

FINAL REPORT

**PROJECT
ON
CHILD RIGHTS**

TEAM INDIA BATCH IX

Submitted by;



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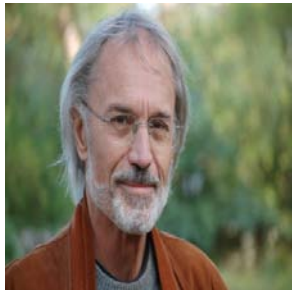
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ACKNOWLEDGEMENT

- We express our gratitude to the Almighty for blessing us with the opportunity to attend the course on Child Rights in Sweden and Jordan, which enlightened us in this wonderful area of education and gave us ideas to implement it.
- Our sincere thanks to our mentor Per Wickenberg for his love, guidance and support in planning and implementing this project in a most desired and beautiful way.



Per Wickenberg,
Associate Professor,
Director, Sociology of Law,
Lund University,
Sweden.

- We are grateful to the course co-ordinators Richard , Emma and all others teachers of SIDA for their help and support.
- Finally, we would like to express our deep love and gratitude to former change agents from Kerala without whose co-operation and guidance this project implementation would have been impossible.

Country Team: India- Batch IX

Title of the Project: **Ensuring Children's and Parents' Participation in Class and School Activities**

Project Proposal prepared at Lund, Sweden between
15th Sept. & 3rd Oct. 2008

Brief introduction:

Kerala is a state towards the south of India. The status of child rights in Kerala is satisfactory in comparison with some other parts of India. The Indian Law System has enough provisions related to child rights. Due to the presence of an informed civic society, protection of children is also more or less taken care of in our state. But in the participation of the children in the process of decision making and in ensuring their rights to act, we still lag behind. Therefore this project aims at developing some models of pupils' participation and community involvement in decision making at class and school level.

Target groups of the project:

a) Target areas:

NGO Quarters Government High School, Calicut
GLPS Kaippanchery, Wayanad
Selected schools in Kasaragod District

b) Target groups:

Pupils in the target areas

c) Stakeholders:

Pupils, parents, teachers and society in the target areas

Main Activities of the Project:

NGO Quarters Government High School, Calicut

- Study of the conditions of the Government Juvenile Home and the related laws
- Study of the family background and the personal history of the children
from the Juvenile Home studying in standard VIIIA;
- Giving leadership role to the children from the Juvenile Home;
- Using the possibility of multiple intelligence (music, dance etc);
Celebrating birthdays to help each child to develop self esteem
- Focusing on bridging the gap between children from the Juvenile Home and other children;
- Monitoring the progress and giving continuous inputs for three years;
- Focusing on the academic improvement of the children;

GLPS Kaippanchery, Wayanad

- Organising pupils' councils to involve children in decision making;
- Peer help to children with special needs;
- Class PTA executive committee;
- Involving the school support group in school development programmes.
- Mobile PTA to reach to families of the children;
- Area wise PTA meetings;
- Special attention to tribal children;
- Giving nutritious food – breakfast and lunch- with community Participation;
- Making classrooms attractive and child friendly;
- Conducting camps for children;
- Focusing on the academic improvement of the children.

Kasaragod District

- Selecting 15 schools in the district;
- Conducting an in-service course for teachers (about 30) on CRC;

- Implementing CRC in schools with the involvement of PTA and local community;
- Monitoring;
- Collecting success stories;
- Including the concept of CRC in our pre-service teacher education classes.

Expected Project Outcome(s):

- Improved child participation in decision making at class and school level;
- Increased community participation in school activities;
- Better awareness of CRC among all stakeholders.

ACTIVITIES DONE FROM OCTOBER 2008 TO FEBRUARY 2009

i) NGO Quarters Govt. High School, Calicut

A study of the conditions of the Govt. Juvenile Home, Calicut

Through visits to the govt. Juvenile home, Kozhikode, we were able to study the conditions there. The Superintendent and staff cooperated with us and it made things easy. To our surprise, we found that the institution was not one entity but several independent institutions existing side by side on the same compound.

The institutions are:

- Govt Juvenile Home for Boys
- Govt Juvenile Home for Girls
- After Care Home for Women
- Observation Home for Girls
- Old Age Home

All these institutions function under the Social Welfare Department.

