

ADDIS ABABA UNIVERSITY

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Assessment of the Situation of children's rights in
Child Care Institutions: A case of Institutions in
Addis Ababa, Ethiopia

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Assessment of the situation of children's rights in child care institutions:
A case of institutions in Addis Ababa, Ethiopia

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BY

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Declaration

I, Ruth Derese, hereby declare that the thesis titled "Assessment of the Situation of Children's Rights in Child Care Institutions: A Case of Institutions in Addis Ababa, Ethiopia" is my original work and has not been used by others for any requirements in other places, and that all sources of materials used in this project have been properly acknowledged.

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The project has been submitted for examination with my appropriate approval as an academic advisor.

Name – Kassahun Tilahun (PhD)

Signature –

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I. Abstract

Child care institution has both positive and negative effects on children. Children living in child care institutions have basic rights that need to be fulfilled, protected and respected. The purpose of this study was to assess children rights in child care institution in Addis Ababa, Ethiopia. Qualitative approach was followed to gather essential information. Specifically, data were collected using IDIs, KIIs, FGD and observation methods. A total of 54 respondents have participated in this study. Data gathered with tape recorded, transcribed and coded manually within the themes of the data. The finding shows that children's basic needs were fulfilled and social services were provided well in all the institution. However, some institution were short of fulfilling children's right to fully enjoy their psychosocial needs. It was also shown that as compared to caregivers, children had a high level of understanding about their rights. Therefore, the study suggest that the institutions should provide trainings for children and care givers about children right and all institutions should improve to fulfill the psychosocial needs of children.

Key words: Alternative Child Care, Child Care, Children's Right, Child Care Institution

II. Acronyms

ACRWC	African Charter on the Rights of Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
CRBA	Child Right Based Approach
CRC	Convention On the Right of the Child
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
IDIs	In-depth Interviews
KIIs	Key Informant Interviews
NCD	Non-Communicable Diseases
OAU	Organization of African Unity
OVC	Orphans and Vulnerable Children
PTSD	Post-traumatic Stress Disorder
STIs	Sexually Transmitted Infections
UNCRC	United Nation Convention On the Right of the Child
UNGA	United Nations General Assembly
UNICEF	United Nation International Children Emergency Fund
VAC	Violence Against Children

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WHO

World Health Organization

CHAPTER ONE

1. Introduction

1.1 Background

Globally, there were reportedly there were reportedly 155 millions of orphans in the world in 2019 (One truck international, 2023). Out of these, about 52 million orphan children under the age of 18 live in Sub-Saharan Africa, (UNICEF, 2023). 10% of children worldwide are thought to be vulnerable, without proper care and protection, or having a significant danger of losing it (SOS Children's Village International, 2014). Around 2.9 million children under the age of 18 are thought to be living in institutions around the world (UNICEF, 2022).

More than 5 million Ethiopian children (aged 0 to 17) were estimated to be one- or two-parent orphans in 2005 (MOWA, FHI, UNICEF, FDRE & CIFF, 2010). This figure represents more than 6% of Ethiopia's total population. Only 49 percent of Addis Ababa's children are raised by both parents. Ethiopia has a particularly youthful population, with 48% of the entire population being under the age of 15. According to a current UNICEF report, there are still over 4.5 million orphans in Ethiopia. Ethiopia has had internal conflict, drought, and COVID 19 in the past three and four years, which has caused individuals to suffer and die as well as create a negative relationship with children. Many children have lost their parents, been abandoned, and neglected during this time.

In Ethiopia, residential care became necessary in the 1950s, primarily to provide institutional assistance for children who were abandoned, unattended, or from low-income families. The services generally consisted of food, clothes, and assistance with schooling (Ethiopian Country Report, 2022). In Ethiopia the majority of child protection institutions' services are given by non-

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governmental organizations, particularly international non-governmental institutions those that are prepared to serve disadvantaged and at-risk children (Desta, 2021).

Children are vulnerable to various forms of neglect, abuse, exploitation, and violence. It occurs in every nation and online as well as in the settings where children should be the most protected (homes and schools). The major types of child abuse are physical, emotional, and sexual.

