

# ETHIOPIA

## Raising Understanding of CRC among Student Teachers in Hawassa College of Teacher Education

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### 1. Introduction

The main purpose of the project was to increase the understanding of Hawassa College of Teacher Education trainees on CRC particularly emphasizing 3Ps. To achieve this objective, different activities were conducted. To identify the gap, the baseline survey was conducted. Child rights club was established and club guideline was developed. Series training workshops were conducted for the club members and students' council members. This report comprises seven parts. The first part deals with frame of reference that emphasis on overview of the country and child rights status in Ethiopia. Purposes of the projects and targeted groups are presented in part two and three respectively. Fourth part focuses on methodology. This part consists preparation and implementation phases. Part five treats results of the projects while part six presents discussion and reflection. The last part focuses on the way forward.

### 2. Frame of Reference

#### 2.1. Overview of Ethiopia

Ethiopia is of the ancient civilization, cradle of humankind and homeland of coffee country. It is second largest country in Africa in terms of population. According to the national projection of the 2007 National Population and Housing Census, its population to be 82,101,998 in 2011 (Central Statistic Agency 2010) and with its area 1.13million square kilometers. Currently, Ethiopia has followed federalism and it is divided in to nine autonomous regional states and two city administration. Ethiopia is country with diversified culture, religion and ethnic compositions. Ethiopia is home of

more than 80 ethnic groups among which 56 are living South Nations, Nationalities and Peoples Regional State where this project took place. In present day, Ethiopia is one of fastest growing economy in the Africa as well as in world. It is aspiring to be middle-income country by 2025.

In 1994 Ethiopia inaugurated new Education and Training Policy that has brought considerable changes in the country's education. Ethiopian education system is classified as pre-school education, primary education, secondary education, technical and vocational education and higher education. Primary education comprises grade 1-8 with two cycles (first cycle grade 1-4 and second cycle grade 5-8). Secondary education consists grade 9-12 with two cycles (general secondary education grade 9-10 and preparatory education grade 11- 12. From Grade 1- 10 is considered as general education and general education is free in Ethiopia.

After grade ten some students join technical and vocational education which has different levels (Level 1-5). Higher education comprises first degree (ranges 3-6 years), Master degree (2 years) and four year of Doctor of Philosophy. Besides, there are teacher education colleges which train primary schools teachers at diploma level.

Ethiopia is divided nine regional states and two city administrations. South Nations Nationalities and peoples Regional state (SNNPRS) is one of regional state in which project was carried out. SNNPRS has been estimated its population 18 million with 105,887.18 square kilo meters. SNNPRS is divided in to fourteen administrative zones, four special districts (Special Weredas) and one city administration. Hawassa is capital city of the regional state and Sidama Zone

Education sector at regional level is managed by Regional Educational Bureau (REB). According to SNNPRREB report (2014) there are 4,039,068 primary school (1-8) students with in 5,961 schools. There are also 394,206 secondary school (9-12) students with in 415 secondary schools.

In the SNNPRS, there are five teacher education colleges which teach for three years that would teach in primary schools. Hawassa College of Teacher Education is one of the college which is located Hawassa City. Hawassa College of Teacher Education was established in February 1977 as Teacher Training Institute to train teachers at certificate level for Primary schools. Since 1998 it was upgraded to college level to train teachers and school leaders at diploma level. Currently, College is providing training students in different programs diploma and degree level for primary schools and pre-schools or kindergarten schools. In 2015/2016 academic calendar year, the college has 4066 (2548 male and 1518 female) regular students, 3522 (2519 male and 1003 female) extension students, 4184 (2804 male and 1380 female) weekend students and 12354 (9937 male and 2417 female) in-service summer students. Totally, in 2015/16 academic year, College is providing training for 24126 students. This implies that College is preparing large number of primary and pre-school teachers who would teach very young children.

