

Lund University Education/Sida

Advanced International Training Programme on Child Rights Classroom and School Management

Raising Awareness about the Convention on the Rights of the Child and improving the quality of Education by involving major stakeholders in education (parents/community, teachers, pupils)

Final Report

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FOREWORD

The Swedish International Development Cooperation Agency (Sida) in cooperation with Lund University has developed a Programme covering Child Rights, Classroom and School Management. The guiding principle in the course and the whole training is the right to education for all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the Convention on the Rights of the Child, Education for All and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving the quality of education and efficiency of its delivery, which is the main goal of most developing countries.

The training programme, which is conducted in English, is designed for those holding positions at School, Intermediate and Central Level. Preferably a team representing the levels mentioned above, consisting of three people from each country is invited to apply. The team is expected to work together throughout the training programme.

The training programme comprises three phases: The first phase took during three weeks in Sweden in May-June 2006. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top-down approaches to teaching and learning to those that are participatory, rights-based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants had outlined a project work to be developed in their countries upon their return. As members of the Ugandan team, we decided to focus on **raising Awareness about the Convention on the Rights of the Child and improving the quality of Education** by involving major stakeholders in education, that is the parents/community, teachers and pupils.

The second phase consists of a two weeks follow up seminar to present the progress in the development of the project work, and this phase took place in South Africa in October – November of 2006.

The third and last phase was a visit by our Mentor from Lund University in April 2007, when we together visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for the continuation of the activities initiated in the pilot project.

Our thanks are due to the Ugandan Ministry of Education and Sports for all the arrangements that made it possible for us to undergo the training in Child Rights, Classroom and School Management. We acknowledge the help rendered by the Jinja district officials (the Chief Administrative Officer, Resident District Commissioner, District Education Officer and Local Council 5 Chairman) plus Save the Children Kampala, UNICEF (through Proscovia Mbonye), African Network for the Prevention and Protection against Child Abuse (ANPPCAN), Kampala, and AIDS Care Education and Training (ACET), Kampala. These NGOs provided valuable information and material used in the project activities

We also extend our thanks to the Head teachers of Mafubira primary school, Pilkington College Muguluka and Our Lady Consolata S.S.S Kireka, Mr. Tenywa, Mrs. Balina-Nseko and Ms. Sanyu Jessica respectively, for allowing us to be in the schools for the different tasks of the project.

We are very grateful to the Swedish International Development Cooperation Agency (Sida) for offering us the opportunity to participate in this training. Special thanks go to our dear mentors, especially Dr. Bereket Yebio, plus the coordinators of the training programme, Mr. Richard Stenelo and Mrs. Jessica Hansson, for a very successful programme, which has resulted in this timely project to enhance the quality of education in our Uganda schools.

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1. LOCAL BACKGROUND TO THE PROJECT

1.1 Uganda

Geographical indicators

Uganda is a land-locked country, which lies along the equator. The total surface area is 214,038 km with the land area covering 197,097 km² while the area under water and swamps is 43,941km². Temperatures range between 15-30oC and rainfall between 700 and 2,000mm a year. It contains landscape of savannah, forests and high mountains, ranging from high mountains like Mt. Elgon (mountain of the moon) to beautiful hills like Kabale and Kisoro (western Uganda) We are also blessed with forests, beautiful animals and birds. No wonder Uganda remains *The Pearl of Africa*.

Demographic and Social-economic indicators

According to the 2002 census results, Uganda has a total population of 25.5 million; 13.0 million female and 12.5 million male. The percentage living in urban areas is 12.0% and the rest is predominantly rural. The average pupil-teacher ratio in primary schools as by the year 2006 was 57:1, taking an example of Bugiri district and in some areas even higher than 100:1, up from 40:1 in 1996.

Political setup

In 1989 His Excellency the President of Uganda, Yoweri Kaguta Museveni, who was elected into power for a third term in 2006, came to power in a coup d'état. He has embarked on various programmes and reforms to rebuild the country in most sectors. For example there were reforms in the Civil service among others. He now governs the country through a multi party system with decentralized governance.

The economy

Uganda is blessed with fertile soils and consequently the economy is based on agriculture; crops grown for export include cotton, coffee, while the GNI (Gross National Income) is 300US/D.

To boost the economy, efforts have been made to rebuild the economy in most sectors. For example there have been efforts to develop the industry in the country and foreign investors have been encouraged. However despite all these efforts, many of the implemented programmes have been undermined by high poverty levels in the country, mismanagement of resources/funds and inadequate power supply, among others.

It is very important to note that the bigger percentage of the population remains poor and rural.

1.2 The Education System

It is a 3-7-4-2-3 system:

- Pre-primary level: early education development (three years)
- Primary level education (seven years)
- The post primary
- Four years at Ordinary Level
- Vocational training
- Higher education /Advanced Level- two years or Tertiary (colleges of commerce, technical institutes, teacher training colleges)
- University (three to five years). There are six public universities and over fifteen private universities at present.

