

RUNNING HEAD:CHILD PROTECTION RESPONSE THROUGH...

CHILD PROTECTION RESPONSE THROUGH COMMUNITY BASED MULTI-
STAKEHOLDERS APPROACH:
THE CASE OF FORUM ON SUSTAINABLE CHILD EMPOWERMENT ON THE
SELECTED ADDIS ABABA PROJECT AREAS

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Advisor: Dessalegn Negeri (PhD)

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CHILD PROTECTION RESPONSE THROUGH...

Approval Form

Addis Ababa University

School of Social Work

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Abstract

The major objective of this study was to describe the contribution of community based multi- stakeholders' council to child protection under the initiative of FSCE. To this end, a qualitative case study design was employed. Key informants interview, semi structured interview, case history, focused group discussion and document review was used for collecting the data. The research was conducted at two selected Addis Ababa project sites. In order to select the participants of the study, the researcher employed both purposive and snowball sampling techniques. The data obtained from the participants were analyzed thematically. The results of the study indicated that the major roles of the executive committee are coordinate and monitor the implementation of the strategic plan of the council .On the other hand, the main roles of sub-committee are ,engage and suggest any workable and sustainable intervention and report activates to the executive committee. On the other hand the interventions techniques that are followed by the community based multi-stakeholders council mainly focused on prevention measure. But they are also engaged in rehabilitation and reintegration programs. In regards to the community participation, in both research sites, the community has participated in problem identification, planning, problem solving, and in the contribution of resource. The major challenges indicated on the findings were unable to open a bank account in the name of the council in *Woreda* 8, high staff turnover from both the sectorial office and from FSCE in both *Woredas*', double responsibility and limitation of time to involve more on the multi-stakeholders' activities, and difficulty to convince commercial sex worker to the rehabilitation center. Finally, the study concluded that, even though the CBMSC-CP has faced many challenges, it is a good mechanism of responding child protection issues.

Key Terms: child protection, response, community based, multi-stakeholders approach

List of Acronyms

ACRWC-	The African Charter on the Rights and Welfare of the Child
CBMSC-CB-	Community Based Multi-Stakeholder Council to Child Protection
CC-	Community Conversation
FSCE-	Forum on Sustainable Child Empowerment
IGA-	Income Generating Activities
MOE-	Ministry of Education
MoFED-	Ministry of Finance and Economic Development office
MSCBCPA-	Multi-Stakeholders Community Based Child Protection Approach
SC-	Save the Children
SCS-	Save the Children Sweden
UNCRC-	United Nations Convention on the Rights of the Child
UNICEF-	United Nations Children's Fund
UNODC-	United Nations Office on Drugs and Crime

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Chapter One

Introduction

1.1 Background of the Study

Problem of children ranges from abuse, neglect, exploitation, and other forms of violence to children in emergency situation and others which require protection. Poverty, high levels of unemployment, family break up, illness or death, unstable political situation, and limited access to social services highly contribute to the violation of the right of children.

Every failure to protect children has negative effects that continue into their adult life and it has a future adverse effect to perform the expecting responsibility properly. By contrast, where children are protected, their health, education and well-being are improved as well as their ability to contribute to society as future citizens become significant. Save the Children (2010) defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.

Ethiopia ratified the United Nation Child Right Convention in 1991. Since then, the government has carried out numerous activities towards ensuring the protection and promotion of the rights and welfare of children. The Convention was domesticated through a national legislation (Proclamation No 10/1992) and then translated into 11 nations and nationality languages for dissemination. Further, other conventions such as the African Charter on the Rights and Welfare of the Child ratification proclamation No283/ 2002 and International Labor of Convention 182 on the Worst Forms of Child Labor were ratified by the government. The children affairs department within the Ministry of Labor and Social Affairs was the leading organ to coordinate and spearhead the translation of the international commitment into concrete

actions and results. This Ministry has structures in the regions. Under the supervision of the Federal and Regional Labor and Social Affairs organs, child rights committees were set up at all levels to oversee the implementation of the Convention in the country. (MOLSA, 2005).presently, the responsibility has transferred to the Ministry of Women, Children and youth Affairs office.

Children below the age of 18 years constitute 52.9% of the population of Ethiopia. (CSA 2008, as cited by reports of FDRE to UN committee 2012). Another report by Save the Children (2012) indicates, in the country there were more than 5.5 million Childers who are categorized as orphan or OVC (other vulnerable children). With this, child protection concerns in Ethiopia are extremely widespread and comprise of all sorts of violence, abuse, neglect, and exploitation throughout the country. Save the children, through its Child Protection Programs, tries to contribute to the national efforts in addressing these gaps.

In May 2009, Save the Children launched its global Child Protection Initiative to strengthen children's right to be protected from abuse, neglect, exploitation and violence. The Child Protection Initiative focuses on children without appropriate care, child protection in emergencies and child labor. Increasingly, international organizations such as United Nation Children's fund (UNICEF), and United Nations High Commissioner for Refugees (UNHCR) are turning to what is referred to as a systems approach in order to establish and otherwise strengthen comprehensive child protection efforts. Guided by the CRC, the systems approach differs from earlier child protection efforts, which have traditionally focused on single issues such as child trafficking, street children, child labor, emergencies, institutionalization, or HIV/AIDS. Although such single issue based efforts have produced substantial benefits, the

diffused approach often results in a fragmented child protection response, marked by numerous inefficiencies and pockets of unmet need. (UNICEF, 2010)

It is obvious that community plays a vital role in the protection of children. Children are surrounded by people (parents, siblings, neighbors, community leaders, school and government officials, children themselves, teachers, peers, etc.) who have (legal and moral) responsibilities for their protection. These actors make up an environment which should be protective of children and is conducive to fulfilling her/his rights and to achieve the maximum of her/his capacities, in other words to develop as a human being.

Charities and societies in Ethiopia have been playing a great role to decrease problems of child protection in various scopes. Among these, FSCE (2011), it is an indigenous not-for-profit; non-governmental organization established at the end of 1989 by a group of social development professionals who used to work in child-focused organizations. Its establishment is a response to the increased number of orphaned and abandoned children in Addis Ababa caused by the drought and famine of 1984/85. FSCE has been working for children protection, striving for sustainable protection, growth and development of vulnerable children.

By understanding the importance of community based child care, FSCE has initiated the community based Multi Stakeholder Child Protection approach in its efforts to establish child violation free zones. This model is a system that promotes maximum partnership and participation of the community, government organs, NGOs, community based structures, families and children. The system engages relevant stakeholders and existing community structures towards improving situations of children. For implementation of the program, save the children has funded the project.

This being the case, the rationale of this study is therefore to describe the contribution of community based multi-stakeholders' council towards child protection in the specified project area.

1.2 Statement of the Problem

For a wide variety of reasons, children are not always sufficiently protected. Sometimes the risks are present within the family sphere, when parents and other family members are either unwilling or unable to protect their children. Other times, the risks are found in the economic, social, and political externalities of the communities in which families live. Yet other times, the risks are situational, an artifact of the fact that children live in a world where emergencies both natural and man-made disrupt daily routines to such an extent that children are placed in harm's way. (UNICEF, 2010)

Study by Save the Children, (2013) shows the extent of global child protection crisis as: it is estimated that 150 million girls and 73 million boys worldwide are raped or subject to other forms of sexual violence each year. Since 1990, an estimated 90% of those killed in conflicts around the world have been civilians, and 80% of those have been women and children. It is estimated that between 100 million girls in the world have undergone some form of female genital mutilation, among young women aged 15-24, 42% were married before the age of 18 in Africa. It is also estimated that over 145 million children have lost one or both parents, over 8 million children without appropriate care around the world live in residential care facilities. Around the world 115 million children are involved in the worst form of child labor, three out of four children experience violent discipline at home, and 16.6 million children have lost one or both of parents due to HIV/AIDS of which 90% of those children live in sub-Saharan African.

Similarly, there are some report generated by MoFED and UNICEF (2012) about the degree of violation of child protection in Ethiopia as: In 2001, a survey by the Ministry of Labour and Social Affairs, the Central Statistics Agency and the ILO showed that about 84 per cent of the country's children are engaged in activities that may be regarded as child labour and of which more than 80 per cent of them (12.6million) below the age of 15. The report also indicated in 2007, the Ministry of Labour and Social Affairs in a study supported by UNICEF estimated the overall number of children on or off the street at around 150,000 with about 60,000 living in the capital. MoFED and UNICEF(2012) further discussed various child protection problem reports as: in 2002, the Women's Affairs Department in the Ministry of Labour and Social Affairs estimated that 90,000 females were involved in commercial sex work; approximately 20 per cent of them were aged between 12 and 18 years and since then, the engagement of children in commercial sex work appears to have increased in urban centers. The International Office of Migration estimates that at least 1.2 million children are victims of trafficking in Ethiopia every year. Research also indicates that over a quarter of nearly 50,000 women and children involved in prostitution are victims of trafficking. The National Plan of Action for Equality of Opportunity and Full Participation of Persons with Disabilities (2010-2015) estimated that there are about 2.5 million children with disabilities in Ethiopia. More than 90 per cent of children remain unregistered so the country's birth registration rate is among the lowest in the world.

The aforementioned reports clearly show, a great number of Ethiopian children are susceptible to violation of their right and are in difficulties to meet even their basic needs. Since, child protection encompasses a broader concept and many children face multiple protection

problems rather than just one, implementing a system based approach is crucial in all organizations which are engaged in such activities.

With this, I have seen both practice and literature gaps in response to child protection in Ethiopian case. In practice, many NGOs have focused on single issues which resolved one problem while leaving others untouched. This means that the holistic needs of children doesn't address and this result in a fragmented and unsustainable child protection response. Even it is in a reactive manner which is the response of those NGOs who have focused on multiple issues. The issue of involving stakeholders' including the community in their activities have also given little practice concern. Moreover, undertaking child protection issues without participation of the community and the concerning stakeholders may end up with problem of sustainability.

Likewise, even though there are various studies that have been conducted on child protection, most of them have focused on the cause and consequence of a single issue of child problem or reactive response taken to the problems. For example, Guenet (2009) focused on sexual abuse against male street children in Merkato, Addis Ababa, Elias (2013) stressed trafficking of Ethiopian women and girls to the Middle East, and Gabriel (2011) emphasized root causes and solutions to human trafficking in Ethiopia. To my knowledge, those studies conducted on describing the preventive, protective, comprehensive and participatory nature of multi-stakeholders approach towards child protection are limited and still needs more research attention.

Therefore, in order to increase knowledge on practice and fill those literature gaps, it is important to describe the contribution of community based multi-stakeholders approach towards child protection. The approach promotes maximum partnership between the government organs, community members, families, the children themselves and NGOs and hence it allow the

involvement and collaboration of multi-stakeholders. Moreover, it heavily focus on preventive aspects of potential threats to the wellbeing of the child, and basically proactive in addressing the issue in a comprehensive manner. The approach does also entertain the process of rendering rehabilitation and reintegration child protection programs.

1.3 Objectives of the Study

General Objective

The general objective of the research is to describe the contribution of community based multi-stakeholders' council to child protection under the initiative of FSCE.

Specific Objectives

- To express the roles of each member of committee in the community based multi-stakeholders' council to child protection.
- To describe the intervention techniques followed along with the service provided by multi-stakeholders' committee in using a system based approach.
- To describe the community participation in applying the multi-stakeholders' approach.
- To indicate challenges and constraints the committee encountered in the process of undergoing child protection activities.

1.4 Research Questions

1. What specific roles have taken by the multi-stakeholders' committee to response to child protection activities?
2. What intervention techniques used and service provided by the multi-stakeholders committee in a system based activities?

3. How do the community participate in system based multi-stakeholders interventions at FSCE's selected project areas?

4. What challenges and constraints the council encountered in undertaking its program?

1.5 Significance of the Study

Child protection has a wider scope and it includes all activities that attain the well-being of the children and keep their human dignity and rights. This includes protect them from any violence, abuse or exploitation and generally respecting the basic four pillars of child rights by UN which consist of, the right to care or protection, the right to participate, the right to anti – discrimination and the right to the best possible development. Child protection has also an economic, social/cultural and psychological implication. Doing all these activities require the participation of all concerned bodies including the community towards child protection. With these basic ideas, the formation of community based multi-stakeholders approach to child protection become practical by the initiation of FSCE.

Accordingly, conducting a research on the activities of multi- stakeholders' council to child protection, and amplifying the importance of the approach and describing challenges that have faced are relevant in order to increase the empirical body of knowledge in prevention aspects of the issue. Other than the major focus on prevention, the result will also increase understanding on how to address in a more networked and coordinated manner, the reintegration and rehabilitation of children who have been sexually exploited and illegally trafficked/migrated. The findings of this research will also serve as a springboard for other researchers. Moreover, it facilitates the replication of the approach by others who are engaged on child protection activities. The study shall also build societal awareness towards child protection.

1.6 Delimitation and Limitation of the Study

Delimitation of the Study

Even though FSCE has other project areas with in Addis Ababa and outside the city, this research mainly focused on the contribution of community based multi-stakeholders' council to child protection in *Woreda* 8, Addis Ketema and *woreda*7, Kality area with the initiation of FSCE only. This has done deliberately to make the study manageable. Moreover, as per the pre-information the researcher has got from FSCE officials, both areas have an exemplifying experience on community based multi-stakeholders activities on child protection issues and their experience can shade light for other *Woredas* stakeholders activities with in Addis Ababa project areas . The contribution is described in terms of the role given, the intervention techniques that have followed, the community participation to child protection in both *Woredas* ' and challenges that have faced.

Limitation of the Study

The major limitations on conducting this research were, some of the committee who are newly assigned have limited knowledge on the activities of the stakeholders' and getting relevant data were challenging. There was also a problem to find references on system based prevention aspect of child protection in Ethiopian case. Moreover, it is worth mentioning to indicate limitation of time was among the major factors in conducting this research.

Despite the above limitations, I believe that the research findings in this study are descriptive and provide valuable insights into the experiences of community based multi-stakeholders approach to child protection in both *Woredas*.

1.7 Ethical and Human Subjects Considerations

After the approval of the research proposal by the advisor, data collection, including reporting and dissemination of results, did consider ethical procedures to protect the rights of participant of this study. Moreover, it gives due respect in regard to human dignity and worth of person which is one of the social work ethical principle.

Accordingly, data collection started with introducing the purpose of the study to the interviewees. Then, the researcher informed to all the participants that the study is based on their consent. The privacy of the participant addressed before the interview was conducted. Besides, the issue of confidentiality and the anonymity, which is not exposing their personal issues to others or secrecy of all participants was maintained during and after the interview. The researcher has also respected the dignity and worth of the participants. With this, the interview was held after oral consent has given by the participants. During the interpretation of the data, the researcher tried her level best to provide accurate account of the information.

1.8 Conceptual and Operational Definitions of key Terms

Response: preventive, protective and rehabilitation intervention taken by community based multi-stakeholders committee to child protection.

Community: - a group of people who are in same geographical area for living or for business but participate together in child protections activities.

Community Based: it is participating the community, NGOs and lower level governmental structure which is '*Woreda*' in child protection activities.