Ethiopia is striving to achieve goals of Education for All (EFA) and Millennium Development Goals. Almost 50% of Ethiopia's population is under the age of 18. As Ministry of Education report (2014) from kindergarten up to higher education there were about 22 million students are attending education.

## 2.2. CRC in Ethiopia

Ethiopia ratified Convention on the Rights of Child (CRC) in 1991 and incorporated in the country's constitution in 1995. Chapter three of the constitution gives much emphasis on human and democratic rights. Specifically, article 36 deals with rights of children. This article emphasis issues like the best interest of the child, the issue of corporal punishment, the child labor and the right to life, name, nationality and protection from any exploitative and harm practices are stated. Besides, article 9.4 of the Ethiopian constitution states that any international conventions ratified by the country would be part of the law of the land. Ethiopia also ratified the African Charter on the Rights and Welfare of the Child on October 2, 2002. So far, Ethiopia ratified different international conventions such as International Covenant on Economic Social and Cultural Rights, International Covenant on Civil and Political Rights, International Convention on the Elimination of all Forms of Racial Discrimination, International Convention on the Elimination of All Forms of Discrimination against Women and International Convention on the Rights of Persons with Disabilities. In addition to these, Ethiopia signed Optional Protocol on the Involvement of Children in Armed Conflict.

Beyond ratification CRC and incorporation of CRC principles in to the country's constitution, Ethiopia has tried to create better policy environment to put the principles of CRC in to practices. To implement CRC principles, different policies, guidelines, and directives have been formulated. In 1994 New Education and Training Policy inaugurated that reflects CRC principles. Different guidelines and directives were formulated to protect child rights in school, family and community. Moreover, to materialize CRC, different institutions like Ministry of Women, Children and Youth Affairs, Human Rights Commission, and Ombudsman have been established.

Although significant steps have been taken so far, the full realization of child rights is still far from being a reality in our schools. Awareness of teacher with regard to child rights is low; and least efforts were taken to raise their understanding gap. Due to knowledge gap and attitudinal problem, children's rights are violated in schools and community by school community members and community members respectively. Much more need to be done in order to facilitate the realization of child rights in schools.

Child right has to be respected by the whole members of society and the government. Schools are the major places area where critical work could be done to raise the understanding to respect child rights. Children spent most of their time in schools where teachers are the key actors. Teachers have dual responsibilities that are respecting children's rights and creating awareness of child rights on school children and other stakeholders.

Teacher education colleges are strategic areas to laid foundation for the implementation of child rights. Raising the understanding level of student teachers/trainees plays an important role in this regard. Teachers should understand the CRC in order to create conducive environment in school in which democratic culture could be easily developed. In addition to these, teachers have to implement child centered approach to exercise participation approaches. To realize these conditions, teachers should be ca-

pacitated and equipped by knowledge of CRC from very beginning in their training at college level. So, if knowledge of perspective teacher/ student teachers / on CRC raised, they will consider child rights in their professional work. But teacher education curriculum overlooked CRC issues; and to fill this gap this kind of the project is needed.

### 3. Purpose

The main purpose of the project is to increase the understanding of Hawassa College of Teacher Education trainees on CRC.

The specific objectives of the project are the following. The first specific objective is to increase the understanding level of the HCTE student teachers on CRC. To achieve this objective, different training workshops, different events and awareness raising posters, brochures and change agents were used. Second specific objective is to organize Child rights club which works on CRC in the College. The establishment of the club is one means to use them as change agents to enhance understanding of the trainees, and to sustain the project activities in the college. Moreover, the project was designed to promote the participation of REB on CRC.

#### Targeted Groups

The targeted groups were the Hawassa College of Teacher Education (HCTE) trainees, students' council and cooperative learning team leaders, The Project was implemented in collaboration with the following major stakeholders: SNNPREB, locally available Non-Governmental Organizations, HCTE management and teachers and senior change agents.

### 4. Methodology (Activities)

Different activities were carried out that were categorized in to two phases: preparation phase and implementation phase.

