

CHINA

Raise the awareness on CRC by producing teaching materials focusing protection and participation to teachers and students at IMNU and TVC

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1. Introduction

As a developing country in the world, China signed the *Convention on the Rights of the Child* (CRC) in 1990, and ratified it in 1992. As stated in CRC, children are entitled to rights to participate (article 12), freedom of expression (article 13), right to freedom of thought, conscience and religion (article 14), right to protection from all forms of violence (article 19), right to education (article 28, 29), and right to leisure, play and culture (article 31). These rights are important to be applied in educational field.

As a part of Human Rights, children's rights such as the right to education, to provision, to participation, to life, to protection and so on are always brought to the front by the Chinese government and various authorities at different levels. The Ministry of Education has been promoting these rights through the introduction of civic education at basic, high school and university level. Under the Chinese laws, children are given their due rights and responsibilities. China has since many years been involved in many domesticated activities to maintain this commitment. Inner Mongolia Autonomous Region, located in the north and northeast of China, is also without exception. It is a national minority area taking Mongolians as the main body.

In China all children aged 6-7 are asked to go to school to receive the free 9-year compulsory education and the actual entrance rate for school aged children has reached over 98 percent in Inner Mongolia. In recent years, the new curriculum aimed at changing teaching content and methodology from teacher-centered class to student-centered class is being promoted by the government. Inner Mongolia has also been carrying out the educational reform. Though teaching reform has begun for several years, schools in Inner Mongolia remain quite conventional teaching methods, which is disproportionate to its quick economic development.

As for students' participation, Chinese teachers in general have not given much freedom of expression and participation to their learners yet. In effect, most Chinese learners are still frightful and shy when they are asked to take part in the class activities. This condition makes learners inactive with less creativity.

As to children's protection, although the Chinese government has laid down relevant laws, documents, regulations and acts on protection for children both at school, home and society with the purpose to provide legal basis for children's lawful rights, the protection of children is still a serious issue in China. Mistreatment and punishment are still on-going at schools and homes.

It is against this background that the Team China Batch 16 undertook a pilot project called "Raise the awareness on CRC by producing teaching materials focusing protection and participation to teachers and students at Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC)", a pilot project carried out at TVC in Tongliao, a northern province of Inner Mongolia Autonomous Region and IMNU in Hohhot, the capital city of Inner Mongolia Autonomous Region.

2. Frame of Reference and Baseline

Both IMNU and TVC are higher schools for training students as teachers at primary and middle schools in the future. At IMNU, we select the English major students from Class 2009 because they will have their teaching practice at primary and junior middle schools from mid-September to December. Before their teaching practice, we gave them a brief training on some basic articles of CRC, especially on protection and participation of children. As would-be teachers, we hope they could concentrate on the situation of child rights by observing and teaching students in the classroom as well as at schools.

At TVC, we select the English major students from Class 2010 and Class 2011 because the students from 2010 will have teaching practice at primary school next year. Last

batch agents have trained them a lot on the concepts of CRC. Before their teaching practice, we hope they would pay more attention to students' rights in and out of their classroom teaching. As to the students from 2011, their teachers are trying to apply the participatory teaching approaches into the classroom teaching. Meanwhile, we gave them brief information on some basic articles of CRC. There are 20 backbone teachers from 10 different majors to be the target group. After being trained they will apply participatory approach to their classes.

According to the last project, the CRC-related courses are included in the curricular program as an elective course for students from different departments at both TVC and IMNU. The team members of the last batch have drafted the course outline of their teaching material entitled "Child Rights Protection and foreign Language Teaching", and their teaching material will be written in English. Their main intention is to spread the notion of CRC and participatory teaching method to English majors. On the other hand, although some ideas of CRC have been spread out to teachers and students at both schools, they still have the problem of lack of awareness on CRC, especially on participation and protection of children.

3. Purpose

The project aimed at raising awareness in child rights, especially in participation and protection by starting producing teaching material. The rationale behind this is that there is little or no awareness of the rights of children by teachers, parents and the children themselves. We hope that with the raised awareness of the rights of children, there would be increased participation of children in both learning and teaching. We are going to gain knowledge and experiences for further implementation of CRC in our schools through this change pilot project on how to protect and empower children through active participation by students, teachers, school staff and parents. It was envisioned that raised awareness of children and teachers would also develop a sense of belonging and innovation. This would in turn ensure that the school environment would be drastically improved for both teaching and learning.

