

**The Child Rights, Class Rooms and School Management Program
Batch No 08**

Pre- conference paper

On

**INTRODUCE AND PRACTICE CRC CONCEPTS INTO
THE SCHOOLS THROUGH THE IN -SERVICE
TEACHER EDUCATION PROGRAMME**



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Title: "Introduce and practice CRC concepts into the schools through the in - service teacher education programme."

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Key Words (max 5): Master of Education, Teacher curricular, CRC Concepts and Practices, National Institute of Education (NIE), CCSM

Purpose of the project

Every society, irrespective of western or eastern, makes its prime objective to create a child with the caliber of bearing up all the social and individual challenges finally to be goodness of the society, but, it is direly understood they - those children are deprived of their basic rights due to the unhealthy challenges confronted by them being a social being as a child. As it is presumed, the prime objective of those like parents teachers and school administrators who always keep and practice a direct rapport with children, should be well aware of the child's right and should initiate to make conducive environment to make a forecourt for the child to be a well balanced and an all rounder character, void of unnecessary fear or obligation towards the society that he or she steps in some day.

Learning about the convention on the child's rights undoubtedly would pave the way for the initiation of such a society. Integrating the child rights, classroom set up and school Management by including as a part of the master of Education Degree curricular conducted by the National Institute of Education (NIE) would greatly cater to achieve those targets specially in the school and classroom levels. The prime objective of the participants of this particular course is to make this motive practically successful in relevance in time to come.

Summary of the project

The challenge of implementing the CRC concepts was unanimously decided by the project team to do through the education field. This was purely due to anticipate speedily practical results or outcome from the teachers, engaged in the teacher education programmes conducted by the NIE, for teachers and school principals - named Master Degree in education, who have the privilege of direct contact with children and also one of the significant features of this project is being multi lingual - English, Sinhala and Tamil medium.

With the lengthy discourses with resourced persons from school levels and national levels at the workshops organized by the pre planning stage team, it came to recognize the course content for the above Master Degree course. Following themes were identified as the priorities.

- ❖ Psychological foundation of Education
- ❖ The child and the Adolescents
- ❖ Significance of childhood
- ❖ physical cognitive, social and emotional development
- ❖ The role of parents, teachers, and community
- ❖ Role of parents, teachers in language development
- ❖ Overcoming the anticipated challenges in the teaching process

The Second part of the project was to implement the CRC in school level. The remote area schools such as Cambridge College in Hatton area and Ananda College in Puttalam were the model schools which were recommended by the participants who followed the course as school administrators, to implement the CRC.

Status of the Project

These schools became ideals, Cambridge College being a Tamil medium school with a student capacity of 387 children- boys and girls with classes from grade 6-13, and Ananda College with 1052 pupils of Sinhala and Muslim communities

When it is concerned the status of the project, that this project "CRC" itself has become privileged by continuing with the Master Degree in Education conducted by the NIE. Due to that, it is inevitably practical in performance level, specially the school level. Since this becomes a talking point in in-service sessions, this will be popular and, become aware by the fellow schools. It is already gone beyond the NIE level to the concern of higher Educational authorities that would be a great success for the NIE Itself for being implementing such a social issue to the lime light. Thus,

- ❖ All the teachers and principals, who follow this course, later implement CRC in their school.
- ❖ eg :- Kanthale, Trincomalee, Dehiaththakandiya, Bingiriya, Hatton and Jaffna Educational zones are in function with the CRC system

- ❖ Fellow schools all over the country are eager to introduce this in their schools.
- ❖ Some schools themselves have introduced this to the fellow schools with these successes it has experienced some challenges like
 - Conventional and dogmatic teachers fear towards those children will deviate from their respect towards the teacher
 - Still the teacher center classroom method delays the successful implementation of the CRC - being a teacher dominated classroom.
 - Due to the language barrier majority of children are not perfectly convinced the objectives of this project

Results

CRC has highly impressed the children, teachers and administrators even the parents of those children. Hence it

- ❖ Reduces the number of complaints in the school level
- ❖ Corporal punishment is not to be practiced by both the teachers and the parents under any circumstances.
- ❖ Children become aware that they should not be subjected to any hindrance
- ❖ Learning process becomes successful because the classroom and the school become a pleasant place to children.
- ❖ Initiation of the school councils, made by the parents and the teachers to protect children.
- ❖ All children become a one group specially the privileged and under privileged like street children

As the Effects

- ❖ Sometimes the tendency of western type addressing the teachers as Mr. ...
- ❖ Teacher has to be unnecessarily biased and inability to take prompt action against the trouble makers in the classroom situation.
- ❖ Availability of well trained and experienced change agents all over the country
- ❖ Formulate a national level CRC network.
- ❖ Children learnt to make complains by themselves to the 1929 tall free hot line when violate their child rights.

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