#### 4.1. Preparation Phase

##### *4.1.1. Communication and Discussion with Different Stake holders*

After we returned from Sweden, we reported to the College management and REB Management about training in Sweden and our project. This was done to get permission, support and to involve them in the project and to work together. Besides getting permission to run project, we were getting materials as well as financial support from the College and REB. Hawassa College of Teacher Education supported series of trainings financially.

Another stakeholder for this project is senior change agents. We made contact with former change agents particularly batch 12, batch 16 and batch 18 members. We discussed with them our project objectives, activities and how we run the project. Through the discussions, we modified some aspects of our project. One modification was the establishment of the Child Right Club time. When we prepared project plan in Sweden, club formation time is at the mid of the project implementation stage. We were advised to establish at early stage and to use the Club as one input or change agents. Second modification was the starting group of the project. Initially, the project was designed to enhance the understanding of the second year students on CRC. To reach graduating class, we started our project from third year students; and then second year and first year.

Other stakeholder is the college students' council. Establishing and administrating co-curricular activities in the college are the mandate of students' council and students themselves. We oriented and discussed with students' Council about the project and establishment of the Child Right Club.

#### *4.1.2. Baseline Survey*

To identify the gap and to select our focus, gap assessment was conducted. To conduct survey, questionnaire was developed. Questionnaire was designed to investigate about students' awareness on CRC, awareness of school children on their rights, child rights clubs in schools and schools conditions. Questionnaire was administered for third year students. To this effect, 180 questionnaires were distributed to students; and 167 (92.78%) questionnaires were filled in dully and returned. In addition to this, document analysis was made. With regard to this, College curriculum and syllabus were assessed. The questionnaire data (particularly quantitative data) was analyzed by using Statistical Package for the Social Sciences (SPSS 20 Version). The collected data were organized, analyzed and interpreted. The qualitative data were expressed in words.

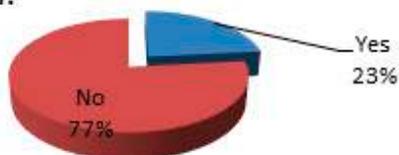
#### *4.1.3. Results of Baseline Survey*

Based on analysis and interpretation the following major findings has listed hereunder.

- The assessment revealed that even if majority of respondents familiarized with CRC through like formal education 70(41.9%), mass media 62(37.1%) and 35 (21%); there are tremendous number of respondents did not aware the existence of CRC.
- Moreover, when we assessed the curriculum and syllabus of the different professional and common courses, they revealed that child rights contents were overlooked. There are different courses like Civic and Ethical Education, Child development and Support /Developmental psychology, Educational psychology, Measurement and Evaluation, Special needs education, Fundamentals of Education and Teacher Development, General methods of Teaching, and Action Research. These courses give to much emphasis on subject matter theory and concepts rather than CRC. For example, child development and support focuses on child development theories. Civic and Ethical Education emphasizes on human and democratic rights.

- The majority of respondents (77 %) replied that child rights contents were not included in the college curriculum. The document (syllabus) analysis supported this response.

**Are the rights of child included in the college curriculum?**



- One item was asked that what they know about CRC. Some of the did not respond to this item while some of them listed some concepts like participation, education, express their ideas, and free from harm.
- It was revealed that in the study the majority (75%) respondents expressed their views that they did not equipped well in child right knowledge. In addition to this, 74 % respondents replied that they do not have enough knowledge to promote child rights in schools. Moreover, the assessment showed that the 76% respondents reported that there are no enough learning materials on CRC.

**Do You have enough learning materials on CRC ?**



- It was revealed that the 84% research participants replied that they did not participate to promote child rights. On the other hand, the majority of respondents replied that they have planned to participate and to work on child rights.
- It was revealed that majority number of respondents reported that the existence of organized mechanism to allow students to voice their concern, pupils given an opportunity to seek redress for violations of their rights within the school administration system; and school have any code of conduct to determine punishment for those abusing the rights of a child.
- Significant number of respondents revealed that the existence of child right violation in schools. These include: unfair treatment by teachers, kicking out from the class, peer bullying and even corporal punishment.