1.3 Education and CRC

Uganda is a signatory to the CRC (the primary convention pertaining to children's rights adopted by the UN General Assembly in 1989 and came into force in 1990). The government has hinged all its educational programmes on Article 28 of the CRC as in line with the UN millennium goals.

Article 28 of the CRC states that:

States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

Make primary education compulsory and available free for all

Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need

Make educational and vocational information and guidance available and accessible to all children

Take measures to encourage regular attendance at schools and the reduction of dropout rates

States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention

States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Uganda has shown its commitment to the welfare of their children through adaptation and implementation of both National and International policy and legal instruments that concern children inline with the CRC, therefore there is political commitment to the CRC.

Among these include The Government White Paper of 1992 on education; The Constitution of the Republic of Uganda of 1995, The Children's Statute 1996, The Penal Code which specifically outlaws sex with children, the Presidential initiative on HIV/AIDS: communication strategy to the youth, Corporal punishment: circular from government to all schools banning corporal punishment and recent reminder to all secondary schools in September 2006, The Education Bill of 2001, The Children's Act of 2003 among others.

In The 1995 Constitution of Uganda, articles 28, 30, 31 and 34 address particularly the children. Article 34 has seven clauses among which are theses two, that;

Subject to laws enacted in their best interests, children shall have the right to know and be cared for by their parents or those entitled by law to bring them up

A child is entitled to basic education, which shall be the responsibility of the State and the parents of the child

In the Children Statute 1996 Clause 6 states that, *a child has the right to immunisation, adequate food, clothing, shelter, medical attention, education and guidance, and that it is the duty of the parents and adults to protect the child from discrimination, violence, abuse and neglect.*

In addition many non-governmental organisations have played a major role in promoting the welfare of children and also protection of their rights through sensitisation programmes. Among many, such organisations include Save the Children Uganda, Action Aid, UNICEF, ANPPCAN, AIDS Care Education and Training (ACET), including other initiatives like

UPHOLD Uganda, Quality Education Project, Kigulu Development project, an initiative of the former vice president of Uganda, Dr. Specioza Kazibwe, Child Rights Initiative, mostly working in Northern Uganda, FIDA (Federation of International Female Lawyers) who have also established their project centring round children's rights and responsibilities through co-curricular activities.

In order to promote quality assurance to educational goals and enhance the economy, the government promote self-reliance and fight poverty. Science subjects have been made compulsory in lower secondary and are given priority for government sponsorship at University. Computer science is also being boosted throughout all schools in the country.

In January 1997 the government of Uganda introduced or launched the Universal Primary Education (UPE) programme.

This programme started with support for four children per family. In order to comply with Uganda's constitutional requirements on affirmative action in favour of the marginalized groups, two of the four children had to be girls. In addition, if a child had disabilities, she had to be granted the highest priority in enrolment.

Government had to meet tuition fee of Uganda Shs. 500 (less than half a dollar) for each beneficiary in primary one to primary three and Uganda Shs. 800 for each beneficiary in primary four to primary seven. Government also provides grants to spend on institutional material, co-curricular, maintenance of utilities like water and electricity. The parents are expected to provide exercise books, pens, uniforms plus lunch at school

Later the programme was extended to all children in a family.

The introduction of UPE led enrolment in government-aided primary schools to almost double within a year. Between 1986 and 1996, primary school enrolment had risen modestly, from 2.2 million to 3.1 million. But with the introduction of UPE in 1997, it jumped to 5.3 million, an increase of 70 per cent in just one year. Total enrolment has continued to rise up to approximately 7.3 million in 2002, up from 6.9 million in 2001. Therefore the successful implementation of UPE significantly increased access to primary education.

There is an increase in funding for primary schools as well as decrease in illiteracy rates especially among the disabled

Over 36,634 school facilities and more have been constructed under the School Facility Grant- SFG, and Classroom Completion Grant- CCG (*Refer to table 1 below*)

The enormous challenges of providing education to children especially with disabilities, have been brought to light

Table 1 Number of school facilities provided by SFG and CCG.

Item	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	Total
Classrooms constructed by SFG	0	640	524	5,545	5,710	5,000	17,419
Classrooms completed by CCG	0	2853	0	0	0	0	2853
Latrines constructed	0	0	0	0	5803	224	6027
Teacher Houses constructed	402	1779	873	873	779	5629	10335
Total	402	5272	1397	6,418	12,292	10,853	36,634

Source: Ministry of Education and Sports, ESIP Mid-term review in Uganda

This programme however has had a number of challenges:

Much as there were efforts to train new teachers, demand for teachers increased and yet their supply has remained low for example the average number of pupils per school jumped from 363 to 616 between 1996 and 1997 and although the number of teachers rose from 81,564 to 89,247, it did not keep pace with the rapid increase in pupils, (*Refer to attachment page 7*)

Despite provision of learning materials, classrooms, schools and furniture, these remain very inadequate (*refer to attachment page 7*)

Pupil-to-teacher /classroom / textbook ratios remain very high; the pupil-to-teacher ratio jumped from 38:1 to 60:1. The picture was even worse in the two lowest primary classes, where the ratio of students to teachers exceeded 100.