Child Protection: it is a comprehensive term refers to preventing from and responding to violence, exploitation and abuse against children. (UNICEF, 2006)

Multi -Stakeholder Child Protection System: It is a system that promotes maximum partnership and participation of the community, government organs, NGOs, community based structures, families and children towards improving situations of children. (FSCE, 2015)

Stakeholders Child Protection Council: It is the general assembly of stakeholders which led the multi-stakeholders' child protection system and it oversees the implementation of the project. (FSCE, 2015)

Birth Registration: -it is an official record of a child's existence and nationality, and is considered a fundamental human right under article 7 of the Convention on the Rights of the Child. (UNICEF, 2009)

Violence against Children: is physical abuse of children which carried out by the people who are around of the child or whom the child trust.

Child Labor: is unpaid and paid activities that are mentally, physically, emotionally, socially or morally dangerous and harmful to children. It is the kind of work that interferes with the development and education of children. (FHI, 2012)

Child Trafficking/Migration: is illegal movement of children from one place to another place or from one country to another country for forced labor, prostitution, forced marriage, domestic work, begging, use by armed groups and many other forms of exploitation through brokers/child traffickers. (UNICEF, 2009)

Children in Emergency: The term used by the committee of community based multi-stakeholders' council to child protection in both research site to mean preventing of children from high traffic areas and protecting children and families who are living by the river side from flood.

1.9 Organization of the Thesis

Including this introductory chapter, this thesis is organized in six chapters. The second chapter deals with review of related literatures. The third chapter describes the method, approach and all methodological aspects that are employed to conduct this study. The fourth chapter incorporates findings. Discussion of the finding is presented in the fifth chapter. The last chapter, that is the conclusion and recommendation part, which summarizes the findings of the study and proposes recommendations.

Chapter Two

Literature Review

According to Beckett (2003), child protection is a difficult and complicated task in which the society beliefs, children should be protected from harm but they also raise a point that the outsider should not intrude in to personal relationships. With this, the importance of building a community based child protection system is crucial in order to address the holistic needs of vulnerable children.

2.1 Indicators of Problems of Child Protection

Child protection comprises of a wider concept and according to UNICEF (2009), it has thirteen major risk indicators to be addressed in order to respect best interest of the child. These includes: birth registration, violence against children, child marriage, female genital mutilation, child labor, sexual exploitation and abuse of children, child trafficking, migration, children with disability, children without parental care, children in justice system, children in emergencies, landmines, explosive remnants of war and small arms.

2.2 Child Protection Systems: Global Context

Child protection system is defined as: “all the activities whose primary purpose is to prevent or respond to the abuse, neglect, exploitation and violence of children.” Child UK (2010: p-11). According to World Vision International (2011) quoting the UN secretary’s study that, the UN recommended all states should develop a multi-faceted and systemic frame work in response to violence against children. A systems based child protection approach to child protection requires a considerable conceptual shift from the issue based approach focus on particular groups of children in need of protection, to the achievement of a system based approach which is more sustainable, comprehensive and long-term responses to child protection issues.

According to Maestral International (2011), UNICEF was first advanced the system based approach to child protection in 2008 on its child protection strategy and other international organization such as Save the Children followed its steps. The Strategy defined the child protection system as it is the set of laws, policies, regulations and services needed across all social sectors especially social welfare, education, health, security and justice to support prevention and response to protection related risks.

Thus, the importance of implementing a system based child protection approach is crucial for a developing country like Ethiopia since the issue of child protection has more complicated in these countries. Poverty and lack of awareness are among those causes for complicating child protection concern in third world countries. With this, expanding prevention aspects of child protection system is advisable to tolerate the scares resources and to cover a wider range of vulnerable children. Here we have to note that the full involvement of the government has required for the sustainability of the system.

2.3 Child Protection System in Ethiopia

The Ethiopian child protection system is managed by the Ministry of Justice, the Ministry of Labor and Social Affairs, the Ministry of Women's Affairs, and The Federal HIV/AIDS Prevention and Control Office (Varnis 2001 as cited by Brittingham, 2010). According to the African child forum (2013) the Ethiopian government has taken various actions to strengthen the child protection system in a country level. With this, the government has embarked on policy reforms and put legal instruments and developed guidelines for the protection of women and children. Among the various measures taken, the National Coordinating Body for Multi-Sectorial and Integrated Response to Violence against Women and Children was launched in 2009.

Besides, the Ministry of Justice has set up units in Justice Offices to investigate and prosecute crimes committed against children and women in Dire Dawa and Addis Ababa. In Addis Ababa and states capital, special benches within the courts have been established to deal with offenses committed against children and women. Federal First Instance Court has also introduced closed-circuit television monitors to protect child victims from facing the perpetrator and public at the time of testimony. The status of child protection, in the past few years, is getting improved though remained as one of the unfinished businesses. According to the National Plan of Action for Children, 2003-2010 and beyond, a large number of children have suffered from the ills of poverty, illiteracy, sexual abuse and exploitation. In addition to other measures, the government has put in place an ombudsman for children along with other ombudsmen.” (The African Child Forum, 2013)

The Ethiopian government has taken the child protection issue up to the lower level of government sectorial office, i.e. ‘*Woredas*’ by giving the responsibility to Women, Children, and Youth Affairs office and it also included child protection issues in its millennium development

goal. Those measures that have taken by the government initiated various local NGOs to revise their strategies and allow them to incorporate a system based child protection system. For this action, FSEC can takes as a good example. The formation of community based multi-stakeholders' council and creating a link and giving the responsibility of chairperson to the *Woredas'* women, children and youth office has facilitated both the work of the office and the council.

2.4 Key Elements of System Based Child Protection Interventions

According to UNICEF 2010, the following are the major key elements for applying a system based child protection activities: any system involves a collection of components or parts that are organized around a common purpose or goal. All systems reflect a nested structure. Given the nested nature of systems, specific attention needs to be paid to coordinating the interaction of these subsystems such that the work of each system is mutually reinforcing to the purpose, goals, and boundaries of related systems. All systems accomplish their work through a specific set of functions, structures, and capacities. However, the characteristics of these functions, structures, and capacities will be determined by the context in which the system operates. All change within a system framework is bi-directional which implies, changes to any system, for whatever reason is, will change the context and changes in the context will alter the system. Well-functioning systems pay particular attention to nurturing and sustaining acts of cooperation, coordination, and collaboration among all levels of stakeholders, including those managing key activities as well as those performing key functions. Systems will achieve their desired outcomes when they design, implement, and sustain an effective and efficient process of care in which stakeholders are held accountable for both their individual performance as well as

the performance of the overall system. Effective governance structures in any system must be flexible and robust in the face of uncertainty, change, and diversity.

Accordingly, Community Based Multi-Stakeholders' approach to child protection has based its structure on the following key concepts of a system and it is described as: every committee in the council have a specified given roles towards achieving their common goal. I.e. preventative and rehabilitation responses to child protection. All the committee in the general assembly have a network of exchanging information and doing activities together. Though the committee are working on voluntarily, the given roles for each committee have accompanied by accountability to undertake each child protection activities. The application of community based multi-stakeholders' approach to child protection is context specific, i.e. the structure vary from project sites to sites depending on the major problems and the type of committee which incorporated in the system, but their basic intervention strategies are the same. Within the structure of the council, there are various level of committee ranging from *Woreda's* offices, community police to *Iddir* coalition, FSCE, elderly to youth advocates, and they are working in a coordination and collaboration manner.

2.5 Factors Influencing the Effectiveness of community based child Protection System

According to Wessells (2009) there are seven factors that influences the effectiveness of child focused community group. The first one is community ownership, which implied that child protection activity that has involved the community participation along with their ownership feeling, is more effective than activity which has no or less community participation and sense of ownership. The second one is building on the existing resources, meaning that building of context specific community based child protection system with the existing capacity and asset. The third one is support from leaders, including of both the support of formal and non-

formal leader such as traditional leaders, elected community officials, religious leader and respected persons within the system is important. Child participation is the fourth important aspect which implied genuine participation of children. With this, their activities, creativity, and resourcefulness tended to increase the effectiveness of the system. The fifth one is managing issues of power, diversity, and inclusivity which concern representatives of diverse groups of the community should participate in planning, problem initiation and problems solving activities of child protection issues. Resourcing is the sixth one which deals with the mixture of both human and material resources within the system, such as involving professionals, equipping the system with the necessary material and allowance for the volunteers. And linkages with formal systems is the last one indicates child protection activities should linked with governmental bodies and non-governmental organizations, in order to secure its sustainability, filling the gaps and increasing trust among the community.

Accordingly, the community based multi-stakeholders' council have promoted the community participation and they are members with in the council. With this, the ownership feeling of the community and accepting the activities of the committee become increase. The structure of the council has based its activities on the existing resources. When activities are undertaking with the local existing structure, its trust and acceptability become increase. Without the support of leaders, the sustainability of the activities become jeopardize. In the community based multi-stakeholders council, the big part of the committee are government officials and also NGOs. And this will facilitate interventions and shares of responsibilities among committee members. The system also encourage participation of the children by empowering them through training and other activities. The issue of power diversity and inclusiveness have manifested in the council through indorsed bottom- up principle. Concerning the resourcing issue, most of the

resources required for the activities of the committee has covered by FSCE since the implementation of the system has counted only three years and it has still in building its capacity.

2.6 Description of Community Based Multi-Stakeholders' Child Protection System

Community based child protection can be promoted by maximizing partnership between the government organs, community members, families ,the children themselves and NGOs and hence it needs involvement and collaboration of multi -stakeholders. Such corporate social responsibility for child protection goals should be developed through common approach to understanding the problem, planning, implementing and monitoring the actions together for sustainable interventions. Community based child protection needs local intelligence and expertise to support change on child protection .It needs local expertise to succeed: people and organizations that understand their own society intimately and are able to bring sustainable change within it. (FSCE, 2015)

MSCBCPA is, therefore, based on the recognition that different stakeholders of child protection will have the capacity to define the child protection indicators in their locality, needs, desires and plans for action. And that the very process of jointly learning, analysing and reflecting is a powerful activity for sustainable change in child protection efforts both for participants and facilitators.

2.7 Theoretical Explanation Related to Child Protection

2.7.1 Theory of social capital

According to Tomison & Wise (1999), social capital is the mutual relationship that links norms of trust and reciprocity within the community. This social relationship is vital for creating the support or providing resources to the vulnerable children and their families.

Tomison & Wise (1999) further added, people who feel part of an energetic, healthy community are more likely to contribute something worthwhile to that community. Then, this is the beginning a cycle of positive support and enhanced community life where individuals and the wider social group gain the rewards. Accordingly, building a sense of solidarity, positive relationship among the community and creating mutual supportive mechanisms, pave the way to participate the community in child protection activities in a more belonging manner.

Social capital (Coleman 1988 as cited by Ferguson, 2006) is divided into two as: family social capital refers to the relationships between parents and their children, which encompass the time, efforts, resources and energy that parents invest in their children. And exterior social capital or community social capital represents the family's interactions and relationships with the surrounding community, both with residents as well as with local institutions of socialization, such as schools.

2.7.2 Ecological system theory

According to Krishnan (2010) this theory developed by Urie Bronfenbrenner and it stated that human development is influenced by the different types of environmental systems. A child's development is shaped by the varied systems of the child's environment and also by the interrelationships among the systems. The relationship between the child and the environment as

he saw it is reciprocal; the environment influences the child and the child influences the environment. Human beings, Bronfenbrenner suggested, cannot develop in isolation, but within a system of relationships that include family and society. With this, there are four levels of environment surrounded the child development. The first level is that of the microsystem, which is closest to the child and contains the structures with which the child has direct contact. The microsystem encompasses the relationships and interactions a child has with her/his immediate surroundings. Structures in the microsystem include family, school, neighborhood, or childcare environments.

The second level is named the mesosystem, his layer provides the connection between the structures of the child's microsystem, so for example, relationships between the family and children services, the family and support networks, or the family and the school.

The third system, known as the exosystem, this layer defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in his/her microsystem. Parent workplace schedules, community-based family resources, and school departments are examples.

Finally, the macrosystem refers, the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, social and political norms, and the legal system. The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected.

Hence, child development and child protection activities are affected by various direct and indirect, external or internal factors within and the surrounding environment. Those factors are determinant for the child's development and have a positive or negative impact on child protection interventions. Thus, a good child protection system should carefully observe and respond with proactive measures for those adverse risks and take those good opportunities for further development.

2.8 Major Legislative Framework on Rights of Children in Ethiopia

According to MOLSA (2005), the 1995 constitution of the federal democratic republic of Ethiopia indicates a number of laws address the different forms of violence against children. Article 9(4) of the FDRE Constitution has incorporated a specific provision on the rights of children. Accordingly, Article 36 clearly stipulates Rights of Children as: Every child has the right, to life, to a name and nationality, to know and be cared for by his or her parents or legal guardians, not to be subject to exploitative practices, not to be engaged to work which may be against their education, health or well-being, should be free of any punishment which hurts the child, all actors should respect best interest of the child, Juvenile offenders shall be kept separately from adults, children born out of wedlock shall have the same rights as other children, the state gives special attention to orphans and encourage institution.

The UNICEF thirteen child protection indicators have similar function of intervening the above issues in the legislative of the Ethiopian government. Accordingly, the community based multi-stakeholders council to child protection have based its function on these indicators and addresses the issue of having birth registration, the issue of taking a reintegrated action in order to protect children from child labor and exploitation, the issue of rehabilitation of female children from further sexual abuse and keep them from the worst form of child labor, the issue

of addressing conflict between the child with that of his/her family through establishing community based arbitrator at the *Woreda* level and the issue of helping vulnerable children to get the access of education.

2.9 Challenge in Child Protection System in Ethiopia

According of SCS (2010) the proclamation to provide for the registration and regulation of Charities and Societies which restricts the mandate of non-governmental organizations, not to implement rights based programs and limited its source of fund from abroad, have a serious challenge for many NGOs found in Ethiopia. This has also a challenge for FSCE but it is also an opportunity to rethink another approach and this gives the birth of community based multi-stakeholders approach to child protections.

2.10 Conceptual Framework

Child protection is defined as preventing and responding to violence, exploitation and abuse against children, including commercial sexual exploitation, trafficking, child labor and harmful traditional practices such as female genital mutilation/cutting and child marriage.(UNICEF, 2009) Accordingly, in order to deal with the diverse and deeply rooted problems of children, FSCE shifts its paradigm from issue based approach which was a reactive measure, to a system based approach, which is mainly a proactive intervention.

A system is collection of components or parts that are organized (i.e., connected to each other) around a common purpose or goal. A system has identified structures, functions & roles and capacities needed to meet the identified purpose. All systems are nested within other systems, interacting structures. Systems and system components interact with each other and with other systems. Systems do not exist in vacuum; they are embedded within the broader context or environment. Systems are composed of a multiple actors working at multiple levels;

cooperation, coordination and collaboration of actors, and systems need to have a mechanism of accountability where they ensure that the system goal is achieved. (Save the Children, 2010)

The system that has described in this study is multi-stakeholder approach with all the roles, intervention techniques, functions and its challenges. Although child protection systems heavily focus on preventive aspects of potential threats to the wellbeing of the child, which is basically proactive in addressing the issue, they do also entertain the process of rendering care and rehabilitation.

