

CHINA

After the Big Bang: A Module to Prepare Pre-service Teacher Trainees for Future Practice in CRC Education

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1. Introduction

To look at the protection and development of child rights within the educational system in China, we can find that, although quality education and curriculum reform were implemented gradually, test scores are still the most important and fair elements in college enrollment. From the perspective of the 3Ps of CRC, provision and protection have already been implemented quite well in China. Basic construction, teaching facilities, and the management of school safety have got long-term development. Nowadays, the biggest problem lies in the teachers' lacking of professional competence and imbalanced distribution of qualified teachers. Especially in some schools where there are insufficient high-quality educational resources, students can't be taught in accordance with their aptitude mainly due to the large size of the class. At present, pre-schools are the only place where child rights and interests are thoroughly protected in China. We are delight to see the tendency of educating children too early in the form of primary school has been gradually lessened. This is replaced by the children's freedom to choose study area, rich and colorful outdoor activities, and collective education with high participation. "children-oriented" concept has been deeply rooted in the heart of every educator.

Recently, a new round of education reform of college enrollment system has started. Students are no longer forced to choose either science or arts. Instead, they are free to choose the subjects they are interested in except for the three compulsory subjects Chinese, Math and Foreign language. Besides, students could also have two chances to take English examination per year for the university entrance exam, and the higher score will be recorded. All these changes aim at giving students more freedom and making them more active in participation in their learning processes. These changes will also be bound to drive the elementary education to make changes accordingly.

As an autonomous region, the educational development in Inner Mongolia ranks relatively lower than most of other provinces in terms of many aspects. Thus, looking for the general paradigm to protect and develop child rights in classroom has become a top priority. This, at the same time, puts forward higher requirements for school administrators and teachers as well as presented new challenges to classroom teaching and school management.

2. Frame of Reference

Since 2003 till now, Child rights, classroom and school management advanced international training program (ITP) has been conducted in Inner Mongolia for 13 years. After the change agents of Batch1 implemented effective teaching in a pilot middle school in Tongliao, participatory approach (PA) has become the main carrier of this ITP program. On the basis of raising target members' awareness to protect children's right, from Batch19 (Batch 19: Implementing Participatory Approach to Enhance Students' Participation in English Classes: A Pilot Study in No. 19 and No. 38 Middle Schools in Hohhot City of China; Batch 20: A Handbook of Rights-Based Participatory Approach for EFL Teaching (EFL – English as a Foreign Language), change agents endeavored to explore PA on practical dimensions among both in-service and pre-service teacher trainees. Batch 21 continued to choose teacher trainees as their research objects, trying to enhance the application of PA among the source of teachers who are pre-service teacher trainees in Inner Mongolia. That is to say, before graduated from school, pre-service teacher trainees should be fully equipped with the CRC awareness and the competences to apply CRC concept especially PA in their future teaching.

3. Purpose

This project *originally* aims at raising pre-service teacher trainer's and trainee's awareness of participation in the classroom based on Child Right Convention (CRC), by developing a Chinese version manual of rights-based Participatory Approach (PA) for all subjects teaching and learning.

The manual will facilitate the pre-service teacher trainers and trainees to acquire a general understanding of CRC and CRC-based participatory approach in teaching and learning based on concrete experiences.

4. Methodology (Activities)

During the past two years, the three change agents in batch 21 experienced working out first project plan, cooperating with batch 20, confusing about their own task, misunderstanding between each other, arguing about the way of conducting the project, big bang before progress report, reproducing a new project plan, and finally, finalizing the methodology of the project.

The following is what we have done from November 2014 to December 2015/ January 2016.

Phase 1: Preparatory work for the first draft of the handbook. (Oct 2014 – March 2015)

1. Work out the project plan; report to and get the approval of leaders in Education Department, IMNU and CFU respectively

In October 2014 in Sweden, after getting the approval of Per and members of batch 20, we decided to cooperate with batch 20 to work out a Chinese version handbook of rights-based participatory approach for all subjects pre-service teacher trainers and trainees as well as in-service teacher trainers and trainees in Inner Mongolia in order to make sure PA could be implemented more broadly without being limited by English proficiency. As soon as we finished study in Sweden, change agents in batch 21 first of all reported the project plan to the supervisors in Education Department, IMNU and CFU respectively, and got the approval.

