

Title: Mainstreaming Child Right in Primary Schools of South Nations, Nationalities and Peoples' Regional State (SNNPRS), Ethiopia

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Batch: 10

Purpose: Creating awareness on CRC to teachers, pupil and parents and facilitating the implementation of CRC at primary schools in particular and at the community level in general.

Key Words (max 5): CRC, child right, CRC clubs, primary schools, pupils, teachers, parents,

Abstract

The Ethiopian CRC team batch 10 initiated their project right after the training in May 2009 in Lund. The name of the CRC project is Mainstreaming Child Right in Primary Schools of South Nations, Nationalities and Peoples' Regional State (SNNPRS), Ethiopia. The objective of the project is to create awareness on CRC to teachers, pupil and parents and facilitating the implementation of CRC at primary schools in particular and at the community level in general. The project is very ambitious and aims to reach the whole regional state.

The project has attempted to implement its initiative through the government regular education system by lobbying the regional government to adopt its approaches and incorporate the CRC implementation in its regular education tasks. The project succeeded in this regards. The establishment of CRC clubs, awareness raising for the school communities and capacity building trainings for teachers were the major strategies the project devised to achieve its objectives. The awareness raising on the child right convention to regional, zonal and district education office and influential community leaders has smoothed the way for the incorporation of the CRC in primary schools. The school CRC manual is prepared in local language in Amharic is giving proper guidance for school communities to implement the child right convention in their specific school settings. The CRC guided how to establish and manage the child right clubs and child rights in school and community situations. Improved self-concepts and confidence, girls' empowerment and supports from the state education officials are some of the result produced by or CRC project.

The next focus of our project will be organizing experience sharing event for CRC club leaders, providing training for PTA members and networking with other CRC batches and learn from each other. Increased follow ups, monitoring and providing technical support for the schools leaders and CRC clubs is another area of focus for 2012/13 academic year.

Status of the project today (to inform the batch about what has happened since the final report). Challenges and successes?

In Ethiopia schools are opened starting from the Early September. The CRC team made visits to five project targeted primary schools before preparing this paper from September 13-20, 2012. We met the PTA members, teachers, pupils, regional and district education officers. The primary schools we visited are organizing/strengthening the different school clubs of which the CRC clubs are parcel and part. During the visit five schools to check the status of the CRC in implementation, the team observed that the clubs are started functioning. They are electing member of the committee to substitute those member who left the school by being promoted grade 9 which is given in highschools. We could see that implementing the CRC in schools is a component of the annual activity/program plan of the district and schools we visited. The head masters told us they would continue reinforcing the implementing CRC in their schools.

We met with five CRC clubs two members of whose leaders committees are female and this is really a clear indication of female empowerment in primary schools.

The CRC team met with south regional/ state/ education officials who make key policy decision about the education activities of the state. The officers witnessed that the CRC project has produced very promising results in target schools. They explained to us they would continue supporting the implementation of the CRC in primary schools, monitor and supervise our CRC project initiatives on regular basis.

In this academic year 2012CRC implentination has become one of the major eduction tasks of disrict education offices and primary schools. Given the good current strengthe of the CRC clubs and committments from the teacher snad education officers the fftue our CRC project look very bright. In last year education of teh Souther region of Ethiopia, more than 60% of the child right clubs are active and they are dealing with child right issues. The CRC team could witness the CRC implementation in primary schools has continued in strengthened fashion.

The success registered by this project is the adoption of the south Ethiopia education bureau CRC implementation as its core regular education activities. Now CRC is taken as essential component of the education program. The other very positive contribution of this CRC project is the increased CRC awareness and change of attitudes by key education policy decision makers, teachers, pupils and parents. These positive changes are really laid the foundation for effective implementation of CRC in primary schools.

Even though the is significant improvement is implementation of CRC in schools and respect for child right outside schools, the big challenge is continued exploitation of child labor by significant numbers of parents who need badly the child labor service to run their household economic activities. The other challenge emerges from general low level of illiteracy in rural Ethiopia. Illiterate or less educated parents have low level CRC understanding and they are less respectful to child rights and they are less resistant to change their old views/attitudes. This challenge emanates from the general socio-economic conditions of the communities which are affected by poverty levels. The third challenge is that all the batch 10 CRC team members are overburdened with their other duties and frequent follow up of the project activities was not possible to ensure the quality of the CRC implementation in schools.

Results and effects of the project (expected and/or unexpected on organizational, regional and/or national level)

The CRC project has produced a lot of results, to mention some of them;

- The CRC project mobilized the support of education leadership in SNNPR. The resources requirement of the CRC initiatives is covered by public resources allocated for the education sector.
- According to 2010 annual education sector report of the Southern Nations, Nationalities and Peoples' Regional State CRC clubs are formed in 90% of the primary schools in the region. The CRC project has initiated the formation of CRC clubs in 4968 primary schools of SNNPR state.
- In 2010 regional education conference the CRC implementation in primary schools was one of the topics of discussion and the regional/ state education bureau passed the decision to intensify the implementation of CRC in primary schools.
- The zonal and special woreda/district education officers were given training and orientation on CRC manual which was developed by batch 10 CRC team. The training has focused on how to implement CRC at primary schools and how to integrate the CRC activities in the regular education sector activities. The CRC manual orientation workshop was attended by 225 participants (male, 170 and female, 55). Participants of the workshop were drawn from education departments, teachers association, NGOs, religious groups, influential community members and parent-teachers associations (PTA).

- The batch 10 CRC change agents developed CRC schools guideline in local language, Amharic which guided the CRC implementation in schools.
- 180 teachers from target schools were given refresher training on how to implement CRC at school levels for three days.
- The attitudes of parents and teachers have positive towards of child rights. They are now more respectful to child rights than before the start of the project.
- The participation of girls in CRC clubs has increased the confidence of girls and their self-assertiveness. 40% of the CRC and other school clubs are female.
- As a result of CRC implementation in schools the following outcomes were registered;
 - The primary schools have become more children centered and friendly.
 - The corporal punishment is banned in all primary schools. Bullying and child abuse are reduced significantly in the schools and communities.
 - Increased participation of girls in CRC clubs and other school clubs, classroom activities
 - Increased girls' enrollment ratio in schools
 - Parents are giving more or less equal studying time for girls and boys. The attitudes of parents towards girls schooling changed to great extents. Many rural families are sending more girls to schools than ever before.
 - Reduced workload to girls- domestic chores that were culturally given to girls are now being done by both boys and girls
 - The promotion of child right and implementation of CRC in schools have contributed positively to the improvement of quality of education in primary schools.
 - The institutional linkage among education, child and women affairs and civil society organization is strengthened. They are jointly promoting child right specially girls' and women's rights.
 - The increased awareness of CRC among the school communities, many family-arranged marriages are cancelled and the girls have continued their education. Some of these girls are now in high schools on the way to join the universities.
 - The awareness of child rights and CRC has increased among school communities (pupils, teachers and parents).

Conclusion

The CRC implementation could be more effective and sustainable when the education leadership is convinced, accept it as part of its regular duties and allocate resources for the implementation. This is what the Ethiopia CRC team batch 10 practically tested and proved. The participation of key state education in CRC training would facilitate the implementation CRC in schools and teachers training colleges easily.