Juvenile Homes have been established to take care of children from broken homes or children who run away from their houses or victims of crimes and need care and protection. The Juvenile Home for girls at Kozhikode has the capacity to accommodate only 100 children but there are 224 girls there. One Superintendent, seven care takers and two cooks are employed there. There is a school in the compound with grades 1-7. From grade VIII onwards, these children are sent to NGO Quarters Govt. HS. 55 children from this institution study at NGO Quarters GHS.

Observation Home caters to Juveniles in conflict with law. Such children will be sheltered in this institution till the process of law is over. Corrective measures like counseling are taken in the mean time. If parents do not claim these children even after the process the law is over, they will be accommodated in the Juvenile home.

After Care Home for Women - Juvenile Homes are meant for children up to 18 years. Once they complete 18, they are shifted to After Care Homes. They can continue their studies staying there. There are 4 students in NGO Quarters HS from this institution. Some of these young women get married while staying in this institution.

Old Age Home takes care of aged destitute.

Procedure of admitting children in Juvenile Homes

Any child in need of care and protection shall be produced before a Child Welfare Committee constituted by the Govt. The committee will study the case in detail. The first effort is to restore the child to the family. If the committee is satisfied that the child will not get care and protection from his/ her family, it

can issue proper orders in the best interests of the child such as adoption, foster care, appointment of a guardian or institutionalization.

Study of the family background and personal history of the children from the Juvenile Home studying in Grade VIII

1. **Jijila. N.C.** - Daughter of Lakshmi. She is from Wayanad District. She does not know who her father is. She has two sisters. The family is in extreme poverty. Her mother works as a house maid. One of her sisters is in the same Juvenile Home. This is her 6th year at the Juvenile Home. Her ambition is to become a Music Teacher. She likes dancing. Her mother now lives with another man. He eyes these girls with evil intention. Therefore these sisters do not want to go home.

2. **Sabitha C.K:** Daughter of Balakrishnan and Sulochana. She has three brothers and two sisters. Her father works in a paper mill. Her mother is a minor politician – also works as a domestic servant. Sabitha has been in the Juvenile Home for the last six years. She wants to become a doctor. She likes dancing, singing and sports.

3. **Nisha Mary Mathew:** D/o Mathew and Rajamma. Place of birth-Perambra. She has two sisters, undergoing nursing course. Her father is a farmer and mother is a home nurse. She came to the Juvenile home four years ago. She likes dancing. Her ambition is to become a teacher.

4. **Ramyia Krishna:** D/o Radhakrishnan and Sumathy. Her place of birth is Palakkad. Her mother is an actress and her father works in a Copra mill. She has a brother. She has been staying here for the last six years. Her brother is also in a Juvenile Home. She likes singing and dancing.

5. **Geetha:** D/o Sarada and Moothoran. She is from Balussery. Her mother is no more. Her father is a mental patient. Geetha is very shy but likes sports. She wants to become a police woman.

6. **Renjini:** D/o Rajan and Vanaja. She has a brother and a sister. She has been staying here for the last five years. She sings, dances, draws pictures and is interested in sports. She wants to get a decent job when she grows up.

7. **Sunitha . E:-** She is from Vadakara. Her mother is no more. She too does not know who her father is. Her family consists of her grandmother and three aunts. As they were unable to take care of her, some social workers brought her to the Juvenile Home, 9 months ago. She wants to study well and to enter the Indian Administrative Service and to do something for her country.

8. **Sheela:** D/o Kannan and Annamma. She has been at the Juvenile Home for eight years. Her sister Anitha is also an inmate. She also likes sports. She wants to become a police woman.

9. **Anitha :** Sister of Sheela. She likes acting and drawing.

10. **Dhanya:** D/o Chandran and Bhagya Lakshmi. She has a brother and a sister. She likes dancing singing and drawing pictures.

11. **Durga:** She is 19 and therefore stays in the After Care Home. Her mother was from Andhra Pradesh and her father from Kerala. Both of them died and the children were thrown out by the father's family. Now she has been instructed to take medicine for mental problem but she doesn't. She wants to see her brother staying in the Juvenile Home for Boys but the authorities do not permit her to. She preciously keeps Rs. 4000/- and a gold chain given by her mother.