Children frequently experience harm at the hands of the persons they trust. The United Nations Convention on the Rights of the Child (UNCRC) recognizes that the family is the best environment for a child's growth and development, that parents are primarily responsible for their child's upbringing, and that a child has the right to know and be cared for by his or her parents to the greatest extent possible. Each child is entitled to basic rights. The rights to life, survival, and development, right to education that allows children to reach their potential, protection from violence, abuse, or neglect, right to health, get to voice their thoughts and get heard are among them (UNCRC, 1989).

Every child has a right to a nurturing home setting where they can grow. For a variety of circumstances, however, children may be taken away from their parents and placed in alternative care. Some of the reasons include death of parents, armed conflict, natural disasters, migration, health issues, negligence, and dysfunctional family situations. When their primary caregivers, who are often their parents, have passed away, children could be placed in child care institutions. The function and presence of these children's "primary caregivers" may frequently be compromised, or at worse, permanently ended, by the very fact of their placement (UNICEF, 2021).

Institutions frequently have unhealthy living conditions by nature comparing with family settings. Forced cohabitation and rigid schedules are not suitable to each child's requirements. So children frequently lack the freedom to make decisions that are in their best interests. Alternative

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child care, frequently live in isolation local communities. Without parental care, children may suffer physical, psychological, emotional, health and social trauma, with lifelong consequences. Moreover, these children are more likely to be subjected to violence, abuse, neglect, and exploitation (UNICEF, 2021).

Children's rights must be adequately protected in all of these circumstances, most definitely when they are admitted to institutions. These includes the right to be shielded from exploitation, neglect, and prejudice as well as the ability to fully express one's unique personality, skills, and talents. Children should be allowed a voice in choices that influence their lives, especially those that relate to placement requirements. Priority should be given to ensuring that institutional placement only takes place if and when it is in the child's best interests and that there is ongoing assessment and review of the choice and factors involved in the child's placement (UNICEF, 2021).

Any types of violence, whether committed by parents, other caregivers, classmates, romantic partners or complete strangers, in childcare institution are considered to be violence against children. Up to 1 billion children between the ages of 2 and 17 are thought to have experienced physical, sexual, or emotional abuse or neglect in the previous years. Childhood exposure to violence has an effect on one's health and wellbeing throughout life (WHO, 2023).

Developmental delays, behavioral issues, attachment disorders, a lack of life skills, and difficulty in initiating and sustaining healthy relationships are among the most frequent negative outcomes that children who grow up in residential care encounter. (Browne, 2017).

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1.2.Statement of the Problem

The right of all children to live with their parents and develop in a family setting is guaranteed under the UNCRC. Regrettably, millions of children who lack parental and family care are still housed in child care facilities and are further exposed to institutionalization issues. As is common knowledge, parents are mostly responsible for the children right protection. But in this situation, the institution (alternative child care) is in charge of the children's rights and must provide them with a stable environment that includes good health and nutrition for them to grow. (Huntington & Scott, 2015).

Without parental supervision, children are more likely to experience discrimination, poor care, abuse, and a variety of unfulfilled developmental needs. Several of these children are not receiving their basic rights, which is regarded as a serious issue requiring extensive and immediate attention (FHI, MOWSA & OAK, 2013). The number of institutions and orphanages globally caring for children is increasing rather than decreasing (Belsey & Sherr, 2011). Many causes have contributed to this. Numerous nations were directly impacted by HIV infection and the AIDS epidemic, which resulted in the early death of young people and had an impact on child care options and the percentage of orphaned young children (Belsey & Sherr, 2011).

The world's greatest numbers of vulnerable children and orphans is found in Ethiopia (Zewdineh, 2008). In addition to the current state of affairs in our nation, Ethiopia, which has experienced conflict, pandemics and natural disasters, many children would become orphans; some of these orphans will be institutionalized. The researcher assume that these orphaned children have experienced hardships both physically and mentally. Being institutionalized by itself has its own

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effect on mental health during the adaptation period to the environment and display many behaviors.

Many researchers are currently paying attention to the topic of child rights protection in alternative child care in Ethiopia. Meskerem Desalegn's study, titled "The Role of Child Care Institutions in Seeking Other Children as Alternatives to the Best Interest of the Child," is one of the numerous studies about child care institutions that have been conducted in Ethiopia. The study attempted to identify some issues that the child care institutions face when only applying the best interest of the child principle. Ruth Derese's research, on the other hand, will evaluate children's rights using various child rights indicators that will yield various outcomes.