By producing teaching material for CRC-related courses focusing on participation and protection in Chinese, we plan to design a kind of handbook for students and teachers with the content of relevant laws, regulations, acts and the first-hand cases our trainees collected. We hope to raise the awareness of CRC (participation and protection) to all the teachers and students who are interested in CRC and make the idea of CRC

sustainable to teachers and teacher trainees in Teachers' Training Faculty at TVC and English Department at IMNU.

Intended output and outcome

The students who choose the elective courses on CRC and the teachers who are selected to receive training on CRC at IMNU and TVC will use this teaching material on CRC (especially on protection and participation) as their guide book.

Students at IMNU and TVC will be aware of the CRC and become more confident, friendly and active in their future teaching career.

Teachers and school staff will have more knowledge and understanding of CRC and will apply CRC in their daily activities.

4. Methodology (Activities)

Since change agents from Batch 16 are from two cities of Inner Mongolia, we carry out our project activities separately with our own target groups – that is at IMNU and TVC.

4.1. Activities at IMNU

Activity 1: Questionnaire and Lecture

Time: 10: 20am — 12:00am, June 27th, 2012

Audience: English Education Class 2009, 30 students (target group); Mongolian English Education Class 2009, 25 students (they are informed about this lecture and are invited to it)

1. A questionnaire was to give to the target group of students. The questions are as follows:
 1. What is the definition of the child?
 2. Why do you think children need to be protected?
 3. In what circumstances do you think children need to be protected?
 4. Do you think children need to participate in the matters related to them?
If yes, why ?
 5. How do you feel if you can participate in solving a problem in your school?

Students of 2009 are writing their answers to the above-mentioned questions and discussing with each other



Lecture

The lecture covers the following topics:

What is CRC all about?

What is the child?

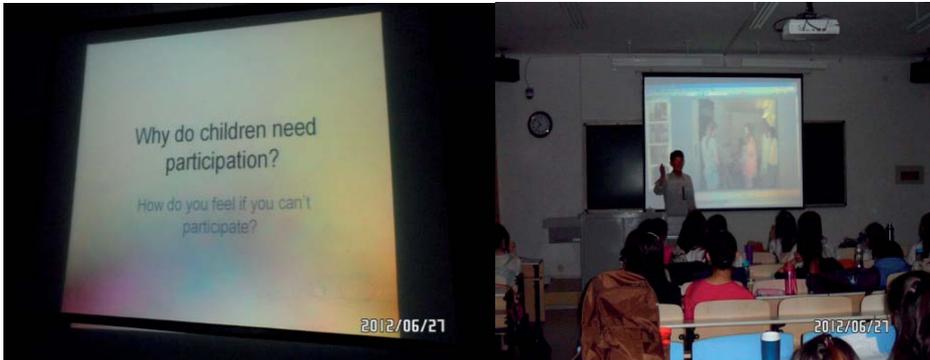
What rights do you think children have?

What rights do children enjoy according to CRC?

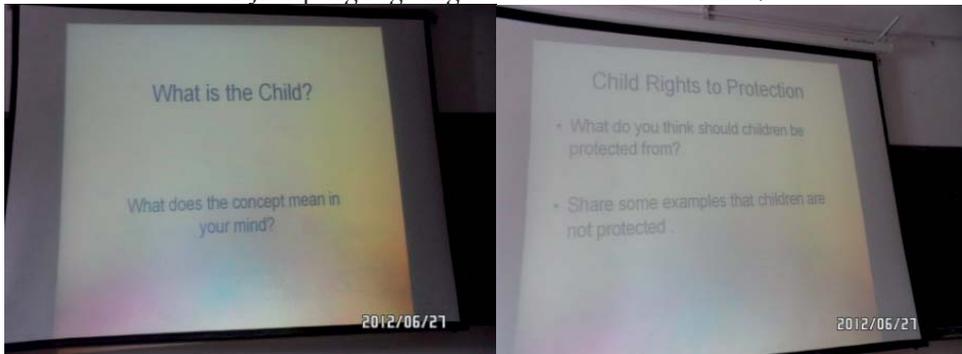
What is participation about?

Why do you think children need participation?

In what areas of children's lives can participation be applied to?



Wei Jianqiang is giving lecture to students of 2009



Given that most of the students are not familiar with the CRC, we reiterated it and tried to relate it to their own childhood experience so that they can see that from the perspective of the children.