2. Activities conducted before the progress report in Indonesia.

After getting the approval, we began to read the draft of English handbook of batch 20, discussed with batch 20, learned from their experience, and tried to work out the first draft. Activities we have carried out before March 10th are as follows:

We first of all put what we have learned in Sweden into practice; used PA in our classes and experienced the differences between PA and traditional teaching mode by themselves; had interviews with students in different subjects, and gained some valuable opinions towards the Chinese version handbook, including cover, table of contents, and section.

Ma Wei, lecturer in CFU, gave a presentation on CRC especially on PA in Sweden to all the teachers in his department, and invited several colleagues who are interested in PA to use it in their classes.

We also had frequent discussion and interaction with batch 20 to learn from their first English draft on one hand, and shared a lot of useful materials on the other hand. Being suggested by batch 20, we observed several CRC-related classes taught by other change agents, collected some extra materials for the handbook and compiled the draft

IMNU has definitely made a lot of progress on disseminating PA among both pre-service teachers in English department and in-service teachers in English in experimental school (No. 19 & 38 middle schools) in HUUHOT. However, Chifeng has left far behind on this. Therefore, the change agent from CFU is going to work on the Chinese version handbook for PA with change agents in IMNU, and introduces PA in CRC classes for pre-service teachers in English department in Chifeng at the same time. In

other words, Ma Wei in CFU will start experimenting our Chinese version Handbook from English department in Chifeng College and then to other departments.

In IMNU, we had a group meeting for the project reports by Batch 19 and 20. We have gained a lot of suggestion and inspiration. What most interests us is that we are suggested to develop a class modal handbook where teachers in all subjects could find a lot of real class modals (or sample lesson) in the book. We believe that no matter how well teachers know the theories of PA, the way how to apply it and how to design and organize the class is more practical.

As an officer in Educational Department, Li Jie tried to arrange school visits for both batch 20 and 21. Our intention is to observe real classes in middle school to collect first-hand materials. Besides, we also planned to have interviews with middle school teachers of different subjects to obtain practical suggestions from them.

However, the first school visit (No.21 middle school) for both batch 20 and 21 hasn't been arranged until March 10th, which is only one week before the progress report for batch 21 in Indonesia. This is also considered the turning point of the change project by batch 21.

3. Turning point of the project after the school visit in No. 21 middle school.

In March 10th, Sun Xiaorui from batch 20 with Li Jie and Zhang Yu from batch 21 went to No. 21 middle school for class observation and interview. The reason why we chose this school was because it was an experimental school of Sun Baijun's (the first change agent in Inner Mongolia in batch 1) project on effective learning dissemination. We observed both English and Geography class in grade 8 and 11 respectively. To our delight, their program was also focusing on participation, and both teachers and students behaved different from what they did in traditional classes. However, during the observation and interview with teachers and students, we found many problems:

The photos below were taken in two classes, which were English class in grade 11 and Geography class in grade 8. However, we could hardly find the differences. During



English class – grade 11 and Geography class – grade 8.

the visit, we found that all the classes were arranged almost the same in terms of seating plan, lesson procedure, teacher talk, students talk, grouping, etc. the reason of this was because they were all under the guidance of a handbook about effective learning. This, in our mind, was too doctrine.

During the class break, we had chat with students randomly, and not to our surprise, students said they could feel the differences, but their scores and abilities didn't make too many changes. This, to some extent, matches the data collected by batch 19 that the class who has adopted the PA got even worse results in final examinations.

When we had a chat with a dean and two teachers, all of them first of all said they had positive attitude towards this experimental project. However, when we discussed with them about the reason why they would do that and what they thought was the effect of this way, they had no ideas at all. Finally, they admitted that many teachers indeed felt confused about this but had to use this method passively due to the pressure from the administrators.