Hence multi-stakeholder approach promotes networking and coordinated efforts, a workable structure with in the existing system, sharing of responsibilities, efficient utilization of community resources, building efficient child friendly environment, active participation of the community, and inclusive approach to children of various needs. (FSCE, 2015)

Chapter Three

Research Methodology

3.1 Study Design

The major objective of this study is to describe the contribution of community based multi-stakeholder council towards child protection. With this, the research employed a qualitative case study research design and the case is based on activity in using the community based multi-stakeholders approach and how each member organization of the multi stakeholder contributes to child protection. Qualitative research examines process, experience and meaning. Moreover, it is the researcher's aim to elicit the detail reality, as perceived by the research participants. The reason for choosing qualitative research design was mainly because of its advantage in gaining detailed information about the issue, as stated by (Creswell, 2007).

Qualitative design also refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Berg, 2001). In light of this advantage, in order to describe in detail the specific objective which are roles and service provided by the community based multi stakeholders' committee to child protection, identifying the community participation in the approach, and challenges faced, it is more appropriate to use the qualitative research design.

Moreover, qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. This means the qualitative research study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. (Denzin and Linvolin, 2005, as cited in Creswell, 2007). Using the qualitative research enabled me to directly observe the selected intervention areas that the community based multi stakeholders' committee have engaged and it also gave more meaning to what have been told by the participant of the research.

Case study methods involve systematically gathering extremely reach information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or functions, (Hamel, Dufom, and Fortin, 1993 as cited in Berge 2001). The approach of case studies ranges significantly from general field studies to the interview of a single individual, group or a program or an activity. Case studies may focus on an individual, a group, or an entire community and may utilize a number of data collection tools such as life histories, documents, oral histories, in-depth interviews, and participant observation (Hagan, 1993; Yin, 1994 as cited in Berge 2001). The rationale for choosing a case study in this research is with the intention of intensely describing the contributions of community based multi-stakeholders' committee to child protection by using various kinds of in-depth study

mechanisms. With this, the study gathered information through a combination of an in-depth interview with key informants, a semi-structure interview with the committee of the council, a focused group discussion with the selected community, an observation made on the major activities of the stakeholders' and child friendly environments of schools and various documents and reports were also reviewed.

On the other hand, descriptive research relies on observation as a means of collecting data and the observation can be taken through interviews, questionnaires distributed, visual records made, and sound even sounds. It generate detail information and it enables the researcher to describe more on what has been little said. (William, 2011)

Descriptive studies help to discover new meaning, describe what currently exists, verify the rate of which something occurs, and categorize the information. Thus I chose this design for the study as it facilitates the precise actions the researcher I aimed at identifying child protection with current practice or justifying current practice. Even though many research have been done on the issue of child protection, most of the researches that the I reviewed focused on causes, consequences of the problem and a reactive measures. This intervention action require much resource and takes long time. It even creates the feeling of dependency on children and their families. Therefore, i want to show the other side of child protection intervention through using descriptive research and present it as a preferable intervention method of child protection. But this doesn't mean that we should ignore the reactive aspects of child protection and the research also gave this area for discussion.

3.2 Study Area

The research was conducted in to two project area of FSCE, which are Addis Ketema sub city, *Woreda 8* Autobis Tera area and Akaki kality sub city, *Woreda 7*, kality Geberl area.

In order to give more insights on the activities of community based multi-stakeholders council, I have chosen two research sites. This two sites recommended by the initiator of the approach, which is FSCE, as a good model of showing different experience of the council. Since the structure is context specific from sites to sites, the experience of community participation and the administrative supports have a slight difference.

Based on the rapid assessment report conducted by the team of multi-stakeholders at Addis Ketema area in 2012, the area is situated in the central part of the city and in specific location commonly called Merkato area. *Woreda 8*, is the largest and highly populous districts in Addis Ketema sub city which consists of a total of 6,435 households with an estimated total population 48,263. The child population of the *Woreda* is estimated to be around 25,097.

On the other hand, according to *Woreda 7*, Kality area community based multi-stakeholders to child protection report on 2014, Akaki kality sub city is located in the out skirt of Addis Ababa which is on the way to Bishaoftu, Adama road and *Woreda 7* is one of the *Woreda* found in the sub city. The report also indicate, the sub city has a total population of 183,288 of which 73,000 are children. Among the total children found in the sub city, it is found that 9,500 are highly Vulnerable Children and of which 2,000 are found in *Woreda 7*.

3.3 Study Participants

The study participants were committee of multi-stakeholders which includes staffs of the *Woreda* sectorial office found in both research sites, staffs from FSCE project committee and FSCE Addis Ketema and Kality area project office, representative of community policing office, coalition of *Iddir* and elderly, who have played an advisory role in community based arbitrators.

3.4 Participants' Selection Criteria

Since the research focuses on at the organizational level, study participants were taken from members of the community based multi-stakeholder council based on their knowledge, experience and exposure towards child protection. Moreover, some of the participants are members of the community in the specified research sites, who have deep understanding of the situation of children in their respective *Woredas*'.

3.5 Sampling Techniques

I used purposive sampling technique to undertake this study. According to Berge, (2001) when developing a purposive sample, researchers use their special knowledge or expertise about some group to select subjects. In some instances, purposive samples are selected after field investigations on some group, in order to ensure that certain types of individuals or persons displaying certain attributes are included in the study.

The reason for using purposive sampling was that I believed interviewing key informants is fundamental in order to get a deep information about the contribution of community based multi-stakeholders' council to child protection in both project site. These key informants were 4 in number, who are the program officer of FSCE at *Woreda 7* kality area office, secretary of FSCE project committee at *Woreda 8*, Addis Ketema area office, chairpersons of both research sites Women, Children and Youth Affairs Offices. I believed that these key informants have ample knowledge from the initiation of community based multi-stakeholders' approach to child protection to the formation of the council and various interventions of the committee afterward. They have also prior knowledge and experience in child protection activities in their offices. Moreover, I drawn another 15 participants through purposive sampling techniques from the stakeholders' council, who are working in various sectors of the research sites which is

Woredas' office, *Iddir* coalition and elderly. These participants have also playing a significant role in the activities of the council and some of them are also members of the community who have deeply understand the situation of child protection in the specified research sites.

Accordingly, in this study a total of 29 study participants were selected including 10 for focused group discussion. The sample size was determined as a function of being large enough to accommodate a wide range of different experiences and activities relating to community based multi- stakeholders' committee to child protection, yet small enough to be manageable for qualitative analysis.

3.6 Data Collection Techniques

The study used both primary and secondary source of data gathering instrument in order to get relevant information about the specific objectives. Qualitative researchers have a range of different data collecting methods at their disposal. These include structured interview, in-depth (semi and unstructured) interviews, life stories, focus group discussion, participant and non-participant observation. The study used a mixture in depth interview, focused group discussion and non-participant observation as a primary source of data.

Semi Structured Interview-this type of interview involves the implementation of a number of predetermined questions and/or special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the interviewers are allowed freedom to digress; that is, the interviewers are permitted (in fact expected) to probe far beyond the answers to their prepared and standardized questions. (Berg, 2001). With this, out of the total of 19 participant who were conducted a semi structured interview, 4 of them were key informant found in FSCE and chairpersons of the committee of community based multi-stakeholders council to child protection in both research sits. And the remaining 15 were from committee of

the council in both research sites. Five interview guides, consisted of open ended questions were prepared .i.e. two interview guide for key informants, and the remaining three were for *Woredas'* sectorial committee of the council, for *Iddir* coalition and finally for community based arbitrator, elderly. The content of the interview guides mainly focused on the initiation and formation of the council, their given roles ,an intervention techniques they have followed and the service they have providing, the major child protection problem in their areas, the community participation ,the issue of sustainability, challenge they have faced and issue of monitoring and evaluation.

Focus group discussion- Focus groups can be seen as a type of group interview, but one that tends to concentrate in depth on a particular theme or topic with an element of interaction. The group is often made up of people who have particular experience or knowledge about the subject of the research, or those that have a particular interest in it (Walliman, 2011).

The participants in the focus group discussion were selected from the community conversation program made during data collection period. With this, there were 5 community members who participated in the focus group discussion of *Woreda 8*, Addis Ketema area and 5 participant were involve in the focus group discussion made at *Woreda 7* ,kality area. The main focus of the discussion were: the overall community awareness to child protection in their *Woredas'*, the committee activities in their *Woreda's*, the major child protection problems in their *Woredas'*, and their involvement in the activities of the committee.

I have believed that conducting a focus group discussion helped in getting detailed information about the issue and the inner feelings of the community because being in a group with others that have the same issues to discuss, may give confidence to speak about their experiences in a way that may not occur in one-to-one interviews.

Moreover, **observation** was also employed as a primary source of data gathering. Observation is a very effective way of finding out what people do in particular contexts, the routines and interactional patterns of their everyday lives. In the human services, observational research methods can provide an understanding of what is happening in the encounter between a service provider and user, or within a family, a committee, a ward or residential unit, a large organization or a community. (Darlinggton and Dorothy, 2002). In this study, I were involved in non-participant observation in order to observe various activities undertake by the committee and some of the major once are: none formal schools in both research site about class rooms with its libraries, and whether the school has a child friendly environment, the safe home found in Kality, the temporary shelter in *Woreda 8*, Addis Ketema area, the recreational room for children in both *Woredas*’, and community conversation programs held in both *Woredas*’.

Document Review

The study also used secondary source from various documents , manuals and reports of community based multi-stakeholders council, annual magazines of FSCE as a supportive source of the primary data. For this, the researcher of this study used a check list to pick up the needed specific information from the documents.

3.7 Data Collection Procedure

Prior to collecting data from the sites of the study, the researcher submitted a letter of request for cooperation to FSCE head office found at ‘Aware’ area in Addis Ababa, in order to introduce the purpose and aim of the research to the organization and get permission. After giving a permission, the organization directed the permission letter to each research sits of Women, Children and Youth Affairs office of the *Woreda* projects.

Before starting the data collection, I have tried to use a get keeper in order to communicate smoothly with the participants and have enough access to the information. With this, the community worker in both research sites who are working at FSCE were my major get keepers. Then, participants were informed the purpose of the study and the interviews were made after getting consents of all of the participants. The time the interview took with each participant ranged from 50 to 90 minutes. Participants were interviewed by scheduling their convenient time and place. Settings that participants' were interviewed include their offices, the *Woreda* compounds, and cafeterias. During the data collection processes, interviews were conducted with field notes taking and/or voice recording.

3.8 Data Analysis

In this study the interviews were made through voice recording and field notes taking. The voice recorded interviews of participants' were transcribed word for word in Amharic. The voice recorded interview and transcriptions were carefully reviewed for consistency. The researcher also compared the voice interview with the field notes to check their consistency. Then, the transcribed data were translated from Amharic to English language. The transcripts were read several times to gain better understandings of the experiences of participants. For those interviewees uncomfortable with audio recorder, the interviews were conducted with taking field notes. The field notes were translated from Amharic to English language. The field notes were reviewed. Then, those translated data reduced by organizing the most frequent words, phrases, sentences or quotes that occur in the interview transcriptions or field notes categorically. Finally, the categories were summarized into themes. Hence, thematic data analysis was employed in this study. On the other hand, secondary data also used in data analysis

in order to strength the primary data that have collected. Various reports indicating the activities of the committee were the major source of secondary data.

3.9 Trustworthiness of the Findings

Triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon. These lead to five types of triangulation; which are methodological triangulation, investigator triangulation, theoretical triangulation, analysis triangulation and methods triangulation (Denzin, 1978); Kimchi, Polivka, & Stevenson, 1991 as cited by Hussein,2009). Accordingly, the research used methods triangulation for increasing the acceptability and reliability of the research findings. In-depth interview, focused grouped discussion, observation and documents review are those data collection techniques in order to increase the validity of the findings.

Chapter Four

Findings of the Study

This chapter is concerned with the presentation of the major findings of the study based on the specific objectives. Accordingly, the chapter organized in to six parts. The first and the second parts of this chapter briefly describe the basic back ground information of the study participants and the structural arrangements of both research sites community based multi-stakeholders' council. The third part deals with the presentation of major roles that have assigned to the community based multi stakeholders' committee to child protections at both research sites. Part four deals with the intervention techniques that have followed and service provided by both research sites multi-stakeholders'. Part five of this chapter demonstrates the community participation in the activities of the multi stakeholders committee to enhance child protection in

the study sites. The last part deals with challenges encountered by the council while undergoing child protection activities in the study area.

4.1 Background of the Study Participants

Semi structured interview employed for data collection and a total of 19 individuals have been interviewed. Accordingly, the following are list of participants who were interviewed in this research along with their position in the council.

Table 1. Background of Study Participants

List of participants	Position of participants in the council
Woreda 8,women, children and youth affairs office	Chairperson
Woreda 8,women, children and youth affairs office	Member
Woreda 8 community police	Deputy chairperson
Woreda 8 health extension worker	Member
Woreda 8 Iddir coalition secretary	Member
Woreda 8 educational and training office	Secretary
FSCE Project committee at Addis Ketema	Member
Woreda 8, vital registration office	Member
Community worker at woreda 8,FSCE Addis Ketema area office	Member
Woreda 8 administration representative	Member
Woreda 8, school representative	Member
Program officer and social worker at safe home	Member

Program officer and social worker at coalition of child trafficking /migration protection office	Member
<i>Woreda 7</i> , women, children and youth affairs office	Chairperson
<i>Woreda 7</i> educational and training office	Member
<i>Woreda 7</i> micro and small enterprise office	Member
<i>Woreda 7</i> community based arbitrator elderly	Member
<i>Woreda 7</i> legal and justice office	Member
Program officer and social worker at <i>Woreda 7</i> FSCE office	Secretary
Total	19

4.2 Description of the Structural Arrangement of the Council in Research Sites

The Addis ketema sub-city multi stakeholders' council members have elected by the general assembly consists of 80 peoples and the council has 14 executive committee. The committee is chaired by the *Woreda* Women, Children and Youth Affairs office representatives. The remaining committees of the council are: the *Woreda* administrative office, the *Woreda* communication office, community police, school clubs representative, the *Woreda* health office, the *Woreda* educational office, FSCE project committee, *Iddir* coalition, the *Woreda* legal and justice office, the *Woreda* vital registration office, and FSCE Addis ketema area office, the *Woreda* child parliament, the *Woreda* clubs representative, and women organization.

On the other hand, the *Woreda 7* Akaki kality sub city multi stakeholders' council members have elected by the general assembly consists of 40 peoples and it has 8 executive committees and 6 sub executive committees. Those six subcommittee serves as deposit

mobilizing committee which is led by the *Woreda* micro and small enterprise office executive committee. The education and awareness subcommittee which is directed by the *Woreda* capacity building office executive committee. The care and support subcommittee which is under the *Woreda* health office. The education head subcommittee is led by the *Woreda* educational office executive committee. The community based arbitrary subcommittee is directed by the *Woreda* legal and justice office and police office. And follow up and support subcommittee is headed by the *Woreda* women, children and youth affairs office executive committee and by FSEC. All the *Woreda* 7 executive committee are accountable for the *Woreda* administration and the council is chaired by the *Woreda* Women, Children and Youth Affairs Office.

4.3 Roles of each Committee in the Study Sites

Roles of the General Assembly

According to k1 & K3, the General Assembly develops and endorses the working manual and guidelines of the Council. It also mobilizes community resources and cooperates with child focused organizations that have the objectives of protecting children from violence, exploitation and neglect.