Borrowing from what we learned at Lund, we instructed students to think about the characteristic of the child. At first quite a few students thought that children cannot think for themselves. After we used examples from childhood experiences and discussed about this, more realized that children can think for themselves.

As for “what rights do you think children should have?” Students are quite active in expressing their own ideas. Some of their ideas are among the CRC. After we listed some articles from CRC, they looked excited when they found their ideas are similar to the official CRC and their interests are raised and don't feel that CRC is something too big and far away from them.

3P:s are elaborated with examples in their own childhood experience. Much attention is paid on participation. As for why children need to participate, students offered some ideas like “if they can’t participate, they will feel they are not important”; “They will feel neglected if they can’t participate” and “They have a sense of belonging if they can participate”.

As for “In what areas of children’s lives can participation be applied?” we elicited some answers like: the classroom design, the teaching content, the form of homework. Using their own ideas, we tried to get them to relate this to the upcoming practicum (teaching practice as we used before at Lund) and think of the areas that they can implement participation.

At the end of the lecture students got an assignment to do during summer vacation (July 16th –August 26th). Students need to collect some websites concerning child/child rights/child issues. Students need to collect materials about any aspect/issues/situation they are interested in child rights and they need to make a poster board during the first two weeks of the new semester which starts on Aug 27th.

The following pictures are from the poster board made by students of 2009.



Activity 2: Discussion with students of 2009

At the end of August we had a brief meeting with the target group of students. During the meeting we discussed with them about how they can implement participation and protection during their four months of internship at the local schools. Students are encouraged to implement the CRC during their internship in their classrooms and to talk about CRC with their colleagues. Students are suggested to wear the “child rights glasses” to observe the real life situation in classroom and school. They are suggested to prepare a Child Rights-in School-and-Classroom note book to take down what they have observed (collect cases) and their thoughts about it. They are requested to write a reflective report on the implementation of child right in the context of classroom and school at the end of their internship. We give students our email addresses and phone numbers for them to communicate with us.

Activity 3: Workshop with target students

We discussed with students about the outline of Chapter One (Approaching Child Rights Convention) of our teaching material and worked out the content of this introductory chapter.

We learned together with target students Section 2 and 3 in Chapter six in the book *Changing Childhoods*. We discussed about the concept of participation and different views of participation and discussed about how they can implement this concept into their teaching both now and in the future. We discussed on the ways to *Listening to children*. Selections from this chapter were made and students were assigned to translate them in groups.

We plan to have a translation workshop on the selected materials from Chapter Six, *Changing Childhoods* at the end of November 2012. But things changed. Because most students were doing their internship at local schools and we could not gather them. So we canceled the translation workshop.

Activity 4: Students observing child rights related issues at their local schools and writing reflections

We asked our students to observe any phenomena/things related with participation and protection of Child Rights at their local schools during their teaching practice from September 2012 to December 2012. They were also asked to prepare a notebook to collect cases and write their reflections on them. These cases and reflections from students are to be used in producing teaching materials.

4.2. Activities at TVC

Aihua Zhang and her CRC partners in TVC carried out various activities which take place among students and teachers.

1. Obtaining the approval of school leadership

After returning from Sweden, I devoted my time and energy to start the project in TVC. First, I reported all the contents of the project and special trained ways and my own reflection in Sweden to my leader Mr. Guan and Mrs. Kathy, who are in charge of teaching in TVC and in teachers' training faculty. To ensure the project to go smoothly in TVC, I had to get support from Mr. Guan, Mrs. Kathy and some key persons related. So I submitted a project implementation plan and discussed the details of the plan with some key persons related.



Zhang Aihua is talking with Mr. Guan, her leader at TVC

2. Activities with students

According to the schedule of my plan, various activities, involving both students and teachers, were carried out to ensure a good start of project, and expected results were achieved.

2.1 Students' questionnaires

In the middle of June I delivered questionnaires on the basic information of CRC especially protection and participation to 30 students. After two weeks all the answers were collected up. Data was processed and analyzed. According to my own reflections over the answers of questionnaires we can make teaching plan for CRC course for the target students next term.

2.2 CRC education to freshmen

In accordance with implementation plan, a preliminary CRC education was given to freshmen shortly after they entered the college. Ms. Liu Haihong was invited to give a brief introduction of what CRC is about and how we permeate the concepts of CRC on our everyday study and teaching. I introduced our English majors in all aspects. The students and some related teachers had a warm discussion in groups on two topics of *what a qualified teacher is for students* and *what a top student is for teachers*. Some students and teachers gave presentation in the front of classroom. Participatory teaching method was applied in the process, which aroused their great interest. In this way the freshmen in our major were given a preliminary understanding of CRC, especially the importance of participatory.



