

UGANDA

Integrating Child Rights education and practice in Shimoni Demonstration Primary School, East Kololo Primary School and Shimoni Primary Teachers College Kampala and Wakiso Districts

Ssemakula Henry, Nabende Phyllis Chellangat, and Nanyondo Marion Bujaasi

1. Introduction

Uganda is one of the countries that make the East African Region. It has a population of about 38 million people according to the preliminary results of the 2014 National Census. The country's population is characterised by the existence of more young people with about 69% being below age of 24 years. This also implies a large population of children. By Ugandan legislation, a child is any human being who is below the age of 18 years. The country ratified the Convention on the Rights of the Child (CRC) in 1990. Following this ratification, a number of efforts have been made to ensure provision of child rights including enacting a number of Acts and Policies which directly relate to child participation, protection and provision. This enhanced the country's commitment to ensuring that every child enjoys the appropriate rights as specified in this Convention. Uganda participated in the International Training Programme (ITP) on child rights sponsored by The Swedish Development Agency (SIDA) for the twelfth time making 12 batches and 35 change agents between batch 4 and 20. The change agents originate from various organisations handling children affairs ranging from civil society, Local Government and mainly the teaching profession including Tutors, lecturers Primary and Secondary school teachers and Education officers from the Ministry of Education. This is possibly why most of the projects are actually school based.

Views from previous batches indicated the need to enhance knowledge, understanding and practice of the CRC in our Educational Institutions. We in batch 20a zeroed down to integrating the CRC in the activities of two primary schools and one Core Primary Teacher Training College (CPTC) because during the training we realised the

need for more focus on this area. Many of our colleagues from other participating countries in our batch also encouraged us to go ahead.

The term Integration in this case means inclusion of child rights education and practices in all curricular and co-curricular activities in the school. The intention is to ensure improved provision of children rights in the teaching learning environment with emphasis on child participation in all activities that affect them.

The major outcomes expected included increased understanding of children rights by teachers and learners and increased practice of children rights in school. These were to be manifested through outputs such as increased knowledge of child rights among learners, teachers and parents as well as increased participation of learners in issues that affect them. A number of activities were carried out to this effect as indicated in this report.

2. Frame of reference

Although the CRC was ratified by our country Uganda, there are still a number of challenges/ obstacles in implementing child rights. For instance many children are still failing to go to school, high school dropout, many cannot easily access health services, there are isolated cases of child sacrifice, corporal punishments, child neglect and many other forms of child abuse still exist in the communities and educational institutions. A number of legal interventions have been made by government and the private sector to correct this situation. These include:

- The Convention on the Rights of the Child.
- Education For All goals
- The constitution of The Republic of Uganda 1995 :(article 30 and 34(2)) which confirm the right to education for all Ugandans including children.
- The Government White Paper on Education 1992.
- The Children's Act 2000.
- The National Council for Children Act which mandates the council to carry out all advocacy on child matters.
- The National Health Policy.
- The National Youth Policy.
- Prevention in Trafficking of Persons Act 2009.
- The Education Act (2008)
- Uganda Report on the implementation of the African Charter on the Rights of the Child by Ministry of Education and Sports 2007
- The Employment Act which prohibits hazardous work to children.
- The Local Government Act which provides for a post of secretary for children affairs at all levels of government.
- The Uganda National Orphans and Vulnerable Children Policy.
- The National Adolescent Policy.

- The Gender in Education Policy.
- Setting up of the Human Rights Commission.
- Other frameworks to support the CRC include the Universal Primary Education (UPE) Policy, Universal secondary Education (USE) Policy, the Universal Post O-Level Education and Training (UPOLET) Policy.
- CRC (ITP) reports made by previous batches.
- Reports on the Rights of a Child, prostitution, sale of children and child pornography
- NGO complementary reports on implementation of the CRC
- Police Probation Office, The child and family protection unit at police, guidelines for prevention and management of teenage unintended pregnancy and HIV and integration of CRC in the curriculum.

The CRC is summarised into three basic rights i.e. Provision, Protection and Participation. In recognition of the legal efforts above, both Uganda and development partners are committed to providing for the children e.g through Universal Primary education, Universal secondary Education, health facilities in every sub-county, a ban on corporal punishments, campaigns against child labour and inclusive education. Government is partnering with a number of development Agencies like UNICEF, SIDA, USAID, Save The Children International and local Non-Government Organisations (NGOs) such as ANPPCAN, AMREF, Reproductive Health Uganda, War Child and many others to ensure provision and respect of children rights.

