



International Perspectives on Implementation of Children's Rights to Education

Bodil Rasmusson, Senior Lecturer
School of Social Work, Lund University, Sweden
bodil.rasmusson@soch.lu.se



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Outline

1. Introduction: training programme on UNCRC
2. Experiences from Zambia, Indonesia and South Africa
3. Conclusions.

Advanced International Training Programme *Child Rights, Classroom & School Management*



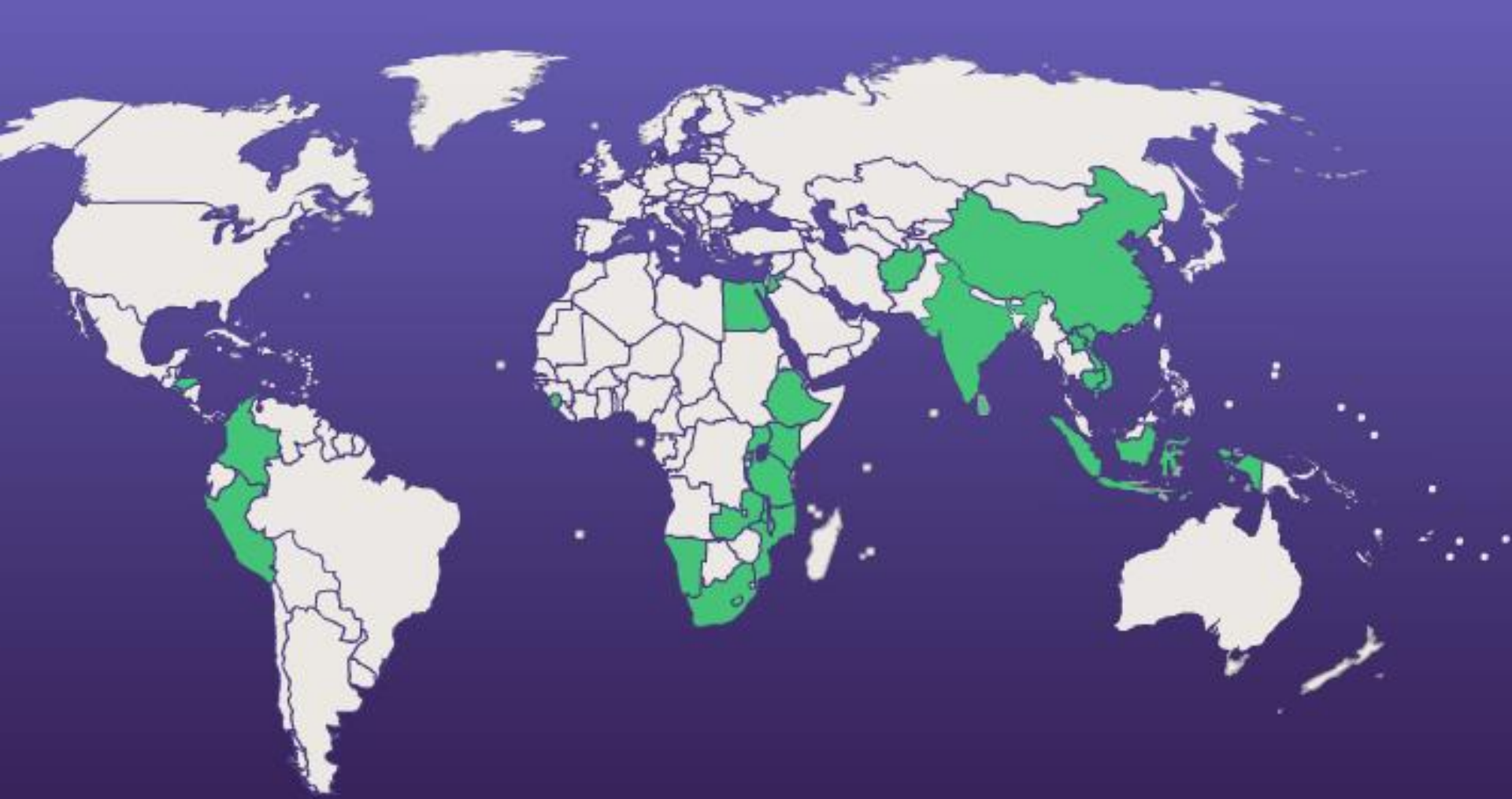
CIF conference 2015/Bodil Rasmussen



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Main objective

The main objective is that changes will take place that contributes for the realization of the intention of the Child Rights Convention in policy as well as in practice.