Mrs. Cathy is giving lecture on CRC



Students' activity on CRC in classroom



Students and teachers' activity on CRC

2.3 Introduction of CRC articles to target students

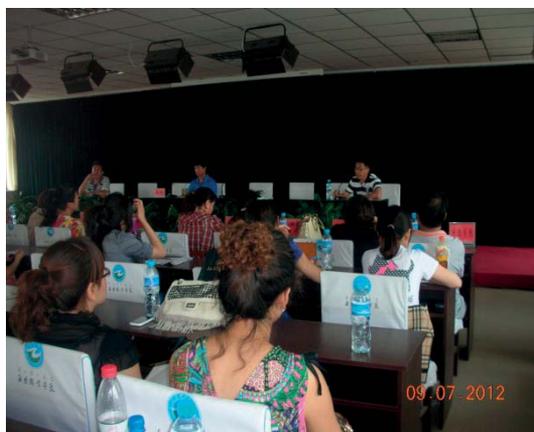
The teachers continue to introduce some articles of CRC and what has been done in these years in child right protection and participation in Inner Mongolia and in our country, especially what TVC is doing in terms of CRC. The teachers also emphasized that the students should not only be familiarized with the concepts of CRC, but also keep in mind the responsibilities of disseminating the concepts to the children they will be teaching after graduation. After the teachers' repeated infusion, most of the students in target group remarked that they have realized the importance of child right protection and participation and will proceed to spread the CRC concepts to others, especially to their future students and parents.

3. Teachers' activities

Change agents in TVC exerted great effort to encourage more teachers to take part in the project, especially to do some changes in classroom teaching.

3.1 Choose 20 young teachers to participate in the project

At the beginning of July, to get more teachers motivated in the project and spread the participatory teaching method in TVC, with the help of leaders **20 backbone young teachers** from 10 different majors were chosen to be the first undertakers of participatory teaching method in their classes. For this purpose, Mr. Guan and other leaders related had an important meeting. At the meeting Kathy introduced the project of CRC and its relation to our college. Lv Lan introduced the participatory teaching method in English class and his reflections after applying the method and I delivered questionnaires to the 20 trained teachers and explained my next step work on the project. Mr. Guan assigned responsibilities to his subordinates and was going to check their performance periodically and he also decided to set up a project research topic on the promotion of participatory teaching method.



Meeting with 20 young teachers from TVC

3.2 Questionnaires to the teachers

As said before, a questionnaire was designed and distributed to 20 trained teachers, aiming at investing the view of teachers regarding protection and participation especially participatory approach teaching in and outside classroom and understanding the concepts of CRC. 17 teachers answered the questionnaires in the summer vacation. Data was processed and analyzed. Most teachers just have simple understanding of CRC. Twelve teachers thought that teachers should be the center in the classroom because they have larger classes in number, which means not every student can enjoy the rights equally, so how to ensure every one of them participate actively in classroom management is one of challenges they are facing. Only 5 teachers thought it was important for students to participate in teaching and learning. In this case, it is necessary to change the teachers' concept and reform the traditional teaching method to change the situation of the students' passive reception of the knowledge.

3.3 The launch of participatory teaching method at TVC

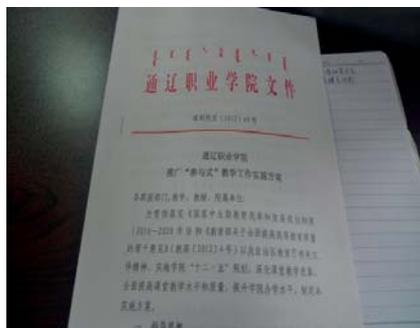
To improve the classroom teaching quality and promote the healthy development of students the college leaders decided to spread the participatory classroom teaching in whole college.

On September 3rd, all the trained teachers and leaders related in different majors participated in the launch of participatory teaching method in TVC. A formal college document—The Implementation Plan on Participatory Teaching in TVC was issued. Mr. Guan hosted the meeting and had an important talk on the implementation plan. The plan, with its duration from 2012 to 2014, is overall divided into two big stages: One is to spread the participatory teaching in classrooms in different majors including teachers' training, teaching practice instruction, classroom teaching observation, organ-

izing model classes, the other is to set up the research subject project on the topic of The Promotion and Application of Participatory Teaching in Higher Vocational Colleges which consists of 10 sub-projects of different majors.