- It was revealed that the existence of different co-curricular activities as well as child rights clubs in the schools although their functionality and students' participation were not desired level.
- Based on their personal observation during school visit for practicum courses, the majority of research participants replied that schools conditions like classroom, assemble areas, compound, library, and others were not good conditions. Moreover, they responded that availability of sport games and materials, musical and art instruments are not adequate.

### **4.3. Second Round Training**

As we returned from Indonesia from progress workshop, we continued the implementation of our project. As mentioned earlier and as we planned, we emphasized on third year students that are graduating students. Second round training was organized for third year students' council members, and child right club members. 148 Males and 99 females and totally 247 participants were participated in the training workshop.

The main objective of this training workshop was to increase the knowledge and skill of trainees on how to run child right club activities and how to work on child rights in schools. The specific objectives were: to raise the understanding of the trainees on child rights violations in our schools, to enable the trainees to establish child rights clubs and how to work on child right in our schools contexts.

To achieve the above objectives, the second round training workshop was organized with following themes. The content of the training were child rights violation in schools, child friendly schools, establishing effective child rights clubs in schools, and how to mainstream child rights issues in schools activities. Two days training was held from May 26-26, 2015. During this time also Hawassa College of Teacher Education provided with materials and finance support for the training. Different training manuals and CRC documents or pamphlets were distributed to the participants.

### **4.4. Students Event day and Certificate Award**

Child right club members organized yearly child right club day or conference at the end of the second round training. Club members, students' council members, class representatives and other College students attended the conference. During this session or conference, different students activities like poems, drama and club report were presented. At the end of the events, discussion and reflection were conducted with participants. Finally, participation certificate was awarded for third year child right club members.



Participants were attending conference



Child right club members were playing drama that focus on children treatment in family

#### 4.5. Recruiting New Members and Trainings

From the end of June up to mid of October 2015, the college was closed for regular students. This has made difficulty to meet with the students. After opening of the College, we held the discussion with club members and students' council members how we run together club activities and how to recruit new club members. Last year majority club members were third year students and those members already graduated. So, new members were recruited based on club guideline.

For new child right club members, students' council and class representative's third round training workshop was organized. The main objective of the this training workshop was to increase the knowledge of the child right club members on CRC and in turn enable them to run the club activities effectively to create awareness on other trainees. The content of the training were historical development of CRC, major principles of the CRC, Child right based approaches, Contents of CRC (articles particularly article 1-41), African Child rights Convention, Ethiopian Constitution and roles of different stakeholders on implementation of CRC. Moreover, child friendly schools, child right violation in schools, and how to mainstream child rights in schools were presented and discussed.

Four days training was held from October 24-27, 2015. The approaches of the training were brainstorming activities, presentation, group work and reflection, and



Mr. Abera Addressing Opening Remarks



Participants were attending training

questioning and answering. In generally, the approach was participatory. To advocate child rights, big banner was prepared and posted in the training hall and outside of the hall. Training was given with collaboration of the former change agents. Moreover, Posters, pamphlets and training materials were distributed. 188 Males and 103 females and totally 291 participants were participated in training workshop.

## 4.6. Mentor's Visit

From November 9-14, 2015 Miss Agneta W.Flinck, mentor for Ethiopia CRC and Ethiopian team, conducted mentoring visit to Hawassa, Ethiopia. In her stay in Hawassa, she visited and held discussion with different project target groups. In her first day visit to the College, she held discussion with the College students' council members. During the meeting she raised a number of questions academically and child right issues; and tried to assess awareness of students on CRC.

