

ETHIOPIA

Enhancing Child Right Interventions by Reinforcing Co-curricular Activities in Ethiopia Tikdem Primary School of Hawassa City Administration, Ethiopia

Ato Geremew Sime, Ato Tarekegn Sacato and Zelalem Bogale

1. Frame of Reference

1.1 International Framework

As the most widely ratified human rights treaty, the UN Convention on the Rights of the Child (UNCRC) already commits governments to develop and undertake all necessary practices and policies to uphold the best interests of the child and support the realization of their rights to survival and development. Article 28(1) of the Convention laid down the obligation of Member States to provide free and compulsory education. On the other hand, Article 32 of the Convention obliges Member States to prevent the involvement of children in work and employment which interferes with their education. Schools and children shall be aware of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity (UNCRC Article 28, 1 a).

School environment where children spent majority of their life and interact with other communities should own a mechanism of protection from any forms discrimination and punishment. And state party should take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family Members (UNCRC Article 2,a). It is also important to consider that Schools as a service providing institution should establish standards established services and facilities for children and the state must ensure that the standards are com-

plied with through appropriate inspection (UNCRC Article 3, 3) which in turn protects children from any form of malpractices, put schools and staffs in safe manner .

Article 15 of the UNCRC assures the rights of the child to freedom of association and to freedom of peaceful assembly. The right to freedom of association and peaceful assembly projects the child as an active and participating member of society. Likewise, Article 31 of the CRC assures the right of the child, the right to leisure, play and culture. It covers the rights of the child to rest, to engage in recreational activities and to participate in cultural and artistic life. For this reason, the modern education emphasize on all round development of children. Apparently, education has two parts: curricular and co-curricular activities. Co-curricular activities are an integral part of students' holistic, well rounded education. It helps to cultivate students' qualities such as resilience, tenacity, confidence and different talents. In line with this provision, therefore, schools are expected to let school children to practice their rights to freedom of association through co-curricular/ clubs activities.

1.2 Regional Framework

The African Charter on the Rights and Welfare of the Child is one of regional human right tool which comprises the right to education (Article 11, 1). At the same time, it outlines education (which is a fundamental service rendered at schools) to children should focus on the promotion and development of the child's personality ,talents and mental and physical abilities to their fullest potential (Article 11,a) ,fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions (Article 11,b) .

In addition to these children in any settings including schools, as a service providers ; should be protected from any harmful social and cultural practices and state take all appropriate measures to eliminate harmful social and cultural practices affecting the welfare, dignity, normal growth and development of the child(Article 21) and in particular (a) those customs and practices prejudicial to the health or life of the child(Article 21,a); and those customs and practices discriminatory to the child on the grounds of sex or other status(Article 21,b).

The African Children's Charter differs from the UN Convention on the Rights of the Child in that it is also duty-oriented. Article 31 of the Charter outlines the duties and responsibilities of the child at length. Children as one of the target group in the continent should ensure their participations and explore their responsibilities by work for the cohesion of the family, to respect his parents, superiors and elders at all times and to assist them in case of need; serving his national community by placing his physical and intellectual abilities at its service; preserving and strengthening social and national solidarity; preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society; preserve and strengthen the independence

and the integrity of his country; and contribute to the best of his abilities at all times and at all levels, to the promotion and achievement of African Unity(Article 31,a-f).

1.3 National Framework

Ethiopia is the 10th largest country in Africa covering 1,138,512 square kilometres. According to the national projection of the 2007 National Population and Housing Census, Ethiopia's population was projected to be 82,101,998 in 2011 of which 41,431,989 are male and 40,670,009 are female (CSA National Statistics Abstract 2010). Children below the age of 18 years constitute 52.9% of the population (CSA National Census Report 2008).

Ethiopia has undertaken some important steps towards ratification of some international instruments relevant to children. Ethiopia is one a country ratified the UN convention of Child Right (UNCRC) in 1991 to ensure children protection and their wellbeing. In an effort to protect and promote the rights of children with disabilities, Ethiopia ratified the Convention on the Rights of Persons with Disabilities (CRPD) on 7 July 2010. Furthermore, Ethiopia signed the Optional Protocol on the Involvement of Children in Armed Conflict on 28th September 2010. Ethiopia also ratified the African Charter on the Rights and Welfare of the Child (ACRWC) on October 2, 2002 by virtue of Proclamation 283/2002.

The Federal Democratic Republic of Ethiopian constitutions, Article 36 (1a) stated that children have to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children. Added to this, the constitution emphasizes those children participation is a paramount important. In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interest of the child (Article 36,2). Since the adoption of the Constitution of the Federal Democratic Republic of Ethiopia, the government has taken significant steps aimed at legal reform. Several pieces of legislation affecting children have been promulgated. Some of the major legal reform initiatives which play a crucial role for the safeguarding of the rights of children include the entry in to force of the Revised Family Code in 2000, the Labor Proclamation in 2003 and the Criminal Code in 2005.

In recent times, Ethiopia has taken various measures to ensure that its laws and policies concerning alternative care are in line with the Convention on the Rights of the Child. The Ministry of Women, Children and Youth Affairs has adopted a variety of guidelines concerning the provision of alternative childcare. The 2009 Revised Alternative Child Care is issued with a view to facilitate the provision of quality and effective care and support to orphan and vulnerable children.

