

**RAISING AWARENESS OF THE CHILD
RIGHTS CONVENTION AMONGST
TEACHERS, FOR IMPROVED CLASSROOM
AND SCHOOL MANAGEMENT**

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A

UGANDA CHILD RIGHTS COUNTRY TEAM

PROJECT REPORT

(9TH BATCH)

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EXECUTIVE SUMMARY:

The CRC batch 9 Uganda team set out to raise the awareness of the CRC amongst teachers in Kampala District, under the project title “**Raising the awareness of the CRC amongst teachers for improved classroom and school management**”.

The purpose of the project was to introduce the CRC to the teachers in order to raise their awareness of The Child Rights Convention for improved classroom and school management. It was expected that the seeds planted by the project would **CHANGE** the attitude of the teachers towards the learner, as a competent but vulnerable being, towards improved quality education and democratic values in society.

Teachers are significant players in the teaching/learning process and thus, effective implementation of the CRC was expected to rely on their commitment. Their multiplier effect in the dissemination of the CRC was expected to be greater than that of any other stakeholder and thus, the necessity to enable them to own the CRC implementation through induction and orientation by this project.

The project therefore targeted teachers of primary one to three in three primary schools in Kampala District, viz.; Nakasero (central division), Mivule (Nakawa Division) and St. Peters Nsambya (Makindye Division); and one secondary school-Kasengejje, in Wakiso district.

The project was carried out through two workshops; focus group discussions; periodic school support visits which involved interaction with teachers; school leadership and learners in the school environment; meetings with parents and the community around the school; and midterm evaluation.

The induction/orientation revealed that on average 30% of the teachers involved in the project had heard of the CRC but were not very articulate in dealing with the principles. A good number believed a child has rights but such rights should be controlled because children were not expected to be responsible enough for their decisions. Majority still held the view that “Spare the rod, spoil the child”. While a good number of the teachers employed the learner centred approaches, very few if any were conscious of what this meant from the perspective of meaningful child participation as a principle of the convention.

However, some teachers have started appreciating the value of the CRC and its relevance in the school environment. Confessions by the teachers blamed their ignorance of the CRC for their (teachers) behaviour in the teaching /learning process prior to the project. Willingness on the part of the teacher to change in approach was reflected in all discussions held with the teachers and in their subsequent character although response was still slow.

More engagement of the teachers through focus groups support and discussion groups to enable the teachers reflect more on their conduct/character and its impact on the learners, shall have to be intensified. However the challenge of having to mainstream the CRC in the day-to-day school activities vis- à-vis the sociocultural values that still perceive the child as a minor that has no opinion, is still great.

INTRODUCTION:

PROJECT BACKGROUND:

The adoption of the UN convention on the rights of the child on September 2, 1990 was to ensure that the international community (Uganda inclusive), gives proper recognition to the special needs and vulnerability of children as human beings. In this respect, the range of rights and obligations covered by the Convention were summarized as the three “Ps”: **Provision, Protection and Participation**.

Uganda ratified the Convention on the Rights of the Child (UN CRC) in 1990. It further ratified two optional protocols to the Convention. The Optional Protocol on the involvement of children in armed conflict; and the Optional Protocol on the sale of children, child prostitution and child pornography. The implementation of these protocols is intended to promote protection of the child.

Uganda further developed a multi-sectoral approach which includes the Education, Legal and Health sectors in implementation of the Convention. It thus, enacted laws and policies to domesticate the Convention provisions to the National circumstances. Among them are the constitutional provisions that address the three “Ps”

Chapter three, “**Citizenship**”, (specific for the child): It is the duty of every citizen of Uganda to protect children and vulnerable persons against any form of abuse, harassment or ill-treatment. The state shall register every birth, marriage and death occurring in Uganda. This underscores the child’s right to name and nationality by the careful protection of the child’s identity.

Chapter four “**Protection and promotion of fundamental and other human rights and freedoms**”; makes abortion, torture and abuse illegal and promotes affirmative action for marginalized and vulnerable groups. **Article 34 specifies all the Rights of the child in general.**

The Children’s Act Cap. 59 provide for the full range of the Rights of the child including definition of the child and the guiding principles in the making of decisions based on the provisions of the Act.

However, despite all the commitment by the Uganda government, translation of the convention into practice and a way of life varies with individuals and sections of the society. Many stakeholders still perceive the convention a farfetched unrealistic and elitist; and in some cases against the social-cultural values. The teaching fraternity, despite their exposure to the convention, need to internalize the concept and make a change in their attitude and practice.