In her second visit to the College, held meeting with Child right club members and some class representatives. This gave to her an opportunity to discuss with targeted groups. The meeting was held in hall and project team and former change agent accompanied Ms. Agneta. After brief speech by project team member to introduce Ms. Agneta to students and let the students to discuss with her. Ms. Agneta took the stage discussed, raised different questions for the participants. Finally, she advised them and gave child rights book for the club as award.

At the end visit, we had reflection session with Agneta. We shared our activities and plan; and she had enriched our project. After the mentor visit, we are working with club members with different club activities.



The mentor Agneta with Students' Council Members



The mentor Agneta with Child right club members

## 5. Results

We have achieved success in preparation and implementation phase. Since from preparation up to now the project had the following results.

In our proposal one intended result was to build consensus with concerned bodies about the project. Before the implementation of the project, we made communication and discussion with different stakeholders. We had got collaboration different from stakeholders and received materials, financial and technical support from different stakeholders like Hawassa College of Teacher Education, Regional Education Bureau, Former Change agents; and Students' Council.

The second intended outcome of the project was the identification of the gap on trainees with regard to CRC. Concerning with this, baseline survey was conducted and college curriculum and syllabus were assessed. Based on identified gap, different strategies were designed and implemented to fill the gap.

The third intended outcome of the project was to organize child right club in the college. Accordingly, observable results were achieved with this regard. Child right club was established with enormous numbers of members or students and after establishment different successful activities conducted. To effective and smooth club activities, child right club guidelines were prepared. The main objective of the child right club was to use the club members as change agents. By providing training, we are using them as change agents on child right to reach other students. Child right club executive members are working based on guideline and regularly.

The main objective of the project was to raise the understanding of the student's teachers on CRC. With this regard, series of trainings were given to child right club members, students' council members, and class representatives on CRC and related topics. Through these series of trainings, large of trainees were received training. Moreover, different promotion works like billboard, posters, banners, pamphlets were used to promote child right. The evaluation of the project shows that awareness of the participants was raised on CRC. This evident that from participants' reflection on each training and progress that showed through the trainings. The training workshops have enhanced their knowledge in understanding the principles of CRC among the participants and inspired participants to work on child rights.

In our project proposal one objective was to prepare training materials. Different training documents, promotions materials; and education and information materials were prepared. Training materials were prepared. These materials were used to train above mentioned participants; and distributed to training participants as well as other students.

## 6. Discussion and Reflection

As the owner of the project, we strongly believe that we are on right track and we had achieved remarkable results of the project. Through the implementation of the project, we had learned existing conditions, CRC and how to promote child right in college level. We were able to attract enormous students to participate in child rights club and to provide training. Participants of training and club members were inspired to work on CRC.

Although we got above mentioned and other success, we have faced some challenges. One main challenge is the time constraint for project owners (change agents). Second challenge is number of programs have made students busy. Moreover, resources shortage hampered number of participants of trainings.

## 7. Way Forward

To achieve the project purposes, the following activities will be carried out.

- Seeking financial and other supports from different local stakeholders and collaborators to give training for more the College trainees.
- Strengthening Child rights club activities and working with them to reach other students
- After third year students training, for second and first year students will be conducted.
- Involving more selected teacher educators in providing training and in the club activities.

# Appendix

## Hawassa College of Teacher Education A Guide Line for: Child Right Club

### A GUIDE LINE OF THE CHILD RIGHT CLUB

#### Introduction

The foundation of Child Right Club in Hawassa College of Teacher Education is an initiative taken by SIDA Change Agents of batch Twenty-one that took part in the International Training of Child Right and Classroom Management which was organized in Lund University. The club was primarily organized not only as project to fulfill the training but also to perpetuate the empowerment student teachers with the desired knowledge and skills that help them to be active participant in upholding the right of children in schools. The founders of the club believed that its intervention have enhanced children's right to participation and also had greater impact in reaching significant number of children to disseminate child rights knowledge.

