



## Rapid Assessment of Perceptions

Strengthening participation of children in peace building in small island nations with high prevalence of violence, ethnic discrimination and tribal conflict



**LIVE&LEARN**  
Environmental Education



Investing in People – Children’s Participation.  
This project is funded by European Commission and  
implemented by Live & Learn Environmental Education.

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This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of Live & Learn Environmental Education and can in no way be taken to reflect the views of the European Union.



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VERSION 4 – FINAL REPORT



**LIVE&LEARN**  
Environmental Education



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## Acknowledgements

The Research Team – Makelesi Batimala, Susie Anise and William Young, would like to thank the many people who took part in the research. Most importantly we would like to thank the school children, their teachers and their parents, who took part in activities and focus groups across four countries. The children participated enthusiastically in all four countries and were willing to share their knowledge and ideas freely. Both parents and teachers were generous in sharing their time and ideas.

The team appreciated the input of NGOs and the staff of government agencies. The staff we met were very helpful and supportive.

We would also like to thank our colleagues in Live & Learn offices who worked with the research team. In Solomon Islands the staff members were Wilson David, Francis Tavava and volunteer Sophie Tawake. In PNG the staff members were Siwa Kupe Matawe, Marlene Delis, and support staff Urban Chole and Percy Kambui. In Vanuatu the staff members were Dorah Willie and Jill Horry. These staff members arranged the student, teacher and parent participation. They facilitated activities and assisted in preliminary analysis of the data gathered in their countries.

The Research Team was assisted by Pauline Robinson who is the Research Advisor for the project. She assisted the team with the design and trial of the RAP, and with the analysis of data and writing of the report.



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## Abbreviations

CBA	Class Based Assessment
HDI	Human Development Index
NGO	Non Government Organisation
PNG	Papua New Guinea
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
WASH	Water Sanitation and Hygiene

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# Executive summary

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*Strengthening Participation of Children in Peace Building in Small Island Nations with a High Prevalence of Violence, Ethnic Discrimination and Tribal Conflict* (referred to as *Children in Development Project*) is a project funded for three years by the European Union.

The overall objective of the project is to strengthen the participation of children in development, particularly in the building of peaceful and inclusive societies. The action is targeted at children under the age of 16 in four Pacific countries – Fiji, Papua New Guinea, Solomon Islands and Vanuatu. In the context of the project, participation is taken to mean having the opportunity to express opinions, influence decision making and make changes that affect daily life. This Rapid Assessment of Perceptions (RAP) is the first stage of the project.

The RAP found that across the four countries children have a limited knowledge of Children's Rights. Generally children did not associate rights with responsibilities. With the exception of Fiji, children also had very limited understanding of multiculturalism and would benefit from greater understanding in this area. Children in all four countries enjoy areas of their life where they can actively participate, and make decisions. They particularly identified sport, group work, and story telling as areas they enjoy.

There are many good things happening in schools across the four countries. Teachers, although often dealing with large classes, are moving towards more student centered education. Children are working in groups more often.

Children are given responsibility in schools through the roles of school captain, prefect, and class captain, although we did not find any evidence of school councils or student representative structures of any kind.

Teachers, apart from in Fiji, reported that they do not have access to professional development. In all countries they were very enthusiastic about having an opportunity for professional development and about networking with other teachers.

Both teachers and parents, while generally expressing support for Children's Rights, also expressed the view that Children's Rights could undermine their authority. Both parents and teachers expressed concern about discipline. They were also concerned about how the rights agenda would affect local custom and culture. Both groups identified the need for training on behavior management in a new rights based context.



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# Introduction

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*Strengthening Participation of Children in Peace Building in Small Island Nations with a High Prevalence of Violence, Ethnic Discrimination and Tribal Conflict* (referred to as *Children in Development Project*) is a project funded for three years by the European Union.

The overall objective of the project is to strengthen the participation of children in development, particularly in the building of peaceful and inclusive societies. The action is targeted at children under the age of 16 in four Pacific countries – Fiji, Papua New Guinea, Solomon Islands and Vanuatu. In the context of the project, participation is taken to mean having the opportunity to express opinions, influence decision making and make changes that affect your life. The project is guided by the principles of the United Nations Convention on the Rights of the Child.

This Rapid Assessment of Perceptions (RAP) is the first stage of the project. The RAP process is a well established methodology used by Live & Learn as a project initiation process. The RAP is designed to ensure that the project is grounded in 'where people are' and reflects the values, capacity and perceptions of the schools and communities in which the project will be located. It provides a basis for planning the development of training programs and resources, and for making decisions about how best to work with schools and school communities. It also assists in establishing baseline data for the evaluation of the project.

This report contains findings from each of the 4 countries. It is these findings that make up the summary of the regional findings. Although there are distinct cultural differences both within and between the countries, there are also many similarities. Melanesian cultures are essentially communitarian rather than individualistic. The nature and role of children is defined very much in relation to family and community. The challenge for the project is to take the great strengths of the Melanesian cultures and to support children to participate effectively and appropriately within their cultural context. Children's rights particularly can be seen as a threat to culture and custom and both teachers and parents raised this concern across the four countries.

The project has a strong emphasis on working from cultural strengths; however it also takes the position that custom and culture are not static. Adaptation to new challenges is an essential part of culture and custom. Cultures within all four countries have experienced and adapted to many changes and challenges. The approach of the project will be to work with children, teachers and school communities to integrate children's rights and greater participation for children in decision making. It will seek to do this in a way that respects and strengthens families, schools and communities, while allowing children new and expanded opportunities for meaningful decision making and participation.

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# Regional findings and recommendations

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## Finding 1

**Across all the countries teachers are keen for professional development on children's rights, and effective strategies for behaviour management in the context of changed discipline policies.**

Teachers did express anxieties about children's rights, what it means, about balancing the rights of one child with the rights of other children, about managing classroom behavior in a changed context, and about their own rights as teachers. The teachers we talked to were highly motivated and talked about many very positive strategies they have for enhancing student learning. They were positive about children's rights and participation as a concept; however they expressed a need for professional development relating to children's rights and student centered learning strategies. Given the similarity of their needs, it should be possible to develop a core of common materials which can be used in teacher professional development across the countries. This will need to be supplemented with information about cultural contexts and education policies such as discipline policies and child protection policies which are specific to each country.

Teachers reported that they have few opportunities to meet with other teachers to share professional concerns. The research team felt that in addition to running professional development sessions it would be useful to support networks of teachers who could continue to share problems, issues and strategies particularly relating to children's rights. This would assist with the sustainability of the project outcomes.

## Recommendations

A common core of training materials for teacher professional development should be produced. This training materials should include information to assist teachers to understand the UNCRC and what it means for teachers and students, strengthening child centered learning, effective behavior management strategies for students, and creating classroom environments and processes which enhance student participation and protect children's rights. This should be supplemented with country specific material particularly relating to educational and school policies.

Support should be given to building ongoing teacher networks.

## Finding 2

**Curriculum connections exist within all countries.**

There is considerable variation in the curriculum of the countries in the project, however in all the countries there are spaces within the curriculum where connections to children's rights, development of skills in problem solving, negotiation and participation, and peace building skills can be strengthened.

An important part of the project is working with teachers to incorporate children's rights, peace building and opportunities for participation and decision making across the curriculum. By identifying the curriculum opportunities to integrate learning about their rights, and developing the skills to enact those rights, the project will enhance learning for all students in the school. This will contribute to the sustainability of the project as teachers continue to use information and new approaches into the future.

Strengthening child centered learning will assist across all subjects. In addition some subjects provide

additional opportunities for developing student skills and knowledge relating to children's rights, peace building and participation. An initial analysis of the curriculum prescription for each country has been made. This analysis suggests that there are obvious connections within Social Studies, Health and Personal Development, Values/Virtues Education and English.

### Recommendation

Teachers should be encouraged to incorporate children's rights, peace building and opportunities for participation and decision making across the curriculum. Materials developed should provide specific guidance on how this could be integrated with existing subjects and text books. Project teams will need to do further detailed curriculum analysis particularly looking at text books to support this process.

### Finding 3

**Children's love of telling stories, reading stories and writing stories provides an ideal way of beginning the project work with students.**

One of the most popular activities identified by children in all countries relates to stories and story telling. Project teams can use this interest to begin the project by engaging children in the identified target schools in telling stories, writing stories, and producing stories in a variety of way such as tapes, videos, storyboards and story books. The RAP research indicated children trying to link peace building to the environment. This would logically lead on to student initiated environmental projects. Through this process, children will develop a variety of skills and will have opportunities to participate in making decisions about how they communicate their stories to their school community. This approach will allow students to speak directly to a wider audience in their own voices, and to share their concerns and triumphs. It will also provide a logical point of connection to the media. Opportunities to share the children's stories and projects can be created at local, national and regional levels.

### Recommendation

Project teams should begin their work in school by working with students on storytelling relating to the environment. This can lead on to student initiated projects. Once students have developed stories and projects and are ready to share them, connections should be made with the press to create a wider audience for student voices. Stories should be shared at local, national and regional levels.

### Finding 4

**The broader school community needs to be engaged in the project so that families understand what children are learning and sees that children's rights and children's participation need not undermine culture and family values.**

It came through very clearly in the research that families have the strongest influence on student decision making. It was not possible to consult with a large number of parents, however those we did consult expressed some concerns about the idea of children's rights. For children, having different messages coming from school and families is confusing and unsettling. The project will be more effective if parents are aware of what is being taught in the school and are reassured that the approach that is being taken respects the role of the family. Funding for the project does not allow a significant outreach effort to families; however teachers can be encouraged and supported to run information sessions for parents. Part of the teacher resource development could include materials and an outline for a short session to be run with parents.

### Recommendation

Consideration should be given to including information materials and an outline for a short session to be run with parents. This could be developed as part of the teacher resources and the topic of informing parents included in teachers' professional development sessions.

### Finding 5

**Gender issues were mentioned specifically in PNG but not in other countries.**

Female teachers in PNG reported that male students did not treat them as respectfully as they treated male teachers. They suggested that male students also treated female students as inferior. This was the only specific mention of gender issues. The team did not directly seek information relating to gender equality, which in retrospect was an oversight. Within Melanesian cultures, particularly patrilineal groups, women and girls often have a lower position. Clearly given this broad cultural context, all materials and activities developed for both teachers and students need to be gender inclusive and to actively promote gender equity.

### Recommendation

**All materials and activities developed need to be gender inclusive and to actively promote gender equity.**

## Finding 6

### **Most children were more comfortable working in local vernacular languages.**

All the research was conducted using both English and local vernacular. The research team observed that children often relied on an explanation in vernacular to aid their understanding, and participated very enthusiastically in activities when vernacular was used. Financial constraints may restrict the extent to which it is possible to produce materials in vernacular, however, the team will consider this where possible.

### **Recommendation**

Consideration should be given to producing at least some materials for students in vernacular. Finding 8

## Finding 8

Vertical and horizontal linkages between schools, communities and education systems are required. Building these linkages requires: careful framing of the peace building discourse around inclusion, sustainability and empowerment and institutionalising peace building thinking across government systems (as opposed to development of parallels and duplication). This can be done through national education working groups and through Live & Learn's partnerships with other NGOs including Save the Children in Vanuatu and PNG.

## Finding 9

The complexity of peace building education is underlined by the cross-sectoral nature of the challenge, influencing all aspects of the development spectrum - from planning to education roll out. Alongside technical inputs and institutional processes, it is vital to consider 'softer' issues such as vested interests, incentives, and power to support behaviour change particular from parents and from Parent Teacher Associations. Seeking greater inputs from national actors instead of a reliance on external agents will better identify domestically-driven solutions suited to a country's specific complex social, cultural, political and institutional context.