2003-2015

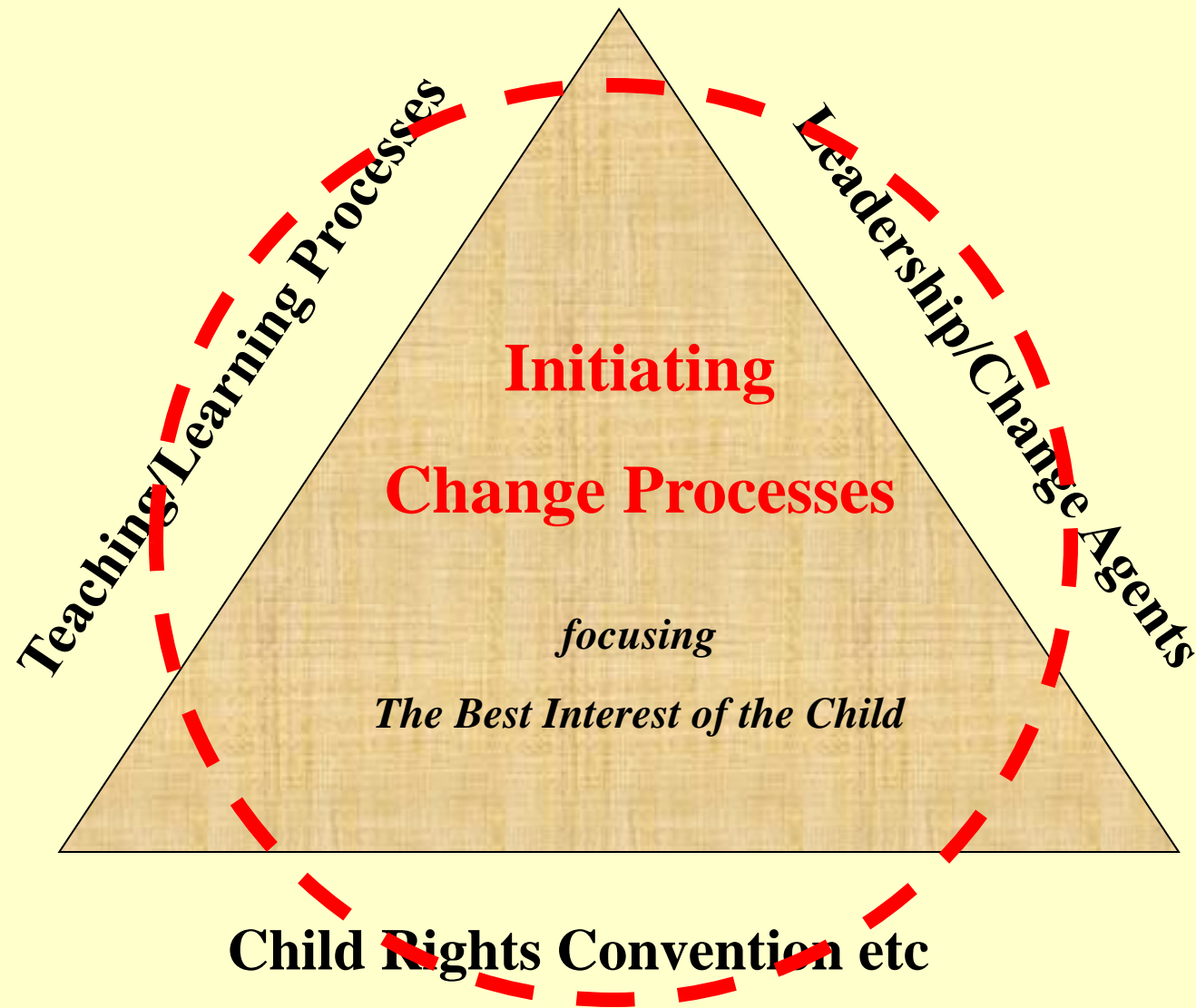
28 countries in 3 continents

660 participants, 21 batches

CIF conference 2015/Bodil Rasmusson

Programme structure

- Two batches/year: 30 participants, 10 countries in each batch
- Each country is represented with a team of three participants representing different levels in the school system
- Four weeks (Sweden) + 10 days follow up with each batch (in some of the participating countries) + one week for mentor's visit in the participants home country. All together about one and half a year
- Each country and team has a mentor for support and monitoring.