Before we left, some teachers in other subjects volunteered to talk with us and expressed their ideas that they were indeed unwilling to change as they still believed that scores speak first.

In sum, what we found from the school visit was that all the changes taking place (especially students' participation) were merely formal, while how to ensure its effectiveness seemed to be solved urgently. This also made me realize that if we were going to work out another handbook for them to use in the future, the result was likely to be the same if teachers still had unclear ideas why they should do this.

As soon as we finished our school visit in No. 21 middle school, we three members in batch 21 shared our experience via Internet. After long discussions for several times, we finally reached an agreement that we needed to make a change from ourselves first. During the past three months, we had to admit that we were too much influenced by the draft of batch 20 and were narrowed by their idea. Thanks to the school visits and classroom observations, we finally found our own way. We all agreed that the biggest problem in the dissemination of PA was not **HOW** to do it **but WHY** they should do it. Finally, we decided to overthrow the idea we had before and stepped on a new way. In our new project, we will put the strong emphasis on preparing pre-service teacher trainees for future use in the concept of CRC and understand **WHY** to work with CRC and especially participation (PA).

Phase 2: Big Bang in Indonesia

Two weeks in Indonesia was productive and fruitful. During two weeks, we presented our conflict between old and new ideas to all the mentors and other change agents. We were so lucky to get many valuable challenges and suggestions. After being approved and encouraged by our mentor Per Wickenberg, we three change agents worked together to have a further discussion on the new plan and make a new labor division.

This new ongoing project aims at achieving the following three outcomes during three years:

1. Raising EFL pre-service teacher trainees' awareness on CRC in education;
2. Equipping pre-service teacher trainees' with CRC glasses;
3. Preparing pre-service teacher trainees to implement CRC in future teaching in practice.

After three-year change project, the target group (selected pre-service teacher trainees in IMNU and CFU) are supposed to have thorough understanding of CRC in education; furthermore, they should be not only ambitious but also well prepared for implementing CRC in future teaching in practice. Only by doing this could they minimize the conflict between CRC and existing educational system in China in their future practice at school.

In other words, this project is an ongoing copy version of the change project we have participated in Lund University in Sweden.

Phase 3: Design a module to prepare pre-service EFL teacher trainees for future practice in CRC education

1. Report to and get the approval of leaders in Education Department, IMNU and CFU respectively

As soon as batch 21 finished the progress report in Indonesia, Ma Wei in CFU and Zhang Yu in IMNU shared the new project plan with other change agents in their school respectively. In IMNU, Zhang Yu had several discussions with different colleagues to ask for suggestions for the module, and got both the courage and challenge.

2. Conduct the project with the same purpose in different schools in different ways.

As mentioned above, the current situation in IMNU is very much different from the situation in Chifeng, so Zhang Yu and Ma Wei decided to apply different ways in two schools with the same purpose. In the following section, we are going to introduce how we conducted the project at different schools in different ways.

Projects conducted in Inner Mongolia University, IMNU

After having discussion with the former change agents in IMNU, Zhang Yu realized that a mere course in one term for 10 weeks was too limited to implant CRC awareness in students' mind. Therefore, she planned to do the project with the same group of students for 3 years from their 2nd year till their 4th year including their internship.

What she would like to do was to work with them now and then in order to raise their CRC awareness little by little so that they could deeply understand why they should do this but not merely how they should do it.