The reality of a teacher trying to teach a class of over 100 pupils under a mango tree is all too common. Coupled with the congestion, the quality of education in UPE schools has been undermined forcing many parents and guardians to take their children to the private schools

Inadequate training, motivation, commitment and monitoring of teachers

Lack of housing for teachers, especially in rural areas.

The programme is apparently very expensive to run because of inadequate funding

The abject poverty of communities, especially in the rural areas has made it nearly impossible for parents to play their part that is, providing exercise books, pens, uniforms plus lunch at school

The Universal Secondary Education (USE) has been introduced this year 2007, in over 1000, both private and government aided schools i.e. 300 and 700 schools respectively. This was in response to one of the fears that had been expressed by stakeholders about the UPE, about *what was to happen to the thousands of children after primary level.*

However with many of the shortfalls of the UPE not addressed, it remains a concern of many on how far the new programme (USE) will succeed.

These and other related issues are some of the challenges that the Uganda team considered as we developed our project.

2. FORMULATION OF THE PROBLEM. AIM AND OBJECTIVES. SHORT AND LONG TERM

2.1 Introduction

The CRC which Uganda is signatory to defines a child as any person below the age of 18 years. It guarantees a number of rights which include: the right to life, the right not to be subjected to any form of torture or forced labour, the right to shelter, food, leisure, the right to belong to a family and the right to free education.

Unfortunately, the implementation of these rights has remained difficult and a source of many challenges to the programmes in place, in form of violation of Children's Rights and inadequacies in the UPE programme.

2.2 Statement of the Problem: Challenges

The general awareness among the bigger population in Uganda about the CRC and children's rights remains very low and commitment to implementing these rights among the bigger population is still quite low.

Although the number of those going to school has greatly increased, due to UPE, some percentage of the school-age cohort still does not go to school i.e. 15.1% of school going children (*refer to statistics below*)

The 2002 Uganda Population and Housing census report had the following statistics:

Total population: 24 442 084 (11.9 males and 12.5 female)

Population of Children: 13 708 263

The primary school age population (6-12years): 5 373 678

Population enrolled in school (6-12years): 4 562 269 i.e. 84.9% enrolled

Universal Primary Education, unlike what it implies in the CRC, is universal BUT not yet FREE and COMPULSORY in Uganda. Parents have to contribute in terms of scholastic materials, food, and uniform. This parents' role is greatly undermined by the poverty in the rural areas.

The drop out rate in the lower grades is quite high probably due to the financial burdens of parents and neglect of parents. Results from the statistical abstracts (2001-2005) and PLE registration of candidates by the Uganda National Examinations Board indicate that on average, about 40% of the cohort of children who started P.1 together, were able to survive up to P.7. This means that 60% of the cohort does not survive! It becomes even more interesting to note that not all P.7 pupils, WHO EVEN REGISTER FOR EXAMINATIONS do sit for them! This state of affairs is more registered in the rural schools. (Refer to table 2 below)

Table 2 P.7 Enrolled Pupils and PLE candidates 2001-2006

YEAR	P.7 PUPILS	REGISTERED CANDIDATES	CANDIDATES SITTING
2001	428,004	349,413	326,771
2002	460,106	408,547	365,891
2003	485,703	405,998	373,664
2004	473,482	433,518	401,936
2005	479,951	445,615	410,363
2006	484,554	434,580	426,320

In total, only 43% of population above 15 years had completed primary school (51% males and 36% females).

Drop out rates for girls therefore remains higher than that of boys i.e. of those who enter primary school approximately on average only about 48% complete the primary education cycle

Of the children entering P.1 the probability of boys completing S.4 is still higher than that of girls, with the probability of boys continuing on to the upper secondary level being even higher. This is mainly due to the social/cultural attitudes which have persisted, while the poverty in communities has tended to dictate which sex of child is to continue with education; boys continue with school while girls are forced into early marriages. Again, this is manifested more in the rural areas

All in all although average enrolment has continued to rise, urban schools are overcrowded while in the rural schools enrolment still remains low. The reason is largely economic i.e. rural areas are extremely poor and are largely *unaware of the value of education*.

The main barriers to access and full participation of children in Education include;

High costs of scholastic materials, inadequate supply or provision of the same

Inadequate facilities like classrooms while the existing ones are deplorable

High poverty levels, especially in the rural areas, leading to related problems like children being poorly clothed, unable to access even a single meal a day

Ill health

Early marriages especially among the girls and teenage pregnancies

Long distance to school, heavy burden of household chores, insecurity, poor nutrition, or no meals both in school and at home.