## Finding 10

Understanding the different needs and roles of girls and boys and other groups (including people with disabilities, and the aged) is critical to addressing vulnerability, marginalisation and building resilience peace at the community level. Children have different vulnerabilities

based on their roles, social status, rights, physical capacity, etc. Conflicts, political unrest and poor governance are additional factors increasing people's vulnerability. Different community groups frequently need special assistance. This may be because they live in high risk locations (addressed by this action), or they have little opportunity to protect themselves from the consequences of violence and intimidation, or the lack of available support renders them unable to respond appropriately. While there are challenges in balancing strong centralised education leadership with inclusion and local empowerment - it is important to ensure genuine participation from the outset for accountability to all stakeholders. Failure to meaningfully engage at all levels of society, particularly at the local level, raises key issues of equity, representation and recognition. Children are powerful agents of change with different groups often acutely aware of the measures that are needed to reduce their exposure to violence and intimidation. Children and youth make up a significant portion of the population of PICs and therefore represent a huge resource for achieving change. This highlights the need for the education sector to play a more active role in education and awareness-raising related to violence and intimidation and to use a range of thematic entry points such as WASH and climate change to convey messages and support children in asserting their rights.

## Finding 11

Strong partnerships: Successful implementation of child-focussed, peace building education relies on developing strong partnerships to foster cooperation and collaboration at all levels. Establishing links with other education activities and civil society groups through which peace building can be enhanced is critical for a successful outcome. Non-peace building groups such as WWF, Rain Forest Alliance and Water Aid can play an important role in advancing peace building education and ensure broad integration of project outputs as well as ensuring sustainability. Even the private sector can make specific contributions to peace building on a local scale by raising awareness among peers, in industry, in the public sector, and in communities. In many PICs the informal sector provides a vital economic contribution to households, especially the poorer and more remote ones. Typically dominated by women the informal sector in the Pacific involves a range of income generating activities such as handicrafts, food processing, and merchandising in market places. Familiarizing children with both the formal and the informal economy early can highlight the need for tolerance, collaboration and equality- which are building blocks for peace in the community.

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# Country findings and recommendations

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## Fiji

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### Country overview

Fiji is a group of islands in the South Pacific Ocean, north east of New Zealand.

The population of Fiji is 875,983 (2010 estimate). I Taukei (indigenous Fijian) make up 57.3% of the population, Indo-Fijians make up 37.6%, Rotumans (Rotuma is a remote island group in Fiji with its own distinct language and culture) make up 1.2% and others (Europeans, other Pacific Islanders and Chinese) make up 3.9% of the population.

The official languages of Fiji are I Taukei, Hindustani and English.

Fiji has a large Christian population made up of Methodist 34.6%, Roman Catholic 9.1%, Assembly of God 5.7%, Seventh-Day Adventist 3.9%, Anglican 0.8% and other Christian groups 10.4%. The Indo-Fijians comprise Hindu 27%, Muslim 6.3% and Sikh 0.3%. Other or unspecified religions or people of no religion make up the remaining 1% of the population.

Fiji is the most urbanized of the countries involved in this project with 52% of the population living in urban areas.

The rate of urbanization is the lowest of the four countries.

On the Human Development Index, Fiji ranks 86th out of 169 countries with comparable data. Its rate of improvement in the HDI is higher than average for the East Asia and Pacific Region.

### Policy context

In recent years development towards children's well being and protection has seen existing laws and policies regarding children strengthened. The Child Protection Policy for the Ministry of Education has strengthened the participation and protection of children in classrooms. The Child Welfare Decree of 2009 has also seen an increase in strengthening of systems and processes relating to children in Fiji.

### Findings and recommendations

#### Findings: children

##### 1. Children have a basic understanding of rights and responsibilities.

Some examples of this are:

*" Our rights are to get a better education and people hit us, we have rights to go and report to teachers, parents and police. Our responsibilities are the duties that are given to us to carry out by teachers or parents."*

12 year old boy, Labasa

*" The term children's rights mean what children are allowed to do. These also come with responsibilities which are what they are supposed to do."*

12 year old girl, Lautoka



**2. Children’s definition of peace building is based on value concepts such as respect, love, helping one another, acceptance and cooperation. Some examples are:**

- “Respecting people’s religion and culture.”*  
11 year old boy, Lautoka
- “Peace means being friendly to each other, staying together, and no conflicts.”*  
13 year old girl, Labasa
- “Peace building is show kindness, be helpful, share thing with one another.”*  
11 year old boy, Suva

Data gathered showed that peace building, as children perceive it is a powerful tool and weapon that protects people and the environment, allows people to exercise their rights and to be actively involved in development processes in their community.

A 12 year old boy from Lautoka stated that:

*“Peace building is making peace throughout the world. We all need to contribute good things for a better tomorrow or future, like being a peace maker, obedience and love.”*

Some responses were very straight forward for example:

*“Peace building means building up peace”*  
12 year old boy, Labasa

*“Peace is no noise or conflict”*  
12 year old girl, Lautoka

*“Helping communities and schools to be a better place”*  
11 year girl, Labasa

**3. Children’s definitions of peace are linked to both the human and the physical environment. Children perceive peace building as making or building peace amongst humans, and building and making peace with other living things for example animals and plants. Some examples are stated below:**

- “Being kind to people and animals.”*  
13 year old girl, Labasa
- “Do not litter our environment, do not deforest, stop pollution, plant trees, 3R’s.”*  
11 year old boy, Labasa

*“Peace building is building a peaceful relationship with a person, doing this with people who make you feel happy and simply getting to know them and for them to know you. You must also be patient, understanding, considerate and polite to people and all things around you.”*  
12 year old girl, Suva

#### 4. Children had a good general understanding of multiculturalism in Fiji.

Children in all schools indicated that they have little knowledge about multiculturalism. Despite this, children gave clear definitions of the term which is an indication that the concept is actually understood well for example, "Multiculturalism is when people of different races live together in a community". Another student defined multiculturalism as, "a country in which people live together of different ethnic groups, peacefully, happily respecting their cultures."

#### 5. Data collected indicated that parents or responsible adults play a major role in children's decisions.

An example of this was given where children indicated that it is important to stay back at a family reunion rather than be at their friends party because, "our family is more important than friends".

In another example, children said they would attend a church function instead of watching an important sports match because they are influenced by their parents views, that religion teaches them good values.

#### 6. Children in all schools indicated that the activity in which they make the most decisions is sports or leisure activities such as art and craft, gardening and music.

#### 7. Data indicated that TV is the most popular media for children however FM radio, internet and newspapers are also used by children. Some examples are stated below:

*"I like watching television because it is fun."*

11 year old boy, Suva

*"Television: We get a lot of information about what's happening in the world. In the TV we see coloured and moving pictures."*

12 year old boy, Labasa

*"I get news from the television about famous people or criminals and the television network I like to watch is the Fiji one news."*

10 year old girl, Suva

*"I watch TV the most. The programs that I like to watch are Get Set, No Ordinary Family, Small Ville and Cartoons."*

12 year old girl, Lautoka

Other children love listening to radio, reading newspaper and chat with friends or play games through the internet. Some examples are:

*"Newspaper - world news and weather section. World news helps me to know what is happening in the world and what the weather of that day."*

12 year old girl, Labasa

*"My favourite station is FM 96 because I can listen to music and listen to the news around us."*

11 year old, Suva

*"I have access to internet the most and I play games or chat online and research, finding information about players."*

11 year old boy, Lautoka

### Recommendations: children

- There is a need for careful approach to promotion of peace and rights as children in this age band are still in the developmental stage.
- Activities developed must incorporate concepts of multiculturalism, rights and responsibilities, discipline, leadership, and non-violent ways to manage negative behaviours so that children can positively action these concepts in an appropriate manner.
- Resources developed for children need to be colourful, child friendly and must be presented using the different categories of media forms.
- Peace building activities to be developed for children should inculcate aspects of the physical environment.

### Findings: teachers

#### 1. Data gathered from the research indicated that teachers are struggling with what they perceive to be tension between children's rights and issues of discipline and classroom management.

Teachers stated that children's rights have sometimes caused problems, for example a male teacher from Labasa said that, "child rights are overpowering us". Several teachers said that they believe they may, "not hit or raise their voice" to the child. A female teacher in Labasa indicated that, "kids take advantage of their rights" and there is a "big misconception about what students can and can't do". Teachers reported instances of kids swearing at teachers. A female teacher from Lautoka said that, "kids don't do their homework and they can't be punished".

A male teacher from Labasa said that, "it is difficult to balance the rights of all children. If we have to spend time dealing with one student then this affects the rest of the students who are not getting attention".

Teachers generally agreed that children have rights however they indicated that they believe that child's rights have disempowered them to fully carry out their responsibilities and duty as teachers. A teacher gave an example of a large number of kids who get their parents to write and get an exemption from vernacular. This then affects the children's final marks because they don't have the right number of subjects. This indicated to the researchers that teachers believe that giving kids what they want is not always in the children's best interests.

#### 2. The teachers talked about many positive strategies for managing classroom behaviour such as giving attention, using group work effectively, separating children who do not work well together, using peer teaching, rewarding good behaviour and developing pride in the school.



**3. Data gathered indicated evidence of student centered teaching.**

All teachers said that they use group work at least for some of the time. They all said that they decide who goes into the groups and that decision is often based on student ability or peer teaching. Teachers said that they move groups around from time to time for variety and also depending on the subject.

A female teacher from Lautoka who had many years experience said that there has been a big change towards more active student centered teaching. She gave examples such as, *“students participating more, presenting in class, being more confident to express opinions, using more games, music and drama.”*

**4. All teachers indicated that their schools have prefects and class captains.**

The data gathered revealed that the role of prefects and class captains appears to be assisting the teachers rather than representing student opinions. Examples of the roles of these students were assisting at assembly, managing the class when the teacher is called away and supervising in the school grounds during the breaks.

**5. All schools have a governance structure however students were not represented in any of the schools involved in the research.**

All the schools involved in the research had a school board but children are not represented on the board. Lautoka focus group discussed whether children should be on the board. The teachers generally agreed that it is a good idea provided that it is a child from the upper grade who is responsible and can understand the discussions. The teachers in Labasa also agree with the idea and said that it would be a good time for children to raise their concerns; for example to inform the board on improvement of the facilities that they use everyday such as the toilets, taps, and food in the canteen.

**6. Teachers had a lot of practical suggestions for the kind of resources that work well for students.**

They revealed that large flip charts with activities on the back, DVDs, stories, activity sheets, board games, drama and colourful materials are interesting to students. Teachers also suggested that the

resources need to relate to the student’s real life, have a connection to religious education, rights and responsibilities, and the activities need to incorporate music and songs that will allow active student participation.

**7. Teachers are very keen to develop their skills and knowledge in the area of children’s rights.**

Teachers would like to learn more about children’s rights, they want tools on teaching strategies and classroom management, and would like materials that reflect different learning styles like facts and case studies. Teachers suggested a website for teachers on child rights and peace building. Teachers revealed that they saw opportunities to teach child rights and peace building in many subjects such as Social Studies, English, Health Sciences, and Values Education. For Values Education, teachers would like materials that help them to teach these more effectively.

**8. The majority of the teachers indicated that they have limited knowledge and understanding of child rights and responsibilities which was evident in their responses.**

*“Children are our future leaders. Their rights must be given for them to feel that they are a part of this society. They need our love and support.”*

Female teacher, Lautoka

*“It enables them to know who they are, what they have or do or involve in activities.”*

Male teacher, Labasa

**9. Teachers think there have been a lot of misconceptions about the difference between rights and responsibilities.**

*“More has been preached about children’s rights and responsibilities but what needs to be emphasised is the difference between rights and responsibilities.”*

Male teacher, Labasa



This misconception or misunderstanding of child rights may be influenced by how they define a child in their cultural or social context.