The teachers are yet to empower learners to participate as active and informed stakeholders in the teaching and learning processes

Uganda being a beneficiary of the SIDA classroom and school management programme, has had opportunity to enhance the cause of the convention through training of qualified persons that have responsibility to cause change. Since the children stay in school for about eight hours every school day, this project targeted teachers under the title; “**Raising the awareness of the CRC amongst teachers for improved classroom and school management**”.

PURPOSE AND OBJECTIVES OF THE PROJECT:

- To raising the awareness of the Child Rights Convention amongst teachers, for improved classroom and school management.
- To change the attitude of the teachers towards the learner, as a competent but vulnerable being.
- To plant seeds of **CHANGE** towards improved quality education and democratic values in society.

JUSTIFICATION:

- Teachers are significant players in the teaching/learning process.
- Effective implementation of the CRC shall rely on the commitment of the teacher.
- Need to make the teacher own the CRC implementation through improved teaching/learning process.
- Multiplier effect of the teachers in the dissemination of the CRC is greater than any other stakeholder.

TARGET GROUPS:

➤ **Primary One to Three Teachers in:**

- Nakasero Primary School
 - St.Peter's Nsambya Primary School
 - Mivule Primary School
- } Kampala District

➤ **Senior One and Two Teachers in:**

- Kasengejje Primary School
- } Wakiso District

METHODOLOGY

This chapter presents an overall plan describing the conditions and procedures used for collecting and analysing data. It was devoted to description of the project design, area of study and population sample, sample selection, data collection instruments, procedure and methods of data analysis.

The project was carried out through two workshops; focus group discussions; periodic school support visits which involved interaction with teachers; school leadership and learners in the school environment; meetings with parents and the community around the school; and midterm evaluation.

Baseline survey:

A pre-assessment of the classroom situation through observations and questionnaires (**appendix v**) was carried out. Through use of these tools, the team sought to establish the knowledge base of the teachers regarding the CRC and its bearing on their day-today work in the school. The data gathered enabled the team to identify the gaps in the knowledge and practice of the CRC by the teachers as reflected in **appendix (VI)**.

De-briefing the staff in the target schools:

Staff in each of the target schools was de-briefed to enable them appreciate what the project was meant to do and what gaps had been identified through the survey carried out. Both the survey and the de-briefing were meant to prepare the participants for the training in the areas identified need.

Training / planning workshop for teachers:

The initial workshop brought together, all the teachers of primary one to three and secondary one and two from the target schools. The teachers shared experiences in the discussion which centred on the gaps which had been identified through the survey.

Responses (gaps) that informed the training workshops: Respondents who have heard of the "Convention on Rights of the Child (CRC)" N = 50

	ITEM	Frequency (f)	Percentage(%)
1.	Respondents with knowledge of the CRC.	22	44
2.	Respondents with correct understanding of the Convention purpose.	15	30
3.	Respondents that could state the CRC principles bearing on their role as teachers.	02	04
4.	Respondents that could state at least three CRC articles bearing on their role as teachers.	09	18
5.	Respondents that could identify at least four practices where CRC is applied in their classroom/school.	22	44
6.	Respondents that could identify what children do that indicated their understanding of their rights.	35	70
7.	Respondents that could list the responsibilities/obligations related to the child rights.	26	52

The training centred on the teachers' knowledge and experiences in relation with:

- Categories of children's rights **appendix (i)**
- The CRC principles **appendix (i)**

- Participation, Punishment and Rewards (**appendix ii and iii**)
- Children Responsibilities (**appendices iv and vii**)
- The Head teacher Head teacher and Teacher's **ROLE** in enforcing the CRC at school (**appendix vii**)

The workshop was an interactive session which reflected on the various cultural orientations relating to the position of the child in society. We resolved and eventually designed School work plans at school level, meant to incorporate the CRC in each school's day-to-day activities, **appendix (viii)**.

We had opportunity under the leadership of the City Director of Education, who was a member of the team, to sensitize the Primary School head teachers in Kampala district. This was meant to orient the head teachers towards the CRC requirements so that its dissemination can find smooth ground when the project begins to roll out after its initial period.

The sensitization sessions of the parents and School Management Committees/BOG's of the target schools discussed the role of the parents in child participation, protection and provision. Major focus was on child survival and development of the child since it is a living and a healthy child that can learn in school. The parents also had to be brought onto board to provide moral support for the project the schools had started.