Some children do not attend schools regularly so that they can help their parents/guardians to earn a living through petty trading
 High drop out rates
 Inadequate facilities at the schools
 Shortage of teachers
 Poor motivation of teachers
 Increasing number of children and teenagers (from 12 years) infected and affected by HIV/AIDS scourge, has increased the number of orphans and child headed families. A child of 10 can be forced to leave school to look after her /his siblings after losing the parents to AIDS. In many cases the child may also be infected, thus extending the vicious circle
 Many children have suffered and their rights greatly violated (right to education, life, proper health care) due to the Long war/civil strife (20 years) in the northern part of Uganda. Many children live in camps, which are poorly facilitated
 Many more have lost parents due to this scourge
 Increasing number of street children
 Drug use and abuse
 Many cases of child abuse (especially sexual abuse by relatives at home)
 Increasing child sacrifices in the country; children are kidnapped and killed as directed by local witchdoctors for one to get rich
 A very recent threat of child trafficking especially in Northern Uganda.

In view of the above, we decided to identify two schools in the rural setting, that is in Jinja district, as the centre of the pilot project; one primary school and one secondary school, plus Our Lady Consolata S.S.S Kireka a private secondary school The main focus of the project activities included sensitisation seminars/workshops with all stakeholders on CRC and children's rights as well as addressing the problems of the acute drop-out rates of children and non attendance

2.3 Aim of the Project

Promoting Child Rights at Classroom , School management and Community levels

2.4 Objectives of the Project

Short term

To increase awareness of the CRC among key stakeholders, that is parents/community, teachers and children

Improve the relationship between the three groups; where each plays their role to improve the learning environment

Increase participation of children in their learning in and out of school.

Long term

Mainstreaming children's rights and responsibilities into the teaching and learning as well as school management

Generally improve the quality of education in school; creating beautiful schools and joyful learning

Empowering children and guaranteeing quality lives in the future

2.5 Expected Project Outcomes

Increased participation of parents in the school and children's' activities, like through provision of scholastic material, lunch, visiting and enquiring about their children more while in school.

Increased attendance of children in school
Children's' increased awareness of their rights BUT which come with responsibilities
Improved relationship between the three mentioned thus far
Improved teachers' understanding and attendance to children's needs and motivation in school
Improved quality of education and leadership in the school
Improved school environment (physical, social and academic) e.g. increased responsibility of all stakeholders towards environmental protection through planting trees

Once each stakeholder understands his or her role and responsibility and when the relationship between teachers, children and parents is strengthened, then the quality of education would definitely be improved and sustainability guaranteed.

3. IMPLEMENTATION OF THE PROJECT

3.1 Defining the task, target groups and limitations

3.1.1 *Defining the task*

Given the background, the major task before us is mainly to improve the quality of learning and eventually the education of children, by emphasizing their rights, among all stakeholders, which would in turn improve learning and the quality of education.

3.1.2 *Target groups of the Project*

Parents and community (the latter includes District officials, Local Council chairpersons)
Staff/ School Management Committees
Children.

3.1.3 *Limitations*

Possible limitations envisaged included inadequate resources in terms of time and most of all finances to support the project activities and movements
The distance between the team members was also likely to pose a problem
The very poor concern exhibited by the parents towards the education of their children was a great challenge to the team, let alone the parents' abject poverty

3.2 Choice of Methods- How we implemented the Project

a. *Meetings* (with key district officials)

Briefs about the project work and the whole training programme emphasizing the benefits
Open discussions

b. Workshops (parents, teachers, school management, key stakeholders in education)

Moving debates
Group activities
Provision of material on Children's rights and child based activity
Open discussions
Interviews

c. *Interaction with children/students*

Group activities
Drama and simulations

Open and closed discussions
Interviews

d. *Sensitization and discussions with the community* (through the local council meetings)
Open and group discussions
Video shows

3.3 Collection of Data/Material

Data was mainly collected through different ways and the findings can be indicated under each category:

Interviews with head teachers

The head teachers received the idea with a lot of enthusiasm as we introduced the project on Children's Rights and showed their willingness to cooperate

A brief about the schools and enrolment by gender were given

It was noted that there was a lot of absenteeism among children on a daily basis. For example in Mafubira primary school, in P.6 class 2006, about 25% of these pupils miss school on a daily basis

In Muguluka there was high drop out rates especially among the girls

Children lacked basic needs like scholastic materials let alone midday meals. For example in Mafubira Primary School, only 10% of the 800 pupils in school eat lunch

Parents did not follow up the performance of their children in school.