Ethiopian Schools are providing all the needed services to all school age children irrespective age, sex, race and other factors. As service providers, schools are expected to implement a right based teaching-learning approaches; which in turn ensures the right

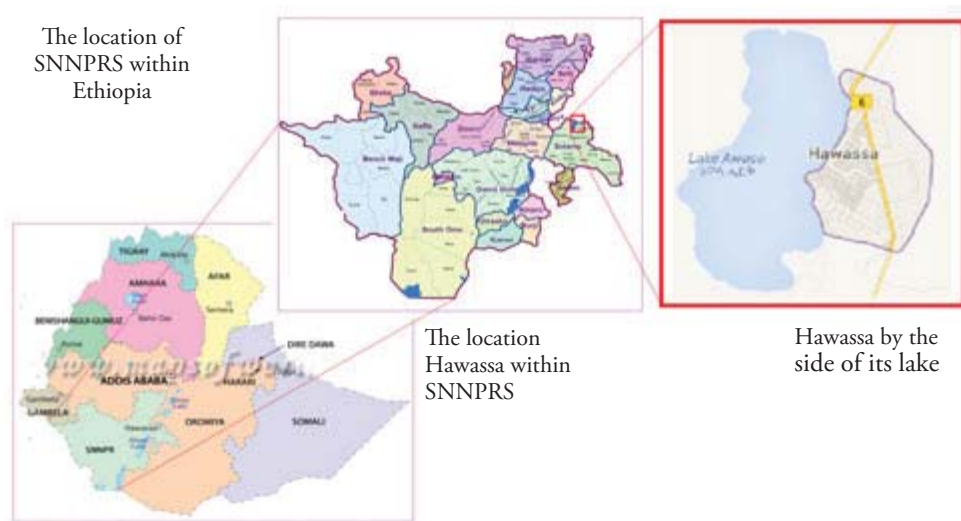
of children in all processes including protection, provision and participation. However, majority of schools and school community members (children, principals, teachers and other stakeholders) have less understanding about CRC's principles and applications; poor coordination and networking among the local stakeholders in implementing CRC.

In 1994 the New Education and Training Policy (NETP) was formulated on the basis of the constitutional provision. In order to realize the FDRE Constitutional provision the Educational Strategy Development Program was issued in 1997 and three phase were implemented in five year terms. In fact, the national education system plan had made co-curricular compulsory and given directives to carry-on such activities. Accordingly, there are a number of Co-Curricular/Club activities being exercised in schools to promote the very ideas of Child Right which include the Students' Parliament, the Child Right Clubs, the Human Right Club, Gender Club, HIV/AIDS Club, Mini Media Club, Civics and Ethics Club, Special Needs Club, Teacher of Tomorrow Club and Girls' Club etc. Each of these co-curricular activities can work and address the issue of child right in their way but they are not well organized and well coordinated.

In Ethiopian school system the establishment of co-curricular activity is older than the foundation of modern schools. Before the beginning of modern schools in Ethiopia in 1908, traditional schools had existed in the form of religious (Church and Quran) education. The activities that have been taken as co-curricular activities in modern education were found in traditional education of the Church. Therefore, one can easily presume the leftovers of the former traditional school practices in the organization and practices of the co-curricular activities in the present school system. In the old days of church education, students used to involve in one of the activities such as: book binding (*metsehaf digosa*), agriculture, debating and discussion, painting, hand craft, school bands etc. During the reign of Emperor Haile Silassie (1930-1974), co-curricular activities which had been practiced in modern schools include: sport games, school bands, film shows, meteorological observations, student council, field related clubs like geography and history, art and drama, Agriculture etc Mesay Eshetu (2008). Depending on emerging needs and new developments, new clubs seemed to be formed from time to time.

The city of Hawassa is located in southern part of Ethiopia at a distance of 275 km from Addis Ababa. Hawassa is serving as zonal and regional capital, the Sidama zone and Southern Nations, Nationalities and Peoples Regional State respectively. Its astronomical location is 7005' north latitude and 38029' east longitude. The total surface area of Hawassa City is 157.2 km², with the total population of over 304,479, out of which 156,675 are males and 147,804 are females based on the projection of 2007 National Census (HCAFEDD, 2011). The Hawassa Lake which is the part and beauty of the city has a total area of 88.2 km², with the length of 16 kms and width of 9 kms. The current population of Hawassa is 329,734 inhabitants, of whom 169,677 were males and the rest 160,057 females. Hawassa has been one of the fastest growing cities in the country.

In Hawassa City Administration, several schools have been built by the government, by the community, the private sectors and nongovernmental organizations. According to the data obtained from Hawassa city Administration Education Department Office, there were 38 governmental 34 private primary schools, 7 governmental and 5 private secondary and 10 preparatory schools under the jurisdiction of the Hawassa City Education Department office in the year 2013. In the primary schools, there were 36,375 male and 48,505 female totally 84,880 in both governmental and nongovernmental primary school students.



The location of Hawassa City in the map of Ethiopia and the SNNPRS

1.4. Co-curricular Activities for the Right of the Child

The term curriculum refers to the program of study in various academic subjects like Mathematics, English, History, Science etc that followed by students at various levels of education. The school teaching staffs are employed to teach this curriculum, and students are periodically assessed by exams and term papers in their progress in each curriculum subject.

On the other hand, Co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursion, literary societies, dramatics, debates etc. to bring social and physical adjustments in students.

Co-curricular activities benefits children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. In the

co-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills.

The school club is probably the oldest and the most common form of co-curricular activities. A club is, basically, a more or less organized group of individuals with the same interest. In this context, modern education lays special emphasis on the need of co-curricular activities. A good school club should also have a well-thought-of and workable plan of operation. If the club activity is well planned, coordinated, and carried out, it is very much likely that the club will be effective and efficient. Despite these facts, the following are some of the factors that negatively affect the effective practices of clubs in school:

- The absence of trained and motivated teachers;
- The absence of continuous monitoring and evaluation;
- Students are careless to participate in this activity;
- Lack of willingness;
- Too shy to participate in these activities and
- Not knowing their hidden talents.