1. *Compile all the materials done by former batches (batch 16, 17, 19, 20) and observe the classes given by former change agents.*

IMNU has a leading position in CRC education. In the former batches, especially batch 17, 19 and 20, all the change agents have endeavoured to focus their projects on participation. In order to strengthen the network cooperation as well as the sustainability, Zhang Yu in IMNU first of all compiled all the documents produced by former batches for further use in their module. The documents included the book written by batch 17 named *Child Rights and School Education*, the syllabus designed by batch 15 and the handbook designed by batch 20 named *A Handbook of Rights-Based Participatory Approach for EFL Teaching*. After this, she also observed the experimental classes for the draft of the handbook designed by batch 20 and had a reflective discussion with her students. During the class observation, Zhang Yu found the biggest problem was that most of the students were passively instructed by the handbook. This finding was confirmed in the reflective discussion after class. During the discussion, all the students admitted the importance of participation and hold a positive idea towards the handbook. While when they were challenged by the question why they should do it and what the relationship is between CRC and the handbook, they had not clear idea. All these findings deepened her mind to do a long-term project. She would endeavor to help participants first of all understand **why** they should do this so that they could actively explore **how** to do it **by themselves**.

2. *Select target students, build a target group*

The target pre-service teacher trainees Zhang Yu has chosen were sophomore students from two classes in English department in IMNU. The main reason why she chose them was because they were English majors and have already laid certain basis of English competence in their first year. Apart from this, she was the English listening and speaking teacher in their first year and she had already shared the CRC concept with them. Furthermore, she was also the head teacher of one of the two classes and Xiaorui, another change agent in batch 20, was the head teacher of the other class. Therefore, it would also be easier for Yu and Xiaorui to cooperate with each other in this long-term education development project.

On September 12th, the second week of the new semester, Zhang Yu had an orientation session in IMNU, and all the students from two classes were invited. They were briefly introduced the aim of the project, how she would conduct it, what she wanted from them and what they may gain from the project. She emphasized clearly that this was a completely volunteering work, and students were absolutely free to decide whether they would like to participate it or not. The result was enlightening. After one-week decision, 25 out of 26 students in class 2 whose head teacher is Zhang Yu and more than two-thirds students from class 1 whose head teacher is Sun Xiaorui volunteered to join this project. Thus, on September 20th, the final list of CRC change agents among the students has been decided which included 41 members.

3. Give lectures in different ways.

The first formal meeting within change agents was not scheduled until September 27th. In the meeting, we had discussions on what their needs were and what they expected from each other.

On October 10th, they had the first lecture lasting for one and a half hours. In the lecture, students are provided with the basic information about CRC including the concept of CHILD, the present status of child rights protection around the world, the 3 Ps, etc. At the end of the class, all the students were required to write a reflective journal to record what they had learned and how they understood it. In their reflective journals, many students indicated that they understood the concept of child and child protection from a brand new angle, which greatly arouse their interests in CRC. Furthermore, all the students said they were interested in the CRC status in different countries and hoped to know more about this.

The second lecture was on October 24th. Since many students said they were interested in CRC status in different countries, Zhang Yu invited two former change agents to attend the lecture and introduced current situation in CRC in different countries they have visited. We did not have any meetings in November due to the school evaluation by Ministry of Education (MOE) in Beijing.

4. School visits by target group members

During the three months of the first semester, Li Jie has tried many times to arrange school visits but failed due to many reasons. On December 28th, we finally succeeded in arranging our first school visit for the trainees. As planned before, we selected 6-8 students at one time so that the school would not be disturbed by too many visitors.

The first school visit we chose was a kindergarten. The reasons were as follows:

First of all, Li Jie, as an officer in provincial education department, has been in charge of schools at kindergarten level for many years and had good relationship with the administrators there.

Secondly, until now, kindergarten is the best place to demonstrate child rights protection in China. We wanted to show our trainees a positive picture in their very first visit.

Finally, at the end of the term, all the elementary schools and middle schools were busy with their final examinations. It was not ethical for us to interrupt them.

As we predicted, this school visit was a successful experience for both students and teachers. The results will be discussed in the following relevant part (below).

Project conducted in Chifeng University, CFU

There are four change agents in CFU, and three of them are lecturers. Comparing to IMNU, they are short in agent numbers, but they have their own ideas. It is the fact that the English proficiency of the students in CFU are much lower than that of the students in IMNU, and the educational level of K-12 in Chifeng cannot reach the level

of those in Hohhot. Owing to this, Ma Wei planned to start the project upon the existing curriculum in CFU. After having discussion with other two change agents Ren Lei (batch 17) and Ma Jingxin (batch 19), they decided to work together on the teaching reform in English department of CFU.