Roles of Women, Children and Youth Affairs Office Executive Committee of *Woreda* 8 and its Women's Organization

According to k1, the roles given are: coordinating and preparing community conversation programs to give awareness about child right and child protection issues. Facilitating to get psychosocial and medical treatment support for children who subject to violence. Preparing panel discussion and create awareness to the community about the thirteen UNICEF child protection indicators. Facilitating condition to reintegrate trafficked/ migrated children to their

families. They also give support for orphans and vulnerable children, work closely with and coordinate with Addis savings and credit association and other Micro and small enterprises, enable families who have vulnerable children, to engage in income generating activities. Moreover, facilitating condition to get free legal support for those children who subjected to violence, preparing and issuing various letters in the name of multi stakeholders' council, reporting all activities which have done by the multi stakeholders council to all concerning bodies.

Roles of Community Policing Executive Committee of *Woreda 8* CBMSC-CP

According to P2, the main duties given are :preparing awareness raising programs about child protection for the community, differentiating and taking legal action on those who have engaged in child abuse. The committee has participating on prevention of child trafficking through awareness creation for illegal brokers and the community about child trafficking/illegal child migration, and take measures on child traffickers. Cooperate with traffic polices in order to preventive and safe guard children from traffic accident in areas which most children are available. Recruit and register those children who have sexually abused and help them enter to the rehabilitation centre and arrange vocational trainings, create the sprite of cooperation and networking among multi stakeholders' committee.

Roles of Education and Training Office Executive Committee of *Woreda 8* CBMSC-CP

According to P5, the main roles are: coordinating supports given by multi stakeholders for schools in the *Woreda*, giving capacity building training for teachers found in the *Woreda* about child protection issues, giving support to non-formal school students in order to help them follow their education at formal schools, make sure and participating on making schools compound suitable for children. Follow up and control schools activity to child protection issues,

screening and making eligible school children who are vulnerable, disabled and abused for supports. The committee has also a given roles in forming and strengthening school clubs, mobilizing resources through coordinating community members, parents and other stakeholders for school enhancement , supporting to form counselling office in schools and help student to get counselling advices.

Roles of Health Office Executive Committee of Woreda 8 CBMSC-CP

According to P7, the role of the above committee are: creating awareness to the community about the importance of birth registration with close collaboration with health extension workers, facilitate cooperation between health centres and vital registration in order to get the newly born children for registered. Creating awareness and facilitating trainings on child violence and helping those abused children to get the necessary support. Giving support for women to give birth on health centres, creating awareness to the community about maternal care and support, creating awareness for the community about children with disability and facilitating to get support. Work with legal bodies by giving reports about those subjected to violence and sexually abused, facilitate free medical service for those children who can't pay, work closely with school clubs in order to give support and enhance different types of health packages from which the school children are benefited.

Roles of Communication Office Executive Committee of Woreda 8 CBMSC-CP

According to K1, the major roles given are :giving information through brochures, radio, TV, newspaper for Woreda administrative staffs , community and concerned bodies about what have been done and what are going to be done by the multi stakeholders' committee .

Roles of School Clubs and Out of school clubs executive committee of *Woreda 8* CBMSC-CP

According to P8, the major roles given are :creating awareness to the students through schools Mini Medias about child protection issues, creating awareness for the community based on the thirteen UNCEIFE child protection indicators, and conveying child concerning message to the students in schools. They have also a given role in giving training for school clubs about child protection, working with the *Woreda* child parliament in order to awareness the community about child protection. Moreover, help and enable school clubs to create their own income generating mechanism to support vulnerable children in schools, and report to the concerning bodies about any violence on children in the *Woreda*'s schools.

Roles of the *Woreda 8* Head

According to P7 ,the role given are :giving recognition and decision for any activities undertaken by multi stakeholders committee, attending in various multi stakeholders' committee meetings and trainings and giving the necessary administrative support, follow up any activities undertaken by the multi stakeholders committee, checking reports and give comments accordingly.

Roles of *Iddir* Coalition Executive Committee of *Woreda 8* CBMSC-CP

According to P4 ,the major roles given are: preparing awareness raising programs to all members of *Iddir* coalition about child protection issue based on the thirteen UNICEF indicators, facilitating and arranging to get capacity building trainings for all *Iddir* coalition committee members. Preparing programs and mobilizing resources from members of *Iddir* to support orphans and other vulnerable children, giving educational and material support to vulnerable

children in the *Woreda*, and administering non formal schools with close collaboration of project committee.

FSCE Project Committee

According to K2, the role given are: giving a chance to get education for those who can't pay, helping families of vulnerable children to engage in income generating activities, and administering non formal school in close collaboration with *Iddir* coalition.

Roles of Legal and Justice Office Executive Committee of *Woreda* 8 CBMSC-CP

According P2, the roles given are: preparing an awareness raising programs for the community about the importance of birth registration, give free legal service to vulnerable children, and enabling the legal systems to keep the rights and interest of children.

Roles of Vital Registration Office Executive Committee of *Woreda* 8 CBMSC-CP

According to K1, the roles given are: create awareness on the importance of birth registration for the community, give birth registration certificate for newly born babies and for those who do not have it.

***Woreda* 7 Multi- Stakeholders Resource Mobilization Sub-Committee**

Based on P13, the subcommittee is directed by the *Woreda*'s micro and small enterprise office executive committees and collect various materials and raise fund for the child protection program.

***Woreda* 7 Multi-Stakeholders' Awareness Raising Sub- Committee**

As per K3, the subcommittee is directed by the *Woreda*'s capacity building administrative office executive committee and plays community awareness creating role on various child protection issues specifically based on the thirteen UNICEF indicators.

Woreda 7 Multi- stakeholders' Care and Support Sub -Committee

According to K3, the subcommittee is directed by the *Woreda* health office administrative office executive committee and its main roles are giving psychosocial and economical support to those vulnerable children found in the *Woreda*.

Woreda 7 Multi -Stakeholders Educational Head sub-committee

According to P12, the sub-committee is directed by the *Woreda* educational office executive committee and arrange awareness raising programs for students and families in schools about child protection with other sub-committee. It also plays a great role in facilitating active community participation in child protection issues.

Woreda 7 Multi-Stakeholders Elderly Advice Sub-Committee

As per P14, the subcommittee it is directed by the *Woreda* legal and justice office and community policing office executive committee and plays the roles of minimizing and resolving family depart, child migration and children under law due to family conflict and disagreement.

Woreda 7 Follow up and Support Sub-Committee

According to K3, the subcommittee it is directed by the *Woreda* Women, Children and Youth Affairs Office and FSCE. It plays the role of monitoring activities and giving holistic supports related to child protection.

4.4 Intervention Techniques and Service Provided

4.4.1 Major Intervention Techniques

Though there are contextual differences between the structures of the CBMS-CP Councils in *Woreda 8* and *7* Addis Ababa area, the basics are more or less similar in terms of

addressing child protection activities. As a result, primary data gathered about intervention techniques from participants of both research sites are summarized and presented as follows:

Table 2. The Major Intervention Techniques

Major Intervention Techniques Followed in Research Sites
Community Conversation programs on the twelve UNICEF indicators
Using <i>Iddir</i> meetings to educate the community and mobilize resources
Capacity building training for executive committee
prepare workshop and sanitization programs for the community on child protection issues
Care and support mechanism for vulnerable and orphans and their families/guardian
Strengthening school clubs and women organization to create their own IGA for vulnerable students.
Building the capacity of <i>Iddir</i> coalitions through training and material for supporting vulnerable children.
Building the capacity of religious institution with training and material in order to support vulnerable children.
Enable <i>Iddir</i> coalition to create their own IGA for orphans and OVC.
Model parenting skill training for guardians, parents, members of family and teachers.
Peer to peers education in school on various child protection issues.
Use Self Help Group (SHG) programs for vulnerable children's families
Prepare panel discussion on child protection issues and celebrate annual children day in order to create awareness and get wide support at community and national level.

4.4.2 The Major Service Given

The service provided by both research sites committee are based on the initial findings in assessing the presence and magnitude of child protection problems in their respective *Woredas*. The criteria was taken from the thirteen UNICEF child protection indicators and both *Woredas* have found the existence of the twelve indicators except landmines, explosive remnants of war and small arms. Accordingly, both prevention and rehabilitation intervention have carried out to response on child protection issues.

4.4.2.1 Giving Birth Registration

As per K2, they have created awareness for the community on the benefit of birth registration by conducting Community Conversation programs (CC) through health extension workers, women's organization and police. The awareness also created in *Iddir* members meeting. He also added the following:

Even my five children didn't have birth certificate but after I become member of multi-stakeholders' committee and aware about the UNICEF indicators, all of my children have now birth certificate.

His idea also strengthen by P8 that they have arranged a structure for schools found in their *Woreda* ,not to register children who do not have birth certificate.

Apart from awareness creation, both *Woredas'* key informants described that they have created a network and referral linkage through health extension workers, with health stations and vital registration office. With this, when children get birth in any health station of the *Woredas'*, the health extension workers report to the *Woredas'* vital registration office and without any condition, those children have got birth certificate.

P3 described their activities as:

We are employee of the *Woreda* health office and our major roles are to teach the community through community conversation about maternal and child care, area sanitation and personal hygiene, about HIV/AIDS, and engage when national call for vaccination announced. However, once the formation of the multi-stakeholder council in our *Woreda*, by getting basic training on the UNICEF child protection indicators, we have also involved to educate the community about child protection.

In describing the awareness given, P6 said that police has five groups and each group has at least seventy community member. Then the police men give awareness to the community under them. On the other hand, the *Woreda* health office has assigned twelve health extension workers who have trained to teach the thirteen UNICEF indicators. Accordingly, each extension workers have thirty community members under them and by using modules prepared by FSCE, they educate their groups. In return, those groups aware the rest of the community around them. Moreover, if the health extension workers get a child who has been abused/exploited, they report to the committee or to the police office to handle the case. But if he/ she needs medical treatment, the committee cover the cost.

Another participant who is P15 described that their office gives free legal service for 19 vulnerable children families. This includes legal advice and facilitating the legal process to get a quick and fair response.

4.4.2.2 Educational Support and Trainings

Educational Support

According to K2, the non-formal school, which was under FSCE administration, has already transferred to the *Iddir* collation and project committee. Similarly, key informant from

Woreda 7 educational office has shared their idea that from three of the non-formal school presented in the entire Akaki kality sub city, one which is found in *woreda 7* has transferred to *Iddir* coalition. Both key informants further describe that those non formal schools have arranged to teach up to grade three. Mathematics, English, Amharic, Environmental science and Aesthetic are courses that have given and seven is the minimum age to receive students. In describing the importance of non-formal school to poor children, K2 said as:

The school system can tolerate its students if they are absent to class and it also admit them any time if they are late. The committee even go to their home to ask the reason for their absence and assist them to get back to school. The system is more suitable for them than the formal school and take in to consideration their situation.

Asked about source of their budget for administering the non-formal school, P4 described that since they haven't yet created permanent source of income, FSCE Addis Ketama office deposits money on their account and they take the responsible to manage it. However, study participant from *Woreda 7* said that the *Iddir* coalitions and multi stakeholders' committee are fully budgeting and administering the non-formal school.

Both K2 and P4 stated that every year they have supported educational materials for poor students found in the non-formal school. Accordingly, this year with five volunteers, they have already conducted a door to door random assessment and register 220 poor students who need educational materials support for next year. Moreover, on holidays, they have an experience of preparing a lunch program for students in none formal school and by the end of each semester, they have also given a prize for those students who scored high rank.

In describing the awareness program in schools, P6 said that they select three schools, two governmental and one non-formal schools, and drawn ten students from each schools for giving training on child protection issues. Then these representatives from each school will held peers to peers education and have a discussion with the rest of the students found in their respective schools.

During my non participant observation, I have attended one session held at *Woreda 8* non-formal school in educating their students on one UNICEF child protection indicators, which is child trafficking. This trend in schools have been hosted by the school teachers and it has been held every fifteen days for two hours in the afternoon. At the end of each session, there will be a refreshment program provided by FSCE for those students and teachers. Moreover, I have observed the school compound of the non-formal school including its library, class rooms, discussion room, entertainment room for the entire *Woreda's* children and the playing ground.

I can be a witness on the importance of community conversation program and peers to peers discussion in schools for bringing attitudinal change and action taken. To this regard, I have got on case at the time of data collection that one child whose age is 15, reported to her teacher that she has been rape for many times by her brother who is living with. As she stated her terrible experience, she told to the teacher that he has been using condom for unwanted pregnancy. Soon the committee got the information, they reported to the police and take her for medical check up to Gandhi hospital. The committee have told me that this has done in secrete specially from her brother since he might escape. After the result, the next step will be to catching him for legal measure and see other options for the child's future life.

P5 said that their major focus is on schools though they have also involved in every activities of the stakeholders. They give uniform and educational materials for poor children.

They also supports schools to form school clubs like girls clubs, HIV clubs, gender based clubs, which give awareness for students on child protection issues. Moreover, they try to create contact with children who dropout from schools and get them back by addressing their problems.

K1 expressed the service they have given as:

The big problem why parents/guardians do not send their child to school is that they use them to bring some income or work at home. Therefore, one of the mechanism what we do is, to organized these families and engaged them in small income generating activities like baking ‘*injera*’, selling at ‘*Gulit*’ and others. This is to compensate the labor and small income of their children. Accordingly, we have organized 20 single women who are the poorest of the poor and given basic business skill training. Then after FSCE deposited a seed capital in the form of loan of birr 48,500 in the name of their account to create their own job opportunities. These women have also learning a saving habit and deposit ten birr every fifteen days from the income they generated.

During my focused group discussion made with participants at *Woreda 8*, Addis ketema, they told me that they have seen some of their neighborhood who are in a very lower economic condition have got help by the committee and start their own small business and improve their life. Moreover, among my focus group participants, two of them have got the chance to send their children to the non-formal school and get free educational support. The participant also added, the committee have promised to continue their educational support to their children even after they will transfer to formal schools.

Asked about their activities at schools, P8 said that as she is a teacher in one preparatory school nearby *Woreda 8* and a committee member in CBMSC-CB, they are creating awareness

on child protection to families of their students through Community Conversation programs held at schools and through their school clubs, they also educate their students about child protection issues and HIV/AIDS. She also stated the experience of one elementary school in their *Woreda* that it provide sanitation pad for female students through their girls club.

P8 added:

When we get female students who stopped at night on the street to make what they call it 'business', I have contacted them on the next day in my office and give advice on the adverse consequence of their act. Besides, I encourage them to get vocational training by covering the cost for generating some income. Though the students have already oriented about their wrong act, they mostly refuse my idea since they take this option as a long way to go and prefer their "business" activity as a short cut to address their basic problems. Or some of them prefer to interrupt their school and go to Arab countries.

On the other hand, K3 expressed their experience in schools as:

Because of economic problems, there were many children who stay at home without education. So, the committee created contact with private schools and 50 poor children are able to get free education in this year. We have also giving educational support for students in none formal school found in our *Woreda* and it has a capacity of receiving 200 students in a year.

