

VIETNAM

“Say No to Truancy”

Chu Duc Yen, Nguyen Thi Hanh, Ho Thi Nhat Oanh

1. Frame of reference

Vietnam is the second country in the world and the first in Asia to ratify the UN Convention on the Rights of the Child (UNCRC).

The Convention represents 8 basic contents (using the 4-3-1 formula) as follows:

Four groups of Rights:

- + The Right to survival.
- + The Right to be protected.
- + The Right to development.
- + The Right to participate.

The division of these four groups of rights is just relatively meaningful; in reality, these rights groups have close and intimate relation with each other.



Three principles

- + The International Convention stipulates children as the people under 18 years of age.
- + All the rights and obligations stated in the Convention will be applied equally to all children without any discrimination.
- + All activities are done for the best interests of children.

A process

- + The implementation of the Rights of the Child is a process of coordinating multiple activities of intervention and support, and everyone including children has the

responsibility to assist the State to implement and monitor the implementation process of the Convention on the Rights of the Child.

Vietnam has put forth a number of decrees, decisions, organized many programs and projects to realize the children's rights with the aim for the best interest for children such as Government Decree No. 36/2005 / ND - CP dated 17 March 2005 detailing the implementation of a number of articles of the Law on Protection, Care and Education of Children.

Through 20 years of implementation of the Convention on the Rights of the Child, a number of achievements have been obtained as follows:



- The protection of children is enhanced towards ensuring more adequate rights than the basic rights and needs of children; creating equal environment for all children; facilitating conditions for education, recreation for children, through which the rights of the children are better ensured; more children with special circumstances are taken care of; children under the age of 6 are medically examined and treated free of charge.

Baseline

The Hoang Dieu Junior High School is located in the commune of Dak Rla, DakMil district, DakNong Province. The school was established on 16 July 2001. At first, the school was located in the Village 3 of Dak Rla commune, but it moved to its current place in Village 5 in February 2008.

The Dak Rla commune is located in the northeast of Dak Mil district, with an area of 9.279 ha, inhabited by 2,120 households, including 9,074 people. The commune is consisted of 12 villages. There are 12 different ethnic groups with 4,016 people living together in the commune (Kinh (Vietnamese), Tay, Nung, Muong, Man, San Diu, M'Nong, Dao, San Chi, Thai, Thanh, Cao Lan). The population density averages 95 per square kilometer. The traffic system of the commune includes a national route number 14A with a length of 7 km, the remaining are inter-communal roads, inter-village and most of them are dirt roads. Although located in a place with a lot of difficulties, the size of classes and the number of pupils are increasing with every passing day.



The families of most school pupils are in economic difficulties, and the number of ethnic minority pupils account for nearly 1/3 of the total school pupils. The quality of school pupils is increasing gradually: every year the school sends its outstanding pupils to contests at district and province levels and they often achieve high results. The numbers of pupils have increased rapidly from 06 to 23 classes up to now. There are 04 blocks of grades, namely:

School year 2010-2011:

Block No	Grade	Number of classes	Total pupils	Female	Ethnic	Female Ethnic	Pupil dropout
1	6	7	238	100	101	45	3
2	7	6	201	105	60	41	5
3	8	6	186	97	55	26	6
4	9	4	154	77	48	23	9
Total		23	779	379	264	135	23

School year 2011 – 2012:

Block No	Grade	Number of classes	Total pupils	Female	Ethnic	Female Ethnic	Pupil dropout
1	6	7	253	100	101	45	3
2	7	6	226	105	65	41	4
3	8	5	195	97	55	26	4
4	9	5	184	75	48	25	5
Total		23	784	377	269	137	16

Despite an increase in number of pupils and the fact that most of them are studious, there are some pupils who refuse to take lessons, prefer playing internet games to learning, and their families do not pay attention to them. As a consequence, the children's dropout rate of the first semester of 2010 – 2011 was $23/779 = 2.95\%$. and of the school year 2011-2012 was 2.04%.