Giving leadership roles to the children from the Juvenile home

Ranjini and Anitha have been consciously involved in arranging and distributing library books. Other girls also have started coming to the library to read and to help. The library has become a 'haven' for these girls. Pushpa is trying to develop a good rapport with these children. They were extremely shy at first but now are showing confidence and trust in Pushpa.



Using the Possibility of Music, Dance etc.

Almost all these girls are good at music. On our Republic Day (26th January) all the girls from Grade VIII from the Juvenile Home, sang a patriotic song after training under their Music Teacher.

ii) GLPS KAIPPANCHERY, WAYANAD



GLP School, Kaippanchery is a lower primary Govt. school situated in Wayanad District of Kerala, India. This school has been declared as a child friendly school in the academic year of 2006-2007. The school concentrates on the education of rural folk of Kerala, especially the tribal children from poor, backward families. There are 250 children and 10 teachers in the school. The guidance of former change agents of SIDA led to the creation of a child friendly atmosphere in the school.

IMPLEMENTATION:

The following are the actions taken to meet the objectives decided during the training in Sweden.

- Soon after our return from Sweden in the month October, we organized a general body meeting including school supporting group, educational authorities and local body members and discussed the SIDA objectives and the methods to implement the activities.
- We formed class PPTA executive group consisting of the class teacher, one mother, one father, one boy, one girl and 2 School Support Group (SSG) members.

There are 8 class PPTA executive groups; they together represent school executive committee.



G.L.P. SCHOOL, KAIPANCHERY

കിരീടം 2008-09



ഗൃഹസന്ദർശനം Home Visit

- The respective class executive group visited the home of each and every child in their class and surveyed the various perspectives. They found out the challenges each student was facing such as financial problems, lack of security in home, unhygienic conditions, homeless orphans, suffering due to parents drug-alcohol addiction, etc. The report of this survey was discussed in executive and staff meeting and the following steps were taken.

1. Conducted awareness programmes for parents to discuss what they are expected to do for their children.
2. Ensured counseling for pupils who need it with the help of Counselors and teachers.
3. Provision of nutritious lunch for children and breakfast for those from needy poor families.
4. Provided clothes and study material for the needy with the help of Govt. and the contribution of various institutions and community welfare organizations.

5. Conducted medical camps for children with special needs, provided them with various appliances like spectacles, hearing aids etc.
6. Conducted various programs including counseling and awareness programmes to free children from various bad habits.
7. To improve the hygienic conditions in school and home, we conducted awareness programs and formed groups in classes and assigned particular areas for each group for cleaning, maintaining, growing vegetables etc. and provided them with prizes for encouragement. This gave students a good competitive, co-operating spirit which in turn helped us in the growth of a hygienic and beautiful school.



- We conducted a residential camp involving children, teachers and parents in the month of November. We conducted programs like camp fire, work experience class, dance, yoga and games involving interactions between children, parents and teachers, thereby creating a homely and friendly atmosphere in school.
 1. This camp brought to light the hidden talents in children coming from various backgrounds.
 2. Helped in observing different characters in children, there by helping shy children to come forward.
 3. Helped in improving the team spirit and co-operative nature of students.

4. Helped in invoking the confidence, time management, sense of commitment and responsibility and concentration in children with the help of personality development programs like yoga.
- On the walls of our classes, attractive pictures and paintings were drawn which in turn helped us to make the atmosphere more friendly, and this attracted students to the classroom.
 - **Field trips:-** We conducted trips to various agricultural farms, where students interacted with the farmers and practically studied about various techniques of farming, crops, type of irrigation and other activities involved in farming. They involved themselves in spreading awareness about organic farming and avoiding pesticides, fertilizers etc among the farmers.
 - We conducted mobile PTA meeting in different areas in the community and spread awareness about child rights, discussed their problems and necessary steps were taken to meet their requirement.
 - Other innovative activities in school;
 1. We published class newspapers, prepared by pupils with the guidance of class teacher by forming an editorial board.
 2. We set up reading corners in classes for developing the reading habit in children.

iii) KASARAGOD DISTRICT

Selecting 15 schools in the district.