Teachers define children's rights and responsibilities as:

*"Children's rights and responsibilities help children for development."*

Female teacher, Lautoka

*"It is a good thing though since it helps children to education."*

Male teacher, Labasa

*"... every child should have equal opportunity to education until they are old enough to make choices for themselves."*

Male teacher-Suva

- 10. All teachers gave clear and profound definitions of peace building. This is an indication that the concept is well understood by them. They said that building peace within oneself and to people around them has an impact on the physical environment that we live in.**

*"Peace building is building love, care, honesty and working together. It encourages working together. It encourages togetherness and equal participation of different races. It involves living in harmony, sharing ideas and culture with one another. It also contributes to caring for our environment"*

Male teacher, Labasa

*"Peace building is about mending relationships, mediation, support conflict solving and maintaining healthy and working relationships."*

Male teacher, Suva

*"Peace building refers to working together for unity despite race, gender, religious backgrounds. Peace building empowers each individual to freely*

*express his/her views. Instills togetherness, and integrates unity for people"*

Female teacher, Lautoka

- 11. Teachers indicated that they believed they have very little knowledge about multiculturalism but it was evident from their responses that in fact they have a deep insight of the concept.**

One typical definition was, "different cultures being able to live together and draw from each other aspects of each other's culture to enhance their own." Another was "different ethnic groups staying together in a society or in a country with different values, belief system, and culture".

- 12. Teachers in all schools said that sports is the activity in which their children make most decisions.**

"Schools play a decisive role in children's decision making when they provide a democratic setting for views to be expressed openly and discussed. For fairness and justice to be ensured participation needs to be encouraged and experienced."<sup>1</sup>

Researchers noted that this is not the case in countries like Fiji where the influence of culture and social perception shape the views about children. This is confirmed by the teachers who said that activities that involve adult decision making are group work in schools, studying, religious activities, debates, and quizzes.

*"Peace Building education is controversial as it may undermine cultural norms and parental direction. Children needs safe means to assert their rights and through a diverse range of issues that are relevant to them such as children demanding better access to hygiene and girls demanded separated toilets in the schools. This is an example of rights-based development and peace education in action"*

Year 7 Principal – Port Moresby

<sup>1</sup> [http://www.gddc.pt/atividade\\_editorial/pdfs.../812MartalPais.pdf](http://www.gddc.pt/atividade_editorial/pdfs.../812MartalPais.pdf). 05/12/2011

## Recommendations: teachers

- The schools should be used as a vehicle to reach out to the broader community. In order to facilitate this effectively, teachers and students should be trained about the effective processes and methods involved.
- The resources developed must assist teachers to manage student behavior in a positive way which supports children's rights.
- The resources and tools for teachers must assist them to teach rights and responsibilities to their students.
- The resources that will be developed for children need to relate to real life of students, have a connection to religious education, rights and responsibilities, and activities need to incorporate music and songs that will allow active participation of students.

## Findings: parents

1. **Participants had positive and nurturing responses to the question 'what is a child'. They define a child as** *"a child is God's gift to nature"; "a child has to be moulded the right way" and "a child has to be loved and protected but at the same time be aware of responsibilities for the future".*

It is evident from the data gathered that parents' views of the children's roles are related very much to their relationship to elders and their place within the family structure. Parents stated that the role of a child is to obey their father and mothers commandments. They further stated *"children help elders"; "children think wisely, listen to parents and elders and follow the elders footsteps"; "they listen to parents, be good sons and daughters"*. However, one male parent from Labasa stated that *"parents must listen to their child's point of view"*, which stood out to being different to the rest of responses. This revealed to the researchers that there is a variety of viewpoints.

2. **The way a child is defined in the Fijian context influences the amount of space given to children to actively participate in making decisions on matters that affect them.**

An example is given by a male parent in Labasa that *"A child can only make decisions for his or herself when he/she turns 21 years"*. The researchers noted that this is generally the age at which most Fijians agree young people have the freedom to make their own choices and decisions.

3. **Parents saw both advantages and disadvantages in the concept of the child rights.**

A male parent in Labasa stated that children's rights *"it's like two sides of a coin – advantage and disadvantage"*. He further stated that he believed that rights depend on age and because they are young sometimes they use rights to make wrong decisions and abuse power. In relation to this, a female parent in Labasa stated that she believed in most areas of their children's lives, they will need parental support and supervision.

In a few cases parents were not supportive of child rights, for example one parent said *"rights imposed by the school do not work well in our Fijian culture"*. Another parent added that in the Fijian context, *"children can only have rights after turning twenty one years of age"*. Furthermore, one parent stated that a child has no rights which he said is a quote from the Bible.

4. **The data indicated that parents use a variety of strategies to discipline children including corporal punishment. Forms of punishment mentioned by parents were verbal discipline, removal of privileges, counseling followed by further punishment if the behaviour is repeated,** *"harsh punishment is given," "whacked, given a hiding," extra work and always give kids a second chance."*
5. **Parents identified a number of sources of conflicts from within the family and community. They revealed that peer pressure, family problems, competition between children, generation gaps, different expectations, traditional obligations, and financial situations can lead to conflicts. They further stated that they believe that another cause of conflicts in families is that** *"they (children) are in a modernised world, their expectations and views are different and they do not understand some of the decisions made by parents."*
6. **Parents revealed that sport is the activity in which they believe their children make most decisions. In their view, studying, religious activities and educational activities such as excursions are activities that involve adult decision making.**

## Recommendation: parents

Training in child rights and peace building should be carried out with parents to allow them to better understand the concepts of child rights and responsibilities. In doing so, teachers need to be agents of actively and effectively facilitating these trainings in the community.

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# Country findings and recommendations

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## Papua New Guinea

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### Country overview

Papua New Guinea consists of a group of islands including the eastern half of the island of New Guinea between the Coral Sea and the South Pacific Ocean, east of Indonesia.

The total population of the country is 6,187,591 (July 2011 estimate). The population growth rate is high at 1.98% (2011 estimate). Although only 13% of the population lives in urban areas, there is a strong urban drift with 2.9% annual rate of change (2000–15 estimated).

It is an ethnically diverse country with major ethnic groups being Melanesians.

The country is also religiously diverse with Roman Catholic (27%), Evangelical Lutheran (19.5%), United Church (11.5%), Seventh-Day Adventist (10%), Pentecostal (8.6%), Evangelical Alliance (5.2%), Anglican (3.2%), Baptist (2.5%), other Protestant (8.9%), Baha'i (0.3%), and indigenous beliefs (3.3%). (2000 census)

The country has three official languages, Tok Pisin, English, and Hiri Motu. In total some 860 indigenous languages are spoken. This is over one-tenth of the world's total languages. Tok Pisin, originated from a mixture of local

vernacular and mixed interpretation of English during the colonial period and is now accepted as the national language widely spoken by everyone with English spoken fluently by educated elites in the country. Although English is understood by two thirds of the population it is not fluently and confidently spoken by everyone. However, English is the accepted language of business used in the country. Hiri Motu is spoken by the people of the Southern Region.

The indigenous population of Papua New Guinea is one of the most heterogeneous in the world. PNG has several thousand separate communities, most with only a few hundred people. They are divided by language, customs, and tradition.

Papua New Guinea ranks 137 out of 169 countries with comparable data on the UNDP Human Development Index. Its ranking has improved by 1.3% annually since 1980 however this improvement is below the average improvement for the East Asia and Pacific Region.

### Policy context

The Government of Papua New Guinea passed the Lukautim Pikinini Act in 2009. This Act supports the involvement of children in matters that affect them. It also serves to protect children. Under its Education Reforms, Papua New Guinea developed an Education Plan aimed at Achieving a Better Future. The National Education Plan 2005-2014 works to create inclusivity and create an enabling environment for children's' participation in schools and improve their lives.

Under the Medium Term development Strategy, Papua New Guinea also developed another Education Plan to support the implementation of the reform aimed at achieving Universal Basic Education. Under the goal of Universal Basic Education Plan 2010-2019, it calls for all children to be able to complete 9 years of basic education



and stress on the importance of educating every child if they are to participate in a modern society. This Plan will help PNG to achieve Millennium Development Goal No.2.

It is also of importance to note that the Education Department of Papua New Guinea has a Behaviour Management Policy. This policy serves to clarify the roles and responsibilities of schools, parents / guardians, teachers and students.

## Findings and recommendations

### Findings: children

#### 1. Children have some understanding of children's rights and responsibilities.

Statements made by children participating in this research show that children have some understanding of their rights and responsibilities. This knowledge that children already have can provide a base for building their knowledge on this topic. Some typical examples shared by children are:

*"It is your right to play, but you must wash the dishes first before playing."*

14 year old male

*"Children's rights and responsibilities to go to school and get more knowledge"*

16 year old female

#### 2. Children do understand the term 'peace building' however they have limited knowledge of 'multiculturalism'.

Expressions of peace building by children showed the research team that children have an understanding of what peace building means. Many references to peace building by children relate to positive communication being an integral part of building peace.

However, this perception is not translated into thoughts on multiculturalism with some children perceiving this term to mean culture and tradition. Analysis of data shows a need to build on children's understanding of their own culture in relation to other cultures. For example children gave the following definitions of multiculturalism.

*"Types of cultures and customs in our provinces that we do in our communities and villages"*

13 year old boy

*"Multiculturalism is traditional dressing and dancing."*

Class 6 female

Some participants stated that multiculturalism can be a source of conflicts.

*"Know a little because of intermarriages bringing us to live outside our environments and that creates violence in the community."*

Female, Mahonia Na Dari

#### 3. Gender issues are having a significant impact within the school environment.

Teachers expressed the need for gender education to be factored into education programs as they feel some male students do not respect female teachers the same way they do with male teachers. One example is from a male teacher in Mahonia Na Dari who says, *"Maybe, here, the culture comes in, boys see the female teacher as a female, not as a teacher. This could be due to cultural factors, particularly for patriarchal societies where males dominate and are authority figures. This bias can lead to violence amongst children where girls can be picked on just because they are seen as the weaker sex"*.



**4. Ethnic discrimination in communities affects children's sense of social well-being.**

Teachers talked about the inability of some communities to get along with those of different ethnic groups. They felt this affected children's social skills and self esteem. They said ethnic discrimination plays a role in how children relate to each other within the classroom or school environment. In some instances, children representing a minority group are picked on and can be bullied. A typical comment was,

*"Sometimes children of mixed parentage are picked on by others just because they are of mixed parentage."*

Focus group, Kimbe

**5. The family has a big influence on decisions children make.**

This influence is reflected in data gathered from a participatory activity where majority of the children involved in this study stated that their parents influenced decisions that they made. The strong familial structures that are intact have more influence than the influence of peers. Children indicated the second-most strong influence was religion.

**6. Children do have spaces where they can share their opinions and views.**

These spaces are not seen as a physical construct but are seen as opportunities that children have where they can speak up. Parents present at the focus group discussions shared that these opportunities for children to speak arise during family devotion, in church (Sunday school) and in some customary activities. Parents also acknowledged that these spaces can be limiting for meaningful participation from children as processes in these spaces are usually led by adults.

**Recommendations: children**

The Project should work to develop resources that are child-friendly. This will increase the capacity of children and teachers' to understand peace building, children's rights and responsibilities and multiculturalism.

