ETHIOPIA

Raising the Knowledge and Changing the Attitude and Practices of Students and Stakeholders on Child Right in Adare Primary School of Hawassa Town, SNNPR, Ethiopia

Abera Argo Lankamo

1. Introduction

This project was intended to increase the awareness of stakeholders in CRC and to change the attitude and practice of stakeholders towards Child Right in Adare Primary School of Hawassa City Administration.

As I understood from the discussion made with previous principal and vice principals of Adare Primary School, the school had been implementing some activities with regard to Child Right provision and protection. These activities include establishing Children Parliament, establishing Child Right Club and conducting some kind of tutorial program for grade 8 students to increase the percentage of students who would pass regional exam. However, the efforts made were not well organized and piece meal. The school was not working in child right participation. Unfortunately, it was also not the focus of this project. However, in the process of awareness raising programs in CRC, it was addressed through different trainings I conducted and through the participation of students in their students' parliament and different academic (especially tutorial programs) and in co-curricular activities. The Gap was identified through baseline survey and I was focusing on filling those gaps through the project.

This progress report consists of seven parts. While part one focuses on introduction, part two deals with Frame of Reference. While part three indicates the purpose of the project part four is about the Methodology/activities. Part five focuses on the monitoring and reflection while part six deals with the results of the project implementation. The Last part focuses on the way forward.

2. Frame of Reference

2.1 Overview of Ethiopia

Ethiopia is located in the Horn of Africa that covers an area of approximately 1.13 million sq. km. Based on the projection of CSA of Ethiopia; the population of the country is estimated to be 84 million making it the third-largest country in the African continent behind Nigeria and Egypt. The overwhelming majority of the population lives in rural areas (about 85%), though growth in urban areas (5.6% annually) is outstripping than in rural areas. The country is divided in to nine autonomous regional states and two city administrations. As a multi-ethnic and multi-lingual country, Ethiopia is made up of more than 80 ethnic groups among which 56 are living in Southern Nations' Nationalities and peoples' Regional State (SNNPRS) where this project took place.

Out of the total population, two-thirds are under the age of 25 years and about a third (34%) is between the ages of 10 and 24. This accounts for the high fertility rate of 5.9 per women per year. Youth, defined here as the population between the ages of 10 and 24, is estimated to be 24 million and expected to be 29 million by 2015 (Save the Children, 2004).

In its desire to bring about national transformation in the shortest possible time, the Ethiopian Government is working hard to realize its vision of making the country as one of the middle-income countries by 2025.

The education system of the country is divided in to general education (which is 8 years of primary and 2 years of general secondary education), preparatory schools (grade 11-12), Technical and Vocational Education (from level 1-5), Tertiary education which ranges from 3-6 years of first degree, 2 years for Master's degree and 4 years of Doctor of philosophy.

There are also colleges, which prepare trainees for different medium level professions. There are 32 Colleges of Teacher Education which train teaches for three years that

would teach in primary schools in the country. There is also Alternative Basic Education Programs for out of school children and children from nomadic areas. Functional Adult Literacy is also conducted for adults of age above 15 years. Students of formal school sit for regional exam at the end of grade 8 and for national exam at grade 10 and 12. Out of 80 languages spoken in the country, 25 are working as medium of instruction from grade 1 to 4 in some regions and grade 1-6 in others. English is given as a subject starting from grade one and is being used as medium of instruction starting from grade 5 in some regions and from grade 7 in other regions. This difference is the results of decentralization in the management of education system in the country where regions are given full autonomy to decide on the management of education system under their jurisdiction.

Starting from 1994 where the New Education and Training Policy was ratified, school age children are enjoying free education up to grade 10 which is considered as general education. Starting from grade 11 the government introduced minimal level cost sharing scheme. The country is striving towards achieving the Millennium Development Goals (MDGs). The goals that are to be met by education sector include achieving Universal Primary Education by 2015 and reducing gender disparity in primary by 2005 and in all levels by 2015. In this regard, much progress is registered. The Gross Enrollment Rate (GER) in primary reached 96.4% where the Net Enrollment Rate (NER) reached 85.3%. The Gender Parity Index (GPI) for this level is 0.94. This indicates that the country is in the right truck to achieve the millennium Development goals with regard to education (EMIS of MoE, 2011)

2.2. CRC in Ethiopia

In Ethiopia, different measures were taken to ensure the provision, protection and participation of Child Right. One of the first measures of the existing government of Ethiopia after the overthrow of the military regime, Dergue, was the ratification of the Convention on the Rights of the Child (CRC). On December 9, 1991 the government of Ethiopia endorsed and ratified the Child Rights Convention (the CRC). In general, after ratifying the CRC, the government of Ethiopia adopted principles of the CRC in the federal constitution which was endorsed in 1995; revised the penal code on abduction, child trafficking and harmful tradition; established the institution of ombudsman; established the Human Rights Commission; improved the Juvenile Justice system; provided new family code that included vital and birth registration; etc.

Among the other articles of this new Constitution, article 36 particularly focuses on the legal protection of children, taking into account the provisions of the Child Rights Convention. The Ethiopian Government also adopted the African Charter on the Rights and Welfare of the Child (ratification proclamation No283/ 2002). This in-

cludes issues of Handicapped Children, Child Labor, Protection against Child Abuse and Torture, Administration of Juvenile Justice, Protection of Family, Parent care and protection, Protection against Harmful and Cultural Practices, Children under Armed Conflicts, Refugee Children, Adoption, Separation from parents, Protection against Apartheid and Discrimination, Sexual Exploitation, Drug Abuse, Child Sell, Trafficking and Abduction, Children of Imprisoned Mothers, Responsibilities of the Child.

The African Charter includes and emphasizes these articles to the original CRC in order to address the special condition of children that need immediate measures in most of the African countries. The ILO convention on child labor (Article 182) was ratified by the government and also taken into consideration in the labor law of the country. Additionally, the Convention on the Rights of the Child was translated into Amharic and other 11 major languages spoken in the country in order to be used for training purposes and awareness on child rights. Child Rights Committees were set up at the national and regional levels to oversee the implementation of the CRC in the country. In the administration of justice, courts are now frequently citing the principle of the 'best interest of the child', which principle is also incorporated in the national laws including the constitution and the family law.

In education system of the country, CRC issues are incorporated in the curriculum and schools are also working for the best interest of the child. Some of the activities done with this regard are abolishing corporal punishment (although it is persisting in some schools), establishing Children Parliament in the schools, efforts to minimize sexual harassment are a few to mention. However, the awareness level of students and stakeholders towards CRC is still low and the attitude and practice towards child right needs change which may help full implementation of the CRC.

Despite the great effort being made by the government of Ethiopia to promote the implementation of child right in schools, their right has been abused due to the following constraints. In the first place, the overwhelming traditional attitude that put children in the sideline is responsible for their poor participation which in turn neglect them in every decision making process among the school community. Secondly, the long held practice of authoritative teaching method and mistreating of children has threatened school children. Moreover, shortage of resource is also a problem in establishing child friendly school. Finally, it is also important to mention the poor handling mechanism of the school community in general and teachers in particular.

Therefore, the intention of this project was to increase the knowledge and change the attitude and practice of teacher educators and trainees at Hawasa College of Teacher Education, principals and teachers in Adare Primary School of Hawassa City towards CRC. This project also aimed to increase the knowledge and change the attitude and practice of students from grade 5-8 in Adare primary school towards CRC by using the above mentioned stakeholders as change agents.