There are seven blocks (sub divisions) in the district. Block level officers were requested to identify two schools each for implementing the project. District level authorities were consulted before finalizing the names. The schools selected are:

Manjeswaram Block

1. VVAUPS Miyapadavu
2. GHUPS Kurichipalla

Kasargod Block

3. DIET Lab School, Kasargod
4. GUPS Thekkilparamba
5. GUPS Koliyadukkam

Bekal Block

6. GUPS Bara
7. GUPS Kottakkani

Hosdurg Block

8. ACKNGUPS Melangot
9. GUPS Pullur Erya

Chittarikkal Block

10. GUPS Kannivayal
11. GUPS Chambakuzhi Koovatty

Cheruvathur Block

12. GUPS Pilikode
13. GUPS Chandra

Kumbala Block

14. GSBS Sooramabil
15. HFSBS Kumbala

The schools selected are those where the headmaster and staff are known to be receptive to change.

Conducting an inservice course for teachers on CRC



A two day course on CRC was conducted for the teachers of the 15 schools selected for the pilot project. The headmaster and a teacher from each school participated in the course. Mathew Zacharias and Gopakumar, former change agents who have much experience in implementing CRC in Wayanad district came and worked as Resource Persons. The main sessions were:

- Participants' presentation of some unforgettable memories from their childhood. It was interesting that most of them remembered incidents that emotionally hurt them.
- Main ideas of CRC
- Corporal punishment
- How to implement CRC in schools
- Preparation of an action plan for implementation of CRC in the selected schools.

The discussions were lively and the sessions were participatory. The Chairman, Standing Committee on Education, Kasargod Dist. Panchayat inaugurated the programme. He ensured that all participants attended the course. The Deputy Director of Education, Kasargod and the District Project Officer, Sarva Siksha Abhiyan (SSA), Kasargod visited the course. This co-operation and show of unity of

the top brass of the district helped a lot in conducting the course with due seriousness. The action plan prepared by the participants included the following

- Bringing about child friendly environment in the school
- Ensuring democratic atmosphere in the school
- Providing adequate toilet facilities in the school
- Stopping corporal punishment in the school
- Forming a student council in the school
- Installing a suggestion/complaint box in the school
- Formation of a child rights committee
- Installing a display board declaring the school child friendly
- Improving the noon meal programme
- Ensuring gender equality in the school
- Effort to improve the academic quality in the school

Now the implementation of these decisions has to be closely monitored



Additional Activities in DIET Lab School

DIET Kasaragod has a Lab School where about 400 children study. After the course in Lund an effort is being made to ensure child rights in all activities in the school and to give children participation.





The follow-up seminar at Amman and Akaba, Jordan

Our team was lucky to take part in a follow up seminar on Child Rights, Classroom and School Management at Amman and Akaba, Jordan from 1st March 2009 to 11th March 2009.

We were glad to meet our teachers from Sweden and our batch mates from ten different countries spread over three continents again. We started sharing of our experiences in implementing Child Rights in Amman from where we moved to Akaba where the deliberations continued. The projects taken up were diverse as the contexts where they were being implemented were also very different. Some countries' projects were based on single schools whereas some others' projects were based in the community. Of all the teams Namibia seemed to be working in the most difficult situation.

Listening to and taking part in the discussions gave us the feeling that mankind is one large family and human issues everywhere have a lot of similarities.

Our mentors had seen to it that the presentation of each country team's report included a group discussion on areas of common interest

giving us insights into the different articles in the Convention on the Rights of the Child and the practical aspects related to the attainment of Child Rights.



Team India was the first to present our report. It was well received by the mentors and our follow participants. Questions about how we finance our activities and the level of community involvement were raised and we were able to answer them satisfactorily. We also initiated a group discussion on the propriety of revealing the identity of the Juvenile Home inmates who have embarrassing details in their case histories. The opinion that emerged from the discussion was that considering their vulnerability, their identities should be kept confidential.

We visited two schools in Amman. The first one was the Princess Basma Comprehensive Secondary School for Girls. It is a well run school and the atmosphere is quite free. We were able to interact with the children and the teachers. The school head girl Heba proved to be a very good leader

and conducted us around the school. We left the school with the impression of having visited a very good school where Child Rights are taken care of.

The next school we visited was the Sweileh Preparatory School for Boys and Girls. This is a U.N.R.W.A school run for the children of Palestine refugees by the United Nations. Though there are girls and boys in the school, they do not study together. The first shift is for boys and the second one for girls. We visited the school during the girls' shift. The facilities are less but the school is doing its best to impart good education to the children. As in Princess Basma School, the reception was very warm. The school has a school parliament. We were able to watch a session of the parliament and were impressed by it. When an unexpected question was raised about their attitude towards co-education, the girls vigorously debated it and the discussion showed their frankness and their ability to respond to unexpected situations.