**Findings: teachers**

**1. Professional development processes and procedures for teachers were something that all teachers supported.**

Teachers talked about the need to have professional development sessions that focus on children's rights and its implications for them as educators. They also highlighted the importance of understanding the local context in which rights are implemented and practiced. This, teachers felt, would dispel the myth that 'rights' is a western and foreign concept. This shows that a holistic rights based approach is required.

**2. Classroom behaviour management is an area of concern for teachers.**

Teachers engaged in focus group discussions shared that addressing certain behavioural issues within the classroom is challenging. This is due to a number of factors. One main factor is teachers being disrespected. Teachers shared that this disrespect is due to a lack of understanding of children's rights on both the part of the teacher and student. They also stated that, *"teachers need more information on how to better discipline their students in a non-violent manner"*. Focus Group Discussion; Kimbe

Another typical example shared by teachers was that:

*"many times children do not respect their teachers and those around them, thinking that, because they have rights, they can do anything they want"*

Focus group, Mahonia Na Dari



A common comment shared by teachers was:

*“ Children do not listen to their teachers and at times even to their parents. They tell their parents that they have rights and do what their peers are doing ”*

Focus group, Mahonia Na Dari

### Recommendations: teachers

The project should work to develop training programs specifically designed for teachers. These training programs should contain elements on children’s rights and responsibilities, child participation and classroom behaviour management.

### Findings: parents/communities

#### 1. Parents and communities need information on children’s rights and its implications on parents as duty-bearers towards children.

Parents present at the focus group discussions shared that are some instances in the communities they come from where children are neglected. This neglect arises when parents are pre-occupied with earning money to feed their families. A particular example that was shared was that of some families living in palm oil compounds. Some parents who are engaged as casual labourers would leave for work at 5:30am without ensuring that there is food for children’s breakfast. This, participants felt was a violation of children’s rights to protection and a healthy living. Participants went on to share that this neglect often gave rise to issues of discipline. This they felt was in part the responsibility of the parent to take care of and in part the responsibility of palm oil companies. They felt that palm oil companies were taking too much of parents time away from their children.

#### 2. There is a need for awareness programs for parents on alternate forms of discipline, children’s rights and peace.

Parent and teachers involved in focus group discussions emphasized the need to raise awareness with parents in order to ensure the actions of the project are sustainable and go beyond the expected project timeframe.

### Recommendation: parents/communities

The project should work to build the capacity of teachers to provide parents with information on child rights, alternative forms of discipline and peace building.

### Findings: stakeholders

#### 1. Teacher training institutions do not have a child rights component in its curriculum.

Teachers present at the focus group discussion said that there is no syllabus on children’s rights and responsibilities in the Teacher Training Colleges. Teachers commented that in the teacher training colleges that they attended, they were taught a little on how to manage classrooms, but there was nothing specific on children’s rights and responsibilities.

#### 2. The Department of Education has a Behaviour Management Policy for National Educational systems of Papua New Guinea in place, however teachers are not familiar with its contents.

Some of the teachers present in focus groups discussions were aware that this document on Behaviour Management Policy was available but had not sighted it. Others were not aware that it existed.

### Recommendations: stakeholders

- Resources developed for teachers should include information on government policies and on Ministry of Education documents.
- The project staff should work with the stakeholders such as various education authorities to ensure that resources relating to children’s rights are mainstreamed into the teacher education system.

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# Country findings and recommendations

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## Solomon Islands

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### Country context

Solomon Islands is a group of islands in the South Pacific Ocean, east of Papua New Guinea.

It is an ethnically diverse nation with the major ethnic groups being Melanesian (94.5%), Polynesian (3%), Micronesian (1.2%), other (1.1%), and unspecified groups (0.2%). (1999 census)

It is predominantly Christian with Church of Melanesia making up 32.8% of the population, Roman Catholic making up 19%, South Seas Evangelical making up 17%, Seventh-Day Adventist making up 11.2%, United Church making up 10.3%, Christian Fellowship Church making up 2.4%, and other Christian groups 4.4%. Other religions are 2.4%, unspecified 0.3%, and 0.2% claim no religion. (1999 census)

Melanesian pidgin, known as Solomon Islands Pidgin is the lingua franca for much of the country. English is an official language but spoken by only 1%-2% of the population. There are over 120 indigenous languages spoken throughout the islands.

The population of the country is 571,890 (July 2011 estimate). The population growth rate is 2.2%. The urban population is 19% and the annual rate of urbanization is 4.2% (2010-2015 estimate).

Solomon Islands ranks 123rd out of 169 countries with comparable data on the Human Development Index. Solomon Islands is below the regional average improvement in HDI for the Pacific region.

Solomon Islands has suffered considerable political instability. The Tensions, a period of internal conflict which lasted from 1998 to 2003, was characterized by general lawlessness, extortion and open corruption. While fighting during The Tensions was conducted on ethnic lines, it could be argued that the causes lay in land issues, population pressures, urban drift and poverty. These issues are still evident in Solomon Islands today. While the Regional Assistance Mission to the Solomon Islands (RAMSI) has stabilized the law and order situation and is doing considerable work in capacity building, the future remains uncertain.

### Policy context

The Solomon Islands currently have a National Children Policy with a National Plan of Action. This was published in April 2010. The direction of this National Children Policy is informed by the UNICEF-AusAID funded 2008 study on children in the Solomon Islands. The Solomon Islands Government established the National Advisory Committee (NACC) on Children in 1992. The purpose of the NACC is to advise the Government on issues relating to children. The Solomon Islands then became a party to the UNCRC in 1995.



## Findings and recommendations

### Findings: children

- 1. The children have some understanding of the term Rights and what they were entitled to. Generally students weren't able to make the link about having rights and the responsibilities that came with it.**

Typically the rights that children mentioned in their definitions were; the right to a good education, the right to attend school, the right to know about life and the right to do activities. Interestingly none of the children made mention of rights to participate on making decisions for themselves. Some examples from the children were:

*"The right of a child to everything with regards to his/her growing up into an adult like education, health, and many more and the right to participate and voice his/her true feelings and thoughts."*

14 year old female

*"Children's Right is going to school, and children are the future for Solomon Islands."*

15 year old female

*"Children have the right to say no to Violence's, which might affect their health and their future."*

11 year old male

*"Protecting our rights is access to toilets and water, clean environment and access to food."*

13 year old female (Auki)

- 2. The researchers observed that children responded better to activities being conducted in Pidgin.**

Activities that were facilitated with the children were participatory activities which encouraged children to talk. Children enjoyed these activities and discussed amongst

themselves openly when the activities were facilitated in Pidgin. When children asked questions directed to the facilitators it was usually in Pidgin. However when instructions were given in English, children usually remained silent and looked confused. This gave an indication that children did not fully understand what was said to them. Not all the members of the research team was able to converse in Pidgin, but support of the local team helped relay what was said in English to vernacular.

- 3. The children enjoyed sharing stories with one another.**

From the data analysis, the research team identified that children enjoyed sharing stories with one another. Children from both sites in the Solomon Islands prioritized sharing stories with one another as one activity where they made the most decisions. The second highest rated activity to this that children enjoyed doing was reading.

- 4. The main source from which children gathered most of their information was the local newspapers and the radio.**

Children in Solomon Islands had identified at both the sites in Honiara and Tulagi that newspapers and radio programs were avenues where they got most of their information from. None of the students had identified the Internet as a tool where they sourced information from.

- 5. The group identified by children that had the greatest influence in their decision making was parents.**

From the data analysis, children in the Solomon Islands identified that much of their decision making was influenced by parents. This was common at both sites in Honiara and Tulagi. This could be an indication of strong family units present in Solomon Islands. Apart from parents influencing their decisions, children also identified religion as the second most important influencing factor in the way they made decisions.



### Recommendations: children

- There should be a training organized for children to build their understanding on the United Nations Convention on the Rights of a Child (UNCRC). As part of the training, it should link what children Rights are and the Responsibilities that come with those rights they are entitled to.
- In the process of developing resources, the country team should consider translating the material into vernacular, because children understood Pidgin better.

### Findings: teachers

1. **There was an understanding of Children’s Rights amongst teachers. They said that it was an important concept which children needed to fully understand. Their general understanding was that children’s rights and responsibilities were not separate entities but functioned together as a whole.**

Some examples from teachers about children’s rights included:

*“ They have the right to formal education, and they have the right to live in a free violence home – peaceful environment”*

Teachers focus group, Honiara

*“ Mi tingting blo mi children’s rights hem always go with Responsibilities rights always go with responsibilities in whatever activities olgeta involve for doing.”*

Teachers focus group, Tulagi

*“We have to educate them properly, because we they don’t than it will affect the lives of children, they need to understand what are their rights and what their roles are.”*

Teachers focus group, Tulagi

Teachers said that teaching Children’s Rights to children, was not only the sole responsibility of teachers. During the focus group discussions they stated that Rights began at home and parents and they had an equal part to play. Here is a typical comment from teachers in Tulagi ; “Rights begins with the parents, one on one with the child to guide them – starting point with the parents”

2. **There was evidence of Student Centered learning taking place in schools. Teachers agreed that in teaching a classroom with students up to 50 in a class, group work was a strategy used in classroom management.**

Teachers at both sites highlighted that in managing big classes, group work was an effective strategy for organizing children in the classrooms. They reported that peer learning was an important learning aspect in their classrooms.

*“ Group work hemi one fella very effective teaching strategy, a way in which where you allowing children to interact with each other ... very effective strategy in classroom organization.”*

Teachers focus group, Tulagi

Teachers said that the class groups were organized and chosen by the teachers accordingly to children with different learning capabilities.

*“ We have a very big number of students in the class and if all of them are there its very squeezed in the class there is no space for children to move around , so when it comes to group work we write the questions on the board and they go and work outside.”*

Honiara TFG

**3. There was evidence of peace being taught in schools. Teachers linked peace education to virtues education taught in the schools. According to teachers, they said that each school had their own curriculum which taught on peace education.**

In the focus group discussions, teachers talked about programs such as the AC program (Accelerated Christian Education program), the Christian Virtues and Zion initiative. These were ongoing programs undertaken in their schools in the morning, which they perceived linked closely to peace building.

**4. There were strong expressions of interest by teachers towards the development of educational resources. Teachers during focus group discussions talked about types of resources that would help support them in strengthening children's participation in the areas of Peace Building.**

During the focus group sessions, teachers talked about some of the strategies they incorporated in classrooms to enable children to participate. These were activities like; class debates, dramas and 'situations' which were part of the virtues lessons in the mornings. In trying to get children more involved in class they recommended resources that were innovative for them to use. Some of the types of resources that teachers recommended were; pictures, cards, books, illustrations and topics that were relevant to peace.

**5. There were roles given to children to support teachers in the classrooms and managing of students in school. Rather than students assigned to positions that represented the views of children like in a student council, children played the roles of school prefects, librarians, and class captains.**

Teachers talked about children in their schools being assigned special roles which helped them out in schools for example, school prefect, librarians or class captain. Each of the schools present had different ways of selecting students into these positions. Examples of such processes were: students being elected by their peers, a schools voting system, students would undergo a series of interviews and screening sessions by teachers and in some schools selections were made solely by teachers based on merit.

**6. There were a variety of positive disciplining methods used on children by teachers in schools. Teachers reported that in each school there were channels in place to deal with students who misbehaved. There were concerned about how to balance discipline with children's rights.**

In the Solomons, during the teachers' focus group sessions, teachers mentioned that for the minor offences committed by students in schools they were dealt with on the spot punishment. Teachers said that classroom discipline was carried out by class teachers. Some of the examples given that were given by teachers included: children were tasked with more school work, reflection periods for the students, pledge forms for students to fill out – pledging to not recommit the offence. Some teachers mentioned counseling sessions done in school with the student and parents

of the student. Some teachers mentioned that their schools had disciplinary boards which looked into severe cases of dealing with misbehaved students. If the offence was very serious, than the child would be issued a warrant for suspension.