UN Child Rights Convention (CRC)

CRC could be described with *3P:s*

Provision

Protection

Participation

Three P:s create a frame of reference for
analysis of problems and formulation of
project plans

Provision

- Drop-out from school due to e.g. child labor, poverty, dangerous and long route to school
- Overcrowded class rooms, lack of books and other kind of material.
- Lack of access to food, shelter, health care.



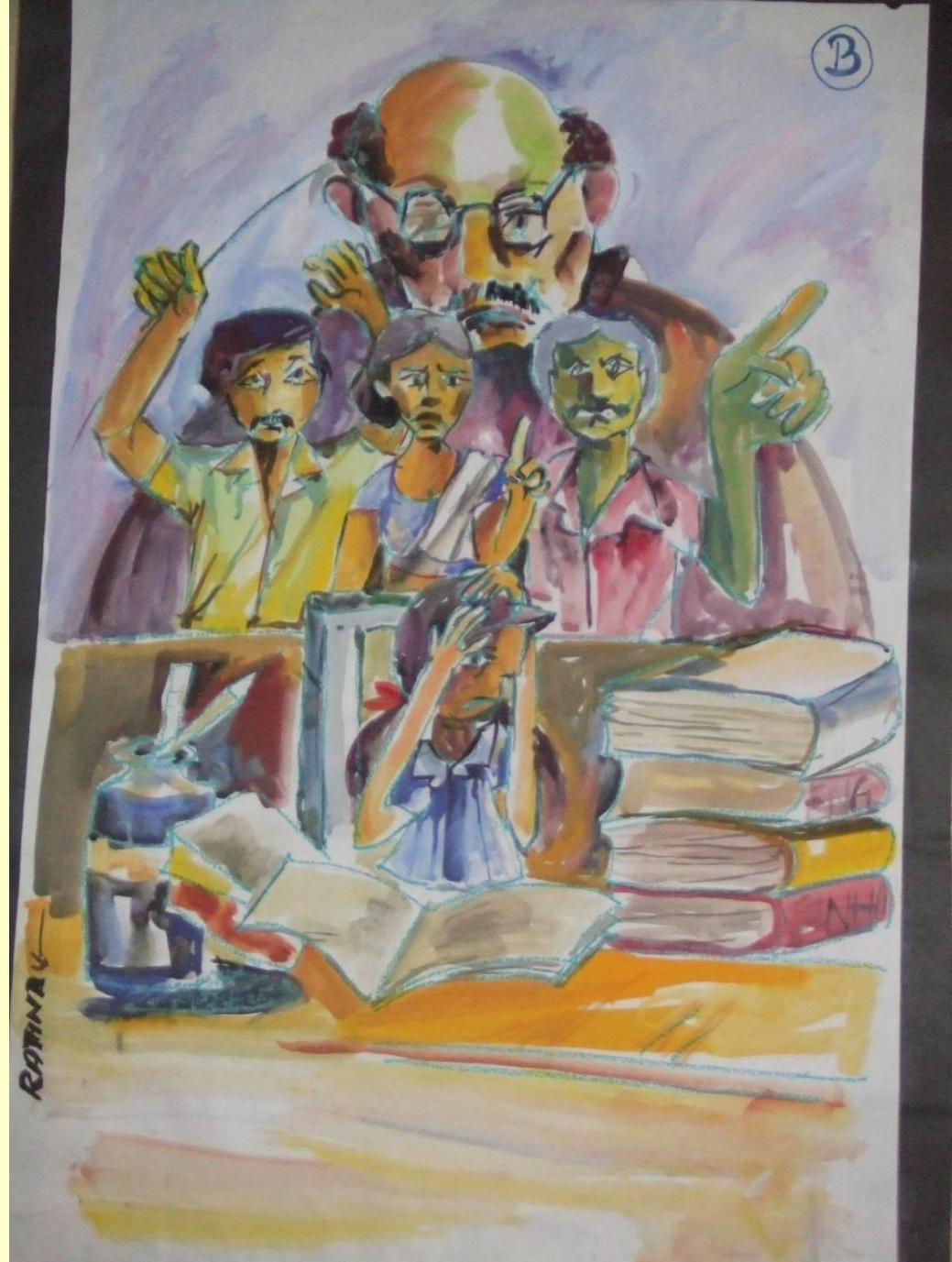
Protection

- Corporal punishment
- Violence in communities
- Rape and sexual abuse
- Drug abuse
- Bullying
- Early pregnancies.