The follow-up seminar also had provision for visits to places of historical importance giving us an insight into the rich heritage of Jordan. We visited Petra, the cradle of several ancient civilizations, Vadi Rum, a beautiful desert habitation of Bedouins and the ruins of the Roman city near Amman.

To sum up, it can be said that the follow up seminar in Jordan was a great success which surpassed our expectations.

Activities Done from April to September 2009

i) NGO Quarters Govt. High School, Calicut

APRIL-MAY 2009

The months of April and May are holidays for schools in Kerala. Some of our girls staying in the Juvenile Home went home for holidays. Some did not go either because they have nowhere to go or because due to some reasons, they did not want to go home.

The Juvenile Home authorities took the initiative in conducting a theatre camp for the inmates. Children from the Juvenile Home for Girls and Juvenile Home for Boys participated enthusiastically in the camp. Some of the children who had gone home came back to participate in the camp. Pushpa also helped the Juvenile Home authorities in conducting the camp. The camp culminated in a full-fledged play which was staged before the public and much appreciated.

JUNE-2009



The school re-opened in June. Pushpa is the teacher librarian and in June she focused on the extra-reading of the children because the children are not overburdened with academic work in the beginning of the year. The girls from the Juvenile Home also have started showing an interest in reading. The week from June 19th is observed as the 'Reading Week' every year in all schools in our state. In connection with this, competitions were held in the

school in story writing, versification and essay writing. It was Sandhya, a Juvenile Home girl studying in Std X who won the first prize in versification. Children have been encouraged to prepare notes based on their reading throughout the year. Prizes have been promised for the best notes. In the third week of June, a theatre camp was conducted in the school. As the Juvenile Home children had a rich experience of theatre during the holidays, they were able to take lead roles in this camp. The help of an expert from outside was used in the camp. The children performed a One Act Play based on Leo Tolstoy's story 'Six Feet of Soil' at the end of the camp. Care was taken to see to it that a good representation of children from the Juvenile Home was there among the actors. The play was presented before the Lund University team on the first of July. The team of Mentors visited the Government Juvenile Home for Girls, Calicut too on that day.



JULY-2009



In July a work experience camp was conducted for our children. As in the case of the theatre camp, attendance was optional. A good number of the children who took part in the camp were from the Juvenile Home. Carpet making using old saris, preparation of coffee mugs using coconut shells, file board making and preparation of canned food items like pickles, jams and squash and chalk making were the items tried out in the camp. Children were given freedom to choose the items they want to prepare. Group activities in the camp led to the mingling of the Juvenile Home Children with the day scholars.



AUGUST 2009

In August, the school conducted a 'Youth Festival' in order to help children exhibit their artistic talents.

The Juvenile Home girls enthusiastically participated in the completions especially in singing, dancing, drama and creative writing.

SEPT-2009

In September 2009, the Children prepared a manuscript magazine in the Juvenile Home. The magazine included the prize winning stories, poems and articles written by Juvenile Home children in earlier completions. Fresh entries were also welcomed. Two of the senior girls from the Juvenile Home acted as magazine editors and selected the items to be included in it.

The project in Pushpa's school is still continuing but it can be confidently said that things have improved a lot in the school since she began it. The Juvenile Home children in the school were a neglected lot earlier and were silent and passive. They had no courage and avoided taking part in school activities if they could. But now the Juvenile Home girls boldly come forward and participate in all activities. Almost all of them are talented and the exhibition of these talents has enabled them to gain the admiration of their school mates.

ii) GLPS KAIPPANCHERY, WAYANAD

The following activities were done in GLPS Kaippanchery after our return from Jordan

- Conducted general body meeting including parents and society.
- Celebrated welcome ceremony for children in this new academic year, (2009-10)
- Celebrated environmental day on June 5th and reading day on June 19th.
- Made classes more attractive and child friendly.
- Started honesty shops in all classrooms.
- Started vegetable cultivation in school campus
- Arranged transportation facilities for tribal students.
- Provision for breakfast and lunch for all children.
- Conducted survey in tribal and underprivileged colonies.
- Focused on academic improvement of weaker students.
- Provided uniforms, books, bags, and umbrellas for the poor children of backward communities.
- Conducted medical camps and awareness programmes for children.
- Celebrated Independence Day and Onam (festival of Kerala).