In having this system set in place, some teacher's main concern was that children rights hindered discipline. There was a general concern amongst teachers that children's rights would allow children to do what they wanted. Example of a typical comment from the teachers is:

*" Sometimes yu mi go too extreme makem hard for yu mi, parents and teachers playim part for doing discipline ... Children's Rights good, but to a certain degree."*

Teachers Focus Group, Honiara

**7. Teachers reported that being part of trainings and workshops was something rarely done at a National and Provincial level. Teachers said that in faith based schools they undertook professional developments but nothing had been shared on Peace Education within those forums.**

Teachers from both Honiara and Tulagi mentioned that there has never been an event where teachers would come together to receive training or share ideas. During the focus group sessions facilitated with teachers, they said that if there were training opportunities in place provincially or nationally they were keen in being part of those sessions. Teachers talked about in house staff training that according to them was the only form of training they had received in schools.

*" We normally do our own ... not real training for all teachers, but if there is someone who is good in art they help all the teachers in that skill."*

Teachers Focus Group, Honiara

### Recommendations: teachers

- As a response to focus group sessions held with teachers, the country team should consider setting up a provincial Teacher's Network. This would allow teachers from different schools to come together to share ideas and challenges and build relations with one another.
- There should be a training conducted with teachers on building their understanding of the UNCRC. As well as conducting this training on UNCRC, the country team should look into developing active strategies which teachers could use to strengthen child participation.



## Findings: parents

1. **There was a general understanding amongst parents that children's rights were important, but parents were worried that the idea of rights could challenge their authority.**

Parents that were part of the focus group discussions on Tulagi and Honiara shared similar views on children's rights. Both shared that children had rights but there were concerns of children challenging authority.

*" Sometimes when children practice their rights they go against what parents say because they know that they got their rights."*

Parents Focus Group, Tulagi

2. **There was a common interest amongst parents, to receive more awareness and training into peace building and children's rights**

During the focus group discussions with parents, some of them mentioned that they would like to get more training in children's rights. Parents told us that there was a need for the community as a whole to receive this sort of training to be able to understand children better, and acknowledge that a child's view were important.

*" Communities need more training on children's rights, so that they can know that children have rights."*

Parents Focus Group; Honiara

3. **There were a number of sources for conflicts in the family and within the community that were identified by parents. These parents believed that these factors have had an influence on their children and were a growing concern for them.**

During the focus group discussions, parents admitted that negligence on their part towards their children was a way conflicts arose in the family. Other sources of conflicts that were identified by parents included: the community having little or no understanding of children's rights and the importance for children to express themselves, peer pressure, and alcohol – "Kwaso" the local homebrew which children as young as 12 years were consuming, neighborhoods where children were brought up in, and differing points of view between parents and children, dress code, family members and the influence of the media.

4. **There was a similarity between parents at both Honiara and Tulagi in allowing children to attend only faith based organized activities. These faith based groups were identified by parents as places which helped the communities in areas of counseling, spiritual growth and development.**

Parents identified faith based groups as place that provided counseling and offered youth activities. Going to faith based organized events and activities had allowed their children to develop spiritually and mentally. " Since our daughters have joined the church they have gotten into forming a music group, and they have gotten others to come and be part of it, there are about eight girls now. They even have written to seek sponsorship for instruments". The parents in the focus group sessions mentioned in Honiara that the SDA church provided counseling to young parents and youths that faced challenging times. In Tulagi island the Anglican Church played a similar role for the community members there.

## Recommendation: parents

The country team should consider assisting teachers to run parent information sessions relating to components of peace building and children's participation.

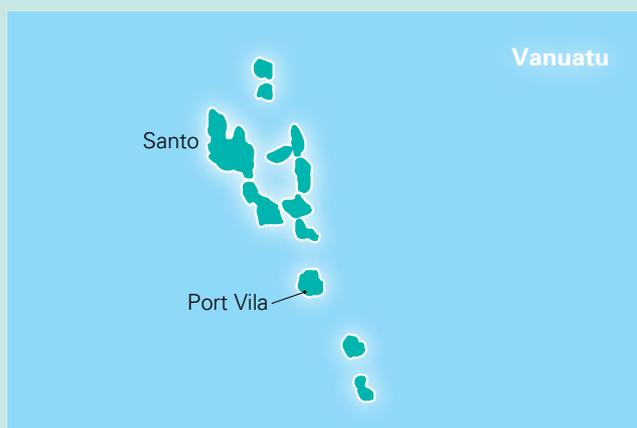
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# Country findings and recommendations

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## Vanuatu

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### Country overview

Vanuatu is a group of more than 80 islands in the South Pacific Ocean located to the south of Solomon Islands and to the north west of Fiji. About sixty five of the islands are inhabited.

The population of Vanuatu is 225,564 (July 2011 estimate). Ni-Vanuatu (indigenous people of Vanuatu) comprise 98.5% of the population (1999 census). The country is relatively urbanized with 26% of the population living in urban areas.

There are more than 100 local languages spoken across the country however Bislama (a pidgin language) is the lingua franca. Both English and French are also official languages.

Vanuatu is predominantly Christian with Presbyterian making up 31.4% of the population, Roman Catholic 13%, Seventh-Day Adventists 10.8%, and other Christians 13.8%. Indigenous beliefs including the John Frum Cargo Cult make up 5.6% of the population with the remainder having unspecified or no religious beliefs. (1999 Census)

There is considerable cultural diversity within the country and ritual and custom play a central role in the life of the Ni-Vanuatu.

### Policy context

The Republic of Vanuatu ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1992. In efforts to ensure the UNCRC is brought into effect in the lives of children, the National Children's Committee was established in 2000. Vanuatu has come a long way in addressing children's issues. To date, there is a National Children's Policy which supports the participation of children in spheres where children are involved. This Policy also encourages the strengthening of linkages between parents, communities and schools. The policy also serves to link together all parties working towards the betterment of Ni-Vanuatu Children's lives.

### Findings and recommendations

#### Findings: children

- 1. Children are seen by adults around them as persons with relational linkages to others. Their status as children is also defined by roles they are perceived to have in society.**

A typical example that parents shared with the research team is:

*"A child is a son or daughter in a family."*

Focus group, Port Vila

The parents and teachers that the research team spoke with stated that within their communities children are seen as the future. Parents and other people in positions of authority and influence would make



decisions for children, thus a child is seen as being under the supervision of adults. Parents went on further to share that a child was also defined according to the roles they have within family and cultural settings. These roles relate to chores or certain cultural expectations of children.

Discussions with teachers revealed that they felt that children needed guidance from adults around them.

Some teachers shared that:

*“ Children are persons who need assistance and guidance through the process of life.”*

Focus group, Luganville, Santo

## 2. Children see multiculturalism as a threat to existing cultures.

Some children, in their explanations of what they know about multiculturalism, stated that multiculturalism meant:

*“ keeping our own culture or other cultures will take over ours.”*

13 year old girl, Luganville

This indicated to the research team a misunderstanding of the term multiculturalism. Children generally spoke of multiculturalism as just culture or custom.

*“ Multiculturalism is like a big word that comes from the word culture and culture is like a big word that comes from custom.”*

13 year old girl, Port Vila

## 3. Children have limited knowledge of rights and responsibilities.

Data gathered from activities with children suggests to the research team that some children do not fully grasp the meaning of children’s rights. There are rights which stand out prominently in data from children such as the

right to education, but there was no correlation of this right with the accompanying responsibility. A common example shared by children is on the right to education:

*“ Children have the right to education.”*

11 year old boy, Port Vila

In many cases this statement was not followed by an example of a responsibility.

## 4. Awareness on rights and responsibilities does take place within the school setting.

There are some children who indicated to the research team that they understand what rights and responsibility mean. Some children shared that they learnt about children’s rights in school.

*“ I know a lot about children’s rights and responsibilities because I have learnt it at school. E.g. children must obey parents so they can have good manners towards each other and they can have a good life in the future.”*

13 year old girl, Luganville, Santo

## 5. Story-telling is an activity that children enjoy.

Children shared with the research team that one of the activities they love doing is story-telling. The research team is of the opinion that this activity reinforces the Melanesian way of life of passing on important information through generations. The research team is of the view that this activity could play an important role in building children’s confidence and self-esteem. It could also build communication skills.

Sport plays a huge role in building the social and life skills of children.

Sports ranked quite highly amongst children as an activity that they enjoyed. Children shared with the research team that apart from sports being fun, it also helped them to make friends and to get along



with each other. It helps children understand what it means to be a team player. Most children also ranked sports highly as an area of their life where they make decisions for themselves.

#### 6. Children have easy access to radio and television.

During discussions with the research team, children shared that they have access to many forms of media. The media that they have the most access to are radio and television. Children stated that their favourite programs on these forms of media are music shows and children's programs. These are also programs that children enjoy listening to in the afternoons after school and are more likely to participate in. Children shared that they enjoyed listening to the FM station after school because of the music and the request lines. The request lines are where children have the opportunity to either call or text the radio station and request for their favourite song. Some children, boys in particular, shared that they liked the sports and comic section of the newspapers.

Children also shared with researchers that they enjoyed drama and music performances. They shared that role plays is something they would enjoy doing.

#### 7. Children enjoy group work.

Children shared with researchers that they enjoyed working in groups on class based activities. This is because it allowed for them to have discussions with their classmates and work things out for themselves. A 13 year old boy in Luganville stated that he enjoyed group work because, "I could sit and have discussions with my friends". Children agreed that group work was more enjoyable because it allowed them to get to know each other better.

#### Recommendations: children

- Information shared by children strongly indicates that the project should engage the media and community development organisations in reaching out to children through music, dramas, role play, story-telling and sports. These activities seemingly have an important space that children love to access and enjoy.
- Project staff should engage children in participatory activities that allow for children to work in groups.
- The project should look at developing resources appropriate for children to understand which will assist them to practice peace building, rights and responsibility and multiculturalism.

#### Findings: teachers

##### 1. Teachers fear that children's right takes away their authority as teachers.

Many teachers that the research team spoke to stated that they feared the influence the notion of 'rights' has over their students. An opinion shared by a female teacher in Port Vila was, "Children's rights is good, but is also a fear for parents and caretaker's, my fear is we must not allow children's rights to override something, for example, you shouldn't hit children, then what happens to discipline. My fear is in the discipline part". Already teachers are beginning to see a change in the attitude of students in relation to rights and education. Some teachers shared that gone are the days where teachers are respected and revered within the sphere of the classroom and school. In this day and age some teachers feel threatened by the notion of 'children's rights'. Teachers also shared with the research team their desire for training programs on the UNCRC. This is in relation to the issues of peace building and child participation.



**2. Teachers are finding managing classroom behaviour challenging.**

Many teachers that the research team spoke to shared how managing classroom behaviour has become more complex in recent years. This change, they felt is due to children knowing about their rights but not being able to enact their rights responsibly. An example shared by a male teacher is, "pikinini expressem tu mas, they talk back to teachers when they think they have the right, especially when in discipline time." Teachers also shared that they do not have the means to access professional development forums that would help them with this issue.

**3. Teachers are encouraging group work.**

Within the spheres of their classrooms, many teachers we spoke with are encouraging group work. This encouragement takes the form of sitting arrangements where students sit in groups as opposed to sitting in rows. Teachers also give out tasks for students to work on in groups. A typical example shared by a female teacher in Port Vila was, "All teachers got their own arrangements in classrooms. Currently with the literacy program we have, students sit in groups. There is the whole class teaching and there is the group teaching. Students are sitting in their ability groups."