Follow up – periodic support visits to target schools by the country team were conducted at least once a term to share in the experiences of the teachers and the learners as they were progressing. These visits were quite informative and we noted that the teachers needed constant review and support for the project to take root.

The progress assessment visit to the schools by the mentor and the team revealed:

Lessons:

- Some awareness of the CRC in a good number of the teachers.
- Teachers confessed change in their attitudes and by school administrators towards children and the organization of the entire teaching /learning process (school environment).
- Some teachers who had already owned the change could be used to do more with others.

Challenges:

- Some teachers still held the traditional that children shouldn't be heard.
- Reaching out to more stakeholders amidst resource constraints.
- Enabling teachers to analyze wrong responses of children in a lesson and be able to make the learners understand why their responses are wrong, other than simply telling them that their answer(s) is/are wrong.

Limitations:

- Teachers still looking for personal benefits from the project.
- Teachers not using their effectively and thus easily lapsing back to their traditional way.

Progress assessment follow-up visit to discuss the findings of the visit with the teachers, were to each school and particular issues relevant to each school and those cross-cutting were raised to both the teachers and school administration.

Materials Used in the course of the project

- ❖ *Extracts from the CRC*
- ❖ *The Constitution of the Republic of Uganda*
- ❖ *The Children's Act Cap. 59*
- ❖ *Flip Charts*

- ❖ *Open-ended Questionnaire*
- ❖ *Interview guides*

OUTCOMES/FINDINGS

The findings/outcomes are presented according to the objectives that guided the project:

Objective 1: To raising the awareness of the Child Rights Convention amongst teachers, for improved classroom and school management.

- Teachers are now appreciating CRC activities as an integral part of the teaching learning process and school management; and about 15% of them are now planning for teaching/learning process with focus on the learner.

Objective 2: To change the attitude of the teachers towards the learner, as a competent but vulnerable being.

- The gap between the children, teachers and administration is greatly reducing.
- Opportunities for assembly messages thru which children's voices are heard-mainly about their surrounding, rights and responsibilities and discussion forums in which their problems are expressed i.e.; openly saying out what they like and dislike, most especially about classroom environment, have supplemented the suggestion box and the teachers are able to get immediate feedback about their behaviors with the learners.

Objective 3: To plant seeds of **CHANGE** towards improved quality education and democratic values in society.

- Prefects now meet regularly i.e.; they are empowered.
- Learners are starting to take responsibilities for their own actions and learning along agreed principles (**Rules and Regulations**) in which they have participated to design e.g.; like sweeping and mopping classes is an agreed activity between the day scholars and boarders and self-driven.
- A friendly environment is promising to improve the attendance and learning.

Conclusions:

The project was interested in enabling teachers make learners benefit more from the school environment. Raising teachers' awareness and child participation were the key variables. Going by the findings, the learners can only benefit from the school environment if the teachers are quiet aware of the requirements of the CRC and the impact of their behaviour on the learner. Positivity about a learner as a vulnerable being that can only benefit from the environment by meaningful participation is an obligation on the part of the teacher.

Recommendations:

- Need to continuously support the project schools
- Need to train more teachers [roll out to other classes and schools]
- Some teachers who had already owned the change should be used to do more with others.
- Need to provide a simpler and translated version of key elements of the convention for parents and the community.

REFERENCES

The Children's Act Cap. 59

The Constitution of the Republic of Uganda-2005

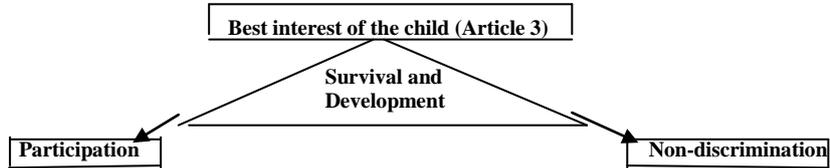
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APPENDIX (i)

CATEGORIES OF CHILDREN’S RIGHTS



Children’s rights are usually grouped into 4 (four) categories as in the table below:

Survival Rights	Development Rights	Protection Rights	Participation Rights
<p>These are basic needs that children must have to ensure good health and proper growth.</p> <p>RIGHT TO:</p> <ul style="list-style-type: none"> • Life • Food • Shelter • Clothing • Medical care 	<p>Rights that enable a child to grow in mind and body, i.e.; intellectually, physically, morally, emotionally and socially.</p> <p>RIGHT TO:</p> <ul style="list-style-type: none"> • Education (Formal and non formal) • Recreation (Play and Rest) • Parental love and Care • Social security • Information 	<p>These are legal and social provisions made so that children are guarded and protected from any kind of harm, danger or injury.</p> <p>RIGHT TO:</p> <ul style="list-style-type: none"> • Protection from discrimination, abuse and neglect, harmful social and cultural practices. • Protection of separated children, refugees and children without families. 	<p>The right of the child to:</p> <ul style="list-style-type: none"> • Express views/opinion in all matters affecting him/her. • Access to information and freedom of association. • Opportunity to make contribution. • To have own opinion respected and given due consideration in practice.