Participation

- Negative attitudes among adults towards children and children's rights in school and community
- Lack of structures and methods for children's participation in schools
- Authoritarian teaching methods and examination oriented school systems.

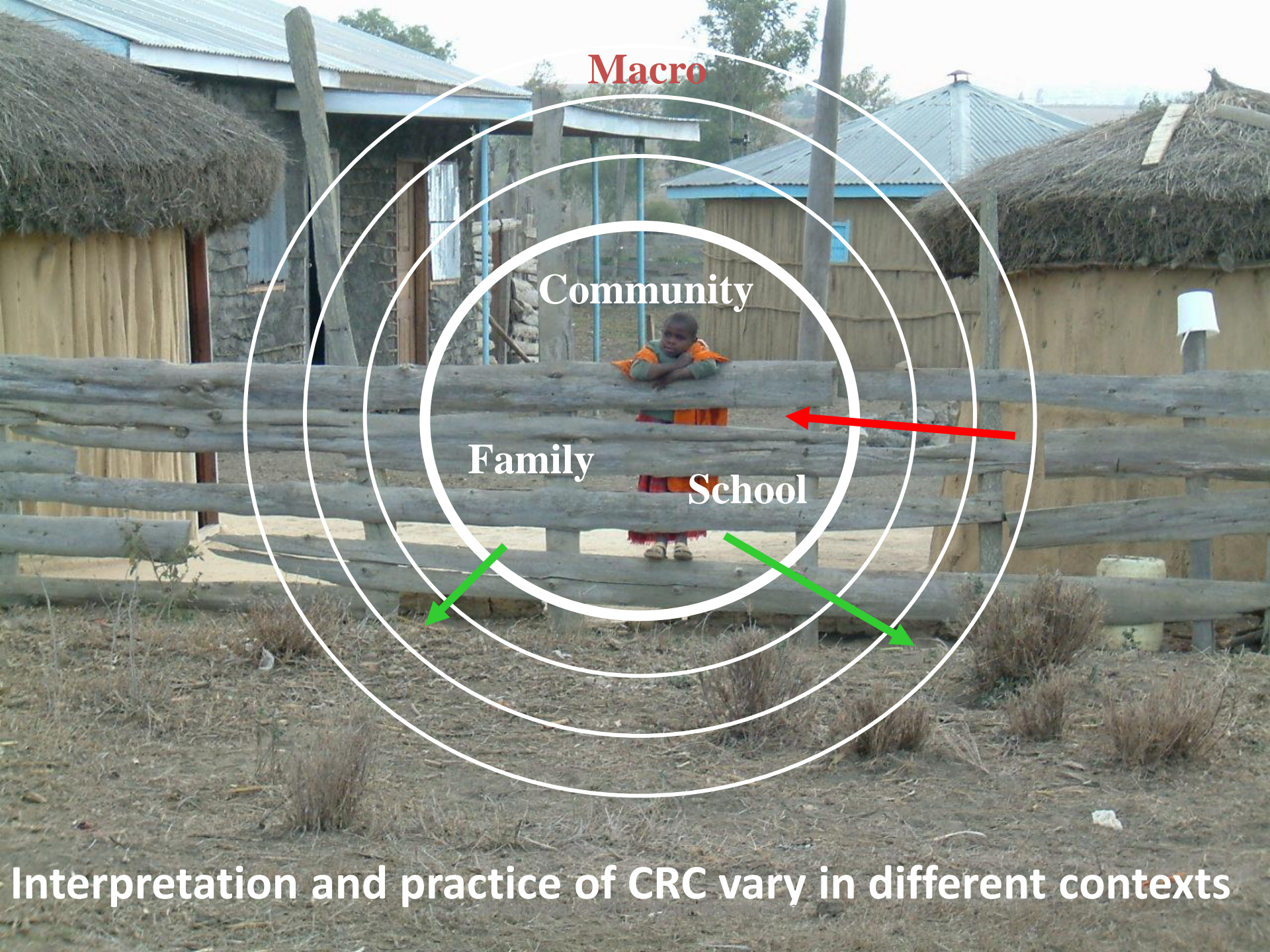


Challenges

- CRC is in general well implemented in laws and policies *but* often with a big gap between ideal and reality
- Lack of knowledge about CRC and of tools for linking theory with practice
- Cultural practices, beliefs, religion and misconceptions about the meaning of CRC.