**Recommendation: teachers**

The project should work with concerned departments of education to provide teachers with professional development sessions.

**Findings: parents/communities**

**1. Parents fear that children's rights takes away their authority as parents.**

During discussions with the research team, parents stated that sometimes, as parents, they feared that

children's rights would take away their authority as parents and as teachers. This, parents felt was due to children thinking that if they have rights, they can do anything they wanted to. An example shared by some parents was that, "children have rights and also there is danger around him if we open up the right to him and he will involve in problems and not listen to parents anymore" – male participant, Mele Village, Efate.

**2. Parents need opportunities to learn about alternative forms of discipline for children.**

The parents that the research team spoke with highlighted the need to raise awareness with parents in communities on how to discipline children in a non-violent manner. This, parents felt would be consistent with the objective of peace building that the project is working towards. Parents present at focus group discussions shared that many times it was easier to discipline children using violent methods as these are the only methods that they know and are easier to implement. A common example shared by participants is that, "Children have rights but some big people kilim pikinini cause sometime big people know no other way to disciplinem pikinini. Parents needem some awareness on this" – female participant, Mele Village, Efate.

**3. Parents have expectations for their children.**

Parents' expectations for children run from being well-mannered to achieving good results in schools. The research team saw parents also have expectations for their children to have culturally appropriate behaviour and to achieve certain customary achievements. These expectations also determined how parents defined who is a child and who isn't.

**Recommendation: parents/communities**

The Project should work with teachers as an entry point to reach out to parents.

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# Summary of recommendations

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## Regional

1. A joint working session of the project teams from all four countries should be held in January 2012. The session should include professional development specifically on the UNCRC, a rights based approach to development, and the Live & Learn Child Protection Policy. The session should include detailed planning of the next stages of the project with each team defining clear country specific outputs for 2012, as well as producing a detailed work plan for the next six months. The teams should also review the evaluation framework for the project and contribute to an evaluation plan for the project.
2. The project should utilize existing student leadership structures and peer learning processes as a starting point in working with schools.
3. A common core of training materials for teacher professional development should be produced. This training materials should include information to assist teachers to understand the UNCRC and what it means for teachers and students, strengthening child centered learning, effective behavior management strategies for students, and creating classroom environments and processes which enhance student participation and protect children's rights. This should be supplemented with country specific material particularly relating to educational and school policies.
4. Support should be given to building on going teacher networks.
5. Teachers should be encouraged to incorporate children's rights, peace building and opportunities for participation and decision making across the curriculum. Materials developed should provide specific guidance on how this could be integrated with existing subjects and text books. Project teams will need to do further detailed curriculum analysis particularly looking at text books to support this process.
6. Project teams should begin their work in school by working with students on storytelling relating to the environment. This can lead on to student initiated projects. Once students have developed stories and

projects and are ready to share them, connections should be made with the press to create a wider audience for student voices. Stories should be shared at local, national and regional levels.

7. Consideration should be given to including information materials and an outline for a short session to be run with parents. This could be developed as part of the teacher resources and the topic of informing parents could be included in professional development sessions which are run for teachers.
8. All materials and activities developed need to be gender inclusive and to actively promote gender equity.
9. Consideration should be given to producing at least some materials for students in vernacular.

## Fiji

### Children

1. There is a need for careful approach to promotion of peace and rights as children in this age band is still in the developmental stage.
2. We as researchers need to be well trained and well equipped.
3. Activities developed must incorporate concepts of multiculturalism, rights and responsibilities, discipline, leadership, and non-violent ways to manage violent behaviours to enable children to positively action these concepts in the right and appropriate manner.
4. Resources developed for children needs to be colourful, child friendly and must be presented using the different categories of media forms.
5. Peace building activities for developed for children should inculcate aspects of the physical environment.

### Teachers

1. The schools should be used as a vehicle to reach out to the broader community. In order to facilitate this effectively, teachers and students should be trained about the effective processes and methods involved.

2. The resources developed must be generic for teachers and they also should be country specific.
3. The resources and tools for teachers to effectively teach rights and responsibilities should be developed.
4. The resources that will be developed for children need to relate to real life of students, have a connection to religious education, rights and responsibilities, and activities need to incorporate music and songs that will allow active participation of students.

### Parents

Training of child rights and peace building should be carried out with parents to allow them to better understand the concepts of child rights and responsibilities. In doing so the teachers need to be agents of actively and effectively facilitating these trainings in the community.

## Papua New Guinea

### Children

The Project should work to develop resources that are child-friendly. This will increase the capacity of children and teachers' to understand peace building, children's rights and responsibilities and multiculturalism.

### Teachers

The project should work to develop training programs specifically designed for teachers. These training programs should contain elements on children's rights and responsibilities, child participation and classroom behaviour management.

### Parents

The project should work to build the capacity of teachers to provide parents with information on child rights, alternative forms of discipline and peace building.

### Stakeholders

The project staff should work with the stakeholders such as various education authorities to ensure that resources are mainstreamed into the formal education system.

## Solomon Islands

### Children

1. There should be a training organized for children on building their understanding on the United Nations Convention on the Rights of a Child (UNCRC). As part of the training, it should link what children Rights are and the Responsibilities that come with those rights they are entitled to.

2. In the process of developing resources, the country team should consider translating the material into vernacular, because children understood Pidgin better.

### Teachers

1. As a response to focus group sessions held with teachers, the country team should consider setting up a provincial Teacher's Network. This would allow teachers from different schools to come together to share ideas and challenges and build relations with one another.
2. There should be a training conducted with teachers on building their understanding of the UNCRC. As well as conducting this training on UNCRC, the country team should look into developing active strategies which teachers could use to strengthen child participation.

### Parents

The Country team should consider conducting training with parents on the UNCRC, relating to components of Peace Building and Children's Participation.

## Vanuatu

### Children

1. Information shared by children strongly indicates that the project should engage the media and community development organisations in reaching out to children through music, dramas, role play, story-telling and sports. These activities seemingly have an important space that children love to access and enjoy.
2. Project staff should engage children in participatory activities that allow for children to work in groups.
3. The project should look at developing resources appropriate for children to understand which will assist them to practice peace building, rights and responsibility and multiculturalism.

### Teachers

The project should work with concerned departments of education to provide teachers with professional development sessions.

### Parents

The project should work with teachers as an entry point to reach out to parents.

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# Appendices and references

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## Appendix 1

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### Methodology

#### Limitations of the RAP

Limitations in conducting this RAP were:

1. The students were chosen by the school and most were recognized student leaders – prefects, class captains, or school captains. The advantage of this was that students were generally confident and articulate. The type of student involved would be a likely leader in a peer education program. The disadvantage is that the students were not a representative group.
2. The target age range for the students was under 16 however some students were over this age. In PNG in particular the students were drawn mainly from grades 5, 6 and 7 and their ages ranged up to 18. This affected issues such as their media interests, for example several students in PNG were most interested in the classified ads in newspapers.
3. The time allowed for the RAP was short with the research team spending only a couple of days in each county collecting data. This meant that the team had limited time to consult with parent groups and with other stake holders such as NGOs and local officials.
4. The researchers had limited time with children and so were not able to judge the extent to which students were saying what they really felt or what they thought the researchers wanted to hear. The discussions about scenarios for example may have been influenced by this.
5. The research members who travelled from Fiji were not able to understand local vernacular in every country. Staff members from the local Live & Learn offices were present at all sessions to translate, however some nuances may well have been lost.

### Process of the RAP

#### 1. Research questions

All the country teams met at an inception workshop and worked on broad research questions to guide the RAP. These questions were later refined by the Fiji based research team working with the Research Advisor.

The research questions were:

#### Children

1. How do children currently access information?
2. Do children recognize the vocabulary of rights, peace building and participation? What do they know about these areas?
3. Who/what are the main influences on decisions children make?
4. What activities do children enjoy and where do they see themselves as making independent decisions?

#### Teachers

1. What do teachers know/understand about children's rights and peace education and what are their concerns and attitudes about these areas?
2. What do teachers need in order to better support students in exercising their rights and participating in decision making?
3. What do teachers think works best for students?
4. Have teachers had any opportunity to attend trainings on children's rights?
5. How do teachers manage disruptive behavior?
6. What student centered strategies are teachers already using?

## Parents

1. What do parents know/understand about children's rights and peace education and what are their concerns and attitudes about these areas?
2. How do parents define what it means to be a child?
3. How are parents currently managing difficult behaviors?

## 2. Design and trial of the RAP tools

Two representatives a boy and girl were selected from a minimum of 10 schools in each country along with teachers, parents. The decision was made not work in schools but to conduct the RAP with a selection of students allowed the research team to gather information from a wider scope of participants. This saw participants from a faith based, multi-ethnic and co-ed and single sex schools.

The research team decided to use the following tools:

1. **The KKK Activity:** this activity was designed to find out what children knew about the terms – Peace Building, Multiculturalism and Children's Rights and Responsibilities. We handed out small pieces of paper which our research subjects filled in their own understanding of these terms. (Refer to appendix 2)
2. **The Ranking Activity:** this activity was designed to find out which activities children liked doing and where they were making the most decisions. We handed out activity sheets for our research subjects to fill in. (Refer to appendix 2)
3. **Media Reach:** this activity was designed to find out which modes of media children had the most information from. After discussions we handed out small pieces which for our research subjects to fill in. These filled pieces of papers were then place into pockets assigned to different media sources (Refer to appendix 2)
4. **Dilemma Decisions:** this activity was designed to find out which factors influenced children's decisions and to investigate what were the biggest influences on how children make decisions. We handed out pieces of paper for our research subjects to fill in. These filled pieces of paper were then place into pockets assigned to different columns pertaining to social groups in the community. (Refer to appendix 2)

Two of the four activities were conducted with both children and teachers, namely the KKK and Ranking activities. The research team also conducted focus groups sessions with the teachers, parents and stakeholder groups (Refer to appendix 2).

A range of research tools were trialled in 2 schools in Fiji (Draiba Fijian School and Holy Trinity Anglican School) before they were used in the RAP. The activities trialled were conducted in classrooms of up to 42 children.

As a result of the trial the research team decided to:

- Reduce number of Activities
- Refine Focus Group Questions
- Streamline process for managing data
- Design record sheets

## 3. RAP Data Gathering Process

Two researchers from the Fiji office Susie Anise and William Young were involved in gathering data in all the four countries.

Local Live & Learn office members who were also involved included:

- **PNG office** – Siwa Matawe, Marlene Delis, Percy Kambui & Urban Chole
- **Solomon Office** – Wilson David, Francis Tavava and Sophie Tawake
- **Vanuatu Office** – Dorah Willie and Jill Horry
- **Fiji Office** – Makelesi Batimala and Alex Wilson.

The table below shows the number of schools involved in each country.

Country	Total number of schools	Total number of children	Total number of teachers	Total number of parents
Solomon Islands	17	37	17	4
PNG	20	80	27	23
Vanuatu	15	26	24	26
Fiji	21	34	21	3

## Country comments

### PNG

The Live & Learn office in PNG is located in West New Britain on Kimbe Island. The research team conducted the RAP at two locations in West New Britain. The first session was done with the schools located around the Talasea and Hoskins Inspectorate of the province and was held at the provincial town's Catholic Diocese Hall. The second session was done with the schools located in Biella Inspectorate outside of town and was held at Mahonia Na Dari.

In PNG the research team met with a larger number of students compared to the rest of the other countries. We had initially planned for two students from ten participating schools. In PNG each school brought an average of four students to venue. On the day of the research, the available students were in Grades 5,6,7. This meant that many of the students, particularly those in Grade 7, were older than 16. In addition, overage enrolment is common in PNG so that even the lower grades of 4, 5, and 6 which the project will be targeting, there may be some students over 16.