Although the school management has held regular discussions on the issue of "Truancy" and used various measures in coordination with local authorities, parents, head teachers, school board members to encourage them to attend school, the rate of truancy among the school children is still high.

2. Purpose

We, as change agents of batch 13, decided to choose the project title as "Say No to Truancy" to be executed at Hoang Dieu Junior High School.

"Say No to Truancy" – aims at reducing maximum rate of pupils leaving classes (or study periods) in order to maintain the number of pupils for all the school subjects.

Classes are encouraged to emulate with each other to have good learning hours, good learning days, good learning weeks and months.

The school is friendly, and the pupils are positive learners with lesser hours playing truant.

2.1 Outcome²

Mid-term effects/results:

- To raise the awareness on child rights for teachers, students and parents through the integration of teaching hours and distribution of leaflets.
- To strengthen the relationship and roles among the three groups of families, schools and pupils.
- To raise the awareness about the role and duties of pupils within and outside the classroom.
- To guide teachers in creating extracurricular activities to attract the pupils' active learning instead of playing truant.
- To integrate the issues of rights and responsibilities of children into teaching and learning, as well as into school management.
- To improve the quality of education in schools, to pilot a school-friendly model with positive pupils (launched by the Ministry of Education and Training throughout the country)
- To empower the children and ensure the quality of life in the future.

2.2 Output³

Short term effects/results with indicators

- The rate of truancy among the pupils is reduced;
 - The involvement of children in schools is improved;
 - The teachers' and parents' awareness of the child rights and their duties are enhanced;
 - The participation of teachers, parents and pupils in the school's extracurricular activities by means of providing them with child rights-related documents is strengthened;
-

² See Annex 1 for Project Plan

³ See Annex 1 for Project Plan

- The teachers' better understanding of the children's rights and their participation will meet the needs and activities of children in schools;
- The involvement of parents in the school and their responsibilities for children while at school are strengthened.

3. Activities

a. Identify tasks

Our major objectives and tasks are to improve the learning quality and to raise awareness about the child rights in schools by organizing classes for exchanging and discussing the children's rights, and providing CRC-related documents with the participation of teachers, parents and pupils.

b. Target groups

- The pupils of grades 8C, 8D, 8E (school year 2010 – 2011)
- The pupils of grades 6 (school year 2011 – 2012)
- The subject teacher and the head teacher
- The school board
- The parents of classes 8C, 8D, 8E, 6A, 6B, 6C, 6D, 6E, 6G, 6H.

c. Methodology

Organize meetings (for local government representatives, school management board, teachers, parents, pupils and representatives of mass unions).

- - Hold open discussions (for local government representatives, school management board, teachers, parents, pupils and representatives of mass unions);
- - Provide documents about the child rights based on various activities of the team;
- - Interview the subjects concerned;
- - Distribute questionnaires to teachers and parents;
- - Group activities;
- - Play-acting and simulation are used as a method for the pupils to impart child rights among their peer groups.



d. Data collection

The data was collected through different ways and the results were analyzed by type.

- Exchange discussions with the school management board to have their comments and acceptance to let the project team implement our change project at the school (the school management board showed their enthusiastic response and were willing to cooperate and have selected three classes of Grade 8 (8C, 8D, 8E) of the school year 2010 – 2011 and the block of grades 6 (2011 – 2012) to take part in the project implementation.
- Distribute and collect questionnaires for teachers and pupils.
- Exchange and discuss the “Child Rights” issues with the school management board, representatives of local authorities, representatives of the parents association, mass union officials and representatives of pupils from Grade 6 to Grade 9.
- Exchange and discuss Children's rights-related issues in schools with the head teacher, 3 selected classes of Grade 8, and the subject teachers in charge of civics, and the children’s union.

e. Project stakeholders/participants

The School management board;

- Three head teachers of Grades 8C, 8D, and 8E (2010-2011) and the block of grades 6 (2011-2012), teachers of civics, teachers in charge of children’s union.
- All pupils of the three selected classes (8C, 8D, 8E) (2010-2011) and the block of grades 6 (2011-2012).