APPENDIX (ii)

Corporal Punishment In Schools?

By Joane A., South Norwalk, CT

Punishments in schools today need some change, some form of improvement. Punishments are supposed to be feared and effective. They must be sufficiently painful to keep kids from repeating what they did. The forms being practiced in schools today are too lenient and should be replaced with corporal punishment. (A form of punishment where the child can be spanked and whipped.)

The systems used today are too gentle, and too moderate. An hour or more of detention is not a punishment. Neither is in-school and out-of-school suspension. To most, these so-called punishments are no more than long-awaited vacations. The child is being rewarded instead of being punished. Punishments are not meant to be enjoyed.

Corporal punishment is the right form of discipline for these students. It brings back allegiance to teachers, order in the classrooms, and a safer environment in schools. Corporal punishment is a form of discipline used only for students who hard to control. It takes many forms, including choking, shaking, disrobement, excessive exercise, and confinement in an uncomfortable space. To some parents these punishments seem excessive, and so the right to choose which punishment is suitable for their children would be given.

Teachers today are losing the ability to control their classrooms. Students are more disruptive, more barbarous, and ill-mannered. It is rare to find students who appreciate their teachers. Rules and discipline which were enforced during the sixties and seventies are not efficient enough for today's rebellious teens.

Gislene Borno, a resident of Norwalk, grew up in Haiti where corporal punishment was mandatory in every school, said "You were forced to do your school work, come to school, and be at every class on time. If these rules were not followed, you'd be whipped, and spanked by your teachers and, on top of that, your parents. "

Another form of punishment would be to have the student stand on one foot holding two heavy rocks or books on each hand for as much as two hours," she explained. This sort of punishment forced kids to learn whether they liked it or not. There is no doubt that these students respected and obeyed their teachers' rules.

Those who believe corporate punishment is an abusive behaviour must realize that, if these kids were raised in a correct manner by their parents in the first place, the schools would not have to discipline them. Their parents should have instilled the difference between right and wrong. The teachers should not have to put up with disruption, nor should the students, who come to school to learn.

Many southern schools are realizing how helpful paddling or corporal punishment may be. Paddling has been making a comeback in recent years. Alabama Governor Fab James, Jr., signed a law last August promising teachers that if they decide to spank a student, their school boards would be obliged to back them if they are taken to court. The North Fork School District in Utica, Ohio, approved a paddle last year that is four inches wide and eighteen inches long.

Only twenty-one states have bans on corporal punishment. These states feel the continued use of corporal punishment appears to reflect inappropriate views of children's rights.

The rights of children should not be an issue in this matter. If kids behaved the way they should, then corporal punishment would not be an issue. With a parent's permission, a student facing detention or suspension can choose paddling instead.

The punishments used now will never work for students today or in the future. What is a phone call to a parent? If that does not bring fear at an elementary level, it definitely will not have an effect on middle school students or high school adolescents. Schools need punishment that is terrifying - a punishment that is sure to bring discomfort and not enjoyment.

[This piece has also been published in Teen Ink's monthly magazine](#)

- Something good that one receives or is given as a result of doing something he/she has done.
- A recompense for worthy acts or retribution for wrongdoing
- An act performed to strengthen approved behaviour
- Benefit resulting from some event or action; "it turned out to my advantage"; "reaping the rewards of generosity"
- Payment made in return for a service rendered

Why do we Reward?

- To increase the likely re-occurrence of a given response.
- To reinforce good behaviour / to strengthen approved behaviour
- To show approval or appreciation of behaviour / response
- To confer dignity or honour upon someone
- ETC.

What rewards do we use in the classroom / school situation?

1.
2.
3.
4.
5.
6.
7.