April -2009

Summer holidays started from April 1st. Classes were painted and many wonderful, attractive pictures were drawn in the walls of the classes, so that children feel it more interesting to come to school.



May 2009

- House visits

Teachers and executive members of PTA visited various houses in the locality, especially in tribal pockets where most of the parents are illiterate and poor and prompted the parents to admit all children above 5yrs in the school.

JUNE 2009

JUNE 1

- A warm welcome ceremony was conducted for the children admitted into Std.I for the new academic year 2009-10.

The celebration included an inaugural ceremony followed by welcome dance and songs by senior children. Along with that sweets, balloon and garlands were distributed to the newcomers as a token of love and warm welcome. There were interactive sessions among teachers and children, which in turn gave them a sense of belongingness amongst teachers and other students.



JUNE 5

- Celebrated World Environmental day

Children brought various seeds and they planted them in their respective sections in the school garden. Under the guidance of class teachers, each class took the responsibility of a particular part of the school campus and started a nursery of vegetables and flowers. They vowed to take care of the plants throughout the academic year and a prize was announced for the class which develops the best vegetable and flower garden by the end of the academic year. A seminar was conducted in which the Block Panchayath Member gave an awareness to the children regarding the importance of planting trees and developing a bio friendly atmosphere, the hazards of deforestation and use of pesticides, fertilizers.



JUNE 10

- Started the provision of breakfast and lunch with the help of government and local self-government, giving emphasis to providing nutrient rich food to all children especially to those from poverty stricken families.



- Transportation was arranged to tribal children coming from far off, with the funds collected from school PTA as an encouragement for them to come to school.



JUNE 15

- Started **honesty shops** in all classes.
Honesty shops are the shops which contain all the necessary items required by the children such as eraser, pen, pencil, book etc in the corner of the class, where there is no particular seller and the child himself buys the required object depositing the money in the respective box. It in turn gives them the responsibility and the value of being honest in a society. It also helps them in studying arithmetic.

JUNE 19

- Celebrated reading day.
Children were issued with library books and provision was made to read them in groups. A quiz related to books was conducted and the winner was presented with a gift. An exhibition of renowned books was conducted and an awareness seminar regarding the importance of reading was given.

JULY-2009

- Organized class PTA executive committee for the academic year 2009-10, to ensure all the activities aiming at child welfare occur smoothly.
- Our mentor Per Wickenberg visited school, gave his valuable feedback and suggestions regarding the project undertaken aiming at the development of a child friendly school.
- We conducted a survey in tribal colonies and identified the pathetic situations of some families, where children lack even the basic requirements of food, clothing and medicines. These children were given their necessary requirements with the help of PTA.



AUGUST 15

- Independence Day was celebrated in a befitting manner. The National Flag was hoisted followed by patriotic songs. A speech competition was conducted. Sweets were distributed to children.

AUGUST 28

- 'Onam' the prime festival of Kerala was celebrated grandly, conducting various competitions like putting floral arrangement and dance, which was followed by a delicious feast prepared in the traditional Kerala style.

SEPTEMBER 7

- After Onam holidays, provision was made to ensure tea and snacks in the evening for children from underprivileged families.

CHALLENGES FACED DURING THE PROCESS;

- Attitude of the society towards child friendly schools is not encouraging. They believe that students should be punished and treated in a strict atmosphere.
- According to them these child friendly schools are 'PAMPERING' their children.
- Financial problems while implementing various projects.