Launch of participatory teaching method in TVC



Red-letter Title Document for implementing CRC in TVC

3.4 Training lecture to the teachers

Ms. Sun Shufen, who is the headmaster in No.11 middle school in Tongliao which is a pilot school in China in Basic education curriculum reform, was invited to give a training lecture to the teachers and all the persons related. No.11 middle school began their teaching reform in 2008. Their teaching ideas are to let students happy to learn, eager to learn, learn how to learn and have critical thinking. Their typical learning mode in classroom is group cooperative study which is in line with the core of the implementation of the new curriculum in China: Let students participate in teaching and learning. Now with the leaders and teachers' hard work, No.11 middle school has had the desired effect.

The contents of Ms. Sun's lecture in our college covered: a. Teacher's role in teaching and learning; b. How to organize a class in order to encourage students to participate actively; c. How to evaluate teaching result.



Ms. Sun's lecture on participatory method

3.5 Pay a school visit to the pilot middle school in Tongliao

In the middle of October the trained teachers and some target group students went to No.11 middle school to observe their typical classroom teaching with CRC glasses. After returning teachers and students had a discussion on teaching method and some concepts of CRC. Wang Lan and Yan Zhe, two English teachers from English educational major, gave two model classes to the trained teachers. Then the trained teachers tried to apply the participatory teaching method to their classes.

3.6 Observing classes, giving advice and instructions and discussion with teachers

Ms. Kathy, Lu Lan, some leaders related and I will go into classrooms to observing classes and discuss with the teachers on the teaching method. In November some best teachers and best model classes will be chosen and the best model classes will be shown to the other teachers to spread the participatory teaching method.

Activities at TVC after the Progress Workshop in South Africa

Since December last year with the confidence and reflection after South Africa , relevant work has been carried out in three aspects of in-service teachers' training , pre-service teachers' training and research project on participatory approach in TVC.

Activity 1: In-service teachers' training on participatory teaching

After returning from South Africa the relevant leaders and CRC change agents began to observe the backbone teachers' classes in different majors in TVC. The situation was not optimistic. Participatory teaching was still lightly understood by most teachers and changes only remained the surface of the form and the connotation of a lack of participatory. In response to this reality, plenty of patient instructions, guidance and support from agents and relevant leaders were given to backbone teachers. At the end of last year the headmaster in No.11 middle school in Tongliao which is a pilot school in China in Basic education curriculum reform, was invited to give a training lecture to the backbone teachers on participatory teaching and afterwards all the backbone teachers and the related leaders were organized to go to No.11 middle school to observe their typical classroom teaching. After that the teachers and leaders related had a discussion on teaching method and some concepts of CRC. In the meantime, the model class and training course were given by change agents Ms. Liu Haihong and Zhang Aihua to the young backbone teachers in different majors. Through arduous efforts, the teachers have received different degrees of achievements and reflections. Another thing worth mentioning is that through the activities of teaching above I got a lot of first-hand information and materials on participatory in and out of class which can contribute a lot to our CRC teaching material compilation that is the outcome of our batch.



Observing the typical classroom teaching in No.11 middle school



The model class was given by change agent Ms. Hang Aihua to the young backbone teachers in different majors.

Activity 2: Pre-service teachers' training in Teachers' training faculty in TVC

The students from Teachers' training faculty are future kindergarten and primary teachers, who are should be trained so that they can have the awareness of children's rights and make them know what they should do to protect children's rights and what they can't do in case of violations to children's rights. In March 2010, Lv Lan, change agent from 11 batch, chose one class of English major as a pilot class to which he applied participatory teaching. In 2011 CRC course was introduced to the curriculum schedule as a public compulsory course in Teachers' training faculty in TVC and in 2012 two classes from pre-school education were chosen as experimental classes to have CRC course. This year, all classes of 2011, including pre-school education major, English major, Chinese major in Teachers' training faculty began to have CRC course.