Focus group discussions mainly with teachers, children and district officials

Teachers were aware of the children's rights

However the teaching methods were not child-centered but rather top-down due to factors like ignorance of the former, limited facilities like space, books, manila cards among others

The key stakeholders like the Chief Administrative Officer, Residents District Commissioner, Local Council 5 Chairperson, were very skeptical about the whole concept of CRC

The District Education Officer on the other hand was very supportive and advocated for Children's Rights

After a long hot debate, officials pledged their support to the project.

Workshops with parents and other stakeholders

Parents had a misconception about the CRC and they had fears that children would become rebellious due to the freedom accorded by *Rights*

Parents pointed out the fact that due to acute poverty they were unable to meet all children's needs or RIGHTS to food, education, shelter, feeding

The community and local leaders were not aware of the CRC therefore there IS great need to carry out sensitization about CRC on the ground level

Parents eventually agreed to become more active in support of their children's learning by visiting them more in school

Participants in the Project .

3.4 Participants in the Project

a) *Parents and community*

Their role included;

Their obligation/responsibility towards providing the necessary support and scholastic materials, food for the child while in school.

Encouraging the children in the learning process; appreciating all the positive other than only criticizing the negative.

Acting as resource persons at school; sharing their experiences with all children.

Listening to their children and supporting them.

Visiting the school to check on their progress and show that they care!

Allow the children to enjoy their right education.

Act as community volunteers and advising/contributing to ways in which to develop the school.

Attending all parents' meetings and other activities to increase the morale of the children.

b) *Teachers*

Their role included;

Understanding that they are a major custodian of protecting children's rights

Their obligation in making sure that the children enjoy learning and do not absent themselves from school

Making use of the available space/compound in teaching (a classroom being more than a room with four walls) that is, being innovative

Involving the children more in their learning and decision making

Encouraging the children to display and develop their talents and be free to speak and express themselves

Working both with parents and administration to always improve the learning environment of the children

Getting to know the children individually in order to help, guide and counsel them in better

c) *School Management and committees*

Their role included;

To protect and implement children's rights in school

Empower and support teachers in implementing children's rights

Draw up plans (with other stakeholders) that will help improve the quality of teaching and learning in school

Encourage teamwork among teachers not only to reduce on the workload BUT ALSO more so improve performance

Developing clear channels of communication and dialogue between management and staff to enhance openness, innovation, new ideas and better performance

Head teachers should delegate more, with empowerment, to teachers to enhance motivation

Include in the school budget facilitation for all activities that improve the learning environment of the children and CRC activities

Most of all to provide a clear vision and mission towards creating the best environment for learners and staff to bring out their full potential

d) *Children (primary six and senior two students 2006)*

Their role included;

Fully understanding their rights and responsibilities

Enjoying fully their rights and help in promoting the same among other children and elders

Attend school daily when supported to do so and enjoy learning

To speak out against all instance when their rights are violated

To work hard, support their parents and feel free with their teachers

3.5 Resources for the Project

Time

Participant school (though these were meagre)

Finances (project team members)

3.6 Work Plan and Time Table

The project activities were carried out as follows:

June 2006	July 2006	August 2006	September 2006	October 2006	November 2006
<ul style="list-style-type: none"> - Identifying two schools out of a number of options and writing letters to stakeholders - Preliminary visits to the schools 	<ul style="list-style-type: none"> - Team meetings - Meeting with the teachers of both schools - Visiting Jinja to meet with key district officials 	<ul style="list-style-type: none"> Meeting the parents of both schools - Meeting the children of both schools Note: Schools broke off for holidays on the 18th of August 2006 	<ul style="list-style-type: none"> HOLIDAYS -Working on the report Note: Schools reopened for third term on the 18th of September 2006 	<ul style="list-style-type: none"> - Finalizing and sending report - The school open day for Mafubira Primary School 20-10 06 	<ul style="list-style-type: none"> -Project presentation South Africa - Workshop with children of Pilkington Coll about their rights - Open day Pilkington Coll

December 2006	January 2007	February 2007	March 2007	April 2007	June 2007
HOLIDAYS	HOLIDAYS	<ul style="list-style-type: none"> - Workshop with teachers of Our Lady Consolata S.S.S Kireka - Working with schools to emphasise Project/Group based activities and learning (primary school) -Necessary amendments are made 	<ul style="list-style-type: none"> - Interaction with S.3 2007 students of Our Lady Consolata S.S.S -Sensitization /discussions with the community (through the local council meetings) - Monitoring project activities 	<ul style="list-style-type: none"> - School visits to discuss progress of CRC activities - Mentor's visit 	<ul style="list-style-type: none"> - Meeting parents of Our Lady Consolata S.S.S - Radio talk show (Jinja) - Final Report and development of way forward - Assessment of understanding and involvement of key stakeholders about CRC through use of questionnaire and observation - Head teacher workshop-Jinja

4. OUTCOMES OF THE PROJECT

4.1 Pilot Project

Improved teachers' understood their role in promoting children's rights

Improved responsibility to make learning joyful

Improved teachers commitment to help children prepare fairs where children display their work
Parents' pledge to take on communal responsibility towards children
Improved community leaders involvement in ensuring the protection of children and their rights
Improved parents' commitment to regularly visit their children at school
Improved community commitment to take harsh measures on sexual harassment cases against children
Parents pledge to listen to their children more
Improved children's involvement in learning and display of their work as well as expressing themselves beautifully in song, dance, poetry about their rights and violation of these rights
Promise of possible funding from some NGO's.