4. Results

Analysis to find out the root causes leading to truancy

The results of the analysis of the answers collected from three different objects of pupils, their parents and teachers were recorded in the following tables together with their suggestions as remedies.

A. Pupils (representatives from all classes, 50 answer sheets)

No	Groups of reasons that lead to truancy	Form of truancy	
		period	class
1	<i>Being fed up with learning</i>	x	
	Weak learning	x	x
	Study periods are not really attractive	x	
2	<i>Family situation</i>		
	Difficult economy, school children have to be a help to their families	x	x
	Houses are located far from school, harsh weather conditions (heavy rain, storm)	x	x
	Parents do not really care about their children's learning	x	x
3	<i>Prefer pleasure to learning, poor consciousness in learning</i>		
	Playing games	x	x
	Congregating, fighting	x	x
	Bad friends, wrongdoer inducing	x	x
4	<i>Other reasons</i>		
	Being afraid of criticized in front of the school or class	x	

Suggestions of the pupils to reduce the rate truancy

- Encourage, give advice and help him/her
- Convince his/her family to pay more attention to his/her learning
- Teachers should take interest in him/her with encouragement (great effect)
- The school must execute learning statutes and be more strict in managing its pupils.

B. Teachers

Causes that lead to truancy

- Weak learning leads to dullness
- Lack of care of one's family
- Induced and seduced by bad people
- Negative learning attitude
- Indulge in playing
- Family members do not live in harmony with each other
- Addicted to internet games
- Pupils do not like to take part or have no interest in certain subjects
- Consciousness of learning is poor
- Afraid of being disciplined
- Pupils do not want to go to school, but their parents force them to go

Suggestions of the teachers to reduce the rate truancy

- Timely attention and encouragement of one's family and school
- Create exiting learning environment to attract the pupils in each learning period

- Teachers should not be so strict with their pupils, instead, they have to encourage their pupils more gentle when they do not understand the lesson or when they show ignorance during learning period.
- The head teacher should find out the reason why his/her pupils play truant more often
- Coordination between parents and local authorities to reduce the time the pupils spend in internet shops.

C. Parents

Causes that lead to truancy

- Parents pay little attention to their children's learning
- Pupils prefer playing to learning
- Induced by bad friends
- Weak learner of a certain subject
- Pupils don't see the benefits of learning
- Family circumstances

Suggestions of the parents to reduce the rate truancy

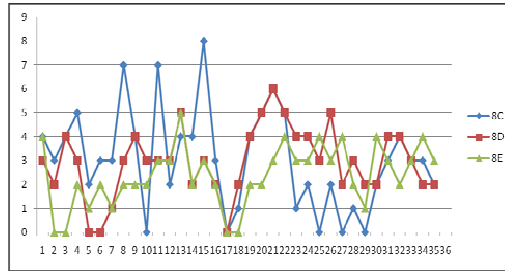
- The parents need to coordinate with the school to create a better learning environment
- The teachers and the school should create a more friendly school so that their pupils are eager to go to school.
- The parents should pay close attention to their children's learning
- The parents have to discover timely when their children play truant
- Rewarding and punishing must be clear-cut
- The school needs to have a tight management of its particular pupil(s)

Some of the causes of truancy are found to be objective, while others are subjective (the school, the parents, the local authorities) that originated from not having executed well and fully the child rights in school.

In order to enhance the awareness of the children in Hoang Dieu school, the Change Project team has carried out the following activities:

- A workshop for the entire school
- Training on special subject for pupils of 3 selected classes and the block of grade 6
- Aggregation of information about the awareness of child rights among the school children through answer sheets.
- Monitor the rate of truancy in three classes of grade 8, among which the class 8C is the key object.