In relation to schools activity to child protection issues, P12 described that their office don't has fixed budget for this purpose. Even their working manual indicated that 2% percent of their office total budget should be spent on HIV awareness raising programs in schools but

practically this hasn't done so far. With this, he stressed the importance of the activities of CBMSC-CP.

P12 also added, as one of the intervention techniques to celebrate annual children days, in this year they have celebrated the day by participating many children. They are also able to form a child protection clubs in five schools. Besides, five times discussion was held with sixteen executive committee of CRC (Child Right Convention), which structured at governmental level in their *Woreda*'s, and in collaboration with Hiwot Integrated Developmental Association, the executive committee have given a capacity building training for two days to community based multi-stakeholders committee.

Asked about the committee communication with families of students, P12 described as:

There is a Parents, Students, Teachers association in some of our *Woreda*'s schools, which is closely working with the school community and the association enables schools to be child friendly which practically is peaceful with clean drinking water, separate toilets for boys and girls, convenient rooms and school compound, etc. and supports children from destitute families not to drop out of school.

Trainings

As per P5, two days life skill training was given for children who are representatives of the selected primary schools child club. The training helped the leaders of the club to have skills and knowledge that can enhance their assertiveness, decision making and capacity to provide support to other club members through regular discussion sessions.

Asked about the training given, P6 also said that two trainers of training on positive child disciplining and parenting skills was given for selected model parents from their *Woreda*'s with

the objective of equipping the skills to some opinion and community leader to transfer the training to large community groups. As per the training and assignment given for the model parents, they have identified parents in their respective areas and provided the skill training for the community members in their respective villages. With this, in *Woreda* 8 the model parents established 15 groups with a member of 570 parents and provided the skill training on positive child disciplining and positive parenting skills in six sessions for each group.

P13 stated their contribution in child protection activities as:

Our supporting mechanism is not simply giving materials and financial supports to vulnerable children and their families. But our activities extend to give basic business skill training for those families who have the capacity to work. With this, by organizing families, we have facilitated to get them loan from Addis Micro and Credit Association and created them network of business with other business organizations. However, to get a credit facility, the groups are expected to save 20% of their loan at first. This may be difficult for those who have nothing. In this case, FSCE will help them to deposit this initial deposit.

4.4.2.3 Support of Community Based Arbitrators

As per P14 discussed the importance of this committee as:

We are a collection of people from the community who have different social strata and give volunteer service to address child protection in our *Woreda*. Our role has more of a prevention aspect. Through using elderly adviser, we try to reach in to agreement between children and their family when conflict arises, which resulted in runaway children from their home and even committee crimes. Moreover, we give advice for those

children in our *Woreda*'s who have shown misbehavior. We have also recreational center for children to spend their spare time in it rather than unwanted places.

As expressed by K2, there is a similar experience in *Woreda* 8 that in this year elderly's advice has given for 61 male and 17 female children. There is also a recreational center at none formal school.

4.4.2.4 Orphan Support Program

There are orphan support program in both research sites and this has done through supporting basic needs for children who have a guardian or looking for kinship/foster care for those orphans who don't have guardian. With this, K2 and P4 stated that they have given some money, various basic materials, and vocational training for orphans who are living in their *Woreda*'s. With this, the committee deposited some money every month in a minor account opened with the name of orphans and they also give some money for their guardians. Moreover, all the committee are participating in awareness raising programs for the community to give care and support for all orphans found in their *Woreda*'s.

K4 expressed that they have given social, economic, psychological support for 952 orphans, free medical support for 6 orphans, legal supports for 15 children and found foster care for 2 children.

4.4.2.5 Children with Disability Support

Based on the baseline survey, the percentage of children with various disability holds 9% from the total of child protection problem in *Woreda* 8, Addis Ketema area. As P6 said that they have engaged more on awareness raising programs regarding children with disability in their *Woreda*'s.

On the other hand, K4 said that they have given various educational and psychological support for 7 orphans in *Woreda 7*, *kality* area. Moreover, in collaboration with Hiwot Integrated Development Association, one wheel chair has donated to an orphan. They have also given awareness raising programs for the community to support children with disability.

4.4.2.6 Prevention and Response Support for Children in Emergency

Children in emergency situation is among the thirteen UNICEF child protection indicators and it has been contextualized in both research sites. Accordingly, K4 and P6 stated that previously there were places which identified as a number of car accident existed and children were the major victims. With this, the child protection committee in both *Woredas* identified these places which traffic police officers didn't assign and play their role at the time of children in and out from schools. Moreover, if any accident occurs, they immediately take action to save the life of any children.

Besides, P6 described that in *Woreda 8*, *Addis Ketema* area there is a river passed by a village and a lot of children living there. This river have been a frustration for the villagers especially for their children. Then, through community conversation programs, the committee have continually aware these people to give care for their children. Though it was not implemented, the committee have also a diversion plan to build recreational center with playing ground for these children. However, the *Woreda's* administration has not willing to give land for the action.

4.4.2.7 Response to Child Trafficking/illegal Migration

P10 described their office formation that it has started working since August, 2013 after the baseline survey made by the multi-stakeholders child protection committee in *Woreda 8*. Result showed that child trafficking/illegal migration are among the top child protection

problems in their *Woreda*. Then, Save the Children has sponsored their program and started their work. With this, the office has three main objectives:

- A. Reintegration of trafficked children to their families.
- B. Handing over of traffickers to the police for legal measure.
- C. Doing community conversation programs to increase awareness for the host community and for *Woreda 8*, Addis Ketema area community.

In expressing the problem, P6 said:

Regarding child trafficking/illegal migration, the children have come here whether by brokers or with their families or by their own. In any of the cases, most families are cheated by their own relatives or brokers that their children are going to get a better job opportunity or a better education in the city. There are also pull factors which attract children to come to Addis Ababa by their own.

As per P6, in continuing his discussion about the formation of the stakeholders', he said that two multi-stakeholder committees were formed to child protection. The *Woreda 8* community based multi-stakeholders' committee is the one which was formed first. Since child trafficking/migration is among child protection indicators by UNICEF, when the *Woreda 8* committee started their interventions, they found out that the importance of forming another committee which has directly involved to addressing this problem. Then the anti-trafficking/migration committee has been established in the bus terminal and it incorporates nine committee, i.e. transport authority, long distance association board representatives, long distance association manager representatives, the small and the big terminal activities controller, loading and unloading association, assistance, drivers and cashiers association, Addis Ketema police, public transport bus representative association and bed renter association.

Dec, 2014 six month report showed 450 children who are victims of trafficking and/or migration has been intercepted by the stakeholders and the community groups and reported for child protection services to FSCE and police.

Table 3. No of children who have been trafficked/migrated and their origin, Dec 2014, report

	Region of Origin	Distribution of children by Sex		
		Male	Female	Total
1	Tigray	3	-	3
2	Amhara	48	61	109
3	Oromia	132	68	200
4	SNNPR	66	50	116
5	Gambella	-	1	1
6	Hareri	9	-	9
7	Addis Ababa	4	7	11
8	Dire dawa	1	-	1
	Total	263	187	450

As per the above table, most of the children have come from Oromiya, Debub and Amhara. According to the data found in the office, 182 children have intercepted and reported by A/ketema police, 236 children by transport sector, 14 children by *Woreda* 8 multi stakeholder committee, and 18 children by various NGOs.

I have observed the two temporary shelter found at ‘Kuwas Meda’ area which is found in the *Woreda*’s police station. The previous shelter has two rooms, one for male and one for female, and one toilet. Its office was at the long distance bus terminal found in Autobis Tera but

now a new building has been built with an office, two additional bed rooms, one recreational room, and two toilets.

According to K1, the Amrbaminch, Dita and Chinchu *Woreda* awareness raising program for five days is the best experience regarding working on the source of the children who have been trafficked. They have taken video which shows the worst situation of trafficked/migrated children in Addis Ababa and educate the host community to hold their children with them rather than benefiting those brokers/trafficker in the expense of their children . As k1 further described that previously those children who were engaging in waving of traditional cloth in Addis Ababa have come from this area. But now any person who has children with him/her while he/she got out from this town, should have a permission letter from the *Woreda* administration. With this, the migration rate have been significantly decreasing and the committee has also planned to repeat same experience in Jimma town specially Dodoye *Woreda*.

As per P10, apart from awareness raising and sensitize the community to prevent and protect children from being trafficked/ migrated, giving trafficked/migrated children vocational skill trainings and engaged them income generating activities was taken as one measure to protect from further abuse/ exploitations. Accordingly, in 2014/2015 fiscal year, 60 children have attended vocational skill training in three fields, 20 in hair dressing and beautification, 25 in sewing and the remaining 15 in shoe and leather designing and making. The children are attending six months training and two days basic business skill and entrepreneurship training was also given for them.

Asked about their communication with the brokers, P2 described as follows:

There are a number of brokers who exist in our *Woerda* and we found that their activities are not restricted to connect employer to employee but they are also engaged in illegal activities like engaging female children in bars as a commercial sex worker, as a domestic servants or other child exploitation activities. So, collaborative work has undertaken with madams, and brokers to stop their illegal acts or if not to take corrective legal measures.

He also added:

With this, we insisted them to report to the police or to the committee when they got other brokers who engaged in such activities. For the successful work, we created a referral linkage and assigned one police man for each 'ketna'. In police there is what we call "communication time" once in a week and we have arranged to join those brokers with the 'Ketena' police to discuss on what they got and their challenges.

On the other hand, asked about the situation of child trafficking in their *Woreda*, K3 said that child trafficking/ illegal migration is not directly observed in the *Woreda*. However, there is a Menahariya, bus terminal existed in the neighborhood *Woreda* and they have found trafficked children on the street or reported by the community. In such cases, with the help of police, they have reintegrated these children to their families.

As all study participants described, FSCE as one stakeholder in the council is working in providing psychosocial support, accommodations, covering transport for the children, as well as building the capacity of the council materially, financially and technically.

4.4.2.8 Rehabilitation Service

As per the document I reviewed from safe home service project, the overall objective of the project is to improve the wellbeing and participation of children through strengthening child welfare structures, and rehabilitating and reintegrating victim children's of sexual related problems in all the multi-stakeholders' project area. Most of children rehabilitated in safe home are selected from the night our reach made, from bars and local drink houses that the multi stakeholders' committee have registered. Previously, there were three safe home houses found in Addis Ababa and kality area under FSCE but now there is only one safe home found at kality area since FSCE restructure its organizational structure and merge those safe home in to one. Asked about their role in the night outreach program, P2 express the process as:

Police associated the presence of street commercial sex workers with the existence of criminal activities. So, we always run away these children/women not to stand on the street.

P2 continued his discussion that in the process of doing a night outreach program, we have two major roles. Firstly, three polices are assigned with the team in order to protect the team from any attack and another purpose of the police is to participate in registering those children who are willing to get in to the rehabilitation center. However, it is difficult and time taking to convince those girls to bring to the center. After get in to the center, even some of them are interrupted the training or some are finished the training but get back to their previous life. He said:

One child I remember ,after joining the rehabilitation center and finished the 8 months training with sewing and designing and started a job, when we patrol at night, which is the usual work as a police man, we found this girl on the street again.

Asked about the mechanism of selecting sexual exploited children to safe home in their *Woreda*, K1 express the process as:

In our area there are a lot of local drink houses and children are working there. So, we created a contact with the local drink house owners and have continues discussion in order to educate them that employing children in their business houses is a wrong act. Then our next step was to convince those children to bring them to the rehabilitation center. With this, in this year 35 children who were working as commercial sex worker have joined the center and graduated and get job.

The previous key informant's idea was also supported by P13 that they don't have an outreach experience in their *Woreda* but when the community, the stakeholders' or police bring child commercial sex workers to the committee office, after convincing them there is a trend of taking to safe home.

It was pointed out that the purpose of the rehabilitation center is to take out children from worst of child labor and to reunify/ reintegrate to the community or to their families and make them to get a safe employment opportunity.

The process of a night outreach program and the rehabilitation center experience described by P9 that by the involvement of all the 14 stakeholders' committee, the process started with mapping, which is locating where commercial sex workers are presenting. Then, identification process was next, that is information about child might be involved in this activity. This process include undertaking a night outreach from 3-6 o'clock at night for three days. The committee divided in to two groups and register those children between the ages of 14-18 that they found on the street. Then those who are willing to join to the rehabilitation center will report

to their office by next day. This process is called withdrawal. Finally the committee have taken them to the rehabilitation center which they call it a safe home.

Continuing her discussion, P9 said that the pre rehabilitation process started with giving their basic needs. There is an intake form that the social worker are going to fill, which indicate the information that she gets in the need assessment process. Through this process they identify those who need medical treatment or immediate psychosocial support. Then she prepare an individual treatment plan which includes the children vocational interest. Then the rehabilitated children start vocational training as per their need and parallel continue getting the counselling, which is an interim care and support.

Finally, after the children accomplished their training programs and get the job, those who have interested to reintegrate to their family, have done that with the help of the social worker found in safe home. Otherwise, they reunify the children to the community by giving basic house materials, and paid a 4 months house rent. The follow up process also continues until they become enough self-sustain.

Six month report on Dec, 2014 shows that the rehabilitation center received 23 sexually abused and exploited girls. The center gives psychosocial support, vocational skill training, shelter, and accommodations for eight months. The children were graduated from the program and reunified/reintegrated with their families and with the community.

Moreover, I have observed the only safe home found at kaliti and it's a quite villa house with lots of rooms. It has children and house mothers bed rooms, kitchen, TV and meeting room, offices, toilet and bathroom. During my visit, I have found only two children in the safe home since the remaining ten have go out for training. But the social worker has told me that the center

has a total capacity of receiving 28 children. Presently, the rehabilitation center has three house mothers, two community workers, one social worker and one counselor.

4.5 Community Participation in the both Research Sites

4.5.1 Participating the community in planning, problem identifying and problem solving processes

Asked about the importance of community based multi-stakeholders' approach to child protection, P9 described that the previous experience in child protection was, every NGOs has undertaking its part by its own and this has put the sustainability of the program in question and the scope becomes limited. Here has come the significance of forming and implementing community based multi stakeholders' approach to child protection.

P6 expressed the community is participation in various ways starting from the planning, problem identifying to problem solving through *Iddir* collation, women's organizations which is under Women, Children and Youth Affairs Office. Children are participating in child protection activities through school clubs. The CC is among the strategies through which the community participate in child protection and they take out their problems, suggest solution and agree to work together.

K1 also described that the community are the one who showed their problems through base line survey and they also discussed the result of the findings through community conversation. It also participate in the process of planning through *Iddirs*, and various organizations like police, health extension workers and women's organizations (*aderejajet*).

The community participation has also described by P2 as:

I believe the community is taking out its own problems by their own through the baseline survey. Besides, in the process of selecting those target beneficiaries, the ‘*setoch adierjajet*’ or women’s organization played a great role since they come out from the community and know the people and their problems very well. Moreover, when there is a workshop and training for the community, the committee are paying a transportation allowance. From the allowance, the community contributed some amount to child protection purpose.

The community participation also expressed by K4 that by taking the experience of Dessie, which is every person who has come to the *Kebele* for any case should pay one birr for child protection purpose, the committee gathered families of non-formal school students and the *Iddir* members and discuss on what they can do for the future to help their children. With this, all the families have agreed to contribute 0.50 cents per month. FSCE has also deposited 8,000birr in the account opened by the community representatives.