Definition of Punishment:

- A corrective measure taken for a wrong done / a penalty for a crime or offence
- The act or an instance of punishing.
- The condition of being punished.
- A penalty imposed for wrongdoing: *"The severity of the punishment must . . . be in keeping with the kind of obligation which has been violated" Simone Weil.*
- Rough handling; mistreatment:

Why Punishment?

- To correct behaviour
- To control / prohibit undesirable behaviour
- To immediately satisfy the ego / interest / purpose of the executor
- Lack / ignorance of an alternative measure
- To administer discipline
- For **retribution** - the act of taking revenge (harming someone in retaliation for something harmful that they have done)

Effects of Punishment:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

APPENDIX (iv)

TASKS THE CONVENTION IMPOSES ON SCHOOLS

1. Rights to Education: (Article 28 of the CRC-1989 provides the means of enforcing it)

- Recognized as a universal fundamental right in society. (Article 26 of the UDHR-1948)
 - Non discrimination in education
 - Free access to education
 - Compulsory Primary Education
- } Principles

Article 29 of the CRC contains the aims and the values involved

- Development of the child's personality to the fullest potential (**Real aim of Education**)
- Preparation of the child for responsible role in society
- Friendship and development of respect for human rights and fundamental freedoms

2. Rights in Education: (Article of the Constitution of Uganda and article 28 of the CRC)

- No one shall be subjected to torture or to inhuman or degrading treatment or punishment.
- The examination system and the position of the child
- (**Articles 12 -16 of the CRC**) opportunity to be heard in any judicial & administrative proceedings affecting the child (Freedom of expression)
- Implies the introduction of rights to self-determination for children (respect for children) article 12.2 (Participation)

3. Rights through Education:

- Firm encouragement to education on human Rights & its promotion (**CRC article 29,1,b**)
- (**Article 42 of the CRC**) making the convention known to the children and adults. Permanent, large scale information campaign on the CRC & its content is essential if the CRC is to be implemented.

TEACHERS IN POSITIONS OF POWER

1. Children talk about school from different aspects & perspectives

- They bring up thoughts about performance and being tired of work at school.
- They perceive a great deal of pressure.
- They talk about stress surrounding marks and feelings of being "stuck" in homework.
- Some **feel condemned** because they don't see a chance / **possibility for success**.

2. Children talk about their relationships to/with adults (Teachers)

- Teachers who are nice and kind.
- Teachers who cannot see.
- Teachers with whom they cannot talk.
- Non functional teachers in their professional duties.
- Teachers who make obvious mistakes; critical and rude and make insulting remarks in front of schoolmates.
- Teachers who resort to punishments or even physical violence.

Examples of comments children make:

"We have a teacher who calls us names. She grabs us really hard and shouts so that it hurts our ears".

"Some teachers are so mean. Can one tell children that they are mad or stupid? Is there a line teachers can cross so that they cannot be teachers?"

Note: To be able to "see" each child and educate, support and help individuals in their development, teachers need competence in how they and should communicate with children.

APPENDIX (v)

CRC IN THE CLASSROOM AND SCHOOL MANAGEMENT
QUESTIONNAIRE FOR TEACHERS (TARGET GROUP)

Have you ever heard of the “Convention on Rights of the Child (CRC)?

1. If so, what do you understand by the term “Convention on the Rights of the Child?
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.....
.....
2. What do you perceive to be the purpose of the convention?
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.....
.....
3. State the principles of the CRC which have a direct bearing on your role as a teacher.
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.....
.....
4. State at least three articles of the CRC that have a direct bearing on your role as a teacher.
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.....
5. List at least four practices in your school/classroom where CRC principles are applied.
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.....
6. What do children do in your school that indicates that they understand their rights?
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7. List the children’ responsibilities/obligations you know which are related to their rights.
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8. How do your children show that they understand their responsibilities?
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APPENDIX (vi)

Data Tabulation

Table 1: Respondents who have heard of the “Convention on Rights of the Child (CRC)”
N = 50

	ITEM	Frequency (f)	Percentage (%)
1.	Respondents with knowledge of the CRC.	22	44
2.	Respondents with correct understanding of the Convention purpose.	15	30
3.	Respondents that could state the CRC principles bearing on their role as teachers.	02	04
4.	Respondents that could state at least three CRC articles bearing on their role as teachers.	09	18
5.	Respondents that could identify at least four practices where CRC is applied in their classroom/school.	22	44
6.	Respondents that could identify what children do that indicated their understanding of their rights.	35	70
7.	Respondents that could list the responsibilities/obligations related to the child rights.	26	52

Table one, reveals the teachers’ understanding of the convention on child rights. Only fifteen (30%) of the respondents showed they were knowledgeable of the CRC. Surprisingly, seven (14%) more respondents either expressed clear understanding of the purpose of the convention, making the % of those who have knowledge of the convention forty four (44%). However, responses regarding the knowledge of the principals and the articles of the CRC revealed much less awareness amongst the sampled population. As for the practices in which the CRC is applied in school, 22(44%) of the respondents were able to state some common practices. The results further reveal that 35 (70%) and 26 (52%) of the respondents could identify the indicators of the learners’ understanding of their rights and were able to list the responsibilities/obligations of the learners respectively.