Results of monitored rate of truancy in the 3 classes of grade 8 (school year 2010-2011) after having applied various measures to enhance the pupils' awareness are shown in the graph below:

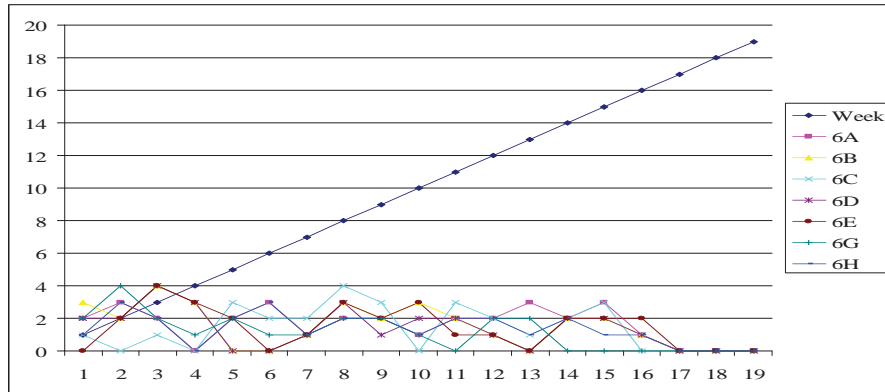


The graph above shows changes in pupils' truancy (hooky) in all three classes.

The classes 8C, 8D, 8E from week 1 to week 16, the rate of truancy is high; from week 17 to week 35, the rate of truancy decreases evidently from week 22 to week 35. This means that after having participated and being trained in the child rights, the pupils' awareness of the three classes has changed distinctly, i.e. the rate of truancy reduced from 5-6 per week in the week 22 down to 2-3 per week in the week 35. In the class 8C in particular, the pupils have a better understanding of the groups of child rights and school. They are better aware of their learning at school, the rate of truancy has reduced remarkably in comparison with the time before the change project was implemented.

On 25 August 2011, the Change agents were invited by the managing board of Hoang Dieu Junior High School for a meeting to discuss about launching a competition campaign among the pupils of block grade 6 comprising 7 classes, using the same approach applied to grade 8 classes. Figure: Block of Grades 6, 2011-2012.

Week	Class/ Pupils	Class/ Pupils	Class/ Pupils	Class/ Pupils	Class/ Pupils	Class/ Pupils	Class/ Pupils
	6A/37	6B/36	6C/37	6D/36	6E/37	6G/36	6H/34
1	2	3	1	2	0	2	1
2	3	2	0	2	2	4	3
3	2	4	1	4	4	2	2
4	0	3	0	3	3	1	0
5	2	0	3	0	2	2	2
6	3	0	2	0	0	1	3
7	1	1	2	1	1	1	1
8	2	3	4	3	3	2	2
9	2	2	3	1	2	2	2
10	1	3	0	2	3	1	1
11	2	2	3	2	1	0	2
12	2	1	2	1	1	2	2
13	3	0	1	0	0	2	1
14	2	2	2	2	2	0	2
15	3	2	3	2	2	0	1
16	1	1	0	1	2	0	1
17	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0
Total	31	29	27	26	28	22	26



The rate of truancy in the 7 classes of grade 6 with a total number of 253 pupils (school year 2011-2012) after 19 weeks of implementation is shown in the graph below:

The block of grades 6 from week 1 to week 15 the rate of truancy was still high, from week 16 it gradually reduced and until weeks 17 to 19, no more truancy was recorded.

The total pupils who played truant of classes 6 within 19 weeks were still high from 22 -31 pupils, among them the Class 6A had the highest rate: 31.

Like this, the pupils have had a better understanding of the child rights and school. They have a better sense of their learning at school, the rate of truancy has reduced remarkably compared to the time before the change project was implemented.

5. Discussion and reflections

a. On the positive aspect

- The pupils and teachers have participated in many extracurricular activities.
- The teachers have gradually changed their teaching method, making their teaching periods more attractive.
- The parents have spent more time taking care of and understanding their children.
- The local authorities, the school, the teachers, the parents and the pupils have grasped hold of the CRC concept.

b. Challenges

Despite a change in the rate of truancy in comparison to the time before the Project took place the result was still very moderate.

6. Way Forward on the work on CRC in Hoang Dieu school

The change project from the start only concentrated on 3 among 23 classes with 779 pupils in Hoang Dieu Junior High school. We decided that similar project activities and methodology should be applied to 23 remaining classes of Hoang Dieu Junior High school from the year 2012 onward.