In the area of protection, Uganda has been able to carry out massive immunisation against measles and polio, distribution of insect treated nets, provision of safe water,



Universal Primary Education (UPE) Class in progress

children courts, pro bono services for abused children, counselling and judicial services for the vulnerable children, opening up baby care centres such as Sanyu Babies Home, rehabilitation centres e.g. Kampiringisa , youth friendly health services e.g. at Nagulu Teenage Centre and expansion of Educational and medical infrastructure. The country has also trained more teachers to provide the right to education.

As far as participation is concerned, schools are making effort to involve children in activities such as Music, Dance and Drama, debates, school assemblies and clubs like Scouts, Girl Guides, Straight Talk, Red Cross, SPEAR, PIASCY, Scripture Union, subject clubs and others. Student councils and prefects do exist in schools and are often involved in decision making. The area of sports has been strengthened so much that a number of games and sports competitions have been introduced in schools and communities.

Despite the above efforts, education of children is still constrained with high absenteeism of learners and teachers, inadequate instructional materials and violence against children in some institutions, negative attitude of teachers toward their profession and limited participation of children in their learning. It is against this background that members of batch 20 realised the need to enhance efforts with focus on integrating the ideals of the CRC in educational institutions but with emphasis on The Right to Participation.

3. Purpose

The purpose of this project was to ensure extensive understanding and practice of children's rights in the selected education institutions and to guide effective integration of these rights in the teaching/learning process and other school activities. The project was also to enhance participation of learners and other stake holders in programs that promote children rights.

3.1 Target group

The project targeted head-teachers, teachers/tutors, learners, parents, school management committees, the Principal of the teacher Training College in catchment area and education managers in Wakiso and Kampala districts. This was because these are directly involved in handling children on day to day basis and influencing Policies that affect children.

4. Methodology

4.1 Baseline Survey

A baseline survey was carried out to establish the status of implementing CRC in the selected schools. Informal reports were indicating that the schools were already implementing aspects of the CRC. Four questionnaires were designed and administered to teachers, tutors, learners and teacher trainees to capture information on knowledge levels, attitudes and practices concerning children rights with focus on issues of protection, participation and provision in the selected schools. Key areas in the questionnaire included characteristics of children, timetable for teaching child rights, child involvement in making school rules and regulations, leadership, activities that promote child rights and knowledge of child rights. 30 learners from primary 5 to primary 7 and 30 teacher trainees were selected from the participating schools to respond to the questionnaires under change agent supervision. 8 teachers out of 10 represented each primary school (i.e. Shimoni demonstration PS and East Kololo PS) and 8 tutors out of 25 represented the CPTC. Data collected from this methodology informed the activities that were implemented later.

4.2. Meetings

The first meeting held with Ministry of Education and Sports officials in the department of Teacher/Instructor Education and Training as well as the department of Basic Education to seek authority and approval of the project. The district Education officers of Wakiso and Kampala central Division were also visited for further endorsement and support of the project in the schools under their Jurisdiction. The change agents also met the Head teachers of the two selected primary schools and the principal of Shimoni Primary Teachers College and introduced the project to them. These gave the



Meeting the Uganda change agents and Agneta, the Mentor for Uganda.

change agents permission to operate in their institutions. The CRC network members for Uganda were often met for guidance on project implementation with the first meeting happening during the mentors visit to batch 18.

A number of other meetings with the individual teachers identified as the focal point persons for our project at these schools were also held. At Shimoni Core PTC the Deputy Principal was in charge, at East Kololo Primary School the Acting Deputy Head teacher was always our entry point and at Shimoni Demonstration primary school, the teacher in charge of Music Dance and Drama was in charge.

4.3. Training and sensitization workshops

Two training and sensitization workshops were held on Friday 19th September 2014 for teachers of Shimoni and East Kololo Primary Schools and on Monday 20th October 2014 for Tutors and teacher trainees at Shimoni PTC. The focus of these workshops was on incorporation of CRC in the teaching and learning process. A number of topics were handled including the meaning of children rights, child rights abuse, perpetrators of child abuse, rewards for positive behaviour, principals of positive behaviour, alternatives to corporal punishment, learner centred teaching methodologies and child friendly school.