Challenges and shortcomings

Inadequate financial facilities
Limited time
Hectic and tight programme in the schools made implementation of the project activities a bit difficult
Team members' busy schedules made it difficult to meet set targets, among others
Inadequate support from the parents; not all parents understood their role as major players in the proper learning of the child
The role of the child in the learning was not fully supported by some key stakeholders.

4.2 Full implementation of the Pilot Project

The outcomes were mainly based on activities following the assessment made after the pilot and the guidelines provided to make the project work more meaningful and beneficial to all concerned
Greater participation of children in learning; children composing songs, poems, plays and holding debates related to their concerns
Improvement of teachers' attention and support towards children's rights; allowing children to be creative, innovative and allowing them to express themselves freely
Parents' involvement in children's learning improved a little, that is, some checked on their children while at school; frequent visits to school to check on their progress
Keeping the district officials updated about project activities to enable them fully appreciate the concept of CRC and its importance; through inspections of schools and reports
Better planning and more regular meetings by team members to meet set targets better
Including Our Lady Consolata S.S.S in the project.

Challenges and shortcomings

Apparent low morale among teachers; especially during the beginning and end of term
Failure of the project to meet some of the teachers' expectations; mostly financial
Constraints; including time and finances
Inadequate infrastructural support for some of the projects e.g. children abandoned the interactive sitting arrangement citing a number of reasons, most important of which was discomfort (*refer to attachment*)
Long drought from mid February to early April that delayed some of the projects in the schools like tree planting, gardening
Pupils reporting for school two to three weeks into the term, undermining progress of project activities

Financial limitations

Mind set among some stakeholders about CRC as being synonymous with indiscipline and disruptive behaviour.

4.3 After the Pilot Project

There is need to expand the project by bringing more schools on Board though not too many at a go

Sustainability of the project has to be through, among others, continuous sensitization about CRC, especially by local government and Ministry of Education as well as monitoring of project activities

Introduction of project methodology in training and sensitizing head teachers and teachers about CRC and child centered teaching and learning

Dissemination of CRC guidelines and information to schools countrywide

Financial support is necessary; especially in support of the team project work and also in schools so as to carry out some of the projects and programs

Our Lady Consolata S.S.S taking centre stage in the project activities.

5. EVALUATION OF THE RESULTS OF THE PROJECT

On the plus side, generally:

There is apparent improvement in academic performance due to introduction of the project, for example in Mafubira Primary school in the National Examinations (PLE) results of 2006, 6 candidates scored 1st grade compared to one 1st Grade in 2005

Children, especially in the primary school, expressed themselves very well in their mother tongue in song, dance, poetry, discussions and plays

Teachers and school management bodies were and are willing to embrace CRC: and only need the capacity to implement all necessary activities.

In both project schools in Jinja, head teachers reported that there had been improved performance of children in school, regular attendance of students, decreased absenteeism, teachers' support of children and most of all improved support from parents.

On the other hand however:

The teaching methods in the schools remain not fully child centered and thus do not motivate the children to learn

Due attention is not fully given to the individual needs of the child

Participatory learning is not fully emphasized

There is still lack of active participation of some parents. They are preoccupied with activities to help them survive and put food on the table

Many teachers, especially in the rural schools, get to class without any teaching aid. Reason?

Lack of resources and finances!

There is lack of proper record of children's progress in school, especially over time

For more details in regard to the assessment made, refer to the attachment of the analysis made from the questionnaires. (*Page 26*)

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

As noted for the above, this project created positive impact in the schools where it was implemented and in regard to findings it is strongly recommended that the CRC should be given due attention in schools. MORE IMPORTANTLY it should be emphasized in teacher colleges, in order to improve the learning environment, therefore guaranteeing quality education.

Likewise, the development of quality education must be supported by effective management at all level and apart from making effective use of new communication and information technologies, education management and governance must be supported by the Ministry or government by building the necessary capacity at the level of implementation, to facilitate the participation of other education providers like parents, communities and learners.

6.2 Recommendations

A review and redesign of the teaching methods accordingly to make them more relevant to the cultural environment and to the educational, psychological and socio-economic needs of children, is necessary for better learning. That is, urgent attention needs to be devoted to the development of materials, methodologies and social learning environments that are feasible and sustainable in the local environment and relevant to the African learner. Particularly in respect not only of the girl child but more so the disabled.