Discussions with the school board about spreading out the success story to the entire school had been agreed upon. The school managing board then launched a competition campaign in the entire school using the slogan “SAY NO TO TRUANCY & DROPOUT”.

Reference

- The Convention on the Rights of the Child, 1989
Programme Guide – Child Rights, Classroom and School Management – Lund
University Commissioned Education – September 20 – October 13, 2010
- Taking Child Rights Seriously – Reflections on five years of an International Training
Programme – Lund University Commissioned Education – September 2009
- UNICEF, East Asia and Pacific Regional Office - Accessing Child-Friendly school:
A
Guide for Programme Managers in East Asia and the Pacific - 2006
- Law on Children Protection, Care and Education, 2004
- Creating a protective environment for children in Vietnam: an assessment of child
protection laws and policies, especially children in special circumstances in Vi-
etnam – MOLISA – UNICEF, 2009

APPENDICES

- Appendix 1: Project Plan
Appendix 2: Project Implementation Schedule (2010-2011)
Appendix 3: Project Implementation Schedule (2011-2012)
Appendix 4: Questionnaire for Teachers
Appendix 5: Questionnaire for Pupils
Appendix 6: List of play-acts

APPENDIX 1: Project Plan – Child Rights, Classroom and School Management

Project Title: "Say No to Truancy"		Project duration: 1 st November 2010 to February 2012		
Purpose (aim): To reduce the rate of truancy in Hoang Dieu secondary school in Dak Rla commune, Dak Mil district, Dak Nong province, Vietnam				
Activities	Outcomes (short-term results)	Outcomes (medium-term results)	Monitoring Tools	Time
0. Anchoring the idea with local authorities to seek their support to the group activities within the change project. - Meeting with commune chairman - Meeting with principals - Meeting with form teacher - Meeting teacher council	Results <ul style="list-style-type: none"> Approval of the local authorities (commune chairman, school principal, form teacher, supervisors) 			Early Nov. 2010
	Indicators <ul style="list-style-type: none"> Approvals Strong support 		Output I ³	Outcome Nov. 2010
1. Develop a set of questionnaire (open questions) to collect all information related to the awareness of the teachers, pupils, parents and school management in one class about CRC - Preparing a set of questionnaire - Elaborating work plan for the team	Results <ul style="list-style-type: none"> Questionnaire finalized. Answers from all interviewees analyzed Work plan elaborated. 			Nov. 2010; Dec. 2010
	Indicators <ul style="list-style-type: none"> Questionnaire filled in. Work plan finished. 		Output 2 ⁴	Outcome Dec. 2010

³ Same as Indicators for Output – done by observation and minutes

⁴ Same as Indicators for Output – done by questionnaire filled

<p>2. Meeting with the school management including the school council to seek their consensus on possible activities to be conducted within their school and surrounding</p> <ul style="list-style-type: none"> - Prepare CRC-related documents - Prepare truancy-related questionnaire - Group discussions for feedback - Summing up discussion - Elaborate plan of action - Prepare a checklist 	<p>Results</p> <ul style="list-style-type: none"> • CRC-related documents disseminated; • Truancy-related questionnaire distributed; • Questionnaire collected • Feedback 		<p>Output</p> <p>3⁵</p>	<p>Outcome</p>	<p>Dec. 10 thru Jan. 11</p>
	<p>Indicators</p> <ul style="list-style-type: none"> • Documents disseminated • Questionnaire distributed • Feedback • Minutes drafted • Plan of action elaborated • Checklist prepared 				
<p>3. Choose a class having high rate of truancy (20%) to work with</p> <ul style="list-style-type: none"> - Meeting with form teacher to present the Plan of Action for maintain and monitor maximum number of pupils in class, and motivate the truant ones, and collaborate with their parents to create favorable conditions for their children to attend classes regularly. - Meeting with school council for support to monitoring pupils playing truant by organizing games, role-plays, group discussions,... - Meeting with parents of the truant ones to find better solution to reduce their children's truancy. 	<p>Results</p> <ul style="list-style-type: none"> • A class with high rate of truancy chosen. • Plan of Action made available 				<p>Nov. 10 to April 2011</p>
	<p>Indicators</p> <ul style="list-style-type: none"> • Agreement & commitment to realize the Plan of Action. • Truancy monitored. • School activities organized 		<p>Output</p> <p>4⁶</p>	<p>Outcome</p>	<p>Nov. 10 to April 2011</p>