4.4. Focus Group Discussions

Three Focus Group Discussions were held with randomly selected groups of 8 learners each from Shimoni Primary school, East Kololo primary school and Shimoni PTC. These helped to highlight a number of children rights concerns in the respective schools.

4.4.1 Analysis of the methodology

The baseline survey questionnaire targeted 30 learners, 8 teachers and students from each of the 3 schools.

4.4.1.1

The baseline survey questionnaire for primary school learners revealed that 65% of them understood the meaning of human rights, 60% understood what children's rights were, 85% accepted having been regularly taught about child rights and 97% listed 3 examples of child rights correctly. 70% acknowledged their involvement in decision making especially on selection of student leaders and making school rules and regulations. 72% agreed that their teachers respect children rights.

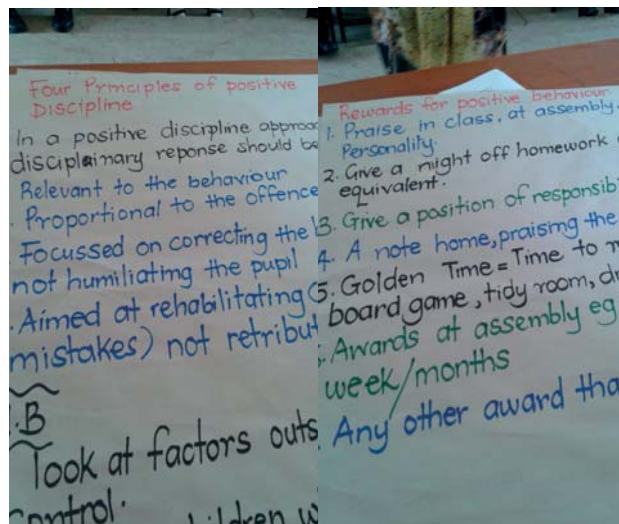
The most common problems listed by learners from the two primary schools while at school were punishment for late coming, fights among themselves, thirst, over beating by teachers, lack of scholastic materials, verbal insult from teachers, language barrier, overcrowding in class, forced morning preps, inadequate school meals and slaps from teachers.



Training student teachers and tutors at Shimoni PTC



Training workshop for the teachers of Shimoni and East Kololo



Some of the Training Materials.

The most common problems listed on the way back home were risk of crossing the road, accidents, conmen, potential defilers, traffic jam, walking long distances, hunger and vulgar language used by some community members especially motorcycle(boda boda) riders

The most outstanding disciplinary measures they experienced included canning, slashing, fetching water, picking rubbish, being sent back home, mopping the class, bringing a parent to school and sweeping the class. Ear and nose pulling by teachers was also cited as well as suspension from school.

As to what the learners thought would make school more interesting, majority (about 70%) cited co-curricular activities, guidance and counselling, allowing free interaction, a clean compound, a painted school, enough time for play, medical care and getting enough food. Space for story telling also came out prominently, need for more textbooks, computers and brain games also featured.

Responses from the student teachers at the PTC were not very different. The knowledge levels about human and children rights were high. However their key problems at college were lack of balanced diet, long periods of night preps, some tutors dodged lessons, heavy academic workload, water shortage and small pockets of sexual abuse from both fellow learners and some tutors. They also mentioned restriction in phone usage and under marking from some tutors. Frequent suspension of students was also common and facing the disciplinary committee.

To the teacher trainees, school would be more interesting if they get entertainment on weekends, enough resting time, the morning preps are not compulsory and if they are involved in making college rules and regulations.

The responses of teachers from the two primary schools all indicated high knowledge levels of children rights, a 60% claim that they often teach about children rights, average involvement of learners in decision making and leadership as well as a high degree of respect of children rights. They reported the key activities promoting children rights as provision of lunch, prefect's elections, games and sports and MDD on child rights. Group discussions were also mentioned.

Teachers claimed they cater for learners with special needs through special sitting arrangement, patience with them and involvement in MDD. On handling indiscipline cases, they mentioned guidance and counselling, invitation of parents and asking for apology letters.

Regarding how they would particularly promote participation, they mentioned debates, learning the students' names and accepting all opinions and giving rewards. On protection they noted group formation, fencing the school, labelling unsafe areas on the school compound and encouraging group movements. As for provision, they noted talking to parents, sharing the few available scholastic materials, provision of meals and giving first aid.

