 2013, the 1st workshop seminar of teacher training of implementing CRC in institutions of higher education was hold in Hohhot. As an important role in the implementation of CRC in Inner Mongolia, Lei Ren from batch 17 and Jingxin MA

attended the meeting representing Chifeng University. We contributed to this meeting by sharing all the materials, methodologies and experience in the working process of implementing and broadcasting CRC. Moreover, we learnt from all change agents which benefit us much in the future work.

During the time of learning and implementing CRC and CRC-based participatory approach, I have been using the personal influence to propagandize CRC. I talk of the CRC programme, the changing we are making and discuss the methods we are adopting to everyone I know in education field or be interested on this as well as to the parents. I also asked for opportunities to broadcast and train teachers in schools I could get in touch with.

4.3 Tongliao Vocational College

4.3.1 Keeping communicating with the senior leaders and making CRC program gain in-depth support and long-time promotion.

Moreover, Mr Feng will support this program as much as he can, for example, approving establishing CRC course, setting up TT system and organizing the first participatory teaching competition with the highest award ever.



4.3.2 Bringing the CRC office into play

CRC office has been established as the lead agency for TVC, continuously to promote the CRC project. CRC office is responsible for the generalizing the CRC program. There are 3 groups: group TT, group QS and group SR. Coordinate with QS (Quality Standard control) and SR (Science Research) departments to promote the CRC project together. We did a great deal of work at in service teacher training.



Teacher training has been held to train backbone teachers in the first stage, and then extended to all in-service teachers. Some teachers were eliminated. At last we re-identified 30 backbone teachers. Training will be carried out once or twice a month.

Participatory teaching approach (PTA) is promoted within our college included 10 lectures, and 34 demonstration classes. Each department has established a participatory teaching team, to carry out the promotion of participatory teaching approach and CRC within the department.

4.3.3 We carried out TT and organized the participatory teaching competition.

We commenced the participatory teaching competition in April and end it by June in 2014, which lasts for two months. Teachers from 10 departments participated in this competition. There was a qualifying in every department to select the best competitor. And 10 players will enter the finals. The prizes of this competition make teachers change from “let me do” to “I want to do”. Teachers have high learning interest, which exerts a positive influence on teacher training. The attitude changing from passive to voluntary involvement is the result we wanted.

4.3.4 I also give lessons to pre-service teacher of three different classes.

The students do not have an initiative attitude towards study and are not well behaved. So the lessons do not go well usually. But they showed great interest in learning by the participatory teaching approach.

It is more difficult to change people’s thought than to change their behavior. We hope at TVC that we can make a difference, no matter how little it is.

5. Results

5.1 Hulunbuir College

The concept of CRC has been gradually spread and accepted in and even outside Hulunbuir College, just as the following issues illustrate:

5.1.1 We have got the President's permission and support to implement CRC project. Mr. Zhu, as an expert on schooling and Doctor of Philosophy in Education, showed great interests in CRC project and will give more support to its implementing.

5.1.2 With the help of Mr Per and Mr. Sun Baijun's visit, especially the lecture given by Mr Per, some leaders and teachers have enriched and enhanced their understanding and knowledge of CRC.

5.1.3 After attending those classes in Hulun Elementary School and No. 5 Middle School, those backbone teachers from different schools of Hulunbuir College have come to realize the significance of implementing CRC based participatory approach in teaching.

5.1.4 Some teachers began to do some research in their exploration in participatory teaching and put their experience into practice. In another word, the CRC project has promoted the teaching reform in Hulunbuir College.



5.1.5 With the teachers' awareness of CRC and their application of participatory teaching method, the students in Hulunbuir College benefited a lot. Some of them got the knowledge of CRC, and they'd also like to fulfill their rights in class.

5.1.6 Students' participation in class made the traditional classroom much livelier, for example, the students form groups to finish assignments and make presentation in class to prove their creativity.

5.2 Chifeng University

The project was approved by leaders of Chifeng University and draws more attention from university leadership, leaders from different department, teachers and students.

A CRC team in Chifeng University was established so that joint effort could be made to create greater impact. Cooperation of CRC work is built within and out of Chifeng University. Sharing and Exchange and working together enabled us to improve the CRC work faster and easier.

Through lectures and the instilling in daily talking and teaching, the awareness of CRC and participatory teaching approach is being widely built among teachers and students I could reach to.

In general, the participatory class is greatly welcomed by students and teachers of different levels and majors and CRC concept is also accepted comprehensively.

Phase achievement in different areas in Inner Mongolia proved that we have made a great change and strongly encouraged us to believe that we can stride much further.

5.3 Tongliao Vocational College

5.3.1 Senior leadership support CRC project.

CRC project had been formally written in the TVC Congress report which is equivalent to TVC: s Constitution, which makes sure that the CRC project can be sustained.

5.3.2 CRC consciousness gradually developed in in-service teachers.

Teacher training and CRC based lectures become a routine. 88 teachers have participated in participatory teaching approach research, 26 papers have been published, covering 26 courses. Some teachers have realized the advantages of participatory teaching. They have a new understanding on how to respect the rights of their students. Participatory teaching approach is more attractive than traditional teaching methodologies. Students enjoy the joy of learning in the classroom.

5.3.3 The Participatory teaching approach widely promoted in our College.

At present, 60 courses were taught with Participatory teaching approach by 160 teachers. More than 50 % of basic medical courses are taught in Participatory teaching approach. Ms. Xiaoling Wang and Mr. Haiqing Jiang won the first and second prize in teaching competition of Inner Mongolia by using Participatory teaching approach. It's

the highest level teaching Contest in Inner Mongolia. Ms. Lulu Che won the first prize in English teaching competition of Inner Mongolia by using Participatory teaching approach. She will take part in the finals held at CCTV.

5.3.4 Research and Quality Control carried out together.

19 research projects had been launched, including 2 State projects. I have been participating and directing one project. The standard of Participatory teaching approach has been established as well. 731 of 750 questionnaires that were sent out by QS showed as a result that 96% students like participatory teaching approach.

6. Discussion and Reflection

6.1 Some teachers highly evaluated the participatory class which fully respected child rights, yet they think it is hard to implement in the context of education in China today. The conflict of ideal and reality really exist.

6.2 Problems in implementing CRC in teacher training were examined out. Many problems, although from different areas, are in common. Ways and methods to fuse CRC and CRC-based participatory approach into the smelter of the giant Chinese education system and conventional teaching and learning model are in urgent need. Good examples from Sweden and other countries are very valuable to learn but it is ineffective to completely copy. Merely Simulate the form is not the way to really solve the problem. In the process of study, we have to find out the core concept of CRC. Thus we could find the things in common between Chinese education and education in developed countries and find the way fitting for our society. This process is time and energy consuming.

6.3 More aspiring people are needed, because of the above reason, to be involved into this project to expand the influence and strengthen the joint effort.

6.4 The promotion of CRC is a systematic project as well as a long-term project, it can't be done at one go.

6.5 The project should be carried out according to national situations, cultural traditions and the condition of the college.

7. Way Forward

7.1 To put more effort on training and promoting. More lectures to more students and teachers to raise the awareness of CRC and education reform.

7.2 To collect evaluations, reflections and comments from teachers on CRC and participatory teaching.

7.3 To research the ways of implementing CRC based participatory teaching and class management.

7.4 To hold annual meetings with the Inner Mongolia Network and they should be held by the four universities in turn.

7.5 To get more participants involved in this project in order to gather more strength and support.

7.6 To make arrangements with local kindergartens and work hard for a practice base for our graduates, thus they can better put Participatory Teaching into practice.

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