In Ethiopian schools, school children are supposed to be organized into co-curricular/clubs on the bases of following principles so as to perform the following duties and responsibilities:

- The club chairpersons determine their own respective year plans and discharge their responsibilities effectively.
- The relationship between the members should be dialogical rather than hierarchical in all activities they might want to conduct.
- The chairpersons are obliged to submit their plans at the beginning of each academic year to the principal's office.
- School clubs can join together to run any activities in the school compound.
- Clubs should be unprofitable organizations by all means; no commercial activities should be associated to any clubs such as raise fund activities in the school.
- The club chairpersons shall plan and implement meaningful and relevant educational trips
- The chairpersons are expected to lead the different activities of their clubs, to have a meeting with their members.

2. Purpose

This change project is intended to address the coordination problem as well as the existing knowledge and skill gaps among the existing co-curricular/clubs activities and to

systematize child right interventions in Ethiopia Tikdem Primary School of Hawassa City Administration, Ethiopia. The project works with primary schools to nurture students to interact with teachers and peers, express their feelings, respect people, exercise decision making and take responsibility. Through the co-curricular activities aligned with the principles of CRC, the project intended to achieve the following specific objectives:

- To address the existing knowledge and skill gaps with regard to implementing child right through the effective use of co-curricular activities.
- To strengthen the existing co-curricular activities in the schools that has common objectives to promote the principles of CRC.
- To prohibit all forms of violence against children, including physical and humiliating punishment in school and at home.
- To support and train teachers to end physical punishment and introduce strategies for non-violent conflict resolution and provide effective mechanisms for complaint by children.
- To establish a sustaining communication and coordination mechanisms among several co-curricular activities.
- To develop civic leadership and responsibility among school children that can motivate them to actively participate in community services with strong self-esteem and dignity.

Target Groups and Stakeholders

The intended project will target the following school community members including School Board and the Parent Teachers Association members, the school principal and deputy principals, executive members of the student parliament, club chair persons/ Teachers, the School CRC Committee members and the executives of co-curricular/ clubs.

The Project will be implemented in collaboration with the following major stakeholders which include the Southern Nation Nationalities and Peoples Regional Government Education Bureau (SNNPREB), locally available Non-Governmental Organizations, Hawassa College of Teacher Education (HCTE) and Bureau of Women's Children and Youth Affairs.

3. Methodology/ Activities

The major activities accomplished by the owners of this project can be described as the preparation, the implementation as well as the monitoring and evaluation phases. Accordingly, the Activities of the project are presented in such order.

3.1 The Preparation Phase

At this stage of the project, some important tasks that were helpful for the successful implementation were accomplished. The owners of this project made an exchange of information with the officials of the SNNPRS Regional Education Bureau, the senior change agents, the principals of Ethiopia Tikidem Primary school in Hawassa in seeking their joint effort or to share their experiences. On the bases of their constructive advises, we also designed and submitted a funding proposal to different stakeholders including NGOs. Similarly, tentative time table of the project was designed in taking in to account the opportune times that enables us conduct the activities as effectively as possible. In a way to assess the overall status of co-curricular/clubs activities and to ascertain the feasibility and sustainability of forming School CRC Committee, questionnaire of a baseline survey was prepared. Specifically, the objective of the base line evaluation had focused on:

- Assess the impact of the Child Rights Clubs on the school environment
- Assess the quality of activities of the clubs
- Determine the benefits of having child rights clubs in schools, especially with regards to gender inequality issues,
- Evaluate respondents' knowledge, attitudes, perceptions, and experiences on the right of the child in their school,
- To obtain information on the management of the clubs to establish the extent to which school administrations were involved in promoting the rights of the child.
- Provide recommendations on the future implementation of the project.

To conduct the baseline survey, primary data is collected using questionnaire, focus group discussion, school observation and interview. Accordingly, data were collected from the club member students and the club-coordinating teacher who were direct participants in the club. The Deputy Principals of the schools were also used as data sources as these had significant roles to play in the management of co-curricular activities within the schools including club activities. The data were analyzed under the following major headings and in the same order of sequence: The relationship between teachers and students, awareness of child abuse, gender equality, child participation in schools, co-curricular activities for the right of the child, collaboration and linkages among co-curricular activities, club organization and administration patterns and monitoring and evaluation of child right practices in school.

The Relationship between Teachers and Students

Before we had started the baseline survey, we had been informed that the relationship between the teachers and students of Ethiopia Tikidem Primary school had not been good. The result of the baseline survey; however, does not indicate such a serious problem. During the FGDs we noted some resistance among few teachers and PTA

members against the need to have strong and active Child Rights Clubs in their school. It was alleged that the promotion of children's rights encourages indiscipline in schools. The school principals, however, stressed the need for equal emphasis to students' rights with their responsibilities during sensitization workshops. Apparently, the resistance to the promotion of children's rights among some teachers and PTA members was partly due to misinterpretation of the rights of the child, possibly due to their low level of awareness on the subject.

Awareness of Child Abuse

In group discussions, most CRC members seemed to understand what 'child abuse' meant. In FGDs, the commonly identified forms of child abuse frequently seen in their school were: child negligence, physical abuse, emotional abuse and child labor.

Gender Equality

The survey investigation was also intended to identify gender related problems of the school female students and contribute to a tactical plan to solve them. Specifically, the study tries to identify factors relating to both academic and social problems which may affect the performance of female students. After thorough discussions and detailed description of problems, focus group discussants agreed on more or less similar points. Both male and female groups expressed the view that culture, society and low self-esteem of females conspired against them.