1. CRC concepts and the related contents are integrated into EFL classes in CFU

Since the second semester in 2011, Ren Lei (change agent of batch 17) began to integrate PA into EFL classes in English department. This is followed by an important teaching reform in the second semester in 2012 that the English majors were divided into two directions including English teaching and English translation. Each direction contains a certain professional course group. Students could choose their favorite direction in their second year, and study in a selected course group to make sure they could be more professional in a specialized field after graduation. During the process of selecting the direction, those who are interested in teaching could be filtered out. These students are also considered more passionate to accept CRC and related contents.

By reading and utilizing the reports of former batches especially the result of batch 19 and 20, Ma Wei continued to work with agent Ren Lei and Ma Jingxin in using PA in their teaching based on the actual situation of CFU. At the same time, CRC concepts and content were integrated implicitly in their lectures and teaching procedures. As a result, CRC awareness of the target pre-service teacher trainees was inspired visibly.

Ma Wei used some of the result of batch 20 as a reference, trying to find the bonding points of CRC concept and his own teaching contents, and also the English Teaching in primary schools and secondary school in Chifeng area. By December 2015, students of English normal direction in grade 2 and grade 3 had completed the course of Art of Teaching Language taught by Ma Wei. In addition to lecture content, this course included three CRC lectures, four times' PA-based class designed by students groups, and three classes of teaching practice for the students (pre-service teacher trainees). This mode will be increased in the English normal course groups in the future, which may help the pre-service teacher trainees to prepare themselves well before their final internship.

2. Work as a guide teacher and cooperate with students' practice group

From September 2014, practice and innovation education program for the students were started among juniors. This program, sponsored by the school administrations, aims to enable students to apply what they have learned in the classroom. One student as the program responsible person, composed of four to five students in one group, headed by a teacher as guide, select a topic for research. Each student could earn certain credits after completing the program.

Ma Wei started to be the guild teacher of one group of students when he worked in phase 1 of the CRC program. The group chose "Feasibility investigation of PA in primary school English classroom" as their topic. After coming back from Sweden on October 2014, Ma Wei offered CRC materials and answers to PA teaching method

issues, then organized two seminars with the group of students and some in-service teachers. In middle of November, Ma Wei took this group to a primary school for a visit, to observe the practical teaching of primary and secondary schools in order to further their study.

In phase 4 of CRC program in Indonesia, team China's project was adjusted. But Ma Wei and his students group's study was still helpful for team China's project. Ma Wei once again, with the group of students back to the classroom of primary schools for observation and other field research, more and more problems were found in his own teaching and in the classes of primary school and secondary school. On September 2015, the group of students' (grade 4 then) projects completed their data collection and project completion leaving valuable information for batch 21's projects.

On October 2015, Ma Wei start to guild a second practice and innovation education program group, the students were in grade 2013 (grade 3 then). This group chose to continue the topic of last group, and expend the practice part. Along with the foreign language department of CFU established internship and cooperative relations with two primary schools, this group will design four to five PA activities, work with the guild teacher, then go and practice in the class in primary schools. Data and problems will be collected in the process, this may of great help for their internship before graduation. Till now, the group had carried out their first practice in December 2015, the effect is good, and they also found some problems, data was accumulated.

3. Give lectures in different ways.

After completing the Phase 2 study in Sweden in October, 2014, Mr. Ma Wei gave many lectures to students and teachers about concepts of CRC and PA in different ways and in different situations.

October 10th, 2014, after coming back from Sweden, Mr. Ma Wei got the support from Ms. Ren Lei, the dean of Foreign Language School, Chifeng University.

October 15th, 2014, Mr. Ma Wei gave the first official CRC lecture to all the teachers from Foreign Language School.