We also met with women from Callan services, and representatives of Catholic women's league and representatives from Provincial government offices of Education and Community Development, Provincial Radio station and MOSA Oil Mill. The country team will do follow ups with these important stakeholders and build on existing relationships for the project. The media personnel from the PNG office provided excellent support in capturing children's and adults stories during sessions.

### Solomon Islands

In Solomon Islands the research team undertook the RAP in two locations. The first activities took place in Honiara and the others on Tulagi in the Florida Island group. The majority of the students fell within grades five and six at both centers with the ages mainly 12 to 13. This was the first time Live & Learn had ever worked in the Florida Islands. The students responded well to sessions conducted in Pidgin English and felt comfortable speaking in Pidgin.

Our time spent in Solomon Islands was very limited, but the team did manage to meet with Save the Children, as one of the stakeholders to the project. The research team also was able to look through the gathered data and do some preliminary analysis with the local staff. The support was provided by the local team to transcribe responses from vernacular to English.

### Fiji

In Fiji the research team had the opportunity to conduct the RAP research at three different sites. In Labasa however compared to the other two sites in Fiji, there was a strong male dominance at the sessions. In the Lautoka

city and in the capital Suva participants there was an even distribution of male and female participants.

Working in different localities gave the opportunity for the research team to include respondents from a range of schools with Indo-Fijian, I-Taukei (Indigenous Fijian), and mixed ethnicities. The research team spoke vernacular at some of the sessions to help clarify terms that were not well understood.

For the focus group sessions conducted with the teachers in Fiji, we noticed that Fiji teachers undergo more professional development trainings than compared to the other three countries. We also were able to meet with stakeholders from UNICEF, Save the Children, Media fraternities, Ministry of Education, the department of Environment and Social Welfare.

### Vanuatu

The research team conducted sessions with schools in two sites. In the first week research was done in the capital Port Vila, and the following week research was done on Santo island in Luganville. With the schools in Vanuatu, curriculum is taught in both French and English. Students that attended the session were drawn from both (English speaking) Anglophone and (French speaking) Francophone schools.

Sessions had to be conducted in Bislama to create a common ground for students and facilitators to communicate in. Local Live & Learn staff provided translation for the Fiji team.

We also had the opportunity to do Focus group sessions with parents in Mele village in Port Villa. This session saw village elders and important figures in development committees present to give their perspectives on children. In Santo the team visited Hog Harbor Community and met with parents from the community. Elders and a Chief from nearby communities also attended the session Hog Harbor Community to be part of the research.

## Analysis and writing

The gathered data collected in the four countries was analysed in Fiji by the research team with support from the Research Advisor. This process of analyzing and placing data into broad themes together with writing the first draft of the report took 2 weeks to complete. The research team and Research Advisor discussed and brainstormed on each of the country's specific findings and prepared recommendations based on the data collected.

Country teams, country managers and the regional manager were provided the opportunity to comment on the draft and particularly the findings and recommendations. The final report was then prepared for publication.

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## Appendix 2: Details of activities

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### Activity title:

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KKK (Know a Little, Know a lot, Know nothing)

### Objective:

To find out how much knowledge children have about:

- Peace building
- Children's Rights and Responsibilities
- Multiculturalism

### Materials:

1. Piece of paper
2. Pencil
3. Newsprint
4. Glue
5. Cello tape

### Process:

1. Ask the students to write on a piece of paper what they know about the topics mentioned above and what those terms or statement mean to them.
2. After the children have written what they know about the topics, ask them to write their name, sex and ethnicity/race.
3. Ask the children to place their responses in appropriate envelopes. E.g. if a student knows little then he/she has to paste his/her paper on the newsprint that says knows little.

### Conclusion:

Round off the activity by thanking them for participating and introduce the next activity.

Activity box for children to write responses in:

### Topic:

.....

.....

.....

.....

Circle one:

Know a lot      Know a little      Know nothing

Name:

.....

.....

.....

Sex:

Boy       Girl

Age:

.....

Race:

.....

.....

.....

.....

**Activity title:**

“Dilemma – decision participation” scenarios

**Objective:**

- Find out which factors influence children’s decisions
- Investigate children’s rationale in decision making

**Materials:**

- Different colour paper (blue, yellow, pink, green)
- Paper cut offs (different colours) with name, age, sex and race typed out
- Pre-prepared pocket voting matrix

**Process:**

1. Introduce the scenarios (refer to Annex 3)
2. Ask participants to discuss in their groups.
3. Do a brief feedback session on the group discussions
4. Ask students to think about what influenced their decisions – let them discuss this briefly in groups
5. Next ask students to vote on who/what has influenced them the most.

**Wrap up:**

- Thank participants for participating in this activity
- Inform participants that this activity allows for the research team to understand children better in terms of how they make decisions
- Allow for questions and answers

**Annex 3****Scenarios:**

1. A friend is having a birthday party this coming weekend and you have been invited to attend. You also know that this same weekend a family reunion is taking place. Your parents have specifically asked that you be at this family reunion to meet uncles, aunts, cousins, grandparents from all over Fiji. What will you do?
2. An election is taking place in your class for class captain. Would you put your name forward as a candidate to be class captain?
3. Some children in your class are thinking about skipping school to go to the internet shop to just “hang out.” They have asked you to go with them. What will you do?
4. Your parents have just informed you of an important function happening at church/temple on Saturday morning. You also know that your school team is playing the final of the sports competition that same Saturday morning and all your friends will be going to watch this important match. What will you do?

**Activity title:**

Media reach

**Objective:**

- Find out the modes of media children accessed frequently to derive information

**Materials:**

- Different colour paper (blue, yellow, pink, green)
- Paper cut offs (different colours) with name, age, sex and race typed out
- Pre-prepared pocket voting matrix

**Process:**

1. On the top of the newsprint, list horizontally the different types of media available.
2. Write vertically male, female
3. Ask students to write their age, class and ethnicity on the small pieces of paper that will be handed out to students.
4. Then ask the students to place their piece of paper into the envelopes under the type of media that they access the most.
5. Once children have placed their pieces of paper in the envelopes, ask the students if there are any other sources where they derive information from.

**Wrap up:**

1. What do children like about the different types of media?
2. What programs do you like from the;
  - News paper
  - Radio
  - Magazines
  - TV
  - Internet
3. If you were to recommend a type of program, what sort of program would it be?

## Activity title:

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Ranking activity

### Objective:

To gauge children's understanding and perceptions on their participation in the classroom and in the school

### Materials:

- Newsprint
- Permanent markers
- Activity card

### Process:

Divide the participants into 4 groups.

Allow the participants to brainstorm on the following questions:

- What do you enjoy doing the most in the classroom/ school?
- What are some of the activities in the classroom and in the school you have already participated in?

Participants are to as a group, decide on their top five (5) activities.

### Part A:

1. Tell the group that their task is to put the activity in order from the things they most like doing, to the things they least like doing on the sheet of paper provided. (Refer to Annex 1)
2. Give the groups 10 mins to complete the ranking task.
3. When they have agreed on a ranking, ask the group to present their list to the class and explain their rationale. (5 mins)
4. Facilitate discussions by encouraging the other students to ask questions and challenge the ranking if they disagree.

### Part B:

1. Ask the participants to re-rank their activities according to the activity in which they have contributed the most in terms of decision-making to the activities they contributed less. (10 mins)
2. When they have agreed on their ranking, ask the group to present their list to the class and explain their rationale.

### Wrap up:

Conclude by discussing the value of this activity; consider using the following questions to facilitate:

- What main factors influenced the order in which you ranked the issues?
- What were some of the difficulties that you faced when trying to do ranking?
- Why is there no 'wrong' answer to the ranking?
- What could students learn from doing this activity?

### Facilitator's notes:

- Some groups may hesitate to do the ranking in case they get it wrong. It is important to stress to the students that there is no 'right' or 'wrong' answer.
- Be aware that students are to have an open-minded dialogue or conversation about the reasons for their ranking. This is an activity that can easily turn into debate where one group tries to beat another.
- As a facilitator, ask questions but be careful not to give your opinion.
- Note all sides of the participants' conversations.

## Ranking sheet: teachers

Name:

.....  
.....

Sex:

Boy

Girl

Age:

.....  
.....

Race:

.....  
.....

### Part 1:

Activities children like most to do:	
Rank:	Activity:
1	
2	
3	
4	
5	

### Part 2:

Where children make the most decisions:	
Rank:	Activity:
1	
2	
3	
4	
5	

## Ranking Sheet: children

Name:

.....

.....

Sex:

Boy

Girl

Age:

.....

Race:

.....

.....

### Part 1:

Activities I like most to do:	
Rank:	Activity:
1	
2	
3	
4	
5	

### Part 2:

Where I make the most decisions:	
Rank:	Activity:
1	
2	
3	
4	
5	

## Activity title:

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### Focus Group Questions

#### Questions for teachers

What do you think about children's rights?

- How do you manage your classrooms? Do you sit in rows or in groups? Does group-work, work for you?

#### Governance structures:

- Is there a representative council (student council)
- Is there a school board? Are students represented on this board?

#### Discipline:

- How do you deal with students who are disruptive in class?
- What about the more serious problems?

#### Professional development:

- What do you usually do in terms of Professional Development?
- Have you been involved in programs on Peace Education?

#### Resources:

- What are the best ways to get children to participate in decision making?
- What resources would support this?

#### Questions for parents:

##### View of children

- What is a Child?
- What is the role of children? What roles do they play in the family? School? Community?
- Do you think children have rights?

##### Children in decision making:

- What are some activities that happen in the home / community that children take part in?
- Do they make decisions in these activities? Can you give an example?

##### Peace building:

- What happens in your home when children are naughty or break the rules?
- Why do you think children have disagreements?

## Questions for media (Radio/Print/TV):

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1. What programs do you produce that are specifically for children (10–13years)
2. How many programs do you air that are specifically for children?
3. How often are these programs aired?
4. What times are these programs aired?
5. What do you understand about children's rights?
6. What kind of stories would journalists cover?
7. Are there any programs that promote peace building/ children's rights / values education?
8. Do programs provide opportunities for children to actively participate in it?
9. Have media personnel had any training on children's issues?
10. Have media personnel conducted training on peace, children's issues, and issues affecting the media? With who?
11. Are there any policies/protocols within the media fraternity that relate to:
  - peace building
  - rights and responsibilities
  - children's issues
12. Are any of the media using social media? Deliberately trying to connect with children through these mediums?

## Appendix 3: Consent forms

### Informed consent form for children

#### Children in development

Please circle your response:

Statements:	Yes	No
A representative of Live & Learn has explained what this study is about	Yes	No
I agree to take part in group activities about peace and children and share what I think about it	Yes	No
I agree to my answers being noted down using notes, a tape recorder and a camera	Yes	No
I agree to my answers being used in a report for Live & Learn Environmental Education	Yes	No
I agree to my name and answers being used in the report	Yes	No
I agree to my photograph being taken for this study and to be used in reports	Yes	No
My name is: ..... .....		
My age is: .....		
I'm in class: .....		
I am:        iTaukei        of Indian origin        Rotuman        Chinese        Other		
Religion:    Christian    Islam        Hindu        Ba'hai        Other		
This is my signature: .....		
Date: .....		
Name of school: .....		