"The Situation of Institutional Care: Reflections and Lived Experiences of Inmates in Child Care Centers in Southern Ethiopia" by Amarech Liraso and Bewunetu Zewude is the other, but certainly not the least, research study about institutional care in Ethiopia. Bewunetu employed a variety of child rights indicators in his study to evaluate the protection of children's rights in institutional care, however Ruth Derese's study is expected to generate different evidence compared to Amarech and Bewunetu's due to differences in geographical location and the institutions selected to investigate.

As a result, the researcher considered that this study topic should be evaluated in order to provide fresh discoveries about the situation of child care institutions in fulfilling children's rights in selected institutions of Addis Ababa and in turn forward feasible and practical recommendations helpful to address the issue.

1.3.Objectives

A. General Objectives

The general objective of this research was to assess and explore the statuses of children's rights in alternative child care institution and make practical recommendations to address existing gaps in the field.

B. Specific Objectives

- To determine whether or not institutionalized children and their care givers are aware of the basic rights of children.
- To assess gaps in childcare institution in fulfilling children's right that require additional interventions.
- To assess which rights of children are most violated and respected in institutional system care.
- To investigate whether basic needs, social services, psychological needs and VAC are adequately addressed or not in child care institution.
- To find out which childcare institution is doing the most to defend children's rights from international, private and governmental institution.

C. Research Questions

1. Are children living in institutions aware of their basic rights?
2. How far are children's rights promoted and protected in child care institutions?
3. Which rights of children are most violated and respected in child care institutions?
4. What are the gaps in childcare institution that require additional interventions?

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5. Which institutions are the most to protect children right?

1.4. Significance of the research

- The acknowledgement of children's rights has received significant attention from the Ethiopian government. Children's issues are addressed via legislation, national programs, action plans, and recommendations. Every policy document couldn't be perfect by itself. Therefore, this specific study will allow policy makers to review and reevaluate whether child care facilities safeguard the fundamental rights of children or not.
- The study will inform child care institutions about the significance of upholding children's rights and the mechanisms of promoting and protecting the rights of children.
- It will increase the selected alternative child care institutions awareness of the need of respecting children's rights.
- It helps to identify the specific challenges refaced by children who lives in an alternative child care institution This will in turn help human right actors to design and implement projects that can solve the challenges faced by children living in child care institutions.
- The finding of this research will be significant for other researchers, who wishes to capitalize on the methodology and findings of this study.

1.5. Scope of the Study

Geographically, the scope of this study was limited to Addis Ababa, Ethiopia where the majority of childcare institutions are located. The study was conducted in three diverse institutions private, governmental and non-governmental, and located in different Woredas of Addis Ababa city administration. The research only covered from the numerous fundamental children's rights; the right to basic needs, right to health and education, the right get psychosocial need and

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experiences of different kinds of abuses and knowledge about children rights was also assessed.

The study included both boys and girls, however children beyond the age of 18 and under the age of 7 were purposely excluded. The research selected children aged 7 to 18 in order to collect adequate information. People over the age of 18 were also excluded because the study's focus was on children rather than adolescents, despite the fact that some people over the age of 18 lived at the facilities.

CHAPTER TWO

2. Literature review

2.1. Conceptualizing children's right

In accordance with the UNCRC, a child is defined as anybody under the age of 18. The CRC demonstrates that a categorical boundary between children and adults is of social and political relevance all over the world. Childhood is a socially created perspective of children's life (Falkenberg & Krepski, 2020).

In contrast to other definitions of a child, such as one who is immature or irresponsible or someone who is under the age of majority, the CRC's definition of a child in article 1 is more precise and understandable. A significant definition of "child" in Ethiopian context can only be found in the Amharic word "Hitsan." According to the CRC document, every child has the right to be alive, to be registered when they are born with a name and nationality that are legally recognized, to remain in touch with both parents even if they are not living together, and to move across nations if necessary without breaking the law or being abducted by another person. The CRC is a comprehensive tool for child rights with numerous distinguishing elements. First and foremost, it is an international human rights convention that respects the child as a rights bearer and a unique creature who develops and gains new skills.