October 16th, 2014, Mr. Ma Wei gave the first official CRC lecture to all the students from Foreign Language School.

December 17th, 2014, Mr. Ma Wei gave the second official CRC lecture to all the students from Foreign Language School.

March, 2015, before the Phase 4 study in Indonesia, Mr. Ma Wei gave the guidance to interns for twice.

March, 2015, after the Phase 4 study in Indonesia, Ma Wei gave a report to the dean.

April, 2015, Ma Wei gave a lecture to all the students from Foreign Language School

November, 2015, Ma Wei, together with the teacher from the School of Education, gave a demonstration lesson to Normal Students in the School of Education.

December, 2015, we reached cooperation with a primary school on CRC project after an informal discussion with the Institute of Educational Science.

All the projects and lectures having mentioned above provide a large amount of experience and data. Meanwhile they also offer many rich materials to the Normal students of English majors when they are in the internship.

4. School visits by target group members

November 2nd, 2014, Ma Wei, together with foreign teachers, went to Experimental Secondary School to have an informal discussion with teachers as well as having interactions with students.

September, 2015, agents (Ren Lei, Ma Wei and Ma Jingxin), together with foreign teachers and students, went to Hegan Jingdi Primary School to have an informal discussion with teachers as well as having interactions with students.

October, 2015, Ren Lei, together with foreign teachers, had an informal discussion with teachers in Experimental Secondary School and demonstrated an English writing class.

December, 2015, Ma Wei, together with foreign teachers and students, had an informal discussion with teachers and interacted with students in Zhaowuda Primary School.

December, 2015, Ma Wei was visited by the in-service teacher trainees and was highly praised by them.

December, 2015, change agents (Ren Lei and Ma Wei) gave centralized lectures to teachers from township primary and secondary schools around Chifeng City.

According to the investigation done by Ma Wei from CFU, the English proficiency of teachers from both primary and secondary schools in the nearby towns and villages is of no satisfaction. Most of the English teachers in primary schools and two thirds of the English teachers in secondary schools are not English majors; half of them even haven't got a bachelor degree. Compare to those who work in the secondary schools, the teachers in primary school are more passionate and they are more willing to change their outdated teaching situation. And also, because of the exam-oriented education and enrollment system, secondary school teachers' sentiment of idleness and staying where they were is for granted.

These activities provided and prepared so much information for the English normal students' (pre-service teacher trainees) internship, and of great help for batch 21's project to build a reasonable and practical module for the pre-service teacher trainees and their internship.

5. Results

As a long-term project, 3 months could only be a warming-up step for us. We did not achieve all the activities as we planned in the progress report, because many problems emerged while we were conducting it. However, we are still delight to say that we have begun and have already stepped on way. We now have change the time frame to three years of training of the pre-service teacher trainees.

We also have been successful in a big but necessary revision of our CRC change project and to do that in a way that was important to us after our experiences of real life in the schools. That is an important result for us and following after “the Big Bang”.

The following results are what we have achieved in the past months:

1. Target change agents have been selected and the change group has been formed in both IMNU and CFU.
2. Target change agents’ knowledge of CRC and awareness towards CRC has been raised in both schools (IMNU and CFU).
3. All the resources of the syllabus of this training module have been compiled, and the first draft of the syllabus has almost been finished.
4. Long-term cooperation between IMNU and Manchu Kindergarten has been established.
5. Long-term cooperation between IMNU and Daxuelu primary school has been established.
6. Long-term cooperation between CFU and Zhaowudalu primary school has been established.
7. Series of lectures and activities have been conducted to enable pre-service teacher trainees’ understanding towards CRC.

The results above, as we see, are the concrete base of what we are going to do in the following activities in the training module. However, during past months, we also met many expected and unexpected challenges. We will discuss them in the following part.