The PTC tutors also had average knowledge about children rights although 3/8 failed to define a child according to Ugandan standards. They claimed to teach child rights and observed absence of a child rights club at the college. 4/8 reported the participation of student teachers in formulation of rules and regulations and that, activities

like MDD, health club and scouting allow students participation. The tutors were fully supporting these. Indiscipline according to tutors was mainly handled by suspensions, guidance and counselling and communal work. Teaching of life skills, use of participatory teaching methodologies like role plays and involvement in study planning were some of the ways they promoted children rights in their classes.

Most tutors did not understand the term positive disciplinary strategies while a few said this is done through punishment like suspension, slashing and mopping.

On how they would promote participation, the tutors emphasized use of participatory teaching methods while on protection, they again listed imparting life skills and good friendship formation. Provision according to the tutors was more of a parent's role, although they also provided available instructional materials e.g flip charts and Manila paper.

4.4.1.2

The meetings with Ministry of Education and Sports officials, district education officers, the head teachers of the selected schools and the CRC change agents from the previous batches also revealed that observation of children rights in Uganda educational institutions was still lacking. Key observations in the meeting were continued corporal punishments, Teacher absenteeism, stigmatization of learners with special needs and HIV/AIDS, child labour, bullying and denial of rest through heavy homework. These authorities justified our project.

4.4.1.3

The workshops held with 21 teachers at Shimoni Demonstration Primary School and 8 tutors at Shimoni PTC enabled the batch 20 team to physically interact with the teachers and tutors. The training helped us to reveal the complaints of learners to the teachers and made them realise the need for change. The teachers noted a number of challenges that affected their efforts to implement child rights. Key among these was the fear or additional workload, being used to corporal punishment as the traditional method of disciplinary action, academic oriented curriculum, resource constraints do not permit certain activities e.g music, dance and drama as well as well as the tendency of learners to give respect to only very tough teachers.

The tutors and teachers were empowered with more knowledge of the CRC, the child rights situation in Uganda, highlighting key child and human rights, legal frameworks, forms of child rights abuse, main abusers, reasons for abuse, types of children most vulnerable to abuse and solutions to the trend of events. Participatory teaching methodologies were also shared. The training also touched on the principles of positive discipline, rules of learning, rewards for positive behaviour and sanctions for poor behaviour.

At the end of the training, the teachers and tutors generated action plans that manifested the strategies they are going to employ to ensure respect of child rights and promotion of the CRC. These included; Creation of a school talking environment, composing of songs, poems, plays and dances that depicted child rights, teaching about

the CRC across all subjects in the curriculum, teaching life skills, use of positive disciplinary strategies, setting classroom rules with the learners, learner directed assembly and promoting peace talks among learners. They further pledged to create more lovely school and classroom environments, call the children by their names, use drawings and general art depicting child rights and to make use of newspaper articles on child rights for display in class. Change of attitude on issues of child rights was almost visible among teachers after the training.

4.4.1.4

The focus group discussions further highlighted existence of child abuse and provided additional support to the findings from the baseline survey, meetings and training workshops.

5. Results

5.1

Following the baseline survey, meetings, sensitisation workshops and Focus Group Discussions from which a lot of information on the children rights situation in the selected schools was gathered, batch 20 embarked on the implementation of strategies that would promote the integration of children rights education and practice with more focus on the right to participation.

At Shimoni CPTC the tutors were encouraged to allow the election of student councils and prefects to take a democratic process without influence of tutors and administrators. The modules regarding alternatives to corporal punishments and positive rewards were to be emphasised and the teacher trainees were to be encouraged to start making local instructional materials that they would use when they got into service. The tutors were also to ensure that teacher trainees get enough information about the content of the CRC. All this was done.

At the two primary schools, the change agents encouraged teachers to implement the work plans agreed upon after the training. These included integration of children rights issues into music, dance and drama. They embarked on this program immediately and teachers were called upon to assist the learners in composing songs with key child rights related messages. Such songs were in both English and local languages. The composed songs carried messages reflecting abuse of children rights, the main perpetrators of abuse, what society must do about the situation and the role of government in protecting child rights. In their songs, they pointed fingers at their parents as key abusers of their rights, the teachers as the second major culprits and other care givers such as house girls and house boys as well as other would be trusted members of the community including guardians.