3. Purpose of the Project/Specific Objectives

The Purpose of the project was to increase the knowledge, change the attitude and practice of teacher educators and student teachers at Hawasa College of Teacher Education, principals and teachers in Adare Primary School of Hawassa City towards CRC. This project also aimed to increase the knowledge and change the attitude and practice of students from grade 5-8 in Adare primary school towards CRC by using the above mentioned stakeholders as change agents.

The specific objectives of the project are the following: In the first place, the project designed to increase the understanding level of teacher educators and student teachers on one hand and school principals, school teachers and students of Adare Primary School on the principles of CRC. Moreover, the target of the project was to influence students at Adare primary school to give a due concern to their studies. Furthermore, the project aimed at influencing the attitude of the target groups towards human dignity, child right and gender sensitivity.

Target Groups and Stakeholders of the Project

The primary target groups of the project are teacher educators and student teachers of Hawassa College of Teacher Education (HCTE) on one hand and school principals and school teachers in Adare Primary School. The Secondary Stakeholders are students from grade 5-8 of Adare Primary school in Hawassa City, SNNPRS, Ethiopia. The stakeholders of the project includes: SNNPR Education Bureau and Regional President's Office, the Academic Commission members of Hawassa College of Teacher Education (HCTE), Hawassa City Administration Education Department, Hawassa City Administration, UNICEF, and Human Right Commission SNNPRS Branch.

4. Methodology/Activities

4.1 Preliminary Stage

The successful achievement of a project depends upon the active involvement of the stakeholders. From my past experiences, I had learned that a minor misperception or confusion of stakeholders on a given objective of a project had adverse effect on its implementation. Having this in mind from the very beginning, I thought and designed a strategy to create conviction in the minds of stakeholders for the implementation of

my project without any hesitation. Accordingly, as soon as I returned from Sweden, completing the second phase of the project, I used to elucidate to stakeholders some of the events that I impressed with most while I took part in the International Training of Child Right, Classroom and School Management in Lund University. In my discussion, I used to emphasize five different issues such as explaining the existing difference between the Swedish society and my country people in practicing child right; expressing my appreciation to the developed Swedish democratic and work culture; the way trainings were effectively administered; and the unforgettable experience that I gained from the Swedish school system. My narration had attracted the attention of stakeholders beyond one's expectation. On the whole, I believe that my preliminary activity has helped me a lot not only to make smooth communication with stakeholders on the bases of mutual trust and harmonious relation but also to avoid possible perplexing ideas.

On the bases of the above strategy, I made personal communication with the following stakeholders. In the first place, I produced progress report of my training and study visits in Sweden to SNNPR Education Bureau in writing. A two hour briefing program about the Training and Exposure Visit Programs in Sweden substantiated with videos and pictures was organized for the Academic Commission members of Hawassa College of Teacher Education (HCTE). Other stakeholders such as Hawassa City Administration Education Department, Hawassa City Administration, UNICEF, and Human Right Commission SNNPRS Branch were communicated in writing. Then after, I extended my communication to the target groups of the project, which includes the school principal and school management body, as well as the PTA members of Adare Primary School. Particularly, I informed the school principal about the intended project to be implemented in her school. Virtually, she expressed her willingness to accept the objective of the project and promised to do her level best for its achievement. Unfortunately, after two months, as she was transferred to another school in the city, I need to reorient the newly replaced principal and the management body. The new principal and her team also accepted the project and promised to work with me for its effectiveness.

4.1.a Planning/ Preparation Stage

The planning/ preparation stage was undertaken immediately following the completion of the preliminary stage. The communication held with the stakeholders during the preliminary stage contributed some more important ideas to refine the best possible alternative approaches and methods to implement activities of the project. At this stage, a questionnaire, interview guide and focus group discussion check list to conduct a base line survey was designed; data collection was carried out using questionnaire, interview and focus group discussion; the collected data was analyzed and the existing gaps in the awareness and implementation of the CRC were identified. Based on the magnitude of the identified gaps, intervention activity timetable of the project was developed; training manuals were prepared; members of taskforce (supervisors and mentors) of the project were recruited among the HCTE teacher educators and student teachers; fund

raising proposals were developed and submitted to respective institutions. Eventually, an orientation session was held with the members of the task force in order to inform them their role and responsibilities to implement the intended project.

According to the Ethiopian school system, schools are closed during the summer seasons, in the months of July and August including half of September. This had made difficult to meet the school community, particularly the students. As a result, the completion of tasks in the planning and preparation stage was extended. Questionnaires for the survey was prepared and made ready in advance to be administering in the first week of October 2012.

The survey was conducted using questionnaire, interview, focus group discussion and personal observation. Accordingly, 34 questionnaires were distributed to the same number of principals and homeroom teachers of Adare Primary School. All the questionnaires were filled and returned. In addition, interview was conducted with selected girls from grade 5-8 of the same school. Focus group discussion was also conducted with Child Right club members and Children's Parliament members of the School. The change agent made personal observation of the school's teaching learning environment. The data gathered through questionnaire, interview and focus group discussion were analyzed using both quantitative and qualitative data analysis techniques. Statistical Package for the Social Sciences (SPSS) was used to present data in to frequency distribution for quantitative data and to make it ready for analysis. Using SPSS most quantitative data were presented in the tables and charts and interpreted/discussed. The qualitative data were expressed in words and statements. The results of the baseline survey were presented hereunder.

The Results of the Baseline Survey

From the analysis of the baseline survey the following major results (findings) were obtained.
- It was revealed that there was a problem of fair treatment of children in the school as well as in the class rooms. At the same time, it was also found out that most of the respondents (home room teachers and principals) were not very happy with the children's behavior in the school and with their results.
- It was revealed in the study and observed that unit leaders and shift representatives used sticks to punish (kick) misbehaving and late coming children in the school.
- Most (about 90%) of the research participants revealed that there was peer harassment and bullying on school children who perform well in examinations and assignments.
- Significant percentage (20.6%) of respondents in the questionnaire and many research participants especially girls who participated in focus group discussion and

interview revealed that there were elements of teacher harassment in the school compound and in the class rooms.

- Some research participants revealed that there were illegal acts in the school which put the school in the violation of child right conventions. For instance, they confirmed that children are sometimes kicked out from classes, hit with stick, hit with hands, kicked with feet, etc.; all of which violates the rules and affect children physically, morally, socially and academically.

- Despite the benefits of doing homework for children in increasing class time and increasing understanding it was revealed by majority (about 70%) of the research participants indicated that children in the school were not doing their home works frequently and they were not engaged actively in the class activities. This might affect the academic achievement of children in the school.

- Most participants (about 80%) revealed that children spend most of their after school time on playing/sport and domestic work than studying and doing home works.

- The school facilities (library, laboratory, classroom and office equipment), those, which can directly contribute for school improvement and children's better performance were inadequately available in the school.

- As revealed by the study, the top five child right abuses applied frequently and sometime in the school were sending out children from the classrooms, bullying, violence, harassment and child labor in their order. Others like biting with the stick, kneeling down in the class or around school gate, sending out of the school, insulting and fighting in groups were rarely available child right abuse issues in the school.