6. Discussion and Reflection

Every great effort may meet both opportunities and challenges, so does our project. In IMNU, time and budget are two biggest problems. All the target pre-service teacher trainees in IMNU study in the new campus of IMNU, which is far away from the city. Therefore, every school visit will take them almost whole day off the campus. Besides, whenever they go to have a school visit in the city; it will take them 20 Yuan back and forth. This, to some extent, increases the burden on the target teacher trainees. In the past two school visits, we had to choose trainees who were from Hohhot to visit the school so that they could live at home the night before and go to school the next morning by their own. However, every trainee should be given the equal chances to visit the school. Thus, this dilemma will be the most urgent issue we need to solve in the coming semester.

Despite the challenges we came across, during past months, we were always inspired by the positive results that more and more stakeholders had raised awareness towards CRC especially the importance of PA. However, we still should acknowledge that CRC cannot be in line with every culture automatically. Therefore, how to interpret and integrate CRC into the existing educational system in China seems to be very important. This, we think, may also be the biggest challenge not only for us but for all the change agents and other educators as well. Just as the director in Manchu Kindergarten men-

tioned in the interview when we visited them, “the degree of participation is the biggest headache for us. How to measure the degree of participation and how to persuade parents to support and trust us are still needed to put efforts to.”

As far as we are concerned, this conflict is not unsolvable. During the whole process of the project, we found that both teacher trainers and teacher trainees’ understanding about participation is one-sided. They all equalled the participation to classroom activities. This leads to the result that teachers often put too much emphasis on the classroom activities and students’ performance in the examination were unsatisfactory. This could also explain why parents didn’t support teachers’ changes like this. In fact, participation is more than classroom activities. It should exist in students’ whole learning process which includes decision making, thinking, reflecting, etc. Therefore, to help students improve their autonomous learning abilities is a practical and effective way. As long as students acquire the competence of autonomous learning, they could actively participate in every process of learning, and the learning outcome could also be satisfactory. Owing to this, in our project, we should first of all help the pre-service teacher trainees know the participation comprehensively. What’s more, they should also realize the importance of autonomous learning ability and be equipped with the autonomous learning competence before they go into the society and schools.

The finding of the importance of autonomous learning ability also made us realize that the earlier students are trained this ability, the more they will gain in the future learning. Hence, in our project, we will try to find more primary schools for the target group members so that they could know what the present status in the primary schools is and how they should prepare themselves for the future teaching to enhance students’ participation in the whole learning process.

7. Way Forward

The end of this final report is just a beginning of the project. The more we do for the project, the more responsibility we realize we should have. Plus, we are very delight to see that an increasing number of educational experts have realized the problems of the existing examination system, and many efforts have been put on the reform of the talents selecting system. This, we all believe, may be the opportune time for us to implement PA into classes at different levels. In the following two and a half years, we will make every effort to devote ourselves to achieving the goals so as to disseminate CRC in a broader area. The foremost thing for us to do now is to work out a syllabus for the module so that both school (IMNU and CFU) could follow. This is also essential for further dissemination in the future.

Secondly, we need to strengthen the partnership between IMNU, CFU and experimental schools. This is not only for the target pre-service teacher trainees but for the pre-service teacher trainers as well. In addition, we firmly believe that without knowing what happened in the real classrooms in primary and secondary schools, all the efforts teacher trainers paid are in vain. Therefore, during the training process, we will encourage more and more teacher trainers to pay a school visit with us so as to raise

their awareness of child rights protection as well. This is also an effective way to enlarge the influence of CRC program and enhance the sustainability of the program. This is also how we in the Chinese CRC Change Agents group discussed and planned Way Forward during the Impact Seminar in Phnom Penh, Cambodia, February 7-11, 2016 and thus this also followed in our Post-Conference Paper. During the mentor's visit in February 2016 in Inner Mongolia – in Hohhot and in Chifeng – after the Impact seminar in Cambodia, the similar discussions and decisions on future working plans were taking place in the CRC Network meeting at IMNU.

Finally, in the long run, we are also thinking of applying our syllabus and training module into in-service teacher training programs. Only by doing this could child rights be guaranteed to the maximum degree and to be more sustainable.

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