The teachers embarked of the process of making school more friendly through creating more time to listen to their learners, developing interesting compound messages related to child rights, allowing decision making and allowing children more time to play in order for them to freely associate with their peers involving them in making learning aids and reducing the incidence of corporal punishments. The teachers also embarked on the teaching of life skills such as self-esteem, self-awareness, assertiveness, negotiation, good communication, conflict resolution, managing peer pressure and decision making. At Shimoni Demonstration school the learners were allowed to manage school assembly by themselves. In fact on the occasions when change agents visited on assembly day and time, they found the learners in charge and teachers were only around to control order.

The teachers also started involving the learners in forming the class room rules and regulations yet they had previously done this by themselves. The children were happy for this and were very careful not to break the rules designed by themselves. Another good practice that came on board was initiation of peace talks through which the children would easily reconcile with themselves their teachers and parents. At the three educational institutions, the issue of improving the classroom environment also became a serious activity. The teachers embarked on writing classroom messages and designing wall materials that were appealing. The children also designed their own material according to their classes which were to be exhibited in their classes and the notice boards. Teaching about the CRC in all subjects also became a routine practice. This was because there was no specific time on the general school time table for this particular purpose.

Meetings of the Student Council at the teacher training college also became more frequent. The meetings were mainly focused on enabling the trainees to solve any disciplinary cases among them without being influenced by the Tutors and administration. As the Council members interacted with the change agents, they always expressed satisfaction that they were handling their own affairs.

Continuous support supervision and monitoring was done at the schools to ensure implementation of these activities. The change agents visited the schools and the college in turns for continuous follow up. Indeed these were done between October 2014 and June 2015 and are still ongoing.

The implementation of these activities significantly reduced cases of child abuse in the selected schools. Learners also confessed that teachers were now handling them with a softer heart and that cases of teacher violence against them had decreased. Corporal punishments had now been put aside and the teachers now engaged them more in guidance and counselling. The number of compound messages depicting child rights also increased especially at the two primary schools.

Application of key life skills by the children was also evident. For example they confidently participated in debate, talk shows and drama. The children were communicating in good English and their messages from the above events would clearly be understood. They had also reduced incidences of conflict as evidenced by less fighting among themselves. They now had more access to and freedom to talk to their teachers especially on the school compound. At Shimoni Demonstration school the parents mo-

bilised resources to ensure that the children received lunch at school. This had improved the daily attendance of the learners to school and also increased their levels of concentration during the afternoon classes. The schools where the project was implemented have actually become more child friendly.

We members of batch 20 as the project implementers also acquired a lot of experience in child rights issues as we interacted with education managers, teachers and tutors, the children themselves, teacher trainees, fellow change agents in the Ugandan network and off course our Mentors. We now have better teaching skills and are no longer the same.

Batch 20's visit to Kerala India in November 2014 gave chance to the Ugandan team to improve our project activities back home. The Indian Network had a lot of achievements in implementing the CRC including influencing Government to design better policies that enhanced child rights and mobilising other schools that did not even have change agents to take up the child rights practices. This Network also implemented a number of projects that were appreciated by Government, the schools and the communities. While in Kerala, colleagues from other countries and the Mentors gave very constructive recommendations that helped us to polish up our project after our presentation of the progress report.

5.2 The Mentors visit 4th to 12th July 2015

The program of the mentors visit was in such a way that she visited all the project sites to get a feel of the ongoing activities. At Shimoni Core PTC, she saw an exhibition of child friendly instructional materials that the teacher trainees had individually prepared. These were to be used later in service to promote friendly class room environment and child participation in the teaching learning process. A gallery walk facilitated this exercise.

The college students also staged a play a song and a dance, all of which manifested their understanding of children rights and what could be done to enhance them and mitigate abuse. The mentor and change agents also held a meeting with the student's council. This meeting was characterised with questions and answers on the issue of participation. The council members explained how they freely choose their leaders and how they handle indiscipline cases among the students. A discussion was also held with tutors and administration in which they explained how they were benefitting from the project. They also highlighted their individual efforts to promote child rights in the college. At the college, the trainees also showed the mentor a garden on which they were allowed to practice their practical skills in agriculture. The college also had a suggestion box which was used to collect student's views.