- It was revealed that the school has established from grades 4-8 children a child right club in the form of children's parliament having 56 parliament members and established eleven ministers under the parliament having job description for each, to empower children to be aware of their right and obligations in the school as well as outside the school and concentrate only on learning tasks to improve their academic achievements.

Preparation period for Project Implementation

The Results of the baseline survey was presented at the fourth phase of the project at South Africa. The recruitment process for the member of the project taskforce (supervisors and mentors) was conducted just after my return from South Africa, after participating in the Fourth phase of the project. Among the members of the taskforce of the project, 9 of them were teacher educators of HCTE who were selected on the bases of experience, discipline and commitment. They were supposed to participate in the project as supervisors of tutorial classes and co-curricular activities. 34 student teachers were selected among the graduating class students and whose four semester's cumulative GPA was above 3.25. The role of the student teachers was supposed to be mentoring in tutorial classes in their respective field of study in Adare Primary School. The primary purpose of the tutorial classes was to sensitize school children on the prac-

ticability of the CRC principles in schools. In the meantime they were also supposed to support students in academic matters, with especially focus for grade eight students who would take regional examination at the end of the academic year.

Preparing project proposal was one of the methods used to secure fund for the project. The proposals were submitted to regional Education Bureau, UNICEF Hawassa Representative, and Human Rights Commission SNNPRS Branch Office.

4.1.b Implementation Stage

Organizing Training Workshops

One of the crucial activities of the project was organizing awareness raising training workshops. To this effect, five consecutive workshops were held in different times with a different point of emphasis. Participants of these training workshops were members of the Academic Commission and members of the taskforce from HCTE on one hand and schoolteachers and students of Adare primary school on the other. In addition to the workshops, the sensitization process on child right had been conducted by producing programs for broadcasting through mini media. In Addition to this, two big bill boards which advocates for Child right are prepared and erected at Adare primary School. 2 different types of brochures and leaflets (one on Articles of Child Right and the other on Child Friendly School) were prepared, printed and distributed among HCTE trainees and Adare Primary School student. Altogether, 2000 copies of each were printed and distributed among students and teachers. Moreover, Child parliament and Child Right clubs were strengthened in the school. Girls club was also working hand in hand with the project to reduce girls' harassment in the school. Two Types of posters (one on Child Abuse and the other on girls' harassment) were published and posted in Adare Primary School and HCTE compounds. 150 copies of posters on "Stop Child Abuse" and 150 copies of posters on "Let's Stop Girls' Harassment Together" were printed and posted in the school and HCTE compound. Using activists in school clubs and leaders of cooperative learning groups after they themselves had taken sufficient trainings also carried some more training out.

Training on Child Right and Child Friendly School

The first training workshop, Training on Child Right and Child Friendly School, was held for a day in four sessions in HCTE on January4, 2013. Participants of this workshop were members of the Academic Commission of HCTE, 22 male and 17 females of the taskforce and 11 male and 22 female of Adare school principals and teachers. In the first session, the training focused on the dynamics of CRC at international, continental and national perspectives. Participants were provided with a full copy of the CRC document in English and Amharic versions. The presentation was very much

participatory. In the second session, the idea of child friendly school was discussed on the bases of six basic elements illustrated in a diagram prepared by the UNICEF.

In the third session, findings of the baseline survey in Adare Primary School were presented. The point of emphasis was made on the gaps discovered by the survey mainly describing varieties of the prevailing child right abuses and the magnitude of such gaps using charts and graphs. Subsequently, the planned activities of the project in order to alleviate the indicated problems were conveyed. In the fourth session, participants of the workshop have got an opportunity of reflection and a chance of free discussion on the presented problems of the baseline survey. In general, issues that rose in the discussion session had produced a significant contribution to reach a consensus among the participants of the workshop on what had to be done to resolve the suggested problems.

Participants of the Training program partially   Group discussion during training   Presentation by group members

Training on Mentoring and Tutoring

The second training workshop was held on January 24, 2013. It focused on how to give mentoring and tutoring support on CRC and academic issues. Participants of the former training were all invited in advance to attend this training workshop. However, few instructors were unable to take part, so that the number of attendants decreased from 74 to 68.Abera Argo Lankamo (the owner of this project) and Abebe Demisie (a change agent of batch 12) were presenters whereas Geremew Sime (a candidate of batch 18) was the coordinator of the workshop. Practically speaking, the change agent has assigned Geremew not only as the coordinator of this workshop but also as a leader of the taskforce to enable him enrich his experiences on the implementation of CRC. On the whole, this training workshop was prepared on how to conduct mentoring and tutoring to improve the academic performance of students in Adare Primary School, establishing girls club, strengthening students' parliament and co-curricular activities in the school.

Participants (the lady in front is the School principal)

Launching the project at Adare Primary School

Before the actual beginning of the tutorial classes, the launching of the project at Adare Primary School and an orientation session was needed to introduce the project in general and the tutorial classes in particular. The launching and orientation program was made on the second week of February 2013 at flag ceremony of both shifts. During the orientation program the change agent and the candidate for batch 18 (Geremew, who was assigned as team leader for taskforce) introduced the objectives of the project and activities that were intended to be implemented in the school. This orientation program raised the awareness of the students on child right and child friendly school and gave them the overview of child right abuses. It also oriented the students to discharge their responsibilities as students while they are fighting against child right abuses. Although the attendance was not taken since it was held at flag ceremony, it was expected that 99 percent of the students have got the awareness on CRC and child friendly School. In this orientation session, the 3Ps as pillars of the CRC were emphasized. A schedule of tutorial classes was also informed to students.

The tutorial program by at Adare Primary School

As stated in the project plan, it was intended to select 30 trainees from Hawassa College of Teacher Education based on their academic background and other criteria stated in the project. Accordingly, 36 trainees (13 are females) were selected, trained and assigned at Adare Primary School to give tutorial program and work as mentors on Child Right. The mentors were working two hours a week where the program was prepared in collaboration with the School management. 12 teachers from Adare Primary School were also selected from 33 teachers who took Child Right Training and working in collaboration with the mentors from HCTE. The School principal and her two vices were also closely following up the project in collaboration with the supervisory team from HCTE. In this regard, I, as change agent, was lucky because the principal was committed and dedicated to work not only on the project but also on every aspect of the school's teaching learning process. There were 17 sections from grade 5-8 of the school and two trainees were assigned as mentors for one section. 8 instructors as supervisors were following up the program and 1 stream officer and coordinator coordinated the project. I was working as the overall manager of the project. The tutorial program and

mentoring on Child Right continued until the beginning of June and ended with official celebration of the termination of the project.

Training on How to Run Students Parliament

On February, 2013 a training workshop was organized for Male 31 Female 41 Total 72 members of Adare Primary School student parliament. As stated above Adare Primary School had students Parliament. However, it was not strong before the project. Discussions were made with the school administration on the strengthening of Children Parliament. The school tried to strengthen the parliament and started to work properly. The Parliament has Spokesperson. There are also different ministerial positions in the parliament such as Ministry of Education, Ministry of health, Ministry of Agriculture etc. and Judiciary body. To make the parliament stronger training was given for the members on how to run the children parliament and on how to fight against child right violation through their judiciary body when the violation comes from peer and to appeal to the school administration when the violation is made by teachers. To ensure the functioning of the parliament the training session was started after the spokesperson of the parliament made the opening remark for the training. The purpose of this training was to make the student parliament more functional and capacitate its members on some technicalities and procedures that enable them to conduct effective discussion in meetings. The training manual for this workshop had been developed on the bases of a platform to establish student parliament in Ethiopian schools. Accordingly, consolidating democratic principles in meetings, the need to appreciating one another's view, the need to uphold procedures of a meeting, the need to develop listening skill and public speaking skill were emphasized.