Child participation in co-curricular activities

This evaluation indicates that the Student Parliament prioritize the participation of children in club activities. As to who was involved during the preparation of the plan, chairpersons of clubs indicated that the annual plans of co-curricular activities are invariably prepared by a teacher who was assigned to be a chairperson of a given club. Participants of the FGD further explained that most of the planned activities were never put into practice. During school observation, the owners of this project noticed that the activities of clubs were dominated by few active students under the guidance of their chairperson. In general, as the majority of school clubs were inactive, therefore, the majority of school children are either passively took part or non participant in co-curricular activities.

Awareness of the Rights and Responsibilities of the Child

The evaluation shows that children's awareness of their right seemed to be more than what they felt as their responsibilities. This complaint came out in discussions with school principals, ordinary teachers and members of PTA. On the other hand, most of the teachers claimed that they were aware of the rights of a child though significant number of them could not state its contents. The school principals felt that lack of

persistent sensitization for teachers on the rights and responsibilities of the child was creating imbalance in the levels of understanding of the rights of the child among students and their teachers.

Co-Curricular Activities for the Right of the Child

In Ethiopia Tikdem Primary school about 15 co-curricular activities/clubs were found, but all were not active except a few of them. The deputy principals identified clubs that were doing activities similar or related to that of the CRC club. These include the Student Parliament, the anti-HIV/AIDS club, the CRC club, the Anti- Drugs club, the Civic Education club, the Gender/ Girls club, the Mini-Media, the Teachers of Tomorrow Clubs as well as the Literature and Drama Club. All of these clubs had several important educational components to share with the CRC club. When they acted separately, duplication of efforts might have resulted.

Collaboration and linkages among the different Co-curricular/ clubs

Basically, clubs needs for strong linkages and relationships with other partners both in-and-outside of school. It is a means to obtain support from such partners and that enables them to function actively and efficiently. With this regard, chairpersons of clubs were asked to list out some of the clubs within school or partner organizations with which they had made relationship to achieve common objectives.

They said that clubs got support from the school administration, from other clubs within the school, from the Student Council in the school, and from some locally operating NGOs. However, all clubs in the school had shortage of materials and finance. The clubs had not been given sufficient material or financial support from all concerned.

Co-curricular/ Club Organization and Administration

The findings of the survey indicated that the majority of co-curricular activities within the schools appeared to have similar co-curricular/clubs activity. Asked on whether they have a guideline available at their school that would help them for organizing the clubs, the principals reported that they had one. The owner of this project had observed a copy of the said guideline in schools and learnt that the guideline referred to was the manual prepared by the Ministry of Education for the general use of organizing co-curricular activities including school clubs. In addition to that the school posses a manual specifically prepared for organizing Student Parliament. In general, the activities of clubs had not been well integrated into the plans of the schools. Moreover, monitoring and evaluation of the performance of the clubs was not sufficiently carried out.

3.2 The Implementation Phase

Organizing the First-Round Training Workshop

On the bases of the gaps identified through the baseline survey, two round awareness raising workshops were organized. During first round training workshop, the owners of the project introduced themselves and the objectives of the project to the newly established School CRC Committee members. The Committee comprises the school principal and the two deputy principals, the school supervisor, four teachers at the post of unit leader, ten teachers who were acting as chair persons of different clubs, and 41 students who were acting as the executive committee members of student parliament and different clubs. The following table indicates the number of participants by sex and occupation from each co-curricular/ club activities.

| No | School activity | Co-curricular/clubs | No of students | | No. of Teachers | | Total |
|--------------|----------------------------------|---------------------|----------------|-----------|-----------------|-----------|-----------|
| | | | Male | Female | Male | Female | |
| 1 | PTA & School leadership | | 0 | 0 | 5 | 3 | 8 |
| 2 | Members of student parliament | | 9 | 6 | 0 | 0 | 15 |
| 3 | Child Right Club | | 2 | 6 | 0 | 1 | 9 |
| 4 | Civic & Ethics Club | | 0 | 0 | 2 | 1 | 3 |
| 5 | Special Needs Club | | 2 | 1 | 0 | 1 | 4 |
| 6 | Girls Club | | 0 | 2 | 0 | 0 | 2 |
| 7 | Gender Club | | 1 | 2 | 0 | 1 | 4 |
| 8 | Anti HIV AIDS Club | | 1 | 1 | 0 | 1 | 3 |
| 9 | Anti Bad Cultural Practices Club | | 1 | 1 | 0 | 0 | 2 |
| 10 | Teachers of Tomorrow Club | | 2 | 1 | 1 | 0 | 4 |
| 11 | School Beauty Club | | 1 | 0 | 0 | 1 | 2 |
| 12 | Members of Mini Media Club | | 1 | 1 | 0 | 2 | 4 |
| Total | | | 20 | 21 | 8 | 11 | 60 |

The training was begun by sharing the experiences of the invited senior Change Agents of Sida, Ato Abera Argo and Ato Abebe Demissie, who have gone through the same kind of project and entertained impressive outcomes. Their inspiring speech has motivated not only the trainees but also filled the project owner with bright future.