Special attention has to be given to each individual child because each has their own needs that adversely affect their learning environment, for example issues like effects of HIV/AIDS, drug use and abuse, children with special needs, unstable homes, poverty which all undermine the children's enjoyment of their rights.

Improvement of teacher education and training to enhance competence and understanding of participatory, inclusive and gender sensitive approaches, the use of new technologies and innovativeness in teaching, have to be introduced or emphasized in teacher colleges.

In-service training programmes must be emphasized and follow-up mechanisms have to be established to ensure that teachers use or implement the best practices acquired through the training.

School managers (head teachers, school management committees, Boards of Governors) have to be regularly sensitized in order to facilitate the implementation of such programmes.

Well-coordinated sensitization of parents and communities has to be done by the education bodies and other concerned parties, just like the health workers do, so that parental guidance and support may be increased as its role in the child's development, academic and future success is important; since learning begins at birth.

Parents and communities have to be given skills and capacity to increase their sustenance and ability to increase food production, probably through community effort; this is necessary to enable the children be supported in school in terms of scholastic materials and most IMPORTANTLY FOOD.

Promotion of the use of mother tongue in the early childhood education should be carried on because it enhances understanding of concepts, gives children confidence and leads to good performance.

Teachers have to be encouraged to improvise in developing learning/teaching materials to supplement on the available, usually inadequate, textbooks. They also have to be encouraged and also trained to be innovative in the use of teaching aid from the surrounding school and community environment.

At the same time there needs to be improvement, development, production and proper management of distribution of learning materials that are affordable and more suitable to the local conditions.

SMART (Specific, Measurable, Achievable, Relevant, Time Bound) targets at each level of education have to be set so as to enhance monitoring children's performance, teachers' commitment and competence, assessment, with emphasis on such tools such as CHILDREN'S SELF EVALUATION, which at the same time increases the child's participation in her/his learning progress and assessment; the every essence of CRC.

Mechanisms should also be put into place for carrying out national assessments of learning achievement.

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8. APPENDICES

8.1 DISTRICT OFFICIALS' QUESTIONNAIRE

TITLE OF THE PROJECT: Raising awareness about the Convention of the Rights of the Child and improving the quality of education by involving major stakeholder in education (parents/community, teachers, pupils)

The project is being implemented in Jinja district at Mafubira Primary School and Pilkington College Muguluka.

Time frame: July 2006-June 2007

What is the project about? Do you think it is relevant to our education system?

How can this project be useful in the management of our schools in the district?

Why are some stakeholders still negative towards Children's Rights?

How can we ensure that the Children's Rights go with responsibilities?

What are your suggestions for the future success of the project?

8. 2 RAISING AWARENESS ABOUT THE CONVENTION ON THE RIGHTS OF THE CHILD AND IMPROVING THE QUALITY OF EDUCATION BY INVOLVING MAJOR STAKEHOLDERS IN EDUCATION (PARENTS/COMMUNITY, TEACHERS, PUPILS) TEACHERS' QUESTIONNAIRE

School:.....

.....

Class:..... Number of children in your class.....

What is the project about?

Why are some stakeholders still negative towards Children's Rights?

Have you implemented any programmes or activities in promoting CRC in your school?

Yes.....

No.....

If yes, list down your achievements in promoting CRC in our school

Explain the impact CRC has made on the response of parents of your class towards the needs of their children

What are the challenges you have encountered and you are likely to encounter in the promotion of children's rights and activities in your school?

What are your recommendations towards raising awareness and promoting CRC in our schools?

What are your future plans for the continuity of CRC in your school?

8.3 CHILDREN'S RIGHTS AND RESPONSIBILITIES
CHILDREN'S QUESTIONNAIRE

School.....
.....
Class.....
Age.....

Do you know what CRC stands for in full?

Yes.....
No.....

If yes, write it in
full.....

.....
.....

List the major 4 Children's Rights:

.....
.....
.....
.....

List 5 Children's responsibilities at:

Home

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.....
.....
.....

School

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.....

List 5 things that make you unhappy while you are at school

.....
.....
.....
.....

List 5 things that would make your school more interesting to you.

.....
.....
.....
.....

8.4 ANALYSIS FROM QUESTIONNAIRES

a. DISTRICT OFFICIALS' QUESTIONNAIRE (Two District officials out of five returned the questionnaires with these responses)

What the project is about

Raising awareness about children's rights

Do you think it is relevant to our education system?

Education is one of the key Rights that children should not be deprived of it
It looks at Human Rights, which are important in the education system

How can this project be useful in the management of our schools in the district?

Students get to know their responsibilities in life and school authorities are able to guide children better

Managers of schools can support the implementation of Child Centered learning. The latter goes a long way in enhancing children's interests and taping their talents

Why are some stakeholders still negative towards Children's Rights?