The spokesperson while making opining remark
Students parliament members on training

Training on How to Make Child Right a Public Discourse

This training was provided for the leaders of cooperative learning groups and members of mini media clubs in HCTE and Adare Primary School. The training for Cooperative Learning Group leaders at adare Primary School was given on March 25, 2013. The number of the participants was male 71 female 68 total 139. This training was intended to raise the awareness of the students on CRC and child Friendly School and raise the awareness of all of the students using the leaders as change agents. The training material was redesigned to fit the age and grade level of the students. Half day training was given

for the leaders from each shift. At the end of the training, the participants promised to fight against child right violations both inside the school compound and outside.

Leaders of Cooperative learning on Training   Abebe (Change agent for Batch 12 conducting the training)

The training for cooperative learning group leaders at HCTE was conducted to male 552 female 63 total 615 trainees from 1ˢᵗ year to third year. The training was conducted for half a day. Basically, students of each classroom are categorized into different sustainable groups of six in which the leader of the group is expected to be active learner that provide support in academic matters for the other members. In addition to this, the cooperative learning groups are formulated to promote socialization and interdependence among the members. Accordingly, members of the same group are supposed to consolidate group solidarity to protect each other from possible threats and inform each other with current affairs. Therefore, the focus of the training was to familiarize participants with the principles of CRC so that to use them as a Chanel to share their understanding to their group or the college and school community through group discussion or mini media broadcasting. They can also use posters, leaflets, pamphlets and brochures to disseminate some selected issues of child right.

 It was believed that addressing the leaders of cooperative learning groups is addressing all the trainees and students because they were given the assignment to orient their group members on CRC and child friendly school. It was also expected that when these trainees go out for practicum program they could promote CRC issues in the host schools. They were also given the responsibility to establish CRC clubs in the host schools. The third year trainees were also oriented to establish similar clubs in their respective schools when they go to workplace after their graduation. They were also promised to discharge their responsibilities in the college compound and at primary schools.

Abera while presenting   Geremew while presenting
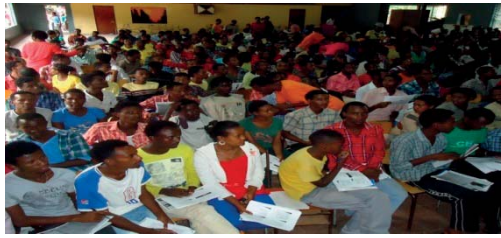
Participants of the training at HCTE

Practical Workshop for the Members of the Taskforce

The primary objective of the taskforces was to conduct sustainable tutorial classes for Adare Primary school children. The tutorial class was not purely academic. It was rather used as a model classroom to practice principles of child right while the daily lesson would be delivered. To this end, the mentors should practice how they would implement the tutorial class. The training focused on technical issues with regard to methods, approaches and techniques to integrate academic matters with the principles of CRC. Particularly, the need to elude the idea of child right as an icebreaking activity was the main concern of the training. Besides, to have self-confidence and preparation on subject matter, point of emphasis was also made on the importance to have respect to others, to build friendly relation, the need to accommodate individual or group interests. On the other hand, they were provided with textbooks of their own respective fields and with stationary materials to prepare themselves in advance.

5. Results

5.1 School visit by the Change Agent

School visit was employed as the major means to assess and follow up the development in awareness level of the school community in practicing the principles of CRC in the school. Usually, I used to visit the school in unexpected manner starting from the base line survey to the termination of the project. In most cases, the school visit was undertaken through critical observation using checklists. The focus of these school visits was on the improvements of the existing gaps of school environment. On the other hand, members of the taskforce would conduct school visit on regular bases. The registered improvements and issues that need further interventions would be discussed with

school principal and supervisors of tutorial classes. In due course, I noticed the steady improvement in practicing the principles of CRC in the school.

5.2 Visits by my Mentor

My mentor, Ms. Agneta, has paid a visit to my project work in Hawassa, Ethiopia, from April 8 to 12, 2013. Her comments and appreciations have contributed a lot for further improvement of implementation and to keep up its strength. In her first day visit to Hawassa College of Teacher Education, she held a meeting with the members of the taskforces, mentors of tutorial class. During the meeting, she tried to investigate how effective the members of taskforces were in their tutorial class. Particularly, her intention was to know whether members of the taskforce preferred to emphasize the principles of CRC to academic matters during the tutorial class. She also asked for the possible challenges that the task force might face during they undertake tutorial classes. Accordingly, the response of the participants focused on two important issues: their preference on one hand and their challenges during the tutorial class. With regard to their preference they explained her about their effort to integrate the academic matters with the principles of CRC despite the fact that students were inclined to the latter. With regard to their challenges, they indicated some gaps on skill to accommodate the principles of CRC to the academic interest of the students. Finally, they indicated the need to have further technical training to fill the existed gap.

On her second day visit to Adare Primary School, Miss Agneta has got an opportunity to observe the school environment, to talk with the school principal, to visit classroom situations, to meet the leaders of cooperative learning groups and to attend the meeting of student parliament. Even though, each one of her observation was crucial to strengthen the implementation of the project, I believe it is important to describe how Ms. Agneta spent her time with the members of the student parliament.
The meeting of the student parliament was called not in accordance to its regular schedule to deal with specific agendas. It was rather a kind of urgent meeting to show its structure and its active role of participation in school matters to Miss Agneta. In fact, the meeting was held in the afternoon shift in its regular meeting hall and all members of the parliament including few teachers appeared in the meeting. After a while, Miss Agneta together with the school principal joined the meeting. Then, the meeting was opened, after the spokesman delivered the formal speech to the member of the parliament and respected gusts. Following the opening speech, the principal has made a brief speech to introduce Ms. Agneta and to let them free to explain what they know about the child right project being implemented in the school. In the meanwhile, Geremew was acting as a translator to English or Amharic as the case may be.

After a while, Miss Agneta took the stage and raised some questions to the members of the house. She began her questions by asking whether the student parliament was inde-

pendent by implicating the appearance of some teachers in the house and some more questions were followed. Students responded that as long as they know the limited role of the teachers only to provide some technical support, not to make any influence in decision making, it couldn't undermine the independence of the house. Moreover, member of the House, especially those who were in ministerial positions, answered turn by turn questions regarding to describe the election procedures, explaining role and responsibilities of members in decision making, the best achievements of the House and how the House was going to be dissolved. Finally, Miss Agneta was impressed by the courage and articulation skill of respondents to explain her answer. As a result, she presented her personal storybook and carrying bag as an award to the House and the school principal respectively.

On the whole, Ms. Agneta's visit has great contribution on the evolvement of my project. Besides the inspiration effect of her presence, her constructive suggestions and comments has helped me to reconsider the method and the technical support I resorted to be practiced by the members of the task force during tutorial classes. Here after, a due concern was given to technical support by supervisors to improve the ongoing approaches on how to integrate CRC principles to academic matters. A special training was also undertaken for the mentors.