According to the child rights perspective, children have rights as both people and moral actors. The child rights movement has its origins in the 18th century, but it gained momentum in the early twentieth century (Mekonen & Tiruneh, 2014).

The "child-saving movement" of the early 1960s was where strategies for "saving children" from work, poverty, and other social harms first came together and today's concerns for children's

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rights have come a long way from a paternalistic and charitable desire to protect and support children (Fiona, 2020). Increased awareness of the need for particular safeguards and aid for children resulted in the 1924 Geneva Declaration of the Rights of the Child, which for the first time acknowledged children's rights and adults' responsibilities for children (UNICEF, 2009). The Declaration emphasizes on children's fundamental security and welfare: a child must be nourished, nursed to health, aided, housed, and properly cared.

The CRC is a comprehensive tool for child rights with numerous distinguishing elements. First and foremost, it is an international human rights convention that respects the child as a rights bearer and a unique creature who develops and gains new skills.

Children right protection is the prevention and treatment of abuse, neglect, and exploitation of children, including commercial sexual exploitation, human trafficking, forced labor, and harmful customs like child marriage and female genital mutilation (UNICEF, 2023). Additionally, the CRC also defines the protection of children's rights as ensuring the preservation of all of their stated rights.

2.2. International legislations and guidelines on child rights

2.2.1. UNCRC and ACRWC

With the exception of two countries (America and Somalia), every country in the world including Ethiopia has ratified the CRC, which is the most widely recognized international children rights document which was adopted by UNGA in 1989 and entered into force in 1990. The Convention integrates the complete spectrum of children's human rights, including their civil, political, economic, social, psychological and cultural rights, into a single treaty. The treaty upholds the civil, political, economic, social, and cultural rights of children. It also recognizes

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the rights of children to particular protection. The UNCRC affirms the role of the State, parents, family members, and other legal guardians as duty bearers in ensuring the rights of children.

To grant children equal value and at the same time guarantee them the necessary protection, the CRC states four general principles. Non-discrimination (UNCRC article 2 and ACRWC article 3), best interest of the child (UNCRC article 3 and ACRWC article 4), life, survival and development (UNCRC article 6 and ACRWC article 5) and respect the views of the child (UNCRC article 12 and ACRWC article 7).

- Article 2 of the Convention on the Rights of the Child's nondiscrimination concept.

This states that in order to analyze these and eliminate inequities, indicators must indicate the degree of compliance with the rights of specific population groups, particularly those of the most vulnerable. Statistics on a national or comparable level do not have enough predictive ability.

- Article 3's "best interests of the child" premise.

The best interests of the child should always come first, according to the Convention on the Rights of the Child, hence the indicators used should always represent this viewpoint. This notion is also helpful for determining the extent to which children's needs and rights are prioritized in budgets.

- The principle of honoring children's views and their freedom to participate (Articles 12–15)

According to this principle, children are defined as agents who should actively participate in decisions that have an influence on their life, not as passive recipients.

- The right of the child to life, survival and development (Article 6)

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This principle encompasses the complete spectrum of a child's rights to develop to his or her full potential, beginning with the fulfilment of basic health, dietary, and educational needs in order to foster personal and social development. The well-being of children is not only the duty of the family and the state, but also of the entire society of countries (UNICEF 1998).

According to Van Bueren (1998), the four "P's" of the Convention on the Rights of the Child are: the participation of children in decisions that affect their own future; protection of children from prejudice and all forms of neglect and exploitation; preventing harm to children; and providing their basic needs.

ACRWC was also ratified on July 11, 1990, in Addis Ababa, during the 26th regular session of OAU heads of state and government, and it became operative on November 29, 1990. Only 47 nations ratified it out of 54 African countries. The ACRWC has four parts, 1. "Rights and duties", 2. "The establishment and organization of the African committee of experts", 3. "The mandate and procedure" and 4. "Miscellaneous". The Charter has been referred to as the most progressive and a pioneering pact on children's rights when compared to other regional human rights agreements. The charter includes a number of measures that are specifically designed to safeguard families, children, and children who are vulnerable or otherwise harmed (Solomon, 2020).