## Informed consent form for adults

### Children in development

Consent form for adult participants
<p>This study is about peace and how children can be involved in peace building. The aim of this research today is to find out information that will help Live &amp; Learn develop resources for children and teachers.</p> <p>Your participation in this study is voluntary so if you do not want to be a part of this study, you are free to tell the staff from Live &amp; Learn.</p> <p>You will have an opportunity to get a copy of the results of this study so you can see how your ideas or opinions have been used in the study.</p> <p>If you have any questions regarding this study or the project, you may contact Makelesi Batimala on 331 5868.</p> <p>My signature of acceptance</p> <p>I have read and understood all the information above and give my voluntary consent to participate in this study. I understand that I can withdraw my consent at any time. I also agree to my photographs being used in Live &amp; Learn reports and presentations.</p> <p>Name: ..... .....</p> <p>Signature: ..... .....</p> <p>Date: .....</p> <p>Location: ..... .....</p>

### Strengthening participation of children in peace building in small island nations with high prevalence of violence, ethnic discrimination and tribal conflict

#### School profile sheet

Name of school:	
School address:	
School contact Phone: Contact teacher:	
Number of teachers:	
Number of pupil:	
Government school Faith base (predominant faith group) Private school Community school	
Co-ed or single sex	
Predominant ethnic group in your school:	

## Appendix 4: Information on participating schools

### Fiji schools

Name of school	Number of students	Number of teachers	Type of school	Predominant ethnic group
Batinikama Bharitya School	210	8	Community school	Indo-Fijian
Bethel Primary School	392	16	Faith based	I Taukei*
Bhawani Dayal School	950	28	Faith based	Indo-Fijian
Bishop Kemthorne Memorial Primary	455	16	Faith based	Multi-cultural
Bocalevu Muslim Primary	94	7	Faith based	Indo-Fijian
Bulavou District School			Community school	I Taukei
Dilkusha Boys School	720	24	Community school	I Taukei
Dilkusha Girls School	830	24	Community school	I Taukei
Drasa Avenue School	298	8	Community school	Multi-cultural
Gurunanak Primary School	489	17	Faith based	Multi-cultural
Labasa Sangam Primary School	480	20	Faith based	Indo-Fijian
Lautoka Ahmadiya Primary School	352	16	Faith based	I Taukei
Lautoka Delana Primary School	342	15	Community school	I Taukei
Lautoka SDA	Not recorded	Not recorded	Not recorded	Not recorded
Lautoka Zhong Hua	Not recorded	Not recorded	Not recorded	Not recorded
Marist Convent School	390	12	Faith based	I Taukei
Nabua Primary School	470	18	Community school	I Taukei
Qawa Primary School	400	16	Community school	Multi-cultural
Saint Augustine's Public School	407	16	Community school	Indo-Fijian
St Anne's Primary School	300+	8	Faith based	I Taukei
Vatuwaqa Primary School	Not recorded	Not recorded	Not recorded	Not recorded

## Papua New Guinea schools

Name of school	Number of students	Number of teachers	Type of school	Predominant ethnic group
Baikakea Primary School	Not recorded	Not recorded	Faith based	Nakanais
Barema Primary School	Not recorded	Not recorded	Government school	Highlanders, Sepiks, Morobeens, Talais, Nakanais
Bialla Primary School	500+	17	Government school	Not recorded
Bulumah Primary School	400+	14	Government school	Nakanais
Ewasse Primary School	286	12	Faith based	Mixed ethnicity
Gigo Primary School	400+	21	Government school	Mixed ethnicity
Haella Primary School	614	24	Government school	Mixed ethnicity
Hoskins Secondary School	1000+ (combined primary and secondary)	3 5	Government school	Not recorded
Kapore Primary School	500	20	Government school	Sepiks
Karl Hesse Primary School	462	16	Faith based	Mixed ethnicity
Kavugara Primary School	218	6	Government school	Not recorded
Kwalakessi Primary School	300+	12	Government school	Nakanais
Lucas Waka Primary School	170	10	Government school	Not recorded
Mai Primary School	300	17	Faith based	Not recorded
Mataruru Community School	110	6	Government school	Nakanais
Patanga Primary School	Not recorded	9	Government school	Nakanais
Sarakolok Primary School	400+	16	Government school	Not recorded
St Joseph Ruango Primary School	985	26	Faith based	Not recorded
Tamba Primary School	475	15	Faith based	Not recorded
Vilelo Primary School	400	18	Government school	East Sepiks

## Solomon Islands schools

Name of school	Number of students	Number of teachers	Type of school	Predominant ethnic group
Bishop Epalle School	1300 (includes primary and secondary)	41	Community high school	Malaita
Bokolonga Primary School	122	6	Government school	Gella Islander
Brunscreek SDA Primary	Not recorded	Not recorded	Not recorded	Not Recorded
Chung Wah School	275	10	Private school	Multi-cultural
Coronation Christian School	500 approx	28	Faith based school	Multi-cultural
Dota Primary School	236	8	Government school	Multi-cultural
Emmaus Christian School	380	15	Faith based school	Multi-cultural

### Solomon Islands schools continued

Name of school	Number of students	Number of teachers	Type of school	Predominant ethnic group
Gela Ilau Community High School	116	13	Community school	Gella Islander
Halavo Primary School	Not recorded	7	Community school	Gella Islander
Henry Koga Memorial Primary School	70+	7	Government school	Not recorded
Lunnga Primary School	Not recorded	Not recorded	Not recorded	Not Recorded
Marvin Memorial Primary School	127	8	Government school	Not recorded
McMahon Community High School	285 (primary)	13 (primary)	Community school	Gella Islander
Taroniara School	150+	11	Faith based	Not recorded
Vuranimala Primary School	160	9	Government school	Not recorded
White River Community High School	500	18	Community school	Multi-cultural

### Vanuatu schools

Name of school	Number of students	Number of teachers	Type of school	Predominant ethnic group
Anamburu Primary French School	Not recorded	Not recorded	Government school	Ethnically mixed
Banban Primary School	Not recorded	Not recorded	Government school	Not recorded
Epauto Primary and Secondary School	Not recorded	Not recorded	Faith based	Ethnically mixed
Kamewa Primary School	Not recorded	Not recorded	Government school	Ethnically mixed
Kawenu Primary School	Not recorded	Not recorded	Government school	Ethnically mixed
Luganville East	Not recorded	Not recorded	Not recorded	Not Recorded
Melemaat Primary School	Not recorded	Not recorded	Government school	Not recorded
Pango Primary School	Not recorded	Not recorded	Government school	Not recorded
Rowahni School	Not recorded	Not recorded	Not recorded	Not Recorded
Santo East Primary	Not recorded	Not recorded	Government school	Ethnically mixed
Sarakata Primary School	Not recorded	Not recorded	Government school	Ethnically mixed
Sarakata SDA School	Not recorded	Not recorded	Faith based	Ethnically mixed
Survival Primary School	Not recorded	Not recorded	Private school	Ethnically mixed
Vila East Primary School	Not recorded	Not recorded	Government school	Ethnically mixed
Vila North Primary School	Not recorded	Not recorded	Government school	Ethnically mixed

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## Appendix 5: Child friendly version of the RAP report

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### Project overview

The “Strengthening Participation of Children in Peace Building in Small Islands Nations with High Prevalence of Violence, Ethnic Discrimination and Tribal Conflict” is a 3 year project funded by the European Union and facilitated by Live & Learn Environmental Education across 4 Melanesian countries in the Pacific; PNG, Vanuatu, Solomon Islands and Fiji.

This project is about:

- Helping children understand their rights and responsibilities.
- Involving children in activities which help to make peaceful schools and communities.

### The RAP Research

Last year children from your school participated in a study to find out what children, teachers and parents know about children’s rights and responsibilities, and about how children make decisions for themselves.

This report gives a brief summary of what the study found. If you want to read more, ask your teacher to let you read the full report.

Children, teachers and parents involved in the research came from these communities:

- Fiji – Suva, Lautoka, Labasa
- Papua New Guinea – Kimbe, Mahonia Na Dari
- Solomon Islands – Honiara, Tulagi
- Vanuatu- Port Vila, Santo

You can find a list of schools that students came from at the end of this report.

### The research activities

#### Activities with children

In each country, student representatives were chosen to attend a workshop along with their teachers. At the workshop we did some activities with children.

- KKK – children wrote down what they knew about peace building, multiculturalism and children’s rights and responsibilities.
- Media reach – children did a pocket voting activity about the media they most frequently use.
- Ranking – children ranked activities they like to do and activities where they make decisions for themselves.
- Scenarios – children discussed what they would do in certain situations and then did a pocket voting activity on what influenced their decisions.

#### Activities with teachers and parents

We met with teachers and parents in groups and talked to them.

With teachers, we talked about:

- how teachers manage their classroom,
- what happens when student don’t behave well,
- ways they would like to improve as teachers
- what they think about children’s rights and responsibilities.

With parents we talked about:

- how children fit into the family,
- what happens when children don’t behave well,
- what they think about children’s rights and responsibilities

## What we found

- Children already know a little and they want to know more about rights and responsibilities, peace and multiculturalism.
- Children love stories and storytelling and the project should use this as a starting point.
- Children use a variety of media including radio, TV and newspaper. The internet is used more by children in bigger towns.
- The things that most influence the way children make decisions are family and their religion.
- Teachers want to know more about Children's Rights and Responsibilities.
- Teachers want to make classrooms even better places for student learning and they want to support students making decisions for themselves.
- Parents think children have rights but they must also remember their responsibilities.

## What happens next

Live & Learn teams will work with teachers on new and interesting activities for children. Here are some of the things that will be happening:

- Children will get a chance to learn more about their rights and responsibilities and how to make good decisions for themselves.
- There will be forums for students to meet together, in local areas, and later nationally and in the Pacific region.
- Teachers will get a chance to do more training.
- Schools involved in the project will run parent information sessions on children's rights and responsibilities.

## Schools whose representatives participated in the study

### Fiji

Batinikama Bhartiya School  
Bethel Primary School  
Bhawani Dayal Primary School  
Bishop Kemthorpe Memorial Primary School  
Bocalevu Muslim Primary  
Bulavou District School  
Dilkhusha Boys School  
Dilkusha Girls School  
Drasa Avenue School  
Gurunanak Primary School  
Labasa Sangam Primary School  
Lautoka Ahmadiyya Primary School  
Lautoka Delana Primary School  
Lautoka SDA  
Lautoka Zhong Hua  
Marist Convent School  
Nabua Primary School  
Qawa Primary School  
Saint Augustine's Public School  
St Anne's Primary School  
Vatuwaqa Primary School

### Papua New Guinea

Baikakea Primary School  
Bailla Primary School  
Barema Primary School  
Buluma Primary School  
Ewasse Primary School  
Gigo Primary School  
Haella Primary School  
Hoskins Secondary  
Kapore Primary School  
Karl Hesse Primary School  
Kavugara Primary School  
Kwalakessi Primary School  
Lucas Waka Primary School  
Mai Primary School  
Mataururu Community School  
Patanga Primary School  
Sarakolok Primary School  
St Joseph Ruango Primary School

Tamba Primary School  
Vilelo Primary School

### Solomon Islands

Bishop Epalle School  
Bokolonga Primary School  
Chung Wah School  
Coronation Christian School  
Dota Primary School  
Emmaus Christian School  
Gelailau Community High School  
Halavo Primary School  
Henry Koga Memorial Primary School  
Marvin Memorial Primary School  
McMahon Community High School  
Taroaniara School  
Vuranimala Primary School  
White River Community High School

### Vanuatu

Anamburu Primary French School  
Banban Primary School  
Epauto Primary and Secondary School  
Kamewa Primary School  
Kawenu Primary School  
Luganville East  
Melemaat Primary School  
Pango Primary School  
Rowahni School  
Santo East Primary School  
Sarakata Primary School  
Sarakata SDA School  
Survival Primary School  
Vila East Primary School  
Vila North Primary School

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