According to the order, all primary schools in SNNPRS of Ethiopia should have Child Right Club, which is responsible for making children aware of their rights. In view of this, there are various governmental and non-governmental organizations that have been embarked upon the right of the child education and awareness creation program on child rights. In this connection, the Child Right Club of Hawassa College of Teacher Education has been established with the ultimate goal of establishing model clubs from which other clubs in primary schools can learn.

There are different views on child right club in schools. Many school teachers consider child right club as a burden rather than a necessity. Moreover, there was no guidelines have been set for clubs in this matter and they are not held accountable. All these problems emanated partly from teachers lack of enough knowledge and skill that enable them support child right clubs and to inculcate interest among school children. As a result, child right violations are critical problems in SNNPRS primary schools in general and in public school in particular. Reversing child right violation in schools requires a coordinated regional effort to educate the public, particularly teacher trainees. Therefore, the CRC club in Hawassa College of Teacher Education shall take the initiatives in promoting the right of the child by organizing training workshops, preparing materials on the right of the child, organizing field visits to primary schools and organizing panel discussions.

## **I Why Child Right Club in College?**

Colleges are providing training for student-teachers who would be employed in primary schools after completing their training. Apparently, primary schools are overwhelmingly dominated by school children. Thus, in addition to their subject matter knowledge, primary school teachers must be aware of the right of the child and how they can implement it in schools. The Change Agents of the SIDA at Hawassa believe that Teacher Educators should create a training ground for student teachers on the United Nations Child Right Convention. Accordingly, colleges should create spaces and promote programs which would empower student-teachers with the necessary skill and knowledge on child rights and in all matters affecting children. Obviously, the establishment of the Child Right club would increase the motivation of student-teachers in general and club members in particular with regard to promoting the principles of CRC. The training and the live-in experience have a noticeable impact on all club members. In the process of training, student teachers would be able to realize their role in promoting children's rights in the school. Furthermore, the formation of

Child Right Clubs has the following merits:

- It is one of the most effective means to ensure children's participation in the school. It is a means of empowering children in schools.
- It prepares children to be aware of their rights and to assert their rights in the school and in the community.
- It has increased the self-confidence of children in expressing themselves and in asserting their rights. The various programs organized with members of the Child Rights Club have helped them to develop their innate talents and potentials.
- The Child Rights Club has made it easier for children to protect their rights, offering them a platform to know, realize and assert their rights
- Through Child Rights Club children themselves have become agents to change prevent child labor and school dropouts.

## **II Child Rights Club Objectives:**

The establishment of Child Rights Club in the College is aimed at disseminating the principles of the United Nations Child Right Convention. Members of these clubs are student teachers and instructors. The main objective of the club is:

- to suggest ways for a cross-sectoral exchange of experiences between schools with regard to effective methods of protecting children from all forms of violence;
- to seek student teachers' commitment for the adoption and implementation of the CRC principles in schools;
- to promote exchange of information and monitoring of progress on the protection of children from against child right violation;

- to organize awareness creation forums and training workshops on child rights for the protection of children against violence and review progress of its implementation in various schools;
- to create talent enhancement opportunities like training in drama, play, poem, music, dance, songs, action songs, folk Songs, mimicry etc..
- to provide legal and psychosocial services to child victims; and
- to support the establishment of Child Right Clubs in different primary schools of the Region

### **III Benefits of the Child Rights Club**

Child Rights Club has the following benefits;

- It facilitates the creation of awareness among members of the club.
- It can be used to inform students about the right of the child and development issues that cannot be adequately addressed in the classroom/ in the curriculum.
- Club members may enjoy some of the following advantages:
  - Participation in Child Right forums, workshops, conferences etc.
  - Trips to places of the right of the child interest.
  - Obtain a wide range of information on the right of the child.
  - News of club activities.
  - Active participation in bettering their local surroundings.