Agneta with taskforce (supervisors and mentors)

Agneta with students' parliament members

Students of Adare Primary School

5.3 Data Gathering and Analyzing

Before the project comes to its closing, I had to collect some data in order to evaluate the effect of my project. Accordingly, a questionnaire in which the content is parallel to the former questionnaire of the baseline survey was designed in order to compare the effect. The First part was intended to know the feelings of the stakeholders on the implementation of the project which was not the part in baseline survey. The following figure illustrates its analysis:

Feelings of the Stakeholders on the Implementation of the Project

As figures below indicate, the majority of the stakeholders and beneficiaries had good feeling about the implementation of the project in their school. Accordingly 90 percent of the students and teachers and 86 percent parents were happy with the implementation of the project in their school. This indicates that the project was accepted by the majority of the stakeholders in the school.

Figure 1: The Feelings of the Stakeholder on the implementation of the Project
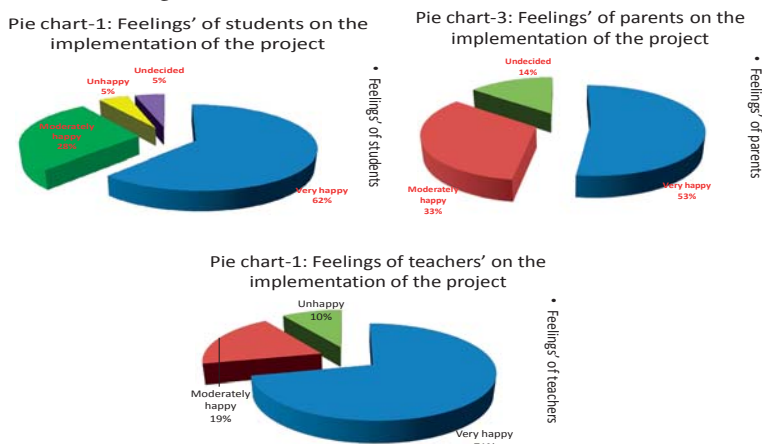
Training Opportunity of the Stakeholders on CRC before the implementation of the Project

The majority of the stakeholders responded that they didn't have training opportunity before the implementation of the project. They appreciated the relevance of the training provided by the project and they considered it as adequate to give them the necessary knowledge on CRC.

The Results of the Project from the Stakeholders Perspective

As indicated in table below, the majority of respondents agree that the project promoted CRC principles in Adare Primary School. In Item 2 of the table 60 percent of the respondents responded that the role of the project in strengthening gender equality in the school was very high and 28 percent of them believed that its role was moderately high. The majority (66 percent) of them responded that the project played its role in harmonizing students' teachers' relationship while 26 percent said that its role is moderate. As Item 4 of the same table indicates the project also improved teachers' treatment of the students. From this one can deduce that the project contributed for the improvement of child right practices and reducing child right abuses in the school.

Table 1: Effect of Project Implementation

Frequency distribution table of the effect of project implemented

No.	Variables	Rate	Count	percent
1	Promoting the practices of CRC principles in your school	Very high	32	64%
		Moderately high	17	34%
		Low	0	0%
		Undecided	1	2%
2	Strengthen gender equality in your school	Very high	30	60%
		Moderately high	14	28%
		Low	4	8%
		Undecided	2	4%
3	Harmonizing student teacher relationship	Very high	33	66%
		Moderately high	13	26%
		Low	4	8%
		Undecided	0	0%
4	Improving teachers' treatment of students?	Very high	26	52%
		Moderately high	22	44%
		Low	2	4%
		Undecided	0	0%

As the table below indicates the project contributed for the improvement of the academic performance of the students in Adare Primary school. Accordingly, 64 and 34 percent of the respondents replied that the rate of the project in improving the academic performance of the students was very high and moderately high respectively.

It is also observed from the results of the regional examination of grade 8 is that the passing rate of the students was increased from 71 percent in 2011/2012 to 85 percent in 2012/2013 academic year. The results it registered made the school to stand the first among 19 public primary schools in the City Administration. The repetition rate of students from grade 5-7 class exams was also decreased from 11 percent in 2011/2012 to 6 percent in 2012/2013.The school management gave high credit in the improvement of the students' performance for the efforts made by the school in collaboration with the project through the special emphasis given to tutorial programs. This indicates that the role of the project in improving the academic performance of the students was very high.

Table 2: Effects of the Project on the changes registered in the School

**Frequency distribution table of the effect of project implemented**

No.	Variables	Rate	Count	percent
1	Promoting the practices of CRC principles in your school	Very high	32	64%
		Moderately high	17	34%
		Low	0	0%
		Undecided	1	2%
2	Strengthen gender equality in your school	Very high	30	60%
		Moderately high	14	28%
		Low	4	8%
		Undecided	2	4%
3	Harmonizing student teacher relationship	Very high	33	66%
		Moderately high	13	26%
		Low	4	8%
		Undecided	0	0%
4	Improving teachers' treatment of students?	Very high	26	52%
		Moderately high	22	44%
		Low	2	4%
		Undecided	0	0%
5	Improving students' academic performance	Very high	32	64%
		Moderately high	17	34%
		Low	1	2%
		Undecided	0	0%
6	Promotion of gender equality	Very high	30	60%
		Moderately high	18	36%
		Low	2	4%
		Undecided	0	0%
7	Building students confidence	Very high	30	60%
		Moderately high	17	34%
		Low	3	6%
		Undecided	0	0%
8	Improving students discipline	Very high	22	44%
		Moderately high	21	42%
		Low	6	12%
		Undecided	1	2%

Table 2 above also indicates that the implementation of the project built the confidence of the students in expressing themselves and demanding for their rights. Accordingly, 60 percent and 34 percent of the respondents said that the rate of the project in building the confidence of the students was very high and moderately high respectively. Item 8 of the same table also shows the intervention of the project improved the students' discipline in the School.

The figure below also shows the extent of child right principles implementation in the school. Accordingly, 68 percent of the respondents replied that the extent of the implementation of the project was very high and 26 percent of them replied that it was moderately high. This indicates that the project was implemented in the school very well.

Figure 2: Extent to which CR Principles have been implemented

The extent to which the child right principles have been implemented
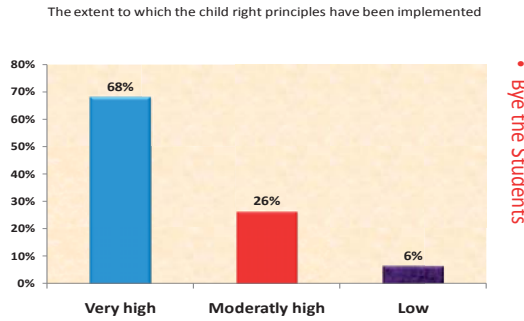
Level of Easiness in implementing the 3Ps

The two figures below shows the view of the respondents on the level of easiness in implementing the 3Ps. Accordingly, 76 percent of teachers and 68 percent of students responded that it is more easy to implement participation than provision and protection while 14 percent of teachers and 18 percent of students categorized protection as easier to implement than the other two Ps. This was also manifested through the participation of students in their students' parliament. Although participation was not the focus of the project it was implement through the awareness raising training programs and the school community considered it as important and implemented it in their day to day teaching learning and co-curricular activities.