Challenges (cont.)

- Funding
- Corruption
- Coordination of resources and initiatives
- Time constraints
- Dissemination and sustainability of good practices.



Macro

Community

Family

School

Interpretation and practice of CRC vary in different contexts

Most of the projects in Zambia are implemented in Copperbelt and Lusaka Provinces





Main focus of work for change

- Creating awareness on CRC
- Establishment of school councils and development of democracy in schools through children's participation in decision making
- Networking and development of structures for dissemination and sustainability.

Results

Aggregated results from single projects resulted in changes at organisational level

- Copperbelt Province has now a model for other provinces with institutionalised structures at provincial and local levels for children's participation in decision making in schools and community
- The model is accepted and anchored at national level.

Results (cont.)

- Coordination between different actors and authorities is established
- A strong network of change agents is established
- Work on strategies and structures for dissemination and sustainability in the country as a whole is ongoing.

Letter from Monica...



“Hello Bodil, This is Monica from Chingola High School, Zambia. On behalf of all the Zambian children, allow me to say thank you to all you have done for us. /.../

The knowledge that you imparted in us will stay with us for ever. You have made our schools a better environment because we as learners now feel we are part of the school. The schools have maintained order, hence making the work of teachers simpler and more enjoyable. Thank you very much.”

Most of the Projects are implemented at Central Java





WELCOME TO PERGURUAN MUHAMMADIYAH
KOTTABARAT - SURAKARTA
"CHILD FRIENDLY SCHOOL"



Main focus in work for change

- Creating awareness of CRC
- Implementation of CRC in teacher training at two universities (PGRI University, Semarang, Muhammadiyah University, Surakarta)
- Development of child friendly model schools with focus on children's participation in classrooms and in decision making and protection
- Community work with parents
- Networking between NGO:s and municipalities through e.g. child-friendly cities.

Results

Organisational changes

- Model schools have been established as examples of good practice in cooperation between universities and schools.
- Child friendly teaching methods and models have been created and implemented in teacher training and in practice
- Networks between NGO:s and municipalities is developing.

Results

Organisational changes

- Connections between research, teacher training and practice is developing
- Network with all change agents is well established
- Structures for dissemination and sustainability is developing.

Child Friendly School

Written by: Dhlysaa Almáasah Hilbullah, class 3, Muhammdiyah PK, Surakarta

Oh...my child friendly school
Yor're filled by children friendly
Everyday the children smile
And say hello to the teacher
That's where they search for knowledge
/.../

You're the first child-friendly schools
Child friendly schools the teachers are always ready to
help
/.../

Friendly schools that I feel comfortable in to seek
knowledge and share.

South Africa



Most of the projects are implemented in Free State



PROVISION
ROTECTION
ARTICIPATION

Main focus in work for change

- Support to orphans and child headed households
- Parental involvement in schools
- Drug abuse, sexual abuse and rape, corporal punishment
- Children's participation in classrooms and school management.

Results

Many good results have been achieved in the project schools...

- Clear decline of drug abuse and sexual abuse
- Remarkable increase in parental involvement in schools through vegetable garden, children's homework etc.
- Corporal punishment has stopped
- Children's participation has been strengthened in many ways
- Coordination between schools, NGOs and authorities has improved
- Support for orphans and child headed households.

...but they have not yet had an impact at organisational level in district and province.

Conclusion

Our experiences show that CRC is important as a tool for change at different societal levels and with direct impact in children's everyday life.

Conclusion

- Knowledge about the content of CRC has increased at different levels
- Interface between top down and bottom up approaches has closed gaps between ideals and reality in practice
- Policies have changed
- New pedagogical methods: democratic working methods in the classrooms, interactive approaches are implemented in schools and teacher training.

Conclusion

- New ways of involvement of children in decision making have been developed and practiced
- Performance in schools has improved
- Corporal punishment has stopped
- Parental involvement in school and in community has increased.