Note:

Workshop should place more emphasis on principles and articles of the convention and how they bear on the role of the teacher in the school.

Table 2: Practices identified in which CRC is applied in the classroom/school
N = 50

	PRACTICE	Frequency (f)	Percentage (%)
1.	Rewarding learners positively and negatively	03	06
2.	Free interaction between learners and teachers	04	08
3.	Freely participating in various activities	06	12
4.	Guidance and counselling	07	14
5.	Class management	01	02
6.	Democratic election of pupil leadership	11	22
7.	Equal opportunity to all	05	10
8.	Addressing the assembly	02	04
9.	Freedom of expression	07	14
10.	Role modelling	01	02
11.	Spontaneous play	03	06
	Total	50	100

Table 2, indicates the practices that teachers identified, in which the CRC is applied in school/classroom. The results 11 (22%), indicate that democratic election of leaders is given priority compared to all others. Guidance and counselling, 7 (14%) and freedom of expression, 7 (14%) were next in priority. Rewarding the learners 3 (06%) was not quite clear which prevailed more since the respondents said both, positively and negatively. However, the interview with some members revealed punishments were always use as a negative reward.

Role modelling by the teachers to the learners and class management by the learners each indicated once - 01 (2%), were the least practised amongst the identified activities. Learner participation was low – 06 (12%) and this participation is in the teacher initiated and controlled activities.

Impliedly therefore, the workshop should focus on the influence of rewards (punishment in particular); learner participation by having a voice in scheduling activities; and the model of the teacher in the teaching learning process.

Table 3: Indicators of pupils understanding of their rights
N = 50

	Indicator	Frequency (f)	Percentage (%)
1.	Involvement in democratic elections of their leaders/leadership	12	24
2.	Agitate when their rights are denied	13	26
3.	Resist punishment	03	06
4.	Explain reasons for their actions	03	06
5.	Reporting violators of their rights	12	24
6.	Freely participating in various activities	10	20
7.	Expressing themselves freely	13	26
8.	Attending school/class regularly	13	26
9.	Free association	04	08
10.	Caring for others	05	10
11.	Demand for good food	06	12
12.	Discussing the punishment to be administered	01	02

Table 3, showing indicators of the learners' understanding of their rights, reveals that 13 (26%) of the respondents believed the learners always agitate in defence of their rights. Involvement in democratic elections of their leaders; freedom of expression; and attending school/class regularly were indicated by the same % of the respondents. However, resistance to punishments, opportunity to discuss the form of punishment to be administered if it was direly necessary; and opportunity to explain own action revealed by just (6%), (2%) and (6%) of the respondents, respectively.

Whereas reporting the violators of their rights was reported by 12 (24%) of the respondents, likely that those reported may not involve the teacher and parents but the peers, possibly for fear of being reprimanded by the adult violators.

The workshop should therefore seriously address the issue of assessing and understanding various situations from the learners' perspective so that the teaching /learning situation can be effective.

Table 4: Learners' responsibilities/obligations identified by the teachers as relating to child rights

N = 50

	Responsibility/Obligation	Frequency (f)	Percentage (%)
1.	Respect for elders and others' rights	13	26
2.	Fostering Unity	04	08
3.	Good citizenship	04	08
4.	Protecting the environment	10	20
5.	Caring for own and public property	05	10
6.	Doing domestic work	05	10
7.	Attending school regularly	12	24
8.	Defending own rights	06	12
9.	Follow generally agreed on rules and regulations	06	12
10.	Maintaining general discipline	07	14
11.	Caring for self	12	24

Table 4, regarding learners' responsibilities/obligations identified by the teachers, reveals that many of the teachers knew the most commonly stressed responsibilities viz.; respect for elders-13 (26%), attending school regularly-12 (24%); protecting the environment -10 (20%); maintaining good discipline-07 (14%); and caring for self-12 (24%).