The course is a highly practical course, to adopt a practice-based performance evaluation of inspection methods, practice, 60, 40 theory exam. After understanding the purpose and meaning of the convention, combining current situation of education in China the students were led to have discussions in groups, to perform what they had ever experienced in school, to debt some educational phenomena and state some unfair educational methods. Through the training like this, the students' awareness of children's rights was improved and better understand CRC as well as its significances. With CRC concept embedded in their mind, our students began to make their own project plans which they would implement in primary schools when they practice teaching there. After they return from practice bases our students would hand in their final reports according to the project plans as the part of the final grade of CRC course. In CRC class and during paying visits to the primary schools in Tongliao where our students were practicing teaching I learned many cases on the local present education from

our students , primary school teachers and parents, which are very helpful for our CRC teaching material compilation.



Students' performance in CRC class.



The student was implementing CRC in primary schools when he practiced teaching there.

Activity3: Research project

The research project titled On the Study of Popularization and Application of Participatory Approach in Vocational College was set up in July last year in our college, which was submitted to a five-year for 2011--2015 Higher education scientific planning inner Mongolia Autonomous Region for project approval. 26 courses were chosen from 10 majors as the application objects on participatory teaching approach. A series of activities have been carried out after setting up the research project, such as organizing the members of the project research went to the pilot school to study the

advanced experience on participatory approach, having all kinds of training lectures to make teachers to better understand the significance of spreading participation teaching approach and to improve the ability of application in classroom teaching ,applying participatory approach to the classroom teaching based on the characteristics of different subjects and all sub-subjects are being conducting independently based on the different characteristics of subjects.



Setting up the research project titled “On the Study of Popularization and Application of Participatory Approach in Vocational College”.

After efforts for nearly one year our research work has achieved initial results. At June 14, 2013, we held a meeting about the results of the promotion and application of participatory teaching method in Higher Vocational Colleges. The persons in charge of 10 subjects reported their main work and their research achievements and the next step work. We all had the common view about participatory teaching method. The participatory teaching method has been applied to 26 courses. The teachers and students have high enthusiasm, and it has improved the professional quality of teachers and the participation of students. 10 subjects have achieved initial results, and they all have shown their successful results and reflections at the meeting, so it has laid a good foundation for the popularization and application of the participatory teaching method in our college.



The meeting about the results of the promotion and application of participatory teaching method in Higher Vocational Colleges.

5. Results

1. A CRC poster was made by the target group of students and shown at the Teaching Building for a month at IMNU. On the poster the students give a brief introduction about CRC and list some examples concerning child rights in our daily life. They try to raise the readers' interests and awareness by putting some pictures they collect. By making the poster, the target group of students get better understanding of CRC
2. 10 students from IMNU did social investigation report on child rights issues. By writing the report they have a better knowledge of people's understanding of child rights and the problems existing.
3. From phone call communication we learned that some students from IMNU are doing their internship using more student-centered teaching approach.
4. Outline of Chapter one is made. We will offer materials to the students and involve them in the process of writing this chapter.
5. At TVC the target students' awareness of CRC in classroom teaching is highly enhanced and they are eager to practice it in their teaching practice next year.
- 6.
7. The leaders and teachers' awareness of CRC in the management and classroom teaching is increased.
8. The participatory approach will become a prevailing teaching method at TVC.

9. At TVC we started to try to have CRC course in one English major class in 2010, two pre-school education classes in 2011 and eleven classes in Teachers' training faculty this year! The course of CRC-IN classroom is welcomed by our students.
10. We have had the periodic results of participatory approach in classroom teaching, research project and teachers' training.
11. Although teachers have met a lot of difficulties when they were required to do changes in their classroom teaching, some of them were happy to be in the new teaching method and were delighted when seeing the changes of the learning attitude of the students through the training on participatory teaching method.
12. Students' reflections on CRC in the course of their teaching practice were collected by Wei Jianqiang and He Zhiying at IMNU. However, it is a pity that not so much useful information is found in their reflections. It seems that the students are not clear about what they should observe on child rights although we have given them relevant messages on CRC before their teaching practice.
13. So under the guidance of our mentor Per, Wei Jianqiang and He Zhiying decided to give another training lecture to a new group of students, who are going to do their internship at middle schools from September to December, 2013. An observational sheet was designed for their future reflections, and we added more examples about child rights on protection and participation during the lecture so that the students can be more understandable about what they should do. The relevant PPT examples from this lecture will be shown in the appendix 2.
14. Up to now, we have finished the first draft of our teaching material titled *Child Rights and School Education*. We'd better call it the booklet because it is a very concise textbook aimed at all the students who are interested in the issues of child rights. This booklet consists of four parts, namely:
 - Chapter 1 —— Approaching UN the Convention on the Rights of the Child (CRC);
 - Chapter 2 —— Child Right to Protection in the Context of China's School Education;
 - Chapter 3 —— Child Right to Participation in the Context of China's School Education;
 - Chapter 4 —— Way Forward Toward Child Rights in education in China

It is our hope that with the help of this booklet, teachers and students at both IMNU and TVC can be familiar with UN's CRC, and their awareness of child rights on school education can also be raised.