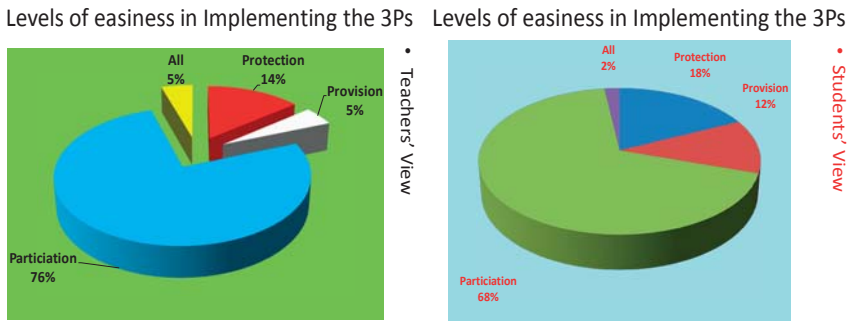## Figure 3: Level of Easiness in Implementing the 3Ps

Levels of easiness in Implementing the 3Ps   Levels of easiness in Implementing the 3Ps

Table 3: the extent of CR Violation after the project

No	Item	Frequency	Number	Percent
1	Child harassment by peers	Often	2	4%
		Sometimes	5	10%
		Not at all	43	86%
2	Child harassment by teachers	Often	2	2%
		Sometimes	7	14%
		Not at all	41	82%
3	How often children are kicked out of class room	Often	3	6%
		Sometimes	17	34%
		Not at all	30	60%
4	Child punishments when they are late	Often	4	8%
		Sometimes	10	20%
		Not at all	36	72%
		Fairly	5	10%
		Very little	3	6%
6	Do the tutorial classes help you?	No	0	0%
		Yes	50	100%

Source: Primary data

As it can be seen from the above table item 1 and 2, girls' harassment by peer and teachers was drastically reduced after the implementation of the project. Accordingly, the majority of respondents replied that there is no harassment by both the peers and the teachers. However, there is still the persistence of the past practices which requires the attention of the school.

Item 3 and 4 of the same table focuses on the type of corporal punishment in the school. Accordingly, the majority of the respondents replied that teachers abandoned kicking students out of classroom. However, it indicates that there were some teachers who kick students out of classroom. Majority of respondents also replied that teachers abandoned punishing students when they become late for the class after the project. But, there was still few of them who practice it. This is also the assignment for the school management to abolish such acts.

5.4 The Termination Event of the Project

A formal celebration event was held on June 29 to formally disclose the termination of the project to the selected representatives of the target groups. In the celebration ceremony, students involved actively in presenting melodious songs on bright future of children, short melodrama on child right abuse that happens during child trafficking

from the countryside to cities and in question and answering contest. On the other hand, teachers played a significant role in actively participating in the discussion forum that was immediately followed my presentation on the evaluation result (effects) of the project. In the discussion, participants suggested that the need to strengthening the close relationship between Adare Primary School and Hawassa College of Teacher Education is crucial to maintain the registered fruits of the project in the future.

6. Reflections

As the owner of this project, I felt proud with the progress of the project and its final effect among the college and school community. Now, I strongly believe that the implementation of the project resulted in vigorous effects that have reached beyond the intended achievement at its beginning. The results of this project can be described on the bases of four intended outcomes of the project proposal.

6.1 Indicators for the First Outcome

In my project proposal, the first intended outcome was to raise the understanding level of teacher educators and student teachers of Hawassa College of Teacher Education (HCTE) on one hand and Adare Primary School principals teachers in practicing the principals of CRC. To achieve this outcome, training workshops on the principles of CRC were organized for stakeholders from Hawassa College of Teacher Education and Adare Primary School.

Basically, the objective of the project was not limited only to raise the understanding level of the participants on the essence of CRC but to help them in practicing the principles of CRC in one way or another. Accordingly, school teachers have showed great concern to create pleasant school environment; to a friendly relationship in treating their students; to participatory teaching methods; the involvement of student representatives in every decision making process and to share the social, economic and emotional problem of their students. On the other hand, teacher educators and student teachers who participated in the implementation of the project as a taskforce have acted as role models in practicing the principles of CRC during the tutorial classes and in co-curricular activities. Above all, they had made to support students in academic matters; their practical contribution to familiarize them about a participatory and democratic classroom in which students can be free from any intimidation and authoritative teaching approaches was so great.

6.2 Indicators for the Second Outcome

In my project proposal, the second intended outcome was to create awareness of CRC among Adare Primary School students using the taskforce members (supervisors and mentors) from HCTE and teachers and principals from Adare Primary School. In addition to organizing training workshops on the very essence of CRC, posters, leaflets and brochures were also distributed among 63 members of student parliament and 115 leaders of cooperative learning groups. Students of grade five to eight has learned and practiced the ideas of CRC during the long held tutorial classes. Accordingly, I can explain the effect of awareness creation workshops and tutorial classes in the following terms.

Apparently, members of student parliament have registered a fast and drastic attitudinal change following the training workshop. In addition to their encouragement and motivation to practice the specific procedures regarding how to speak, how to respect one another and how to be more influential in their meetings, they have also paid a special attention to participation in decision making, problem solving and to create attractive school compound. On the other hand school students in general and leaders of cooperative learning groups in particular learned and discussed their conviction regarding the importance of CRC during their group meeting in and outside the classroom. Practically speaking, fighting against any sort of child right violation acts has become a school norm. The whole students, particularly girls have become more outspoken regarding child right violation; they have improved their self-esteem and they look happier and more comfortable in their school.

6.3 Indicators for the Third Outcomes

In my project proposal, the third intended outcome was to create awareness among Adare Primary School community regarding the illegality and immorality of sexual harassment. The activities that were implemented for the achievement of the third outcome overlaps to the second outcome. The intention of the third outcome was not to produce distinct results but give a due emphasis for girls. In other words, it is part of affirmative action which was performed to compensate girls who have inherited the historic vulnerability to right abuse. Here, the especial concern was to make the project gender sensitive. Accordingly, a remarkable achievement was registered in redressing the long held wrong perception of male students against females on one hand and the effort to manage in inculcating self-esteem among girls on the other. As a result of this project, the formerly held attitude of male students to undermine female students has been labeled as one of backward attitude. Likewise, female students show progress from being dependent on male students to be self-reliant on academic and social aspects. The level of peer and teachers harassment identified during baseline survey was decreased as the result of terminal evaluation indicates. Through the strengthening of girls club,

girls started to report the harassment cases to club members and female mentors from HCTE. The club members and the mentors were exposing those students who harass the girls which led to disciplinary measure by the school. This contributed for the reduction of the abuse in the school. Hence, it was the great success for the project.

6. 4 Indicators for the Fourth Outcome

Improving the academic achievement of students was the last intended outcome in my project proposal. To this effect, intensive tutorial classes were held to help school children. Before the tutorial class had been actually started, members of the taskforce (mentors) conducted a need assessment to identify topics of students' interest in each subjects. It was on the bases of such identified issues that the tutorial lessens were developed and delivered. During the tutorial class, mentors used to present daily lessen by integrating it with the CRC principles. As it was mentioned above, special issues that related to CRC which were often debatable, argumentative in their content were often used as brainstorming activity. In most cases, mentors would present some rudimentary facts about the daily topic and then students were required to attempt in-group varieties of questions that were constructed out of the daily topic. Finally, mentors would render piece of advises on how students can manage to interlink daily topics with previous lessons.