Many do not understand the concept

Too much freedom among some children encourages them to become unruly

Many feel that by allowing children to have rights indiscipline is encouraged

How can we ensure that the Children's Rights go with responsibilities?

Continued sensitization of children about their roles, which if not fulfilled means being irresponsible

Encourage children to be responsible as they enjoy their rights

Give tasks to students, which if accomplished will mean fulfilling a responsibility

What are your suggestions for the future success of the project?

The project should be broadened to cover many schools and in other districts

It should have full-time workers

Increase sensitization among all stakeholders

b. TEACHERS' QUESTIONNAIRE: (In total, 40 teachers participated in the analysis from all the 3 schools)

What the project is about

All respondents described it as one to build relationship between teachers, parents and students and raising awareness CRC)

Why some stakeholders are still negative towards Children's Rights (common responses were)

Inadequate sensitization about children's rights

Cultural rigidity that undermines the status of children

Many children become unruly in the guise of exercise their rights thus alienating would be promoters of their rights

Major achievements in promoting CRC in the schools included:

Improvement in children's attendance and interest in learning
Improvement of the classroom environment; teaching aids, interactive seating arrangement
Improvement teacher-pupil relationship; communication between teachers and children and child-to-child
Increased participation in school activities i.e. co-curricular (sports, clubs), arts and crafts
Use of the external environment for learning e.g. the garden
Children are aware of their rights and responsibilities

Impact of CRC on the response of parents towards the needs of their children

More parents are providing necessities to their children
Increased number of parents visiting school to check on their children's progress

Challenges

Not all children are provided with necessities due to poverty in many households
Many children are orphans so they lack nearly all-basic necessities
Inadequate finances to acquire the necessary school materials
Fathers, and generally men, rarely visit school, let alone attend meetings
Inadequate availability of CRC material for sensitization purposes

Recommendations towards raising awareness and promoting CRC in schools

Financial support towards projects
CRC has to be incorporated in the curriculum
Membership cards and certificates may be given to promoters of CRC as an incentive
Increased sensitization using all media, workshops
Membership fee (CRC Clubs) to be charged to facilitate financially
Continued guidance to children so as not to abuse their rights

What are your future plans for the continuity of CRC in your school?

Mobilization of all stakeholders especially teachers to get involved
Planting more trees and flowers
Increasing sports and games activities
Sensitize parents about their role
Visiting organizations promoting Children's Rights and inviting them to talk to the school community members
Using children to pass on CRC message to fellow children in and out of school e.g. through plays, poems

c. CHILDREN'S QUESTIONNAIRE**CRC in full? (Mafubira Primary School)**

19 out of the respondents had the correct answer.
The major 4 Children's Rights
17 out of the 20 respondents got them right.

All respondents understood the concept and the most common Children's responsibilities were listed as below:

Home

House chores like sweeping, washing dishes, fetching water, etc
Looking after younger siblings
Keeping oneself clean by bathing, washing clothes, combing hair

School

Keeping the school clean; sweeping, picking rubbish, etc
Fetching water to be used in cooking their food
Paying attention in class and doing all class work
Working in the school garden and planting trees
Looking after the children in lower primary

Things that make them unhappy while at school

When they go hungry, without lunch (this was the most popular answer)
Chasing children out of school for not paying school fees
Lack of books, pens
Villagers pass through their school and destroy their gardens
When teachers mistreat them
The compound is too stony

Things that would make school more interesting

Free food
School vehicle like other schools
TV, radio and computers
More flowers and trees
Good teachers who do not mistreat children
Fence round the school

A letter to parents or guardians about Children's Rights

Most of the letters centered round:
Enumerating the children's rights like food, education
The visitors (team members) and from Sweden who brought CRC
The CRC activities and consequent changes

CRC in full? (Muguluka College and Our Lady Consolata School)

80% of respondents got it right with the rest modifying it to "Child Rights Club"

The major 4 Children's Rights

95% of respondents had them right

Common Children's responsibilities were listed as below:

Home

House chores like digging, washing dishes, etc
Respecting and obeying parents
Praying
Looking after younger siblings

School

Keeping the school clean; sweeping, picking rubbish, etc
Participating in co-curricular activities

Attending lessons and reading hard
Following rules and regulations
Keeping time and being disciplined

Things that make them unhappy while at school

performing poorly in class and missing examinations
Being “hated” by teachers
Teachers dodging lessons
When one misses food
When punished severely

Things that would make school more interesting

More games, sports and club activities
Friendly relationship with teachers
Better food besides posho and beans
Rewarding students who perform well
Achieving academic excellence

A letter to parents or guardians about Children’s Rights

Most of the letters centered round:
Enumerating the children’s rights and their importance
The CRC activities like clubs, tree planting, and gardening

With one unique one: “Thanking the parents for the education they were providing”