### **IV Child Rights Clubs Activities**

Some of the activities carried out by Child Right Club include the following;

- Conducting training workshops for teachers and students.
- Preparing training module/ materials/ that covered basic child rights issues and the role of school, child rights clubs in disseminating child rights to prevent and protect children from violence, abuse and neglect.
- Organize panel discussions on the theme of children's right to participation including challenges and opportunities to realize their right in the future.
- Organize consultative meeting with representatives of school child rights clubs in Hawassa City Administration to identify problems faced in protecting child rights as well as to discuss the way forward.
- Continuously work to create awareness of CRC principles on College students as well as teachers and how are ensured in local context
- Produce club newsletter every semester and disseminate to the college community
- Organize event day and run different types of competitions
- Prepare dramas on child rights, child rights violation themes, etc.

## V Organization of the Child Rights Club

### *V. 1 Recruitment of CRC Club Membership:*

Membership of Child Right Club is open to all year students and for all instructors. It should be based on interest and full participation. At least two students from each classrooms or groups are expected to join the club. Accordingly, class representatives or female students are encouraged to join the club.

### *V. 2 Size of the CRC Club Membership:*

Club membership comprises 2 to 5 individuals per each class/group. In this year more chance will be given for third year students.

### *V. 3 Role of Facilitators*

Club facilitators or patrons and matrons were supposed to be SIDA Change Agents as these are considered to have the necessary knowledge to run the clubs effectively. The role of patrons/matrons is to facilitate the activities of the club.

### *V. 4 Role of Executive Club Members*

The executive club members comprise a Chairman, Vice-Chairman, Secretary, Treasurer, Public Relations Officer and two ordinary committee members. Under the guidance of the facilitator, the club executive is responsible for the day-to-day management of club activities. All the executive members of the club are supposed to be students. The chairman of the club at the establishment is supposed to be nominated by student council and the rest executive club members are supposed to be elected by the first meeting of the club.

### *V. 5 Club Meetings*

Club meetings should be held regularly at the same time and place, once in a week or three times in a month as found convenient. At the beginning of each semester, the committee should decide what is going to be done at each meeting. What activities should be carried out and how they are going to be organized. In every meeting, the secretary should take the minutes. This should include the date, time, the names of those present in the meeting, the agenda, what is said and agreed upon. This should be filed for future reference. The club should send a regular report on its activities to club facilitators. The General Assembly of club meeting should be held on every Thursdays from 5:00-6:00 PM. Since the committee is expected to run the Club, it should have regular meetings to discuss how to run the Club. The executive club members should meet at least twice a week

## VI Work Plan of Specific Activities/2014-2015/

S.No	ACTIVITIES/TASKS	IMPLEMENTATION TIME		RESPONSIBILITY
		Start	End	
1	Organizing the CRC club			Facilitators
2	Preparing the guide line and work plan of the club			Facilitators
3	Collecting data for the base line research	November	December	Facilitators
4	Analyzing and interpreting data of base line research	December		Facilitators
5	Calling the first meeting of club members <ul style="list-style-type: none"> <li>• Hold an opening ceremony</li> <li>• Electing the executive members of the club</li> </ul>	December		Facilitators
6	Organizing the first training workshop on: <ul style="list-style-type: none"> <li>• The 3Ps of CRC,</li> <li>• Child Right Violations,</li> <li>• Mainstreaming CRC</li> <li>• Findings of base line research</li> </ul>	February	April	Facilitators
7	Organizing field trips	April		Club Members
8	Produce club newsletter every semester and disseminate to the college community	April	May	Club Members
9	Make posters, write stories and put on plays	April	May	Club Members
10	Organize a party to celebrate the achievements of the club <ul style="list-style-type: none"> <li>• Run different types of competitions</li> <li>• Hold discussions and debates</li> <li>• Prepare dramas on child rights, child rights violation themes, etc.</li> <li>• Use the College mini media to present news and other educational information of CRC</li> </ul>			Club Members