The presenters delivered training on the following issues of the CRC:

- *The Historical foundation of CRC*
- *The Three Pillars of CRC*
- *Child Friendly School*
- *Roles and Responsibilities of School CRC Committee*

During the group discussions, participants have contributed crucial ideas. Practically speaking, the participants were highly motivated with the inspiring issues of the CRC. In due course of the training, each participant was provided with a copy of the CRC

document in Amharic and English versions. Of the 54 articles of the CRC document, the first 41 articles were discussed and explained. Here after, participants raise several questions for further clarifications on the bases of Ethiopian legislations and proclamations. They are all satisfied by the examples and simplified explanations of the presenters. The training brought about the following outputs to the successes of our project:

- It crates smooth relationship between the owners of the project and the target groups.
- It brought closer the owners of the project with Plan International and Hawassa College of Teacher Education.
- It resulted in avoiding confusions in understanding the principles of CRC among the participants.
- It resulted in establishing the school CRC committee.
- It inspired the participants for the implementation of CRC principles in the school



The other important output of the first-round training was the formation of the school CRC forum and the election of the executive CRC Committee members. The owners of the project came up with a proposal who would be assigned as the executive member of the Committee. After a long and through discussion had made by the participants, the issue was eventually ended in consensus. Accordingly, the executive committee

members of all co-curricular/clubs would be the members of the school CRC Forum. Out of the members of the forum, the executive members were designated as indicated in the following table.

| s. No | Position of the person in the school | Position in the school CRC committee |
|-------|--|--------------------------------------|
| 1 | The school principal | Supervisor |
| 2 | The Administrative deputy principal | Chairperson of the Committee |
| 3 | The Academic deputy principal | Deputy chairperson of the Committee |
| 4 | The chairperson of CRC club | Member |
| 5 | PTA member (to be elected by the Forum) | member |
| 6 | The chairperson of the Gender club | Member |
| 7 | The prime minister of the students | Member. |
| 8 | Unit leader (to be elected by the Forum) | member |

Finally, the members of the CRC Forum endorsed that such arrangement of coordinating different co-curricular/clubs should be respected and continued for the coming years with some necessary amendments.

Organizing the Second-Round Workshop

The second-round training workshop was held for three days from 21-23 February 2014. The participants include both school teachers and students who were recruited from different co-curricular/ clubs that participated in the first-round training workshop. The scope of training workshop comprises:

- Introducing life Skills,
- Introducing the CRC Committee's Memorandum of Understanding MoU:
- Protection of Child Right & Best Interest of the Child
- Participatory Strategies of Child Right
- Writing a Grant Proposal

The medium of delivery was Amharic in order to make communication easy, effective and efficient. During the discussion, participants have contributed crucial ideas in their group discussion and presentation. They are all satisfied by the examples and simplified explanations of the presenters. Indeed, we held a successful training which brought about the following outputs to the successes of our project:

1. It inspired the participants for the implementation of CRC principles in the school.
2. Participants were acquainted with the integrated child protection scheme
3. Clearly articulated responsibilities of the school CRC committee members
4. Improved access to and quality of child protection services
5. Functioning co-curricular/clubs activities for delivery & support services to school children

6. Established integrated child protection scheme
7. Children felt entitled to be heard at all stages of child protection procedures
8. Created sense of efficacy and empowerment among school children

Developing Memorandum of Understanding/ MoU

In order to bring good coordination among the school CRC Forum members, it needs a means of communication and a common principle that governs all. Accordingly, the owners of this project came up with the idea of developing a memorandum of understanding that gives directions for the executive members of the CRC Committee to easily run the forum and reach at all-governing decisions. The draft of the MoU was first designed by the owners of the project and then forwarded for the members of the CRC Forum during the second-round training workshop to be commented and endorsed with due modifications. Altogether, the MoU comprises eight articles that states about some principles how the forum can be organized and effectively governed. Articles from one to seven justifies the need to have school CRC Forum and the CRC Committee; how they can be well organized and functional; states some procedures in decision making process as well as the chain of command within the committee. Article 8 of the MoU describes the roles and responsibilities of the CRC Committee members. Accordingly, the brief summary of Article VIII is stated in the following table:

| s. No | Position of the person in the school | Roles and Responsibilities within the CRC Committee |
|-------|---|---|
| 1 | The school principal | <i>Supervisor</i> The ultimate authorized person regarding Abstain from giving vote in making decision He shall open the meeting of the CRC Forum |
| 2 | The Administrative deputy principal | <i>Chairperson of the Committee</i> He ratified the annual plans prepared by different co-curricular/ clubs He called and chaired the meetings of CRC Forum He write a fund raising proposal and submitted to the principal He reported any crime against school children to the police Monitor and evaluate co-curricular/club activities |
| 3 | The Academic deputy principal | <i>Deputy chairperson of the Committee</i> Ensured a child friendly school environment Oversee the participation of children Look for solution for any academic complain raised by students |
| 4 | The chairperson of CRC club | <i>The spokesperson of the CRC Committee</i> Investigates the commitment of child right violation Coordinate the weekly lessons broadcasted through the school mini-media |
| 5 | PTA member (to be elected by the Forum members) | <i>Member</i> On behalf of parents, he/she raised constructive ideas |
| 6 | The chairperson of the Gender club | <i>Member</i> Examine the states of gender equality in the school |
| 7 | The prime minister of the students | <i>Member.</i> On behalf of the students, worked for ensuring the best interest of the child |

| | | |
|---|--|---|
| 8 | Unit leader (to be elected by the Forum members) | Member Promote the practice of positive discipline in the school |
|---|--|---|

3.3 Monitoring and Evaluation Phase

Monitoring and evaluation is critical to the assessment of the impact of the project, especially as it affects the target groups of the project. In this final phase of the project, some supportive activities were carried out on the bases of the comments which we received during the progressive report presentation in Vietnam, Ho Chi Minh City in October 2013, as well as the constrictive ideas of our mentor, Miss Agneta, during she paid her mentor visit to Hawassa in the first week of April 2014.