The tutorial classes were successful in achieving the following results. In the first place, it created inspiration among the despaired students to score a passing mark in the class room and expected regional examination. Moreover, as the students got down on their study, they become better and better in disciplinary matters. For instance, they became more obedient and respectful than ever before to their teachers and to one another; the number of late comers and absentees were decreasing in significant rate; they were becoming more concerned about academic issues and co-curricular activities; and they looked happier than before. Furthermore, most of them who had been silent or passive during regular classes became active participants. This is to mean that as they had showed progress in their academic performance, their confidence and self-esteem was improving. Above all, the number of high scorers in quizzes and final examinations show progress. Accordingly, as the analysis made by the school indicates, the repetition rate in the classroom examination decreased and the promotion rate was increased significantly. This was also manifested in the results of the regional examination for grade 8. As stated on the introductory part of this report, in Ethiopia, to complete primary cycle of the education system and to join secondary schools students sit for regional examination. In this regard, due to the efforts made by the school management and the project, the promotion rate of the students of grade 8 has shown magnificent progress. Last academic year i.e. 2011/2012, out of the total students of the school who took regional examination only 71 percent passed. As the result of this year indicates out of the total students that sat for the regional examination 86 percent of them passed the

exam. As the information I obtained from Hawassa City Administration Education Department indicates, the school stood first by the result it registered on regional exam among 19 Public Primary Schools of the city. The school management gave high credit to the project for the results registered. This indicates that the project was highly successful in achieving its intended objective of improving the academic performance of the students in Adare Primary School along with mainstreaming the issues of CRC and child friendly school in the teaching learning process of the School.

7. The Way Forward

Practically speaking, the formal termination of this project does not mean to give up implementing CRC principles in schools. The primary concern of my duty concerned to sustaining the achievements of this project in Adare Primary School and Hawassa College of Teacher Education in the coming academic year. Accordingly, I tried my level best to enhance the relationship between the two on the bases of promoting CRC in their respective institutions. Moreover, I tried to extend the implementation of CRC principles into selected schools in Hawasa city, Halaba Special Woreda and Sidama Zone (which are the catchment areas next to Hawassa City of Hawassa College Teacher Education) through a school linkage programs and students' practical attachment (practicum program). In this regard, I've already trained 200 School principals 173 cluster supervisors and 22 experts from different *Woreda* (district) Education Offices on May 14-15 and 19-20, 2013. The participants of the training were selected from the above mentioned catchment areas of HCTE such as Hawassa City Administration, Sidama Zone (the neighboring rural administration with 749 full primary Schools), and Halaba Special Woreda. The contents of the training include the concepts of Child Right and child friendly schools, the relationship between school improvement program and child friendly school, presentation and discussions on the results of baseline survey of Adare Primary School. On the discussion, participants agreed that the findings of baseline survey in Adare Primary school were similar to the situation in their respective schools and should be addressed. They promised to implement the CRC principles in the coming 2013/2014 academic year in their respective schools. Experts from *Woreda* (District) Education Office and supervisors of the cluster schools were included in the training to follow up the implementation of CRC principles in these schools. Therefore, I will follow up their implementation through the taskforce I established in my college. We will also allocate some budget for the purpose from our college. This is possible because the college is obliged not only to provide pre-service and in-service training for candidates from its catchment areas but also to provide support to the schools through its school linkage programs one of which would be Continuous Professional Development that may include the issues of CRC. To sustain this effort I suggest that it would be better if the change agents for the future batches are selected

from Sidama Zone. In addition to this, we (I and Geremew, the change agent for batch 18) will use trainees of Hawassa College of Teacher Education as change agents by providing them with the necessary training on CRC. They are expected to implement the principles of CRC during their practicum program and at their respective schools when they are assigned after graduation. Finally, I will keep in touch with the former or the newly joining members of change agents to share ideas and work together to make the principles of CRC in our region in particular and in Ethiopia in general effective. I also suggest that it is better if the network of change agents is strengthened in Hawassa and its surrounding to make the program more effective.

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Appendices

Appendix I: Questionnaires for Baseline Survey

SNNPR State Education Bureau Hawassa College of Teacher Education

A Questionnaire to be filled by school principals, Unit leaders and homeroom teachers The main objective of this study is to assess the level of awareness of the stakeholders (teachers, school directors, students and others) on the child right issues and identify problems that hinder student's achievement in Adare primary school of Hawassa City Administration. In addition, it tries to identify problems that lead to girls' harassment. Therefore, your contribution is highly valuable for alleviating the problem at hand, so, be genuine and honest in your responses.

Part I: Personal Information

1. Sex: A/ Male   B/ Female
2. Age in years _____
3. Marital status: A/ Married B/ Unmarried C/ Divorced D/ Widowed
4. Experience in teaching _____ years
5. Experience in School leadership _____ years
6. Field of specialization _____

Part II: Main Questions
General direction: Hereunder there are questions designed to assess child right abuses in your school, please circle one alternative for those questions which have alternatives and for those questions which require explanation, enumeration and opinion, give short and precise response on the space provided under each question.

1. How happy are you with your students' behavior in your school?
2. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
3. How happy are you with your student's results in your school?
4. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
5. How happy are you with teachers' behavior in your school?
6. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
7. I think in my school:
    a) Teachers have good relationship with their students – Yes/No
    b) Teachers respect students' opinion – Yes/No
    c) Students feel good when at school – Yes/No

d) Students feel good when in the classroom – Yes/No

e) Teachers show interest in students' results – Yes/No

f) Students are treated fairly – Yes/No

8. In the last two years how often did it happen that:

g) A peer bulled a student – often/sometimes/ Not at all

h) Children are violent in the school - often/sometimes/ Not at all

i) Teachers apply corporal punishment - often/sometimes/ Not at all

j) Children are harassed by peers - often/sometimes/ Not at all

k) Children are harassed by teachers - often/sometimes/ Not at all

l) Children are punished when they are late for classes - often/sometimes/ Not at all

m) Children are kicked out from the class - often/sometimes/ Not at all

n) Children are bitten with stick for disciplinary problem - often/sometimes/ Not at all

o) Children are punished academically for skipping from school - often/sometimes/ Not at all

9. Do you think that the school discipline is interesting – Yes/No

If your response for Q 6 is Yes, can you explain how?_____

_____

10. What do children do in your school when the teacher is not in the class?

A/Study in groups B/study individually C/ Fight one another D/ Shouting E/ Moving from place to place F/If others, please specify

_____

11. Do students/children engaged actively in class activities? _ Yes/No

If your response for Q 8 is no, can you explain why?

_____

12. Do children in your school do home works usually – Yes/No

If your answer for Q 10 is no, can you explain why?

_____

13. What do children do after class? How do you consider the after school opportunities for children? Please check in the box.