In expressing the community participation in problem identification, K3 said that even though the committee didn’t conduct a baseline survey, they collected some data about who are vulnerable children in their *Woreda* from those NGOs like FSCE and Hiwot Integrated Developmental Association, the general assembly has its own information which consists of Iddis, elderly and investors, “*setoch aderejajet*” also bring those who are vulnerable. Moreover, the *Woreda* has nine *ketenas* and each of them has one cabinet. Then the child protection committee create a contact with those cabinets and announced to apply those vulnerable families in their *ketena*’s with application letter indicating their problems, a copy of their and three

witness ID card, and their signature and accompanied by a support letter from their *ketena* cabinet.

K3 also stated that they have seen much change in the community about child protection issues in their *Woreda*. Now the community has equally participate with the committee and support them in kind and money. Since the area is an industry zone, the committee have found many investors who promised to work with them and some have already started giving their support. Apart from those investors, the rest of the community have given various resource to the vulnerable children like clothes and educational materials. The community also quickly report to the committee or to the police when they see any child protection problem in their *Woreda*'s.

K4 described the community participation as:

Community participation has highly expressed through *Iddir* coalition. Eleven *Iddirs* are organized and opened a grocery and butcher house. Then from the profit that they got, they contribute money and other educational material to vulnerable children. Moreover, they feed lunch from Monday to Friday for those who are highly vulnerable children at schools. The *Iddir* has also takeover one non formal school from FSCE and administer it by its own.

During the focus group discussion, one participant from *Woreda* 8, Addis Ketema area said as:

The participation of the community has improving from time to time regards to child protection. I am happy to contribute what I have to the child protection purpose, while the *Iddir* leaders have asked us to contribute. After all what they have been doing is just for us.

Another focus group participant from *Woreda 7*, kalitey area added:

If I have seen children are exploited in my neighborhood, I couldn't simply left the action like before. I have brought attitudinal change now. I have tried to consult the situation with those who did the wrong act, otherwise if the case is serious, I immediately report to the committee or to the nearby police station. Besides, I have got more understanding on what should be the role of parents.

4.5.2 Community Resource Mobilization

P6 stated that there is one elementary school called “Bitwedid” and most of the children have come from the poor family and some are even the children of Mendicants. The committee gathered teachers of the school to contribute some amount of money in a regular basis. Then with that money and with the support of the committee, children have started to eat their lunch properly since most of them are come to school with empty stomach. Moreover, they have what they call “*muday*” program on every Monday, Wednesday and Friday and all students put few cents in the “*muday*” and support this lunch eating program by themselves.

She also added about the committee participation to the child protection activities as:

What we did was, FSCE paid us 50 Birr allowance of transportation for each stakeholders' while we have a meeting once in a week. From this allowance, with own initiation, each of us contribute 50 Birr per month and open an account in the name of three representatives. Then with this contributed money, we support educational materials for poor students. Moreover, the motivation of the *Woreda* staffs to participate on child protection issues has now improving and this year we give educational material support for 65 poor children by the support of these staffs.

On the other hand, K4 stated that the committee has opened an account in Addis Savings and Credit Association with the permission that they got from the *Woreda* administration and print a receipt both to collect and withdraw money for child protection activities. Each stakeholder have the mandate to collect money from the community but the *Woreda* Micro and Small Enterprise office has taken the responsibility to fully engage in this activity. Cash that is collected from the community has been deposited in the account and when there is a child to be supported, in order to withdraw the cash, a decision should be made by the whole committee in every 15days meeting.

Asked about the deposit mobilization trend, P13 described that the Micro and Small Enterprise office engaged in creating job opportunity through organizing of poor people and facilitating loan. The office also creating network of job opportunities with various organizations and institutions to the organized people. Moreover, they are involved in collection of wealth to child protection purpose. For example in ‘dagmawi tinsye’ they have prepared a lunch program for 115 poor children and invited 200 investors to participate in their activities. In this program, the committee has given various clothes to these children. With this, the committee have promoting its activities on one hand and collect 14,675 Birr on the other hand. Many investors have also promised to give resources in kind and cash.

Document reviewed also showed that, based on the 6 month report in 2014/2015, the *Woreda* 7 multi- stakeholders child protection committee has collected various resources in cash and in kind. Accordingly, various educational materials for 231 poor children, clothes to 93 children, free education in government school for 15 students and for another 14 students in private schools, 500k.g rice with a total cost of 8,500 Birr and collected cash with a total of 88,000birr.

Moreover, K2 described that FSCE has bought an Automobile for *Iddir* coalition to generate their own permanent income and benefiting the vulnerable children out of its profit.

4.5.3 Issue of Sustainability of the Programs

According to K2, if they are allowed to open an account in the name of the council, by keeping the 0.50 cents contribution from the community and start to make money with the Automobile that FSCE bought to *Iddir*, the sustainability of child protection activities will be secured even FSCE phase out.

P1 also said that though it's challenging without having their own account, the main thing is having commitment on their work and they can continue their awareness raising programs and collecting resources in kind.

Asked about the sustainability of the approach and their activities if FSCE will phase out, P13 described that their experience at first as Micro and Small Enterprise office in the multi stakeholders' council activities were restricted to offering their skills. But after the opening of the account, they are much involved in deposit mobilization activities. She believes that it's good to use the financial support of FSCE until it exists but if it is phase out, they can move on by their own since they are building a good relationship with the community and the *Woreda* administration. She strengthen her idea by saying, 'FSCE has participating as one stakeholder and our dependency on it has now decreasing'.

Issue of sustainability also described by K4 as:

For the sustainably of this system, involvement of the government has played a great role and this is what we are doing. Since the ownership feeling has already created with in the community, I guess the activity will continue even FSCE will phase out. In addition,

every cabinet found in the *Woreda* sectorial office are contributing 1% of their salary to the child protection purpose.

4.6 Challenges the Council Encountered

- Unable to open an account in the name of *Woreda* 8 community based multi stakeholders' council.
- There is gap concerning monitoring and evaluation of the activities since all the stakeholders' are working voluntarily and the chairpersons don't have strong mandate to push the committee and report timely.
- High staff turnover from both the sectorial office and from FSCE in both research sites.
- Limited budget in implementing what have been planned specially in *Woreda* 8.
- Double responsibility and limitation of time to involve more on the multi stakeholders' activities in both *Woredas* '.
- Dependency syndrome in some targeted group that they always expect something from the committee rather than involving themselves in some income generating activities.
- The complexity of child protection problems in *Woreda* 8, Addis Ketema area since the presence of bus terminal make the area so confined and many criminal activities have taken place.
- Dependency of the committee in financial, technical and administrative support on FSCE.
- Political bias and interference of *Woreda* 8 administration in the activities of the multi-stakeholders committee.

- Challenges to bring commercial sex worker to the rehabilitation center in both *Woredas*.
- Sometimes the community hide criminals who bring abuse, violence and exploitation on children.
- Challenges in interrupting of training in some children at safe home.
- Transportation fee, food expenses and safe home house rent are increasing from day to day.
- Low educational background of children for training in safe home.
- There is a problem in implementation of the law relating to child trafficking/illegal migration.
- Limited professionals at safe home and child trafficking/illegal migration unit.

Chapter Five

Discussion

This part of the research discussed the major findings obtained using different data collection tools from the study participants in line with the existing literature on the issue.

5.1 Discussion on Roles of Committee of both the Selected Research Site

The concept of community based approach has two dimension, which is involving the community in activities of child protection and working with governmental office at a grass root level. As the findings indicated, those sectorial office that are within the structure of multi-stakeholders' council have their own sectorial roles given as the government office. On the other hand, those sectorial offices have roles given within the child protection structure. Before the formation of the multi-stakeholders' committee, most government offices assumed the issue of child protection has left for the *Woreda's* Women, Children and Youth Affairs Office. However,

after the formation of the council, child protection issue become one part of their role which is undertaken voluntarily. With this, every sectorial office with in the stakeholders' committee have sent one representative to undertake this function together with other stakeholders. All executive and sub-executive committees have taking a training by FSCE and the *Woreda* Women, Children and Youth Affairs Office to sensitize their knowledge towards child protection before they have involved in the community and perform their given roles.

With this, the executive committee coordinates and monitors the implementation of the strategic plan of the council , mobilizes resources from the community and child focused organizations, suggests sustainable interventions that address the priority issues of child protection in the *Woredas*' , and reports on the situation of children. On the other hand, each of the sub-committees give quarterly reports to the executive committee, report if there is any children who needs immediate support , engage and suggest any workable and sustainable intervention to the executive committee.

As per the above discussion, I understood that there is a formal structure developed by the council and this implies activities/interventions are undertaken in an organized and systematic manner. There is a strategic planning to undertake and there is also a guideline to follow. The structure also tell us that there are a specified and clearly stated roles given and each stakeholders' have a responsibilities to perform. The specified roles given also tell the division of work among the committee towards a great achievement. Even though those sectorial office committee have their own roles given in their respective *Woreda* offices, child protection activities have undertaken smoothly since there is coordination and cooperation of work among the stakeholders'. Working voluntarily also indicates the devotion/commitment of each committee to child protection activities.

The formal structure and the role given also indicate that there is sharing of responsibilities among stakeholders' and they can efficiently address the holistic needs of vulnerable children. I also understand the importance of the training given in building the capacity of the committee to carrying out their child protection interventions. According to ANPPCAN report (2011) in describing the conference held among seven East African delegates on the national child protection system, the participant have reached a widely acceptable agenda on system approach towards child protection that it is the best option as far as protecting children is concerned. With this, the system based structure of the council in both research sites is relevant and crucial to child protection activities.

5.2 Major Child Protection Problem in the Research Sites

The finding in *Woreda 8*, Addis Ketema area, showed that having no birth certificate, children in emergency, sexual abuse and exploitation, child labor, and child trafficking are the top five child protection problems in the *Woreda*.

On the other hand, according to the primary data collected, among the major child protection problems in *Woreda 7*, kality area, having no birth certificate comes at first. Accordingly, the *Woreda* administration passed an enforcement to the community to take out birth certificate. Another child protection problem in the *Woreda* is child violence ranging from physical to psychological. Moreover, poor parenting has been indicated among the major child protection problems in the *Woreda* since the area is an industry zone and many parents spent their time at work.

According to Wessells, Kostelny, and Ondor (2014) a study conducted in Kenya showed that the major child protection problems were out of school children, sexual abuse and exploitation, and early pregnancy. Other harms that were frequently identified were: alcohol and

drug abuse, poor parenting (e.g., parents neglecting children, not providing basic needs, not sending their children to school, and not being good role models), negative influences (e.g., video halls, mobile phones, pornography), heavy labor, and child beating. The issue of having no birth registration is not a common child protection problem in Kenya as per this finding. However, it is among the top child protection problems in both research sites. This implied that except some variation, both findings indicate that there are similarities in most child protection problems in the two countries.

5.3 Discussion on the Intervention Techniques followed and the Service provided in both Research Sites

5.3.1 Community Conversation Intervention technique

The community conversation technique has played a vital role in prevention aspect of child protection activity. The community conversation sessions were consisting of different groups; children in school, youth, and adult community members. The community conversation groups were established and facilitated by health extension workers, youth associations, community police and school clubs.

Through community conversation programs, the community aware and educate the twelve child protection indicators existed in their *Woredas*, discuss their experience in child protection issues, speak out their problems in detail, educate how to help those children who have been abuse or exploited in their neighborhood and learn to report if they have seen any child protection problems in their neighborhood.

Based on the research conducted in four East African countries, Wessells, Philip and Micheles (2014) indicate that significant awareness has been raised especially in regards to child abandonment, the needs of single mothers and domestic violence and community conflict. Very

positive relations have been developed between the community and government protection duty bearers and a number of “natural child advocates” (community nurse, faith leaders, women’s group leader) have been active in leading community protection awareness raising on violence against children, intervening in domestic violence, and creating family protection “contracts”. With this, I understand that the intervention areas and techniques used by community based multi-stakeholders committee in response to child protection have similarity with the study made by Wessells and his colleagues in four east African countries.

5.3.2 Using *Iddir* Meetings, Capacity Building and Creating IGA

By using *Iddir* meetings, members will learn about the adverse consequences of each child protection indicators on the physical, psychological, and social and health problems of their children. Getachew (1998) stated community organizations as they are often viewed as small scale entities that are organized around local values and practices. Their organizational structure are simple and less complex, so that they are compatible with the social and occupational requirements of people.

It is one of the intervention technique that manifested the community participation in time when a lot of *Iddir* members gathered and aware about what encompass child protection issue, tell members the magnitude of child protection problems in their *Woreda*’s, discuss and come up to decision on what needs to be done and initiate members to mobilize resources.

As *Iddir* is one of the community based organization, the study uncovered the importance of building members’ capacity through various trainings, material and professional support and enabling them to fully engage in educating the community and make them to condemn any child protection problems in their *Woreda*’s. Moreover, the system empower this informal

organization to involve in income generating activities and contribute from the profit that they get to child protection purpose. Building the capacity of religious institution is also importance to hold the majority of the community and make them to participate in child protection issues.

5.3.3 Model Parenting Training

Under this intervention, parents become familiar with the conventional ways of child disciplining and the subsequent results on the behavior and their relationship with the child, the harm of physical punishment and effective and efficient alternative ways for child disciplining, development level of children and their behavior, positive communication between parents/teachers and children, self-control and anger management, and key principles in child disciplining.

According to Save the Children (2013) the safe families program in Philippines shows an innovative approach towards making homes and schools safe for children by scaling-up training on positive discipline and advocating for legal reform. The training has given by save the children for teachers and parents, in particular a non-violent approach to discipline, which teaches children and guides their behavior. It is based on research into effective parenting as well as children's healthy development, and is founded on child rights principles. I have found that the experience of safe families program has similar intervention techniques with that of model parenting skill training. Thus, the activity of the committee to this regards is compatible with an international intervention technique and it can be identified as one of a good experience of the council. Moreover, the finding that showed intervention on model parenting skill training improves the relationship between children with their families that directly related to building of family social capital. This can be linked with the theory of family social capital (Colmean 1998 as cited by Ferguson, 2006) which described as the relationships between parents and their

children, which encompass the time, efforts, resources and energy that parents invest in their children.

5.3.4 Use Self-Help Group (SHG) Intervention Techniques

Women of the same living status and location and know each other are organized under one group so that they can save a small amount of money they can afford every week and start taking internal loans to raise their income by supplementing their petty business, to increase their social participation in the community they live in, and to be beneficiaries of basic services without discrimination. Members of the SHG are equipped with trainings like business management, positive parenting styles, and self-help group formation. With this members are able to send their children to school, fulfilling school materials, so that the children are prevented from child labor exploitation.

In this regard, different literatures on the issue argued on the benefits and contributions of SHG program in the process of empowering the poorest women who are vulnerable, discriminated, voiceless, and who live in multidimensional problems. Among these Khobung (2012) argued that SHGs are highly functional in bringing women to the forefront of the society through the cooperative involvement within group activities and accelerates the process of empowerment. It is also believed that micro-finance, which is one of the functional branch of SHG can also empower women since it inspires the insight of strength and confidence through the growth of profits.

5.3.5 Discussion on Service Provided

5.3.5.1 Access to Birth Registration

During the primary data collection, I have found the importance of having birth certificate as; it shows the living existence of a child and it indicates the nationality of the child.