2.2.2. Child right context in Ethiopia: Legislations and Practices

To give children particular protection and attention, Ethiopia has ratified regional and international human rights laws designed to safeguard children. The FDRE constitution contained measures defending children's rights.

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Moreover, Ethiopia is a state party which ratifies different core international instruments as follows:

- Convention on the Rights of the Child (CRC) _1991
- African charter the rights and welfare of the child (ACRWC)_2002
- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)_1976
- International Covenant on Civil and Political Rights (ICCPR)_1993
- International Covenant on Economic, Social and Cultural Rights (ICESCR)_1993
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) _ 1993
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) _ 1994
- Convention on the Rights of Persons with Disabilities_2010

Ethiopia has implemented a number of significant policies to protect children's rights. The FDRE constitution, the Comprehensive National Child Policy, National Policy on Ethiopian Women, Social Protection Policy, National Youth Policy, National Policy on HIV/AIDS, and National Population Policy are a few of them. To direct the efforts of diverse actors and advance children's rights, the policy is founded on the tenets and provisions of the CRC and ACRWC (Ethiopians periodic report, 2011). The Ethiopian government has also developed programs to address the welfare and developmental needs of women and children, such as juvenile delinquency, prostitution, alternative care, and begging. The Social Protection Policy addresses concerns regarding the welfare of vulnerable populations (Ethiopians periodic report, 2011).

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2.2.2.1. FDRE Constitution

All people, including men, women, and children, are guaranteed rights under Ethiopia's Federal Democratic Constitution. The right to equality and nondiscrimination is one of the foundational principles of the Constitution (article 25, FDRE). The Ethiopian Constitution also affirms children's right to protection and acknowledges their precarious situation (article 10, FDRE).

Children's rights are specifically included in the highest law of the nation in the following ways under Article 36 of the Constitution that: “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, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being; and to be free of corporal punishment or cruel or inhuman treatment in schools and other institutions responsible for the care of children.”

As a result, the FDRE Constitution affirms children's rights to existence, to a name and nationality, and to know and be cared for by their parents. It guarantees children the right to a life free of violence, neglect, exploitation, and abuse.

2.2.2.2. National child policy

At the outset of the policy, the family is acknowledged as the most appropriate and irreplaceable natural home for children. Through strengthening community-based, local adoption, foster care, and reunification alternative care programs, the policy generally aims to create a favorable environment for the promotion and protection of children's rights, with a particular need to support orphans and vulnerable children in order for them to be raised in the Ethiopian culture and social values of their birth areas (Solomon, 2020).

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The policy acknowledges the need to provide care and assistance for children who are either permanently or temporarily separated from their families. Additionally, it encourages domestic childcare as an alternative to international adoption with particular follow-up and support. Also the policy encourages the best interest of the child concept to be effectively used in all choices made by governmental and non-governmental agencies (Solomon, 2020).

2.3. Types of alternative care arrangements

There are two types of official alternative care arrangements. The Community/ Family-Based Care which includes Kinship care, Foster care, and other forms of family-based care such as Guardianship care. And the residential Care, it is given to children who are put there by a competent authority and who live and receive care in a non-family-based group setting with paid and/or unpaid professionals in institution. In the case of these kids, the state is given parental rights UNICEF, (2009).

In the context of Ethiopia, the Alternative Child Care Guidelines establishes the types of care that should be provided for children as well as their relative importance. Depending on their objectives, these choices include reunion and community-based child care initiatives. Foster care, adoption, and institutional care services are also available (Alternative child care guidelines, 2009). As a result, according to the child care guideline community child care entails placing a child in his or her community and providing the necessary care in a setting that is familiar to the children. The goal is to use the community's resources to meet the needs of the children who lives in that community. This sort of child care is regarded as the greatest option since it can meet the children's emotional, social, psychological, and spiritual needs within the framework of his or her surroundings. Kinship care, sponsored care, child-headed household, group home, and foster family care are examples of community-based care options.

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Another option is the reunification and reintegration program, which is the principal out-of-home child welfare service. It is all about reuniting a child with his or her parents or relatives who have been separated due to natural or man-made disasters. Based on the alternative child care guidelines, Institutional care is offered as a last resort and as a temporary substitute. According to the guidelines, institutionalization of a kid should only be considered as a last resort after all other possibilities have been exhausted. As the policy explicitly stated, orphanages are expected to explore for alternate childcare options to reduce the length of time that children must be cared for institutionally.