In the process of monitoring and evaluation, assistance was given to the school CRC Committee members in order to:

- Build capacities of the co-curricular/clubs activities
- Design and endorse MOU among the committee
- Systemize committee's interventions
- Strengthen Monitoring and Reporting system
- Enhance Collaborations and Partnership with stakeholders
- Establish a functioning Networking among batches
- Scale up best practices to other schools

As much as we can, we tried to come up with comprehensive monitoring tools. These tools largely focus on:

- The relationship between teachers and school children
- The relationship between school boys and girls
- The management and coordination of co-curricular activities
- The awareness level of school children and teachers on the provision of CRC
- The involvement of students in co-curricular activities and in decision making process
- The condition of discipline among school children.
- The academic performance of school children,

4. Results

Indicators of the First Outcome

The first intended outcome of this project was to activate the existing co-curricular/clubs dealing with CRC to function actively. The evaluation of the project indicates that school children were inspired by the CRC training workshops, billboards, various posters and brochures that carried CRC messages. As a result, the issue of co-curricular/clubs activity became a fresh momentum in the school; responsibilities of the school CRC committee members was clearly articulated and the access to and quality of child protection services improved. On the other hand, school teachers were highly motivated to engage their students in one of the co-curricular/club activities. This is especially evident when both school children and teachers actively participated in mutual regular meetings of co-curricular/clubs activities and the mutual understanding of the two groups has shown remarkable improvement. In other words, the attitude of both teachers and students towards clubs as a potential means to realize the right of the child become so strong and deep rooted. As a result, they demonstrate a change in attitude to have well organized and well coordinated co-curricular/clubs activities to enhance the principles of CRC in school.

Indicators of the Second Outcome

The second intended outcome of this project was to enable the school CRC committee members to clearly understand about the 3Ps of CRC (Protection, Participation and Provision). With this regard, the evaluation of the project shows that committee members took part in two-round training workshops on the right of the child. Participants were acquainted with the integrated child protection scheme. As students repeatedly discuss on the issue of CRC, their awareness level has shown dramatic progress. Above all, the confidence and assertiveness of school girls has been improved. This was particularly evident when they articulated issues with regard to right and equality. On the whole, the activities of the committee have begun to have a significant positive impact on the school environment.

Indicators of the Third Outcome

The third intended objective of this project was to have a functional school CRC Committee network. The evaluation of the project shows that the school management has decided to adopt the best practices of the project. One of the best practices of this project was the endorsement of Memorandum of Understanding (the MoU) among the School CRC Committee members. The purpose of having the MoU was to establish sustainable systemic link among different clubs so as to encourage mutual learning through co-operative relationships. On the bases of the MoU, the CRC Committee members started to coordinate and oversee the plan and activities of each co-curricular/clubs. In nearly all cases of child right violation, the members of the committee would

get informed on time which enabled them to act upon the case with the CRC forum. More importantly, the committee has got air time from the school mini media on every Wednesdays to broadcast lessons on the right of the child.

5. Discussion and Reflection

As the owners of this project, we feel proud with remarkable achievements registered. The process of the implementation created an opportunity to enable us comprehend the awareness level of school community and to have better understanding on how to promote the right of the child in most Ethiopian schools. Practically speaking, we have enjoyed implementing the project because of the evolving improvement in understanding and practicing the principle of CRC among the target groups. The target groups virtually welcomed and appreciated the outputs and the outcomes of the project which eventually ensured improving learning environment in their school. Significantly, it is important to note that the activities of the project were carried out in line with the Ethiopian Government objective of promoting the protection of the rights of children.

Although few school teachers and members of the PTA were initially suspicious of the project repercussions, eventually they have come to appreciate its benefits in promoting not only the rights of school children but also in helping them understand their duties and responsibilities.

Despite the huge impact of the project; however, the co-curricular/club activities in the school are remained with few unresolved challenges. The fatal challenge among these is the need for sustainable financial support for the School CRC Committee and its institutionalization within the Ministry of Education co-curricular/clubs activities. In terms of financial sustainability, it is evident that at present the clubs cannot sustain their own operations. At the preparation stage of this project, we planned to establish a partnership between the school and certain NGOs that resided in Hawassa. Despite the fact that there were several NGOs founded in Hawassa city which can be a potential financial source to support child right initiatives in schools, almost all were reluctant to respond positively. With a face to face meeting that we had with the heads of NGOs, all were referring to the newly enacted Ethiopia's Proclamation No.621/2009, the law on charities and civil societies, as if it had discouraged them not to take part in any right based issues. In fact, according to this proclamation, NGOs are not allowed to involve in any domestic political matters particularly in right based issues. It was not clear for the heads of NGOs whether the proclamation has restricted them from taking initiatives on the right of the child. Of course, we were not in a position to resolve such legal complications. As a result, our intention to establish sustainable link between the Ethiopia Tikdem Primary School and the NGOs remained unsuccessful.

In any case, we managed to carry out the activities of the project with the financial and moral support that we got from few organizations such as the SNNPRS regional

Education Bureau, Hawassa College of Teacher Education and Plan International. In fact, Plan International was the only NGO that could assist our project financially after requesting us to restate the topic of our project proposal from enhancing the right of the child into promoting student centered learning (participation) in school. Of course, officials of other NGOs had also requested us to change the orientation our project into non-right based issues in a way to minimize the legal risks they would suspect. However, we were not willing to change the whole idea of our project as it was impossible for us to promote the principle of CRC in school without mentioning the term “right”.