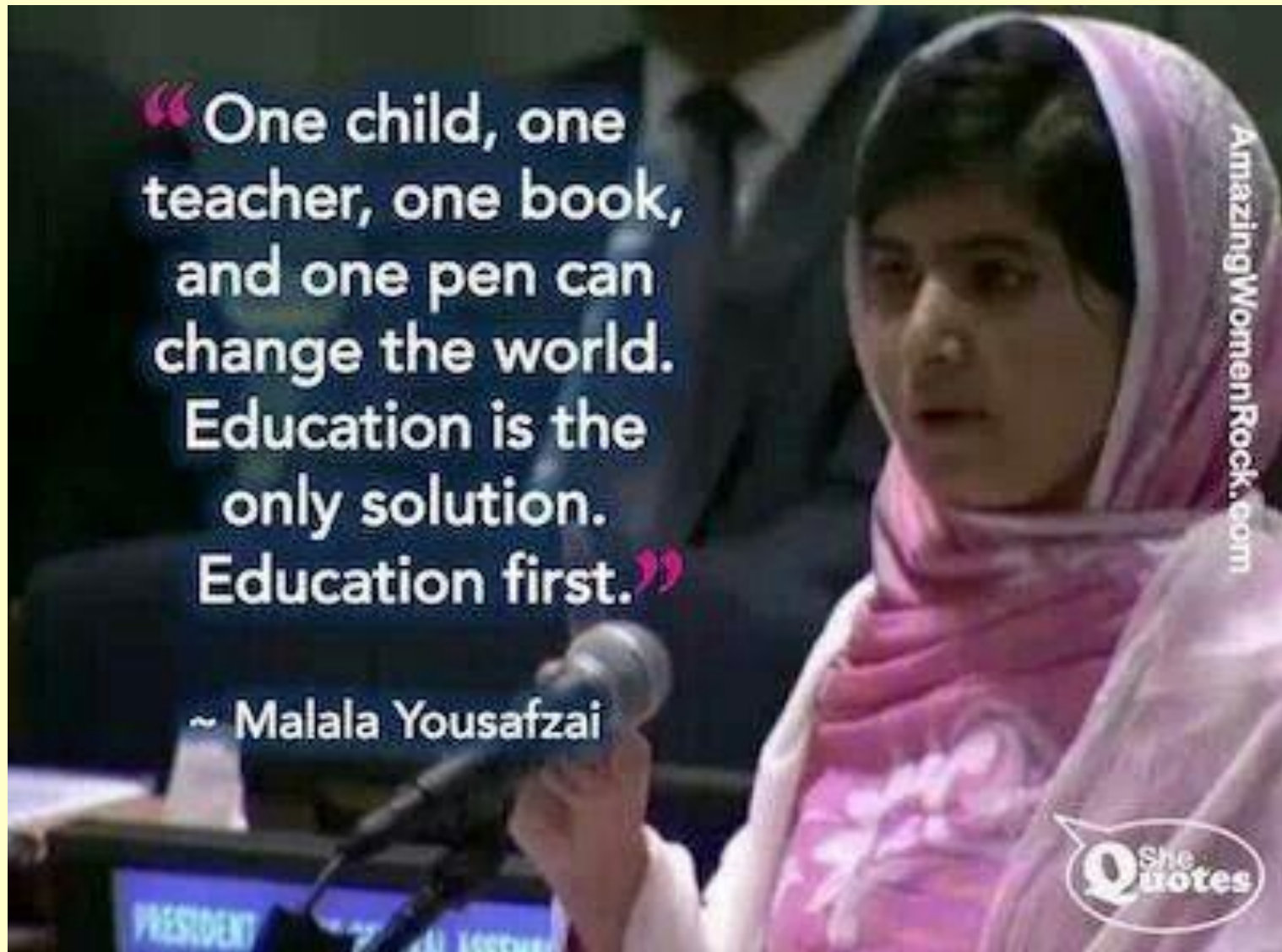
Children are seen and heard in new ways. Adults have changed their views upon children.

PERSONAL VIEW: *Originally* my view on children was adult-centered where a child had no say in anything; all was determined by us the parents or elders, I also believed that children had to learn by giving them corporal punishment.

BUT after the training in Lund this all has changed. I now *listen to children, ask for their opinion, play with them and get them involved in the day today running of our home*. I no longer use the phrase *my home* but I refer to the home as *our home*.

PROFESSIONAL VIEW: On the professional side: Being a teacher *I now prefer to use the learner-centered approaches* where I try to make sure that all learners get involved and I encourage all of us in the class to listen to each other.

Malala 17 years old , Nobel Peace Prize Winner, 2014



Thank you for listening!