2.4. Child care institution and Children right: global and national contexts

According to UNICEF (2008), document the word "orphan" is defined as any child under the age of 18 who has lost one or both parents to death is considered as an orphan. Among the various viewpoints and definitions of orphans, such as children whose parents have passed away, a child without parents, or parentless, UNICEF presented the definition in a mature and straightforward manner. As Article 20 of the UNCRC, A child must get special protection and help from the government if their immediate family is unable to care for them. This entails ensuring that the child receives alternate care that is ongoing and respectful of his or her culture, language, and religion. Among the types of child care system one is the alternative child care institution.

Alternative care is defined as *"where the child's own family is unable, even with appropriate support, to provide adequate care for the child, or abandons or relinquishes the child, the State is responsible for protecting the child's rights and ensuring appropriate alternative care, with or through competent local authorities and duly authorized civil society organizations,"* according to the UN Guidelines for the Alternative Care of Children (GA A/RES/64/142). The terms 'childcare institution', 'residential care,' and 'institutional care' are frequently used

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interchangeably. More than 10 children living in a group setting without their biological or surrogate parents is referred to as institutional care. Childcare institutions are commonly acknowledged as a kind of replacement care that is more capable of caring for the child. According to the UN guidelines for the alternative care of children, there is two forms of alternative care. One is formal care which is made in a family setting but is mandated by a competent administrative body or legal authority. The other is informal where a child or his or her parents, or a third party may request informal care, which is described as any private arrangement made in a family setting by relatives or friends.

The Ethiopian child care institutions guideline was created using a number of fundamental components like definition, establishment, mandate, mission, objectives are some of them. According to the Ethiopian childcare institutions guideline, a childcare institution is a facility established by a government or a non-government group to care for children who are alone. The approved governmental entity must register a childcare establishment. A childcare institution is obligated to submit to an approved governmental entity.

The mandate of childcare institutions is stated in the guidelines as follows:

“The childcare institution, with respect to the child it provides with care, has the obligation to: Protect children from discrimination on the basis of sex, ethnic group, religion, recognize that every child has the inherent right to life and the right to a standard of living adequate for his or her all rounded development, respect the right of the child to freedom of expression, the right of the child to freedom of thought, conscience and religion, recognize that every child has the freedom of association and the right to get services including shelter, clothing, food, health, education and recreation. recognizing that every child has the right to get services including shelter, clothing, food, health, education, recreation and the right to play, recognize that a

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mentally or physically disabled child has the right to special care; represent a beneficiary child in legal matters with the recognition that the child has the right to be treated in manner consistent with the promotion of the child's sense of dignity and worth. Considering the age of the children, create conditions for children's participation in making decisions affecting their lives. Facilitate the participation of its beneficiary children in the community. Taking into account that the childcare institution is responsible to provide the needed care up to the age of 18, every effort must be undertaken to explore the provision of alternative care immediately after placement. Orient children about their rights; and protect beneficiary children from any form of child abuse, neglect and exploitation."

Also the alternative child care guideline in its section of institutional child care has specified children who are eligible for this type of care. The children who are admitted for this sort of care are listed in the alternative child care guideline's section on institutional child care. Accordingly, abandoned children whose parents are terminally ill or mentally incapable of caring for the child are eligible for admission to orphanages, as are double orphans who have no family or community members to care for them. Single orphans whose living parent is unable to provide support for the child.

2.5. Development of children in child care institutions

Most developmental theory, empirical data, and common sense indicate that children raised in such institutions experience developmental delays in every physical and behavioral dimension. Even in orphanages that offer acceptable medical care, nutrition, cleanliness, and safety but insufficient psychosocial conditions, over half of the children might fall below the 10th percentile and 92 to 97% fall below the country's median of physical growth criteria for parent-reared children (St. Petersburg–USA Orphanage Research Team, 2005). Furthermore,

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institutionalized children exhibit immature socioemotional conduct, commonly rushing up to and embracing strangers, and 65 to 85% may have disrupted attachment connections with caretakers (St. Petersburg–USA Orphanage Research Team, 2008).