Moreover, if someone have no birth certificate ,he/she have got a problem to take out passport ,to participate in national election, to open an account, to inherit a property or even to get married. It also helps to differentiate children under justice system to that of the adult. Since having no birth certificate is the top first child protection problems in both *Woredas*’, the multi stakeholders’ committee are striving to give awareness to the community about its essentiality and much efforts have been taken to help the community to take out birth certificate for their children.

According to Zewdeneh (2008) due to neglect of birth registration system in a country level, protection of right like, the right to have the nationality, the right to know parents and get their care, the right of the child to be protected against abuse and exploitation, the right of the child not to involve in armed conflict, the rights of children conflicting with the law, the right of access to social service, and the right to participate in the political life of the country are being affected.

Those findings indicate that there is still a problem of having birth certificate in our country and the intervention which have taken by the community based multi-stakeholders’ committee is one of a good start in order to protection children from various exploitation.

5.3.5.2 Supporting Children through Access to Education

The major provision under this program are creating access to education through none formal and formal education for out-of-school children and providing tutorial and academic support for children attending formal and non-formal schools to prevent vulnerable children from different exploitation. I understand that opening of none formal schools have played a great role in addressing out of school and vulnerable children. The community based child protection committee in both research sites have recruited the most vulnerable children through conducting

a random house to house assessment and allow them to access basic education in none formal schools.

I believe the assessment mechanism is a good way of selecting those who really need help. Moreover, creating a small IGA for families of vulnerable children insures continuing of their education to formal school. According to MOE and UNICEF report (2012) Ethiopia has already implemented an ABE (Alternative Basic Education) program by taking the initiative from global out of school children saying 'all children in school by 2015'. The targeted children ages should be ranging from 7-14 and program includes: those who dropped out of the formal school system before completing Grade 4, children who support themselves and/or siblings for survival, children live in single-household-headed (father or mother) families, those who have lost their parents/ orphans. Besides, the program includes those who are denied access to education because parents or guardians require their labor and parents lack of awareness about the value of educating to their children. The community based multi-stakeholders' committee to child protection in both research sites have also undertaking this program in its none formal school which is consistent with the ABA program of the government and have contributing their part in the national initiative plan.

As per the findings in both research sites, efforts made to strengthen child protection activities also included support in terms of training, capacity building, and refresher trainings to teachers and project committees in order to improve the quality of education. Teachers in return educate their children in child protection issues. Life skill training given to representatives of the selected school clubs is also helpful to aware students in their respective school on children protection issue ,which has held regularly on every 15 days.

The study conducted by Wesless, kosteiny & Ondoro (2014) in Kenya indicated the experience of prevention intervention taken to children at school as; teachers provided guidance and education about appropriate behavior, and they monitored children's behavior. Some schools also provided pregnancy tests. Birth control methods are also given such as injections, pills, and implants.

With this, I understand that the experience of providing birth control to children at school in Kenya is a different experience with that of the Ethiopian experience at the specific research site. However, teachers given advice and educate their children on child protection issues are a similar prevention intervention taken by both studies.

The findings of the study in regards to training showed that the training provided to girls' club members on club leadership, communication, gender-based violence, assertiveness, reproductive health, psychosocial support, and life skills. Moreover, information dissemination discussion on sexual abuse and exploitation, harassment, and other child protection issues have been conducted in all girls' clubs. Tutorial support has also given to girls with poor academic performance.

The combined report of MOE and UNICEF (2012) further described that there are girls' clubs in most of the schools they conducted researches, and there is also female scholarships given for needy and the high achievers. Schools are more incorporated gender-sensitive curriculums and teaching materials and planned gender-mainstreaming strategy. There are also tutorial programs and affirmative actions are being taken. Taking this report, I understand that the child protection committee's interventions at both research sites have consistency with preventive actions taken for vulnerable girls at the national level.

5.3.5.3 Training to the Executive Committee

The training on team building and management have equipped the committee with what team means, phases of team compositions, and basic features of team, how to create team spirit and barriers that harms team spirit, techniques to develop team spirit, and communication skills.

The training on leadership skill discussed basic of leadership in child protection works and community settings. The training has a tremendous contribution in strengthening the leadership skills of the committee so as to improve their ability to effectively lead and mobilize other stakeholders in supporting children in both research sites.

5.3.5.4 Reintegration Service for Trafficked/illegally Migrated Children

The problem of child trafficking/migration has directly observed significantly in *Woreda* 8 Addis Ketema area, since the area has one of the big bus terminal found in city. The problem also exists in *Woreda* 7 Akaki Kality area but its magnitude is lower when comparing to Addis Ketema area.

In order to promote positive values and norms of the community towards trafficked/migrant children as well as to bring social changes, the committee in both *Woredas* have designed and employed CC to increase the awareness of the community on child trafficking.

The *Woreda* 8 multi stakeholders' committee is the one who initiated for the formation of the 'Autobis Tera' committee, which are very relevant for the prevention of child trafficking/migration in the *Woreda*. The committee have also played a great role to intercept trafficked children and bring to the two temporary shelter found in the *Woreda*'s police station. In the shelters, trafficked children have got food three times a day from the cafeteria found in the police station and stayed until their address of their families are found. The committee in *Woreda*

7 have also played a great role to bring trafficked/migrated children to the temporary shelter when they get them on the street.

Community policing office have played a great role in prevention of child trafficking and it has planned to incorporated child protection issues in its community crime prevention and reporting structures. With this the office has already given sensitization for its members.

Cause to Migrate/Trafficked

Children are migrated in many reasons. The major one is related to economic aspect. But even those who doesn't have an economical problem are trafficked/migrated since they have been cheated to get a better education and a better job opportunity.

Child marriage is another reason for female children to migrate. In this case, those children who have been migrated and found on the street or at the bus terminal have kept in the temporary shelter until the child trafficking/migration protection office finalize the legal process in collaboration with the concerning town/*Woreda* Women, Children, and Youth Affair Office and child protection unit. As per the primary findings, most of the children who have trafficked/migrated come from Debub, Oromiya special Jimma and Amhara region.

Findings also showed, children have trafficked/migrated from Debub in reasons such as; there is high fertility rate in these region, work opportunities have limited and there is no enough plots of land to cultivate. Moreover, when children see that their friends have shown changed when they come for 'Meskel' and 'Arefa' holiday from Addis Ababa or from south Africa, they become initiated to be like them and families are also push them to move.

The Jimma case is a little bit complicated. The area that children have come is coffee plantation area and their families are rich but families have been cheated by child traffickers. When the committees get the traffickers at the bus terminal and asked why they bring them,

those from Jimma said for spiritual purpose to Harar. But the truth is, they are preparing to send them to Arab countries for taking care of old people, mental and other patients. The surprise thing is to look the children like adult, the traffickers dressed them a coat with tie and have them a forged Id which showed their age if over 18 years old.

Those who come from Amhara region is to make those trafficked children a cattle shepherd and engaging them in harvesting of farms in Oromiya region .And those who are from Addis Ababa are to make use of the children as beggar.

Document has shown, FSCE was introduced Child Protection Units (CPU) in police station while integrating child protection issues into the curriculum of the police training institutions. This has played a great role for police officers to have enough knowledge on how to protect children. Currently, Child Protection Units (CPUs) are fully accepted and being scaled up at various levels by the Ethiopian Government.

Findings indicated that this unit is the one which receive trafficked children from the driver and assistance at the time of the reintegration process. The unit has also played a paramount role in consulting families to accept and protect their children from further exploitation.

5.3.5.5 Rehabilitation of Sexually Exploited Children

One of the major effort of the community based multi-stakeholders' committee in both research sites is to bring the children to safe home by helping them to withdraw from the worst form of child labor, which is being sexually exploited. According to primary and secondary data gathered, children in safe home have got the following services:

Provision of Food and Accommodation

In safe home, children have their own bed and meal prepared at their shelter. Two children assigned to purchase food item together with their community worker and purchase every fifteen days. They also cook food by themselves turn by turn. With this they have learned, economical use of food, developed habits of working, and learn how to look after family and other life skills, which is important for their future lifetime.

Provision of Shoes and Cloth

Providing appropriate shoes and cloth able children to attend their skill training properly and confidently. Provision of sanitation facilities also helps children to keep their personal and environmental hygiene. Thus, safe home children who are on training looking clean and good, increases respect within trainees and other community member. Generally, these support improve children relationships with others, boost self-confidence, get respect from people around them and reduces transmitted disease.

Medical treatment

When health problem occur with children at safe home, they get treatment from governmental and private health centers according to the severity of their sickness.

Life skill training

After withdraw, children have got life skill training at different times on topics related to problem solving, decision making, anger control ,positive self-esteem , positive thinking and communication skills. As a result, children communication skill have improved, they started to make correct decision, set positive future, their communication skills improved, and give high value for themselves.

Health Education

Health education is conducted every two weeks by community workers and house mothers. The topics selected by the children on transmitted diseases, personal and environmental hygiene, family planning methods, taking of medicine, HIV/AIDS and STI, abortion and other communicable disease.

Group Guidance

Group guidance has been conducted every Friday afternoon, Saturday and Sunday and when some problem is occurred, with the group guidance timely solution will be made. With this, group guidance helps safe home children to know the right direction and accustom themselves and improve their behavior positively.

Lib-Le-Lib (Heart to Heart) Program

"Lib-le-Lib" meaning Heart-to-Heart is a program that children freely tell what they observe in their friends behavior; their strength and weakness so that a group evaluate each other in the program. When the child improves her past weakness, she gets encouragement and reward.

Debate and Discussion Program

Debate and discussion program is conducted among safe home children once in a week. Children debate on different topics by supporting and against the idea, such as knowledge vs money, working in group vs working independently. As a result, it improves their ability to explain ideas and feeling to others, develop speaking ability in front of people, improve reasoning ability, and constructing good sentences to convince others and develop self-confidence. In addition, these children got lessons about different ideas.

Art Therapy

Children in the safe home do vocal music and dancing training two times a week that is Tuesday and Friday afternoon in safe home. As a result, the training helps the children to recreate, expose their hidden talent, and get the chance to use and grow their potential.

Recreation

Children go to various recreational centers together and watch different educational films in safe home compound, when they get free time.

Vocational Skill Training

Based on their interest and educational background, children at safe home have got hair dressing, sewing and designing, and leather and shoe making training.

Follow Up Visit of Skill Trainees

Attendance sheet prepared by the organization is distributed and collected once in 15 days from the skill training centers i.e. Friday morning and discussion among trainees, teachers and staffs are arranged and discussed about the trainee's performance, punctuality, and their learning behavior. Based on the discussion, professionals at safe home guide and support the children to be successful in their vocational training.

Family Tracing and Home Visit

The children have advise to give their families address and develop better relationship with them .With this, those who have an interest go to visit their families at holidays with the community workers. There is also a colorful holiday celebration at safe home.

Training on Counseling Techniques

Training has given for staffs on basic skills of counseling and measuring expected behaviors of sexually abused girls. The topics covered ; who are children, basic needs and rights of children, concept of abuses and their types, effects of sexual abuse, counseling techniques for sexually abused children, measuring depression, self -esteem, and post trauma stress disorder of sexually abused girls. Celebration of graduation, employment and reintegration/reunification are also part of the program.

UNICEF (2001) indicated that in South Asia, NGOs have for many years been the primary actors involved in recovery and reintegration of sexually exploited of children. The service includes counselling, non-formal education, vocational training, legal advice, income generation activities and medical care. Vocational training is helping many children at the recovery center to acquire a marketable skill for future job opportunities. With this, there is a similarity on the service provided in the rehabilitation center found in south Asian and the findings of this study. However, the experience of legal service in south Asian countries is not observed in safe home center found in Kality and this can be taken as a good practice.

5.4 Discussion on Community Participation

The community participation have expressed in both research sites through identifying their own problems, participating in planning through their representatives found in the committee, taking preventive actions after getting awareness by CC program, reporting when they have seen any child exploitation around their neighborhood ,contributing of resources in kind and in cash for child protection purpose in their *Woreda* 's and striving to insure the sustainability of the project by showing their support on the side of the committee. These

findings of the community participation can be related to the work of Tomison and Wise (1999) in explaining social capital as a mutual relationship that links norms of trust and reciprocity with in the community. This social relationship is vital for creating the support or providing resources to the vulnerable children and their families.

According to Wessells (2009) the effectiveness of child focused community system should incorporate: community ownership and responsibility for the groups, incorporating and building upon existing local supports for children, support from leaders, genuine child participation, ongoing management of issues of power, diversity, and inclusivity, ongoing contextually appropriate provision of quality of training and capacity building and of material support, and mainly engagement with formal organization. The study has shown some gaps with Wessells ideas in regards to support from leaders and genuine participation of children. Those gaps are clearly seen on *Woreda 8, Addis Ketema* administration that doesn't shown full support on child protection activities, such as not allowing the council to open an account and weak follow up trend, which affect the activities of the committee. Moreover, even though the community based multi-stakeholders' approach promotes participation of children in the system, as per the findings, their activities are restricted in schools and their full participation have still remaining. Except these two issues, results are consistent with Wessells ideas.

Doing all those activities, I have drawn some major good experiences that needs to indicate from the findings. These are; working together and sharing of responsibility along with government offices to child protection activities have developed, which make interventions to go smoothly and promptly.

The stakeholders' have also developed team work and created network of activities within the committee and with outside concerning offices found in various towns of the country.

Moreover, being flexible and bringing alternative ideas in discussion have been increased. voluntarily doing activities ,a commitment of the stakeholders' to mobilize resource by their own, creating referral linkage in doing activities, good coordination of work, timely exchange of information and decision making, using existing local structure and contextually relevant approach , and experience sharing mechanism with other project areas. The experience of night reach out program in recruiting sexually exploited children to safe home and the interception of trafficked/illegal migrated children to the temporary shelter are also the major ones.

Increasing understanding and acceptance of the committees' activities within the community, developing ownership feeling of the community to child protection concern and positive attitude and support of the *Woreda* 7, Kaliti area administration towards child protection activities are all practices that others should learn out of it.

5.5 Discussion on major Challenges and Constraints

Since the activities of multi-stakeholders' to child protection in both *Woredas*' have engaged in almost all of the indications of UNICEF, except one and the implementation of the approach by itself is a recent experience in Ethiopian child protection system, we can draw a number of challenge out of it. With this, this part of the study discussed the major challenges which I believe needs some clarification.

One of the big challenges found was, the *Woreda* 8, Addis Ketema administration do not permit the child protection committee to open an account under the name of the council. The administration needs other independent board who controls and takes the responsible of administering the account. With this, the committee get difficulty to collect cash from the community for their child protection activities. The committee of *Woreda* 8, tried to show the

experience of *Woreda 7* Kality area multi-stakeholders committee to convince their administrator in this regard.

As the findings indicated, enforcement bodies in the legal system have not enough knowledge in taking measurement relating to child trafficking. In the process of child trafficking, there is the one who recruit, who trafficked, and who received the children, that all are responsible for their illegal act. However, the legal system don't see these cases separately. To illustrate this, if one trafficked child has raped and comes to the police station, the police sees her rape case only. In 2014, the *Woreda 8* child protection committee have handover 60 trafficked children with 25 trafficker to the police for legal measure. But only three of the traffickers have got legal measure and the remaining cases have still on hearing. The problem of enforcing law relating to child trafficking has stressed by Zewdenesh (2008) that even though the Ethiopian penal code has prohibited all forms of trafficking for labor and sexual exploitation, recording of prosecuting those criminals is weak and it resulted in a continued cause for concern.