The next day the Mentor visited East Kololo Primary School and here the learners exhibited their knowledge and practice of child rights through music dance and drama. The teachers also narrated their efforts to observe child rights. A discussion was held with them on how to sustain the ongoing child rights activities in the school. They called upon the change agents to continue providing support supervision.



Highlights of the Mentors Visit in Pictures

The Mentor also visited Kira Primary School. Here two teacher trainees from Shimoni CPTC held a physical education lesson in which they demonstrated child participation through allowing the children to design their own play materials and choosing which games to play after making the materials.

The Mentor proceeded to Shimoni Demonstration School where the students recited a poem on child rights staged a debate and presented songs highlighting child abuse and possible solutions to it. At this visit it was also established that the children here

were fully in charge of managing school assembly. At the end of the child activities, the mentor and change agents held a discussion with teachers in which pointed out how they individually observed children rights. The teachers also mentioned the challenges they met in their efforts to uphold child rights. The visiting team gave them guidance.

During the mentors visit, arrangement was made to meet and discuss with the officer in charge of International Training Programs at the Swedish Embassy. The focus of this meeting was to disseminate our project and to seek avenues for further collaboration with the embassy.

The climax of the Mentors visit was a Network meeting where all Ugandan change agents shared on the progress of various batches, challenges so far, sustainability plans, joint projects, collaboration with other networks and way forward after the end of the ITP on child rights, classroom and school management.

6. Discussion and Reflection

The activities that were undertaken by the three selected institutions between June 2014 and July 2015 reflected a serious change of attitude to issues of children rights. The tutors at the college admitted that they had not previously allowed satisfactory participation of teacher trainees into making decisions that affected them. They pledged to involve them more. They also expressed commitment to integrating the practice of participation in all curricular and co-curricular activities.

The teacher trainees expressed eagerness to learning more about CRC. The various learning materials they exhibited indicate their readiness to promote child participation when they get into practice.

After implementation of our project, it was evident that new approaches to observance of children rights were being considered by the entire college population following change of attitude and beliefs.

The situation in the two primary schools was not much different. Teachers realised the need to do things differently. They committed to doing away with any form of child rights abuse such as corporal punishment and verbal insults. They indicated readiness to integrate child rights in all teaching and learning activities at school. They also promised to continue us employing positive disciplinary strategies at school. The children also showed that they had learnt a lot about children rights and would continue playing their part. However continuous support supervision by the change agents would be required to sustain these achievements.

These developments were made possible through the decision of batch 20 to implement their project on integration children rights and practice in these particular educational institutions, the support by the administration of these schools, the willingness of the teachers to accept change of attitude and beliefs as well as the eagerness of the learners to embrace new ideas.

6.1 Challenges to project implementation.

- Busy personal and work schedules of the change agents.
- Financial constraints affected our movements to the selected educational institutions, and other issues like communication, stationary and refreshments especially during teacher training and meetings.
- The distances between our places of work.
- It was not very easy to involve the teachers without any motivation material or otherwise. They were committed to so many other activities curricula and co-curricular.
- There are still a few teachers and community members still resistant to the concept of children rights.

7. Way Forward

Following the baseline survey, meetings with key stakeholders, visits by change agents training workshops, the Mentors visit and focus group discussions, batch 20 expects the selected schools to continue implementing activities that show increased knowledge and practice of children rights.

Teachers and tutors are expected to reduce corporal punishments and instead embark on alternative positive disciplinary measures like guidance and counselling.

Teachers have also begun to integrate and mainstream child rights education in the teaching process including making it part of the content in their schemes of work and lesson plans. Integration is also visible in co-curricular activities e,g music, dance and drama, debates, talk shows and sports.

More parental involvement in school activities, more student leader meetings with teachers and school administrators, more learner behavioural change and knowledge of their responsibilities and participation of learners in formulation of school rules and regulations as well as creation of children's rights clubs is expected.

Batch members will continue to provide support supervision and monitoring to the selected schools to ensure these outcomes.

Further engagement of the mentor will be done to improve the project.

The change agents in the entire Ugandan network will also be involved at various levels of project implementation for further guidance.

Continuous communication between the team members, mentor and the CRC Uganda Network through SMS, email and phone calls will be done for continued guidance.