2.6. Children's Basic rights

According to the CRC document, in order for them to grow and develop as best they can, children have a right to food, clothes, and a safe place to live. Children have a right to the greatest health care available, safe and clean drinking water, nutritious food, and a healthy environment to live in. The right of every child to an education exists. The highest level of academic achievement in school should be encouraged for children. School discipline should never employ violence and always be respectful of children's rights. According to Article 31 of the UNCRC, every child has the right to sleep, unwind, play, and engage in artistic and cultural pursuits.

2.6.1. The right to get basic needs

As the UNCRC document, Article 27 states that adequate standard of living for every children is necessary. "Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development". Along with having parental responsibilities, the State also has a duty to help guardians and parents when necessary to reduce poverty. The fundamental rights to appropriate nourishment, food, clothes, shelter, and the circumstances of care are all included in the right to an adequate standard of life (CRC General Comment No.7).

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Of all the desires a person has, their physiological requirements are the most fundamental, powerful, and demanding. This category includes everything a human requires to survive.

Physiological needs include the food we consume, the water we drink, the oxygen we breathe, the clothing we wear, and the home we live in (Proudlock, 2002). Orphans and other vulnerable children thus require a well-balanced diet to survive and shelter which is defined as a place where children feel secure and happy (Young, Van, C. F. & Mogotlane, 2003).

As Maslow's hierarchy of needs, the Physiological needs, such as those for sustenance like food, shelter, and clothes are the first level of basic needs as stated earlier. Neglectful actions include failing to provide for a child's fundamental requirements, such as food, clothes, and shelter.

Basic needs neglect often entails not giving someone enough food, drink, shelter, and clothes due to many reasons (Coohey, 2003).

2.6.2. The right to psychological needs

Each child has a right to be shielded from psychological abuse. because all types of child abuse have psychological undertones, which are what produce the majority of the harmful repercussions. The psychological maltreatment whether it is direct or indirect, it will affect children's behavior and emotions (Hart, 1988).

USAIDS, FHI (2001) states that institutions can offer young people food, clothes, and education, they typically fall short in meeting their emotional and psychological requirements. This is due to the fact that traditional institutions frequently have an inadequate number of caregivers, which limits their ability to offer children the love, care, personal identity, and social connection that families and communities can.

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2.6.2.1. The right to play

The UNCRC's Article 31 states that States Parties should respect the child's right to rest and leisure, to engage in play and recreational activities suitable to the child's age, and to freely participate in cultural life and the arts. The UNCRC legally upholds children's right to play and the right to use play areas that are age-appropriate. According to Jean Piaget's theory of play, children's cognitive development is fundamentally influenced by play, which also teaches them how to express their emotions and interact with adults and other children.

2.6.3. The right to be protected from any kind of abuse/ violence against children

All children have the right to be safe from harm, according to Article 19 of the UNCRC.

“Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them”. Abuse and neglect of children under the age of 18 constitute child maltreatment. In the context of a relationship of responsibility, trust, or power, it includes all forms of physical and/or emotional maltreatment, sexual abuse, neglect, carelessness, and commercial or other exploitation that have the actual or potential effect of harming the child's health, survival, development, or dignity (WHO, 2022).

Child abuse frequently has negative short and long-term effects on a child's physical, sexual, and mental health. traumas, including severe disabilities and brain traumas, are among them, as are PTSD, anxiety, depression, and STIs like HIV, which are particularly common in young children. Girls in their adolescence may also experience gynecological diseases and unintended pregnancies. Child abuse has a negative impact on cognitive and academic performance and is

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closely linked to smoking, drug usage, and alcohol misuse, which are all major risk factors for NCDs, including cancer and cardiovascular disease (WHO, 2022).

Every year, violence against children is believed to affect one out of every two of them in the world between the ages of 2 and 17. Children who are exposed to violence throughout their lives are more likely to experience physical and mental health issues as well as poor academic performance (UNICEF, 2020).

2.6.4. The right to get social needs

2.6.4.1. The right to get education and health services

Articles 29 and 24 of the international UNCRC treaty, indicate that children have a right to healthcare and education. Article 24 states that “Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy”.