It will be important for the workshop to focus on and stress the responsibilities of the child to enable the learners appreciate them as we incorporate the child rights in the classroom/school management.

APPENDIX (vii)

CHILDREN'S RIGHTS AND RESPONSIBILITIES IN THE CLASSROOM AND SCHOOL MANAGEMENT

The purpose of this paper is to shed light on and discuss the rights of children in the classroom and school management perspective, in relation to the Convention on the rights of the child. The content is based on literature on various human rights regulations, but in particular, on that convention on the rights of the child.

What is a child?

Under the Uganda laws: - the Constitution of the Republic of Uganda 1995; the Penal Code Act, Cap. 120; the Probation Act, Cap.122; the Reformatory Schools Act, Cap.111 and the Children Act, Cap.59, a child is a person below the age of 18 (Eighteen) years.

A child is a competent actor that needs to be supported to reach full development.

What are Rights?

- Rights are an individual's entitlement in society.
- They are things that are fair and just for a person to have or to be able to have.
- All human beings have got the same rights.
- A right is not a favour.
- Everybody has rights by virtue of being a human being.

What are Children's Rights?

- Children's entitlements that are meant to protect them and ensure their full growth and development.
- They are regulations that ensure that children get the basic needs unconditionally.

Why Children's Rights?

We specify and stress children's rights because the children are; vulnerable, easily manipulated, and weak and in most cases uninformed, they make logical but sometimes not sound decision, and therefore are basically dependent on the adults.

NOTE:

The rights of the children are not meant to give the child total freedom to do what they wish, neither are the rights meant to remove adult or parental control over the child. The purpose and core value instead is to ensure that a child as a human being is treated with dignity, to develop and promote the self-esteem in the children. It is the self-esteem in an individual that can ensure foundation for one's independence and democratic values in society.

Children's Responsibilities:

These are children's contributions and roles towards their families, schools and the community depending on the age and understanding of the child. These include amongst the many:

- Rightful behaviour.
- Using their freedom responsibly with respect to others.
- Know the right institutions that protect their rights and freedoms.
- Demand for their rights (equal treatment and care, protection, assistance, etc) from adults and parents.
- Understand the social, cultural and economic principles on which their society is built.
- Promoting peace and security in society.
- Promote their welfare as well as that of others.
- Seek own workable, socially and morally acceptable solutions to their problems.
- To always and most promptly provide only true information.
- To preserve promote and strengthen their cultural values.
- To appreciate the circumstances in which he/she lives and use the relevant and correct means to improve them.

- To study effectively when sent to school.
- To express their views freely at various levels in society with due respect to other people's views.
- To promote and protect social harmony.
- To live with his/her family given the conducive environment that should be provided by the family.
- ETC.

The Children's Rights and Responsibilities under the Law:

There are laws and regulations that protect and seek to promote the rights of the Child at international, regional and national levels. Such laws and regulations include:

1. At the international level, we have the Convention on the Rights of the Child (CRC) 1990. This is UN convention that recognizes that children everywhere in the world are created equal and are entitled to have their basic rights observed and protected. The convention articulates a range of rights and sets out the context in which children should live; one of "peace, dignity, tolerance, freedom, equality and solidarity". The convention has four principles, viz.; **"Best interest of the child, survival and development, Participation and Non-discrimination"**.
2. At the regional level, the African Charter on the rights and welfare of the child sets out the rights and responsibilities of African children.
3. At the national level, the Constitution of the Republic of Uganda (1995), articles 11, 17, 22, 24, 30, 31, 32, and 34 are provisions regarding the rights, welfare and protection of the child. The children Act, Cap. 59 has provisions that are similar to the UN convention on the rights of the child and the African Charter on the Rights and welfare of the child.

ROLE OF THE TEACHER AND HEAD TEACHER AT SCHOOL

The partial success of government efforts to provide opportunity for children in Uganda to access basic education has generated outcry by the community about the "inadequate quality of education". The performance of the system's graduates in relation to societal needs and goals seems to be the main criteria for this assessment. There is therefore need to assess the current classroom and school delivery process and identify what is still hindering the provision of quality learning in our schools.

Beyond access, the quality of education offered must be given high priority to ensure that the time spent in school and other learning programmes is useful in emancipating the children and their communities.