6. Discussion and reflection

Some students' understanding of CRC is limited and they think it is mainly the government's job and they don't see their role in it. We have a long way to go to make them believe that they have a role to play in implementing CRC.

We find that although some teachers showed interest in CRC and promised to help us to disseminate some knowledge on CRC; we haven't yet seen them put some things into practice. How to stimulate the enthusiasm and initiative of the most of teachers are quite difficult. It is a persistent problem.

It is hard to change the traditional teaching concepts. Some teachers, even middle-level leaders, do not have all around understanding of the concept of CRC, so it is not easy to change their traditional teaching mode. Some individual teachers even resist this method. And we need to do further work on how to introduce CRC teaching methods in some professional courses.

Some schools in which students are doing their internship don't quite understand the meaning of implementing CRC.

Students are scattered at schools in different areas of Inner Mongolia Autonomous Region. So it is quite difficult for us to supervise and offer guidance to them. How can we involve students in producing the teaching material is a big challenge.

We find that it is of great value and help to mobilize our students in implementing CRC because as teacher trainees, they will work at schools of the very grass root level.

We already have a good start on the project where participatory approach was introduced to different major classes ,research project was achieved periodic results and teachers' training were held. We can't reach the above achievements without the support of our mentor and leaders of different levels. We change agents should commit ourselves to maintain effective sustainability, but we still require the push from our mentor and leaders related.

Compiling teaching materials is a long and complicated process. A lot of work has to be done before compiling related teaching materials: collecting related CRC cases, consulting documents and related books, doing some surveys on CRC situation, and a lot of translation work, etc. Because the two colleges have different levels of students, the teaching and learning materials should also be different.

Last but not least, the promotion and the popularization of CRC should be based on Chinese educational condition, cultural tradition and the specific situation of our school.

7. Way forward

1. Strengthen the dissemination of CRC among teachers and students at IMNU and TVC;
2. Get more firsthand material for the future training program for teachers and students at IMNU and TVC;
3. Trial use of the teaching material in the newly approved elective course called “Child Rights Protection and Class Teaching” at IMNU in the new autumn semester of 2013;
4. Gain feedback from other change agents in Inner Mongolia for this teaching material;
5. Promote inter-school collaboration in terms of teaching material production
6. Establish cooperative relationship on CRC with a local primary school.
7. Revise the teaching material based on the feedback from users and teachers.

Appendix 1:

How to use CRC-glasses at school and in the classroom? --- The observational sheet designed for teacher students:

1. Do teachers often smile and talk with a friendly voice to the children?
Yes No
2. Do teachers actively listen to the children?
Yes No
3. Do teachers lower themselves down to their eye level when talking with children?
Yes No
4. Do teachers call the children by their names?
Yes No
5. Do teachers help the children resolve their problems in a positive manner?
Yes No
6. 6. Do teachers treat children fairly, equally and respectfully?
Yes No
7. Do students respect each other?
Yes No
8. Do students respect teachers?
Yes No
9. Are classrooms and surrounding areas safe and clean?
Yes No
10. Does daily class schedule include activities for small groups?
Yes No
11. Are students spending more time doing activities than sitting and waiting or listening for lectures?
Yes No
12. Can students choose different activities for the daily class schedule?
Yes No
13. Are teachers interested in what the children do and need for their study?
Yes No
14. Do teachers improve their teaching techniques and activities by using proper resources?
Yes No
15. Do students within and out of the area have the same opportunity as each other?

- Yes No
16. Does each classroom have enough material for different activities?
Yes No
17. Is water available for those who do not bring water from home?
Yes No
18. Are there places for students to wash their hands?
Yes No
19. Do teachers say “good bye” to students before they are going home?
Yes No
20. What rights do you think should children enjoy at school?



Appendix 2:

Some PPT examples from the second lecture:

What is the Child?

What does the concept mean
in your mind?



What rights do the child have?

What do they need?

Four Basic Rights for Children

Right to Provision



Right to Development



Right to Protection



Right to Participation



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