⁵ Done by questionnaire, minutes, plan of action, checklist

⁶ Done by Plan of Action, rate of truancy monitored, number of activities, discussions held

<p>4. Hold a panel meeting for feedback from all concerned parties and to evaluate all the results</p> <ul style="list-style-type: none"> - Evaluation meeting. - Hold jointly discussions about replicating this model to the entire school. 	<p>Results</p> <ul style="list-style-type: none"> • Panel meeting organized. • Progress report sent to the mentor and all concerned parties in Vietnamese. • Evaluation meeting held 	<ul style="list-style-type: none"> • Panel meeting organized. • Progress report sent to the mentor and all concerned parties in Vietnamese. 	<p>May 15th 2011</p>
	<p>Indicators</p> <ul style="list-style-type: none"> • Evaluation meeting • Support gained by relevant school authorities for the change project to replicate in the school with over 700 pupils. 	<ul style="list-style-type: none"> • The model is fully replicated throughout the school. • Overall rate of truancy of the entire school reduced 	<p><i>Output</i> 5⁷</p>
<p>5. Will be decided after China seminar</p>	<p>Results</p>		<p>June 2011</p>
	<p>Indicators</p>		<p><i>Output</i></p>

⁷ Done by observations, progress report, evaluation report

⁸ Done by school commitment, number of new classes involved in another Change Work

APPENDIX 2:**Project implementation schedule****School year: 2010 - 2011 – 3 classes of Block grade 8**

Time	Contents	Participants
Dec/2010 – Feb/2011	<ul style="list-style-type: none"> - Attend a number of classes with Child Rights integrated into Civics hours - Elaborate sets of questionnaire (for teachers, parents, pupils). - Contact with the school managing board 	<ul style="list-style-type: none"> - Change project team
Week 2 Feb/2011	<ul style="list-style-type: none"> - Meet with the school managing board (to discuss about deploying and introducing CRC concept; and to discuss about the issue of truancy in school). - Introduce, select classes for deployment 	<ul style="list-style-type: none"> - Change project team - School managing board
Week 3 & 4 February 2011	<ul style="list-style-type: none"> - Training in CRC, - Distribute questionnaire, exchange discussions, collect filled questionnaire. 	<ul style="list-style-type: none"> - Change project team - School managing board, staff, teachers, a number of commune officials
Week 1 & 2 March 2011	<ul style="list-style-type: none"> - Exchange and discuss CRC related issues; - Distribute questionnaire, exchange ideas; - Collect filled questionnaire. 	<ul style="list-style-type: none"> - Change project team - Head teachers of 3 classes, - Civics teacher, school children's union, children's vanguard union - Pupils of classes 8C, 8D, 8E
Week 3 of March 2011- Week 4 of April 2011	Organize act-plays for the selected classes with focus on 7 topics (see attachment.	<ul style="list-style-type: none"> - Change project team - Teacher of Civics, head teachers, cadres in charge of Children's Union & Children's Vanguard Union - Pupils of 3 classes
Week 4 of April 2011	<ul style="list-style-type: none"> - Distribute questionnaire, exchange ideas with a number of parents; - Collect filled questionnaire 	<ul style="list-style-type: none"> - Change project team - a number of parents
Week 4 of April 2011	Recapitulate and collect opinions from the school	<ul style="list-style-type: none"> - Change project team - School managing board
Week 1&2 of May 2011	Write report	<ul style="list-style-type: none"> - Change project team

APPENDIX 3: Project implementation schedule

School year 2011 – 2012: Term I (from 25 August to December 2011)