The teacher's and head teacher's role therefore is to

- Create an environment which must offer quality interaction where children are treated with dignity, within and outside the classroom. The environment should challenge, inspire and guide children to experience phenomena in a constructive way, providing them with opportunity to develop critical awareness as well as confidence to challenge the same environment.
- Promote a learning environment that should enhance democratic values though listening to learners' views/opinion.
- We should challenge the harmful traditional teaching approaches that infringe upon children's right and private time.
- Offer learning situations that promote children's creativity without interfering with the holistic development of the child.
- There is urgent need to revisit the teaching approaches that are teacher centred, in favour of the child centred.
- School tasks should take a holistic account of the children's developmental needs, aspirations, competencies and limitations.
- Disciplinary measures should strictly be humane and purely corrective, with minimum use of punishments if necessary in any given situation.
- Always ensure that whatever is done at school is done in the **"Best interest of the child"**.
- Empower children as active and responsible citizens.

APPENDIX (viii)

ST.PETER'S PRIMARY SCHOOL NSAMBYA WORK PLAN FOR PROMOTING RIGHTS OF CHILDREN

S/N	Activity	Objectives	Indicators	Resource materials	Time frame	Persons responsible
1	Election of pupils' council	- participate in a free and fair election	- Lists of prefects. - Photographs elected prefects. - Confidence in speech.	- Manilas - markers - pens - papers - files	On going 20 th February 09.	- R.E. Department - Disciplinary committee.
2	Meetings of pupils councils	- To take decisions on issues concerning children.	- minutes - Attendance lists - Action plans	- manilas - Markers - pens - Filed papers	Every after a fortnight ie (2weekstime)	- The Animators - Disciplinary committee - R.E. Department
3	Project work (Twinning)	- To have reciprocal visits. To be able to make new friends - To share ideas and views.	- Photographs - Stories written by pupils.	- Money - Transport - Physical support like books, pens, pencils.	Towards end of term 11 and term 111	- Head teacher - Deputies - Teachers - Prefects - Pupils
4	Formation of clubs	- Pupils should be able to enroll in children's Responsibility club. - To be able to make and share decisions. - To participate in clubs. - to form peer groups.	- Lists of club members - Photographs of members in a club - Activities and materials done by club members.	- Papers, pen, books, balls, art and craft materials, whistles, costumes, musical instruments, paints manilas.	On going every Friday afternoon.	- Children's responsibility club. - Patrons clubs.
5	Touring	-Children should be able to exchange visits. - To make adventures - To widen their knowledge. - Admiration of God's creation - Love and respect nature.	- Photographs - Stories or reports by children about trips - Samples collected from the trips.	- Money for transport, - Transport- food, books and pens.	On going 28 th March 24 th April. Towards the end of every term a year.	- Pupils. - Patrons of different departments.

MIVULE PRIMARY SCHOOL

WORK PLAN FOR PROMOTING CHILD RIGHTS IN THE CLASSROOM AND SCHOOL MANAGEMENT

S/N	Activity	Objectives	Indicators	Resource materials	Time frame	Persons responsible
1	Children's Parliament	To encourage free expression of views/ideas/opinion	Open expression of views	Working Space	Once a Month	Teachers Learners Parents
2	Guidance and Counselling meetings	To enable learners open up and have problems/views expressed	Improved school discipline	Working Space Record books	Once a week	School Counsellor Teachers Learners
3	Using the Suggestion box	To enable learners express opinion in confidence	Writings expressing learners' views	Suggestion box Paper Pens/Pencils	On-going	Learners Head teacher

NAKASERO PRIMARY SCHOOL
WORK PLAN FOR PROMOTING CHILD RIGHTS IN THE CLASSROOM AND SCHOOL MANAGEMENT

S/N	Activity	Objectives	Indicators	Resource materials	Time frame	Persons responsible
1	Election of leaders	Encourage choice of leaders they believe in.	Leaders elected by children	- Manilas - markers - pens - papers - files	February 2009	Learners Teachers Parents
2	CRC Assemblies	To offer platform for the learners to always discuss their rights and responsibilities vis-a-vis those of adults	Children differentiating their rights from responsibilities	- manilas - Markers - pens - Filed papers	Once a week (Fridays)	Class teacher Learners Parents
3	Free Activity / Group Work discussions	To enable learners develop capacity to make own decisions/choices	Various activities chosen and carried out by the learners	Working space Assorted material	Once a week (Wednesday)	Class teacher Learners Parents
4	Nature Study in the surrounding environment	To enable learners express opinion in confidence	Learners expressing their views	Physical environment	On-going	Learners Head teacher