6. The Way Forward

- Co-curricular/ club executives need further training in leadership skills
- There is need to strengthen co-curricular/clubs activities to effectively address problems of child abuse at community level.
- There is need to support the co-curricular activities/ clubs with further simplified and adequate CRC training materials
- School children specifically co-curricular/club executives need advocacy and lobbying skills
- There is need for a strong coordinating mechanism and to establish clear communication channels for co-curricular activities/clubs of all schools within Hawassa city administration.
- The Hawassa City Administration Education Office should organize Child Rights Sensitization Workshops for teachers in all schools under its constitutive.
- There is need to establish CRC Committee in all schools that can coordinate, monitor and evaluate the activities of co-curricular/club activities.
- NGOs at Hawassa should have better understanding on Ethiopia’s Proclamation No.621/2009, the law on charities and civil societies, which primarily intended to restrict NGOs not to be involved in domestic politics.

References

- Bonner Implementation Guides *Co- Curricular Activities*. The Bonner Foundation. 10 Mercer Street. Princeton, NJ 08540. <http://www.bonner.Org>.
- Daniel Nesan, (2009). (Malaysia) *Co –Curricular Activities: Debate Base* Retrieved 2012, from http://en.wikipedia.org/wiki/auniversiti_Putra_Malaysia
- Education and Training policy of Ethiopia, (1997). *The Implementation of Co- Curricular Activities*, A.A Mesay, Eshetu. (2008). *The Implementation of Co- Curricular Activities in Second Cycle Primary Schools of Gursum Woreda*. Unpublished Master’s Thesis, Addis Ababa University, College of Education, A.A
- Ministry of Education, (1994). *Guideline of School internal Administration*. Tesfa Printing Press. Ministry of Education Singapore, (2011). *Education system Secondary Education Co-curricular Activities*. Retrieved 2012, from [http://en.wikipedia.org/wiki/Co-Curricular_activity_\(Singapore\)](http://en.wikipedia.org/wiki/Co-Curricular_activity_(Singapore))

Appendix I: Project Outcome, Activity and Indicators

| Outcome | Indicators/Monitoring | Time |
|---|---|------------------------|
| Outcome 1 Activated existing School committee dealing with CRC functions | Increased discharge of roles and responsibilities by CRC co-curricular/clubs activity members | |
| Output 1.1 : School CRC committee identified their roles and responsibilities | # of school CRC committee identified | June-July 2013 |
| 1.1 a Activity– Identify the existing CRC committee in the school | | |
| 1.1 b Activity– Train CRC committee on Roles and Responsibilities | | |
| 1.3 c Activity– Design and sign MOU | | |
| Output 1. 2 : School CRC committee conduct regular meetings | No. of meetings conducted | October ‘13 – Nov’2014 |
| 1.2. a Activity– Conduct weekly meetings with agendas | | |
| 1.2.b Activity –Document minutes on each agendas | | |
| 1.3 c Activity – Take actions according to agenda | | |
| Out Put 1.3 : CRC committee carry out outreach to school community | No. of Outreaches conducted | Feb. 2014- Nov ‘2014 |
| 1.3. a Activity – Celebrate International events in the school | | |
| 1.3. b Activity – Train other school community on CRC | | |
| 1.3.c Activity – Conduct campaigns on CRC | | |
| 1.4.d Activity – Design IEC/BCC materials | | |
| Outcome 2 : School CRC Committee Understand about 3Ps | Increased knowledge of 3Ps by school community | |

| | | |
|--|---|-----------------------------|
| Output 2.1 CRC Committee passed Post –Test on 3Ps | # of trainees passed Post test | June 13-October 2013 |
| 2.1.a Activity - Train school CRC Committee on 3Ps | | |
| 2.1.b Activity – Conduct pre Test on 3Ps to CRC Committee | | |
| 2.1 c Activity – Conduct Refresher Training on 3Ps to CRC Committee | | |
| 2.1 d Activity – Conduct Post Test on 3Ps to CRC Committee | | |
| Output 2.2 : Increased awareness of CRC by the CRC Committee | # of CRC materials delivered | June 13-Spet 2103 |
| 2.2 a Activity - Train CRC Committee on Child Right Convention | | |
| 2.2. b Activity - Allocate air time to CRC message in the mini-media | | |
| 2.2 c Activity – Distribute CRC Message through ICC/ BCC | | |
| 2.2.d Activity – Conduct Drama related to CRC | | |
| Output 2. 3 : Improved Right based learning and teaching method | Changed learning-teaching method as per CRC | September 2013 - April 2014 |
| 2.3. a Activity - Conduct a base line on Right learning & teaching process | | |
| 2.3. b Activity - Follow up the implementation in every month | | |
| 2.3.c Activity – conduct exist survey | | |
| Outcome 3: School CRC Committee network functions | Increased coordination among CRC forum | March 2014-April 2014 |
| Output 3.1 CRC Committee created a forum | -# of forum established | |
| 3.1.a Activity 1 - Assign representatives from each CRC committee | | |
| 3.1 b Activity 2- Develop roles and responsibilities | | |
| 3.1 c Activity 3 - Sign MOU among CRC co-curricular/ clubs activities | | |
| | | |
| Output 3.2 CRC forum carry out a joint Planning | -# of Project Proposal developed | April 2014 |
| 3.2.a Activity - Identify CRC focused projects for implementation | | |
| 3.2. b Activity – Train forum on Project Proposal development | | |
| 3.2 c Activity - Identify stakeholders for partnership | | |
| 3.2.d Activity - Carryout fundraising to the forum | | |
| Output 3.3 CRC forum started CRC focused project Implementation | # of projects implemented | |
| 3.3. a Activity - Develop project for the forum | | |
| 3.3. b Activity – Sign Agreement with stakeholders | | |
| 3.4 c Activity 3- Implement projects as per time | | |