Time	Contents	Participants
First week (2011-2012)	<ul style="list-style-type: none"> - Meet with the school managing board to launch a completion campaign in the school. - Introduction, selection of classes for rolling out CRC activities - Training in CRC. - Distribution of questionnaire, exchange, collection of filled in questionnaire. - Exchange and discussion about CRC; <p>Organize act-plays for the selected classes with focus on 7 topics (see attachment.</p>	<ul style="list-style-type: none"> - School managing board, cadres in charge of Children’s Union & Children’s Vanguard Union, a number of commune staff - Change project team - Pupils of block grade 6
Week 19	<ul style="list-style-type: none"> - Recapitulate and collect opinions from the school - Write report 	- Change project team

APPENDIX 4 QUESTIONNAIRE (for pupils)

No	Content
1	Being a pupil, what duties do you need to observe towards your teachers and parents
2	Being a pupil, do you think regular truancy is acceptable? <input type="checkbox"/> yes <input type="checkbox"/> no
3	Do you friends often ask you to play truant? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which study subject do you want to be off?
4	When your friend plays truant, what does (s)he often do? <input type="checkbox"/> play games <input type="checkbox"/> Fighting <input type="checkbox"/> Smoking <input type="checkbox"/> Chatting <input type="checkbox"/> Other
5	Being a pupil, do you need to participate in exchange activities? <input type="checkbox"/> yes <input type="checkbox"/> no - What activities?
6	Being a pupil, have you ever been allowed to take part in any rights at school and at home? How many groups of rights are there?...
7	Being a pupil, have you observed the school internal rules? <input type="checkbox"/> already <input type="checkbox"/> not yet
8	Being a pupil, what do you usually do off class?

9	Being a pupil, what do you usually do if you are not well taken care of by your parents (being abandoned)?
10	Are you often allowed to go out during holidays, festivities? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, where do you often go?
11	Are you often taken to health center for periodic health check? <input type="checkbox"/> yes <input type="checkbox"/> no
12	Being a pupil, what will you have to do when you encounter the teachers who do not respect your child rights?
13	Being a pupil, what do you have to do to realize the child rights?

APPENDIX 4

QUESTIONNAIRE (for pupils)

No	Content
1	Being a pupil, what duties do you need to observe towards your teachers and parents
2	Being a pupil, do you think regular truancy is acceptable? <input type="checkbox"/> yes <input type="checkbox"/> no
3	Do you friends often ask you to play truant? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which study subject do you want to be off?
4	When your friend plays truant, what does (s)he often do? <input type="checkbox"/> play games <input type="checkbox"/> Fighting <input type="checkbox"/> Smoking <input type="checkbox"/> Chatting <input type="checkbox"/> Other
5	Being a pupil, do you need to participate in exchange activities? <input type="checkbox"/> yes <input type="checkbox"/> no - What activities?
6	Being a pupil, have you ever been allowed to take part in any rights at school and at home? How many groups of rights are there?...
7	Being a pupil, have you observed the school internal rules? <input type="checkbox"/> already <input type="checkbox"/> not yet
8	Being a pupil, what do you usually do off class?
9	Being a pupil, what do you usually do if you are not well taken care of by your parents (being abandoned)?
10	Are you often allowed to go out during holidays, festivities? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, where do you often go?
11	Are you often taken to health center for periodic health check? <input type="checkbox"/> yes <input type="checkbox"/> no
12	Being a pupil, what will you have to do when you encounter the teachers who do not respect your child rights?
13	Being a pupil, what do you have to do to realize the child rights?

APPENDIX 5

PLAY-ACTS

No.	Content	Participants
1	Pupils playing “truant”	1. Phan Thanh Hải 2. Hồ Thị Nhật Oanh 3. Nguyễn Thị Thanh Nhân 4. Võ Thị Quyên and all pupils from Classes 8C, 8D, 8E and 7 classes of grade 6
2	Pupils observing the school internal rules	
3	Duties of pupils towards teachers	
4	Duties of pupils towards parents	
5	The concern of parents towards their children	
6	Pupils and internet games	
7	Pupils and their awareness of the Child Rights	