THE OUTCOMES OF THE PROJECT

1) Gains for the pupils

- The pupils' sense of responsibility increased
- They got more teaching learning materials
- Their level of achievement went up
- Their interest in reading and writing increased
- Parents were getting involved more seriously in learning activities
- Child rights were ensured
- Began to get better breakfast
- Noon-meal also became better
- Children's co-operation and their sense of values improved
- They began to take better care of their learning articles
- Their sense of cleanliness improved
- Their travel facilities improved
- There was participation of all children in the school annual day Celebrations
- Children began to prepare notes based on their reading
- They began to prepare their own newspapers

2) Gains for the School

- We became able to understand each child better
- The attendance of the children improved
- Children began to come forward in school activities
- When we understood the family background of the pupils, we became able to adapt our school activities to suit their needs
- As we began to produce vegetables in the school, we were able to improve
- The noon-meal program
- The participation of parents in school activities improved
- All parents got an awareness of the new method of evaluation
- The relation between the parents and the school improved
- We were able to establish a good rapport with the three tier local self government

3) Gains for the parents

- Parents became confident that their children are safe in the school
- Parents now get involved in the learning activities of their children with enthusiasm.
- Poor parents are happy that children get teaching and learning materials and cloths from the school
- Parents show more interest in school activities
- Parents are glad that children get good food in the school
- Parents show more responsibility in all matters related to the children

FUTURE PLANS

- With the association of other former change agents, awareness programs will be conducted to spread this knowledge of developing child friendly classrooms in the nearby schools as well to other schools of the district and state.
- The positive outcomes of this project will be presented in front of teachers of other schools, which will in turn motivate them to develop the same in their schools.
- Children's rights and requirements will be taken care of in its root level, giving emphasis to their overall development and developing them to be more resourceful and responsible citizens of the society.

iii) KASARAGOD DISTRICT

JUNE 2009

In Kasaragod District, George Joseph visited the schools selected in June. It was noticed that most of the schools are implementing the programme in right earnest. The concept of Child Rights had been discussed in joint meetings of teachers and parents' representatives. Display boards have been erected in most of the schools. The writing on the display boards is as follows:

- This school recognizes the rights of the children here.
- Children here have freedom of opinion.
- The teachers and pupils here have a very friendly relation with one another.
- Each child here gets enough attention and care.
- No child is discriminated against here.
- Children here are free from physical and mental torture.
- We are all friends here.

A suggestion box has been placed in each school and a teacher has been given the charge to read the complaints and suggestions put by children in this box. Some schools have conducted awareness programmes for all the parents on Child Rights.

JULY-2009

In July, a team of mentors under the leadership of Prof. Per Wixkenberg visited Kasaragod. Dr. Mans Svensson, Mr. Stefan Larson and Mr. Henrik Palsson were the members of the team. They visited two of the schools selected and interacted with the children. The schools visited were Holy Family S B School, Kumbala and DIET and DIET Lab School, Maipady.

On the 4th of July 2009, a seminar on Child Rights was conducted in the collectorate Conference Hall, Kasaragod. The programme was inaugurated by Sri. Anand Singh I.A.S, District Collector, Sri. V. Narayanan, Chairman Standing Committee on Education, District Panchayat Kasaragod presided over the inaugural session.



A seminar paper on Child Rights was presented by Prof. Per Wickenberg. Dr. Mans Svensson, Mr. Henrik Palsson and Mr. Stefan Larson spoke on the different aspects of Child Rights. Sri. Mathew Zacharias, Senior Lecturer, DIET Wayanad, the first person from

Kerala to attend the International Course on Child Rights at Lund spoke on the Wayanad initiative on Child Rights. Sri. Nitheesh M, George, Centre Co-ordinator, 'Child Line', Kasaragod shared the experiences of 'Child Line' in the area of safeguarding Child Rights. Sri. Rajan R, Deputy Director of Education in charge of the Integrated Education of Disabled Children in the state of Kerala spoke on the rights of disabled children.



AUGUST-2009

August George Joseph visited more schools and assessed the progress of the implementation of the programme there. The headmasters and teachers were directed to form vigilance committees in schools to deal with cases of child harassment and also to start student councils. Luckily, these instructions had been given to all headmasters in the vacation training given in May. Schools have been instructed to start a class Student Council in each class division and to form a school student council (school parliament) with representatives from all classes.

SEPTEMBER-2009

In the interactions with teachers in September it was found that class level and school level student councils have been started in most of these schools. In the DIET Lab School, George Joseph and two teachers trained and put in charge of the student council have ensured that class and school level student councils have been formed and meetings of these councils are held at least once in a month. Children come up with strong views on different aspects related to the school and steps are always taken to meet their genuine demands.

Making the schools child friendly and ensuring Child Rights will take time but it can be confidently said the schools selected in Kasaragod District.