Apart from problem in the legal system, there is no permanent program in the activities of child protection committee for those trafficked children who do not want to get back to their home town in the reintegration process. Their refusal related to, they have come to the city to escape from the rural hardships and poverty and expecting to generate some income for both themselves and their families. In these case, there is no permanent alternative mechanism to support children to protect them from future exploitation expect some activities. Further, there is no emergency package allocated in the temporary shelter such as sanitation pad for female children and exercise book for children who migrated only with a reason to make money for buying an exercise book since they don't find anyone to buy them in their country.

Conflict of interest between the *Iddirs* collation committee and the FSCE project committee at *Woreda* 8, on how to use the automobile that FSCE bought for *Iddir* to generate income for child protection activities. As a result, the automobile has parked in the compound of none formal school for four months without use.

Convincing of sexually exploited children to bring to the rehabilitation center in another big challenge for the committee. Among those children who registered on the street during night outreach program, even half may not report to the committee office to confirm their acceptance. This is because they involved in many things like they are addicted with alcohols and drugs and know that they don't get these things if they get to the center. Moreover, many of them are helping their parents from the income that they get by selling their body. If they stop their 'business' and go to the rehabilitation, the income is incomparable with the one that they will get after graduation. Some of them are also interrupted the training in the rehabilitation center due to their love partners don't like their presence in the center, since they were their source of income.

Taking the idea of Bronfenbrenner, Krishnan (2010) stated that a child's development is shaped by the varied systems of the child's environment and also by the interrelationships among the systems. The relationship between the child and the environment is reciprocal; the environment influences the child and the child influences the environment. With this those challenges can be linked to problems in functioning of the different system around the child and vice versa.

5.6 Implication of the Study to Social Work Practice

Social work is a profession that promotes human and community well beings with a particular attention to the needs and empowering of people who are vulnerable, oppressed and living in poverty. Thus, social workers shall abide themselves with the five basic cardinal values of the profession. In this research context, which is child protection response, social workers can do several things. Social workers can engage themselves in capacity building activities through promoting, the poorest of the poor have the skill to develop. With this families of vulnerable children can be empower both socially and economically. Social worker can also engage in educating the community, if not advocate in our country context, the rights of children to go to school. They can also involve themselves in rehabilitation and reintegration aspect of children through giving psychosocial support. Empowering of children at school is another area that social worker can exert their professional service. At a structural level, social worker can influence the law enforcement bodies to employ their professional expectations in a full manner.

While giving their service, social workers should respect the dignity and worth of all human beings, particularly those who are vulnerable and marginalized. To this research, for example, if social worker engaged at the rehabilitation center of sexually abused and exploited children, they should respect the feeling and reaction of these children.

Social workers should also have a good interpersonal relationship with all its clients who have come to their service. In this study, their clients may be students at school, sexually abused and exploited children at the rehabilitation center, trafficked/illegally migrated children at anti child trafficking/migration unit or the community at large.

Apart from the above professional obligations, social workers should also act in a trustworthy manner and should have a good relationship with their colleagues, in this research,

their college can be committee of the child protections council, teacher at school or staffs at safe home. They should also be responsible for all the activities that they are engaged. At last, social worker should be competent enough with the skill, training and qualification. They should learn more on both the theoretical and practical knowledge of multi-stakeholders approach. Their competence also express in having and showing a good personal conduct. At all their services, social workers should be a role model of their activities and behavior.

Chapter Six

Conclusion and Recommendation

6.1 Conclusion

Implicit in this study findings, poverty and lack of awareness are the leading cause of child protection problem in both research sites. This situation complicates the stakeholders' response to child protection. Children may face many problems at once and addressing those problems by one body resulted in few changes and the issue of sustainability of the program become in question. Moreover, without the ownership feeling of the community to child protection interventions, results will be below the expectation. It is also time taking and required much resource, when child protection programs are more focused on reactive measures. With this, community based multi-stakeholders approach to child protection has implemented in various FSCE project sites and form a council for mainly engage in prevention aspects. The council has incorporated various formal and informal organization and the community.

It should be noted that the meaning of community based child protection activities have two dimension; the participation of the community in child protection activities and the involvement of lower level governmental office. It is found that the involvement of the government in child protection activities is crucial for insuring the sustainability of interventions.

As findings indicated, both research sites committees' of child protection have a specified given roles which exert through their intervention techniques. Hence, the committee of both *Woredas*' have followed various interventions techniques, including identifying and sending out-of-school children to schools, giving educational support for vulnerable children, facilitating birth registration for children without a birth certificate, building the capacity of the community and children through training, enhancing the livelihood of destitute families who have vulnerable children, mobilizing the resources of the community, supporting children without parental care, reintegrating of trafficked children to their families, establishing community based arbitrators, giving supports on identification and withdrawal of sexually abused and exploited children and send them to the rehabilitation center and coordinating community conversation sessions that focus on child protection.

Good experiences have also developed including networking, collaboration and coordination of activities, volunteer work, and commitment of the committee on assigned activities, increasing ownership feeling of the community in child protection activities, and sharing of responsibilities.

On the other hand, challenges that have drawn from the findings are both internal and external and they are ranging from the individual level to community and structural level. Limited support of the *Woreda* administration at *Woreda* 8, Addis Ketema area can be taken as the major challenge at the structural level. Sometimes hiding of the criminals by the community itself is among the major challenges at the community level. And dependency syndrome on target beneficiaries and difficulty of convincing to withdraw sexually exploited children from the worst form of child labor were also challenges at the individual level.

There are questions that have frequently raised about the existence and continuity of the multi-stakeholders council in implementing the approach if FSCE will phase out. Findings have shown that the approach has increasingly involved with in the community and the *Woredas'* offices. Even though, some activities like having rehabilitation center for sexually exploited children are high capital intensive, if there is a good support from the *Woreda* heads, the committee can continue its prevention activities in a more coordinated manner even without FSCE.

6.2 Recommendations

Based on the finding of the descriptive study made and literature reviewed on the issue, I recommend the following:

- In order to actively continue the various child protection interventions and able to create a permanent income generating scheme, *Woreda 8*, Addis Ketema area administration should show their full support and perceive in a positive manner the activities of the *Woreda* child protection committee and allow them to open an account. With this, they should take the experience of *Woreda 8*, Kaliti area community based multi-stakeholders' committee to child protection.
- The *Woreda 8*, *Iddir* coalition committee to child protection should properly use its income generating assets and intensively involve in mobilizing of the community resources.
- More prevention works should require in relation to problems of children in emergency at *Woreda 8*, since it is the second largest problem of child protection among the twelve indicators found in the *Woreda*.
- Genuine participation of children should be developed in all the activities of the community based multi-stakeholders' council.

- The child trafficking/illegal migration protection office at *Woreda* 8 should include as a permanent package a capacity building trainings and creating an IGA mechanism for those children who couldn't reintegrate to their families.
- The legal bodies need to enhance the investigative capacity of police and the judicial understanding of trafficking to allow for more convictions of traffickers.
- Continuous and consistent of community conversation should require to extensively use the community participation on child protection.
- Monitoring and evaluation of the council of child protection in both research sites should be strengthened.

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Annexes

Annex-1 Interview Guideline for Key Informants, and other participants with in the committee

1. Key informant interview guide with FSCE office *Woreda* 8, and 7 officers

1. How did you initiate the multi stakeholders approach to child protection?(probe donor's driven, research base, demand from the community,... etc)
2. Can you please describe the formation of community based multi stakeholders council in your *Woreda*'s?
3. What are your specific roles within the community based multi stakeholders' council?
And basic intervention strategies?
4. What are your basic program component in regards to community based multi stakeholders' activities?
5. How did you understand the major child protection problem in your *Woreda* and what are the major ones?
6. What is your source of budget to undertake the multi stakeholders' activities in your *Woreda*'s?
7. How do you select the targeted children from the overall children who have a problem in your *Woreda*?
8. What are the major intervention techniques and services you provide to child protection issue in your *Woreda*?
9. How do you involve the community towards child protection issue in your *Woreda*?(problem initiation, planning, problem solving, resource mobilization)

CHILD PROTECTION RESPONSE THROUGH...

10. Have you participate children in protection activities in your *Woreda*? If yes please describe.
11. What do you think the sustainability of the multi stakeholders' child protection activities if your program phase out?
12. What are the major replicable experience that you develop in your multi stakeholders child protection activities in your *Woreda*?
13. How do you describe the monitoring and evaluation mechanism of the multi stakeholders' activities in your *Woreda*?
14. What challenges you encountered as an initiator, member and secretary of the community based multi stakeholders approach towards child protection?
15. Any final comments?

2. In key informant interview guide for chairpersons of the multi stakeholder' council

1. Can you please tell me how was the formation of community based multi stakeholders' council to child protection?
2. Can you please describe the structural arrangement of the community based multi stakeholders council towards child protection in *Woreda* 8 and 7 project area? Who made you the structure? How many committees presented in your structure and what are those committees? And how do you select those committees?
3. What are the major responsibilities of each committee?
4. How do you describe your relationship with FSCE?
5. Where do you get your resources to run your program?
6. What are the major intervention techniques that you are perusing in order to undertake each of your programs?

CHILD PROTECTION RESPONSE THROUGH...

7. How do you select the program participants?
8. Which one of the thirteen UNICEF child protection risks you have come across in this *Woreda* and which one of them are greatly observed? Do you have any findings the reason behind those mostly observed problems of child protection?
9. Do you participate the community in your activities? If yes please describe(probe, planning, problem initiation, problem solving, resource mobilization and)
10. How do you describe the good practice/experience that you developed in implementing community based multi stakeholders' approach to child protection?
11. How and what is your relationship with various governmental bodies and other concerned actors in child protection issues?
12. What are the existing gaps (if any) of different actors at different levels to effectively and efficiently address the issue of child protection?
13. How do you evaluate and monitor your activities?
14. What are the major constrains or challenges you have faced in all the process of your activities?
15. Do you have any comments that you suggest to improve the system for a better mechanism of addressing the issue of child protection?

3. Semi structured Interview Guide with other stakeholders'

1. Can you please describe the general overview of your office activities?
2. What is the role of your office in addressing the problem of child protection?
3. Since when you are working with the community based multi stakeholders' council in *Woreda 8*? And can you please describe the kind of relationship you have with the council?

CHILD PROTECTION RESPONSE THROUGH...

4. What are the major child protection problems you have come up in *Woreda* 8?
5. What factors do you think are the major cause of child protection problem in the *Woreda*?
6. Have the council working aggressively in the prevention aspects of problems of child protection?
7. Do you think the government has given enough attention in child protection issue? (From policy making, having better legal framework, formulating various programs to practicing these frameworks and policies? Please specify
8. Any final comments

4. Semi Structured Interview Guide for Elderly Persons

1. How does your community understand the term child protection in general?
2. Are you aware of the program being implemented by community based multi stakeholders' council to child protection in your *Worada*? If yes, what do you know about it?
3. Since when the community based multi stakeholders' council worked in your area?
4. What major activities have done by the council regarding child protection issue?
5. How is your relationship with the council?
6. Does the community participate in the activities of promoting, preventing and rehabilitation of child protection issue together with the council? If yes, please specify
7. Do you think your community has using its own resources in addressing child protection issues together with the council? please specify
8. Tell me how helpful the work of the council together with the community to mitigate the problems of child protection in your area?

CHILD PROTECTION RESPONSE THROUGH...

9. Do your community has the feeling of ownership about those activates they participate in child protection issues?
10. How do you describe the importance of community based multi stakeholders system to child protection problem?
11. Any final comments?

5. Semi structured interview guide to coalition of *Iddir* Coalition secretary

1. What do you understand the issue of child protection?
2. What do you know about the activities of multi stakeholders' council to child protection in your *Woreda* under the initiation of FSCE?
3. How is your interaction with the multi stakeholders' council?
4. How do you from coalition to participate in child protection issue?
5. What are the major intervention techniques you follow together with the other committee to child protection issues?
6. What child protection problems are mostly observed in your area? And what are the main reasons for it?
7. Where do you report when you got child protection problem in your area? What reaction you got from the reporting body or what actions you take?
8. What kind of service/supports you offers together with the other committees to child protection issues?(in promotion, prevention and rehabilitation aspects)
9. Do any governmental or any concerned bodies support the activities of child protection in your area? If yes, can you please describe their level of support?
10. Do you think the council contributes to improve the situation of child protection problem in your area? If yes, in what way?
11. Any final comments?

CHILD PROTECTION RESPONSE THROUGH...

Annex 2. Focused grouped discussion check list to the community

1. What do you understand the issue of child protection?
2. What do you know about the activities of multi stakeholders' council to child protection in your *Woreda* under the initiation of FSCE?
3. What child protection problems are mostly observed in your area? And what are the main reasons for it?
4. Where do you report when you got child protection problem in your area? What reaction you got after you report?
5. What kind of service do the multi stakeholders council offers in your area?(prevention and rehabilitation aspects)
6. Do the multi stakeholders council allows you to participate in the process and activities of child protection issue in your area? If yes, can you please describe your level of involvement?
7. Do any governmental or any concerned bodies support the activities of the council to child protection issues in your area? If yes, can you please describe their level of support?
8. Does the project contribute to improve the situation of child protection problem in your area? If yes, in what way?
9. Any final comments?

Annex 3. Observation Checklist

Particular areas of observation

- Child friendly environment of schools
- Offices of the councils

CHILD PROTECTION RESPONSE THROUGH...

- Area of the project site
- Selected activities of the committee
- Rehabilitation center
- Reintegration center

Annex 4. Check list for Document Review

1. Documents which show the research sites problems of child protection
2. Various annual magazines of FSCE
3. Guiding manuals of CBMSC
4. Reports of the CBMSC

Annex 5.

List of Participants	Given Code for Participants
Woreda 8, Women, Children and Youth Affairs Office	KI
Woreda 8, Women, Children and Youth Affairs Office	P1
Woreda 8 community police	P2
Woreda 8 health extension worker	P3
Woreda 8 Iddir coalition secretary	P4
Woreda 8 educational and training office	P5
FSCE Project committee at Addis Ketema	K2
Community worker at Woreda 8, FSCE Addis	P6

CHILD PROTECTION RESPONSE THROUGH...

Ketema area office	
Woreda 8 administration representative	P7
Woreda 8, school representative	P8
Program officer and social worker at safe home	P9
Program officer and social worker at coalition of child trafficking /migration protection office	P10
Woreda 7, women, children and youth affairs office	K3
Woreda 8, vital registration office	P11
Woreda 7 educational and training office	P12
Woreda 7 micro and small enterprise office	P13
Woreda 7 community based arbitrator elderly	P14
Woreda 7 legal and justice office	P15
Program officer and social worker at Woreda 7 FSCE office	K4
Total	19

Annex 6: Declaration Form

This thesis is my original work and has not been presented for a degree in any other university,
and that all sources of material used for the thesis have been duly acknowledged.

Name : Tizita Yehualashet

Signature _____ Date _____