| | | |
|---|--|----------------------|
| Output 3.4 School CRC Committee members carry out monthly meetings with other committee | # of meetings conducted | May 2014 – Nov 2014 |
| 3.4.a Activity – Attend monthly meetings | | |
| 3.4 b Activity - Document minutes in each session | | |
| 3.4 c Activities - Develop action points for each agenda | | |
| Output 3.5 CRC committee conduct a joint Monitoring | # of monitoring session conducted # of feedback reports developed | March 2014 –Nov 2014 |
| 3.5.a Activity – conduct quarterly based monitoring on physical accomplishment | | |
| 3.5. b Activity - Conduct budget utilization of committee | | |
| 3.5.c Activity - Develop monitoring report of committee | | |
| 3.5. d Activity – Disseminate monitoring feedback report to all members | | |
| 3.6.d Action – Develop adjustment tools for each co-curricular/clubs activities | | |
| 3.7 e Activity - conduct forum –day on semi-annual basis | | |

Appendix II: Sida Change Project (Child Right, Classroom and School Management) 2013

Baseline Questionnaire Presented by change agents to Ethiopia Tikdem Primary School

| Code | Questionnaire | Response | code | Skip |
|----------|---|--|-----------------------|------|
| I | Profile of Respondent | | | |
| 101 | Sex | Male Female | 1 2 | |
| 102 | Age | 10-14 15-24 25-45 46-60 >60 | 1 2 3 4 5 | |
| 1o3 | What is your role in this school? | Principal Teacher Student PTA committee member Other | 1 2 3 4 5 | |
| 2 | Existing School CRC Co-Curricular/clubs Profile | | | |
| 201 | Do you have any school co-curricular/clubs activity working on CRC? | Yes No | 1 2 | |
| 202 | Does this co-curricular/club own a signed document on their roles and responsibilities? | Yes No | 1 2 | |
| 203 | Did they collaborate to each other on CRC related issues? | Yes No | 1 2 | |

| | | | | |
|-----------|---|---|-------------|--------------------|
| 204 | How often these CRC co-curricular/clubs activities carry out regular meetings? | Weekly Monthly No regular meeting | 1 2 3 | |
| 205 | Did they take a minute in each regular session meeting (with an organized agenda)? | Yes No | 1 2 | |
| 206 | Were there any actions taken based on agendas discussed / points needs actions of co-curricular/clubs activities /? | Yes No | 1 2 | |
| 207 | Did these co-curricular/clubs activities celebrate International days in past 2 years? | Yes No | 1 2 | |
| 208 | Did these co-curricular/clubs activities train other school community members on CRC (in past 2 years)? | Yes No | 1 2 | |
| 209 | Did these co-curricular/clubs activities carry out campaign on CRC (in past years)? | Yes No | 1 2 | |
| 310 | Did these co-curricular/clubs activities design and distribute any IEC/BCC materials on CRC? | Yes No | 1 2 | |
| IV | Networking | | | |
| 401 | Is there any forum of these co-curricular/clubs activities in your school? | Yes No | 1 2 | If No, Skip to 501 |
| 402 | Does this forum own an identified roles and responsibilities? | Yes No | 1 2 | |
| 403 | Did this forum carry out a joint planning on CRC focused project? | Yes No | 1 2 | |
| 404 | Did this forum carry out a joint implementation on CRC focused project? | Yes No | 1 2 | |
| 405 | Did the forum carry out regular meeting on CRC focused project? | Yes No | 1 2 | |
| 406 | Did the forum conduct regular monitoring of project/s? | Yes No | 1 2 | |
| V | Understanding about 3Ps | | | |
| 501 | How many of school children know their rights and obligations in the school (from CRC Perspective)? | Few Several Almost all | 1 2 3 | |
| 502 | Was there any child abuses (physical, emotional, sexual) prevailed in your school (either among each other or by teachers)? | Yes No | 1 2 | If No, Skip to 503 |
| 503 | At average how many children are affected in a year (per annum) in your school by child right abuses? | Few Several Almost | 1 2 3 | |
| 504 | Are students free in school or classroom to express their ideas? | Yes No | 1 2 | |
| 505 | How do you weigh the occurrence of peer bullying in your school? | Often Sometime Not all | 1 2 3 | |
| 506 | How do you weigh the occurrence of Child violent like fighting /quarreling in groups? | Often Sometime Not all | 1 2 3 | |

| | | | | |
|-----|--|------------------------------|-------------|--|
| 507 | How do you weigh the occurrence of Corporal punishment? | Often Sometime Not all | 1 2 3 | |
| 508 | How do you weigh the occurrence of Child harassment by peers? | Often Sometime Not all | 1 2 3 | |
| 509 | How do you weigh the occurrence of Child harassment (physical, sexual or emotional) by teachers? | Often Sometime Not all | 1 2 3 | |
| 510 | How do you weigh the occurrence of Child punishment when they are late by teachers/principals? | Often Sometime Not all | 1 2 3 | |
| 511 | How do you weigh the occurrence of Children that are kicked out from the class? | Often Sometime Not all | 1 2 3 | |
| 512 | How do you weigh the occurrence of Unfair treatment of students by teachers? | Often Sometime Not all | 1 2 3 | |
| 513 | Are there any legal protection in your school(for those students who are victims of abuse) | Yes No | 1 2 | |
| 514 | Did the CRC co-curricular/clubs activity get any training on CRC convention? | Yes No | 1 2 | |
| 515 | Did the school allocate air time by mini media about CRC ? | Yes No | 1 2 | |
| 516 | Do you think that child right abuses affect the academic performance of the children in schools? | Yes No | 1 2 | |



Picture of Zelalem, Geremew & Tarekegn from left to right