The batch 20 change agents will also meet regularly to review progress.

The tutors will continue equipping teacher trainees with the methodologies that promote child participation.

Teachers need to continue sensitising children about their duties and responsibilities.

Batch 20 change agents will make impromptu visits to the selected schools to check on progress.

More net working with other change agents both within Uganda and other participating countries will be done in order to share experiences.

Collaboration with other child related organisations and civil society will definitely yield more results into the participating schools and neighbouring communities.

We shall encourage the project schools and the college to lobby for funding of certain child rights based activities from parents, Development Partners like Save the Children International, UNICEF and others.

Continuous calls to policy makers such as Educational authorities, Local Government leaders, line ministries like Justice, Gender and Health ought to be done to improve the general picture of child rights in Uganda.

We are hopeful that our project will enhance the observation and sustainability of child rights practices in the selected institutions.

8. References

The Government White Paper on Education 1992

The constitution of the republic of Uganda 1995

Basic Requirement and Minimum Standards for Uganda Educational Institutions

Enforcing Child Rights Globally, Experiences and Reflection from the ITP on Child Right Class Room and School Management. Ulf Leo, Agneta W Flinck, Bodil Rasmusson, Lena Andersson, Per Wickenberg. (Lund University)

Change Projects from the ITP, Child Rights Class Room and School Management. Batch 16 2012 a.

Convention on the Rights of the child 1990



The Ugandan flag and the national emblem

ATTACHMENT: 1

Questionnaire for Teachers.

Dear Respondent:

You have been selected to participate in a survey on matters concerning children rights in selected primary schools in Kampala district. The survey team intends to use the findings to implement a change project .your responses to the questions will be treated with utmost confidentiality .please kindly fill the answers in the spaces provided.

NAME OF THE SCHOOL:

1. What do you understand by the term “Human Rights.
2. Who is a child?
3. List five characteristics of children.
4. What are children rights?
5. Do you teach children about children rights?
6. How often do you teach children about child rights
7. List down 3 children rights that you know.
8. Do you have a child rights club in this school?
9. Are children in this school involved in the making of school rules and regulations?
If yes how?
10. How do students in this school participate in leadership?
11. How are children leaders chosen in this school?
12. Do you think that teachers in this school respect children rights?
 - a) If they do what shows.
 - b) If they don't what shows?
13. Through which activities does this school promote children rights?

14. As a teacher, how can you promote a child friendly school?
15. How do you handle children with special needs in your class?
16. How can you promote children rights in your class
17. How do you handle cases of in discipline among learners?
18. What positive disciplinary strategies do you administer to your pupils? List 5
19. Does the school administration organize meetings with student leaders?
20. Does the school provide meals for learners?
21. Show how you can particularly promote the following among learners in your class.
 - a) Participation.
 - b) Protection.
 - c) Provision.

THANKS FOR YOUR TIME, CO-OPERATION AND CONTRIBUTION
Phyllis, Marion and Henry (CRC –Team-Uganda 2014)

ATTACHMENT: 2

Questionnaire for Learners

Dear Respondent:

You have been selected to participate in a survey on matters concerning children rights in selected primary schools in Kampala district. The survey team intends to use the findings to implement a change project .your responses to the questions will be treated with utmost confidentiality .please kindly fill the answers in the spaces provided.

NAME OF THE SCHOOL:

1. What do you understand by the term “Human Rights”?
2. What are children rights?
3. Have you ever been taught about children rights?
4. How often are you taught about children rights?
5. List three children rights that you know
6. Do you have child rights club in this school?
7. Are children in this school involved in the manning of school rules and regulation
If yes how are you involved?
8. How do students in this school participate in leadership?
9. How are children leaders in your school chosen?
10. Do you think that children in this school respect children rights?
If they do, what shows?
If they do not, what shows?.
11. Do you think teachers in this school respect children right?
a) If they do what shows?
b) If they don't what shows?
12. List down 3 problems which you faced during your school situation.
13. List down 3 problems which you face during your way back home
14. Which type of punishments do you normally receive at school? List the major 3
15. Does the school provide learners with meals?
16. What do you think would make school more interesting for learners? Give 3 suggestions.

THANKS FOR YOUR TIME, CO-OPERATION AND CONTRIBUTION
Phyllis, Marion and Henry (CRC –Team-Uganda 2014)