	Frequently	Some times	Rarely	Not at all
Recreation/Sport				
Arts/Crafts				
Studying				
Domestic work				
Others				

14. How would you consider the condition and environment of the school? Please check in the box.

Type of facilities	Adequate	Moderate	Inadequate	Not available
Recreation/Sport				
Sanitation/Latrine				
Classrooms				
Windows light supply				
Water supply				
Classroom Equipment				
Text book supply				
Green area				
Play ground				
Library				
Laboratory				
Lounge				
Others, specify & check				

15. What child right abuse is prevalent in your school? Please check in the box.

Type of child right abuse	frequently	Some times	Rarely	Not at all
Harassment				
Bullying				
Violence				
Child labor				
Insulting				
Fighting in groups				
Sending out from school				
Sending out from classroom				
Hit with stick				
Nilling down in the class				
Other form of punishment				
Others, specify & check				

16. What has the school done so far to reduce/eliminate child right abuses?

17. What are the major challenges to eliminate/reduce child right abuses in your school?

18. What are the causes for child right abuses in your school?

19. What do you think are the consequences of child right abuses?

20. What mechanisms do you suggest be designed to eliminate/reduce child right abuses in your school?

Questions for child right club leaders in Adare Primary school

The main objective of this study is to assess the level of awareness of the stakeholders (teachers, school directors, students and others) on the child right issues and identify problems that hinder student's achievement in Adare primary school of Hawassa City Administration. In addition, it tries to identify problems that lead to girls' harassment. Therefore, your contribution is highly valuable for alleviating the problem at hand, so, be genuine and honest in your responses

Questions

1. Do children know their rights and obligations in the school? If yes, can you explain?
2. How many members are in your club and from where the members are selected?
3. What criteria are used to select the members for the club?
4. What are the objectives of the club?
5. Currently are there child right abuses in your school? If yes, list them out.
6. At average how many children are affected in a year (per annum) in your school by child right abuses?
7. Are children free in school or classroom to express their ideas? If yes, how?
8. Which child right abuse issue are more frequently applied by school principals/homeroom teachers/teachers/students
9. What steps were taken by the club so fat to reduce or eliminate child right abuses in your school?
10. Do you think that child to abuses affect the academic performance of the children in schools? If yes, can you explain how?
11. In your opinion, are there challenges for the school to minimize or eliminate child right abuses? Would you please list them out?
12. What are the causes of child right abuse in your school?
13. What are the consequences/results of child right abuse in your school?
14. Are there problems in your school that may hinder the provision of quality education for children other than child right abuse?
15. What do you suggest to eliminate or to reduce child right abuses in the school?

Appendix II- Questionnaire and FGD Gide for Terminal Evaluation

SNNPR State Education Bureau Hawassa College of Teacher Education, Ethiopia

A questionnaire to be filled by the target groups (Students) at the end of child right implementation project in Adare Primary School

The primary objective of this study is to evaluate the changes registered by the implementation of the CRC project and to identify the persisting problems after implementation in Adare primary school of Hawassa City Administration. In addition, the questionnaire intended to evaluate the minimization rate of problems that caused girls' harassment in the school. Moreover, the questionnaire focuses on identification of students' performance in academic activities. Therefore, as your judgments are highly valuable in constructing the evaluation, be genuine and honest in your responses.

Personal Information

1. Sex: A/ Male   B/ Female
2. Age in years _____
3. Marital status: A/ Married B/ Unmarried C/ Divorced D/ Widowed
4. Grade _____

Part II: Main Questions

General direction: Hereunder there are questions designed to assess the improvement of child right implementation in your school. Accordingly, for those questions which have alternatives, you are supposed to **encircle** the choice letter that fits best to your personal judgment, otherwise, write short and precise response on the space provided for those questions which require explanation, enumeration or opinion.

Part I: Feelings about the implementation of the Child Right Project

1. How happy are you with the implementation of the project in your school? A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
2. How happy the students are about implementation of the project?
3. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
4. What do parents feel about the project?

5. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
6. In your opinion, which group becomes happiest about the implementation of the project? A/ the students B/ teacher at ts C/ parents
7. Is there any group that develops hatred against the project? A/ Yes B/ No
8. If your response for question No 6 is "Yes", identify the group as _____

Part II: The relevance of the trainings

1. Have you taken any training on child right ever before this project?
2. A/ No at all   B/One time   C/two times   D/more than three times
3. Do you think that the contents of the provided trainings of the project are relevant?
4. A/ Yes B/ No
5. Do you appreciate the way trainings were organized and handled? A/ Yes B/ No
6. D0 you think that the provided trainings of the project were good enough to implement the project properly? A/ Yes B/ No
7. Have you gained something new and important from the child right trainings? A/ Yes B/ No
8. To what extent do you think that the child right principles are implemented properly?
9. A/Very high B/Moderately high C/ low D/ Undecided
10. Of the **3Ps**, which one is difficult to implement in the school?
11. A/ Protection B/ Provision C/ Participation D/ all are difficult to implement
12. Of the **3Ps**, which one is the easiest to implement in the school?
13. A/ Protection B/ Provision C/ Participation D/ all are easy to implement

Part II:
Rate out the positive effects of the project in terms of :

1. Promoting the practices of CRC principles in your school?
2. A/Very high B/Moderately high C/ low D/ Undecided
3. In strengthening gender equality in your school?
4. =A/Very high B/Moderately high C/ low D/ Undecided
5. Harmonizing student- teacher relationship?
6. A/Very high B/Moderately high C/ low D/ Undecided
7. Improving teachers' treatment of students?
8. A/Very high B/Moderately high C/ low D/ Undecided
9. Improving student academic performance?
10. A/Very high B/Moderately high C/ low D/ Undecided
11. Promoting gender equality?
    A/Very high B/Moderately high C/ low D/ Undecided
12. Building students' confidence?
    A/Very high B/Moderately high C/ low D/ Undecided
13. Improving student discipline?
    A/Very high B/Moderately high C/ low D/ Undecided
14. Promoting the students participation in the school?

15. A/Very high B/Moderately high C/ low D/ Undecided
16. Respecting students' opinion?
A/Very high B/Moderately high C/ low D/ Undecided

Part III
Following the implementation of the project, what is the prevalence rate of:
1. Peer bulling by a student?   A/ often B/sometimes C/ Not at all
2. Child violent like fighting in groups?   A/ often B/sometimes C/ Not at all
3. Corporal punishment?   A/ often B/sometimes C/ Not at all
4. Child harassment by peers? A/ often B/sometimes C/ Not at all
5. Child harassment by teachers? A/ often B/sometimes C/ Not at all
6. Child punishment when they are late? A/ often B/sometimes C/ Not at all
7. Children that are kicked out from the class? A/ often B/sometimes C/ Not at
8. Have you participate in tutorial classes? A/ often B/sometimes C/ Not at all
9. If your answer for question No 8 is "Yes", to what extent do the tutorial class helps you for the preparation of national examination?
10. A/ Very much   B/Fairly   C/ very little
11. Do you think that you score a passing mark in the national examination?

Part IV: Over all reflection about the project:
1. What is your overall feeling about the implementation of Child Right project?
    _____
    _____
    _____
2. What are your overall comments regarding what you like or dislike about the project? _____
    _____
    _____
3. What are your overall comments about the effectiveness of the project? _____
    _____
    _____
4. What are the major challenges to eliminate child right violation in your school?
    _____
    _____
    _____
5. What mechanisms should have been designed to eliminate child right violation in your school? _____

_____

_____

6. What are the possible strategies to overcome the major challenges to eliminate child right abuses in your school? _____

_____

_____

_____

_____