Article 28 “Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights”.

The basic necessity of safeguarding and enhancing children's health cannot be overstated.

Children require quality health care and services to develop to their full potential, especially in the formative years of life. Because health is a fundamental right for children. (UNICEF, 2018).

The right to learn is a component of a child's right to an education. Children are denied access to school and learning all across the world for a variety of reasons. One of the biggest obstacles is still poverty. Children who experience economic insecurity, political unrest, armed conflict, or a natural disaster are more likely to be excluded from school, as are those who are disabled or who belong to racial or ethnic minorities. Opportunities for girls to pursue higher education are still

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quite scarce in several nations. Children confront significant obstacles to work and earning potential later in life without receiving a high-quality education. They are less likely to engage in choices that impact them and more likely to have negative health consequences, which endangers their ability to influence society and themselves for the better (UNICEF, 2023).

2.7. Theoretical framework

2.7.1. Maslow's Need theory

American psychologist Abraham Harold Maslow, developed Maslow's hierarchy of needs, a theory of "psychological well-being based on meeting basic human needs in order of importance, leading to self-actualization". He emphasized the need of emphasizing people's good traits as opposed to seeing them as a "bag of symptoms." Maslow suggested that the hierarchy of prepotency and likelihood of occurrence applies to fundamental needs. The physiological needs, safety needs, belongingness or love requirements, esteem needs, and the urge for self-actualization make up the hierarchy of desire, which is listed in ascending order of prepotency (Wahba, Bridwell, 1973).

Maslow used the idea of human needs as the foundation for his theory of growth toward happiness and true being. Abraham Maslow was the first an American psychologist who defined the ideal life as the satisfaction of needs. This is only one of the eight various ways that quality of life has been passionately discussed throughout history. His viewpoint was straightforward: assuming responsibility for meeting all of your needs leads to pleasure, health, and the capacity to operate (Ventegodt, Metrick & Andersen, 2003). Additionally, the satisfying of needs is positively correlated with the development of one's identity (Luyckx, Vansteenkiste, Goosens & Duriez, 2009).

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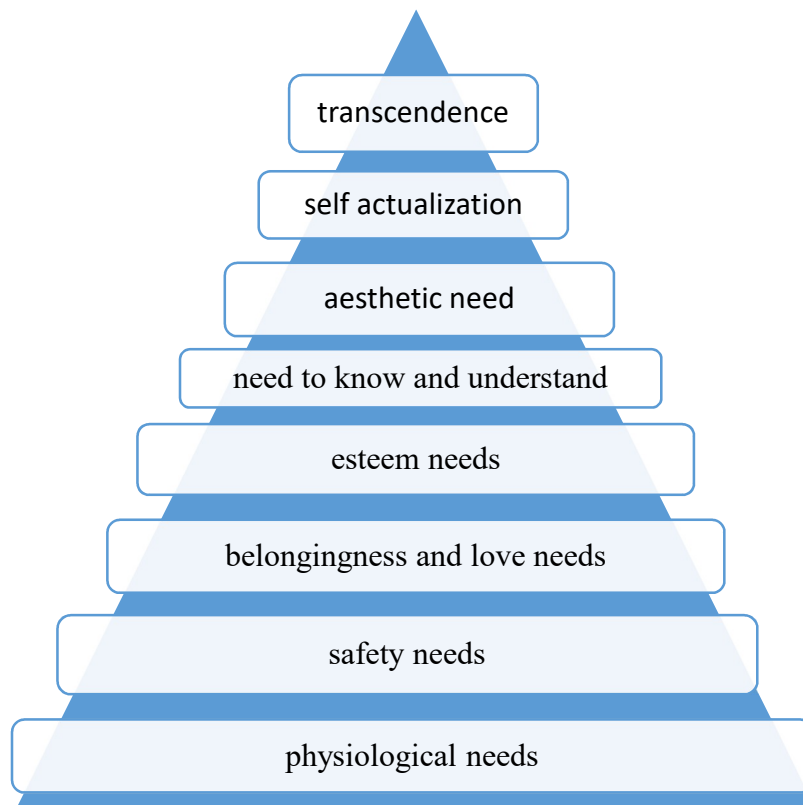


Fig 1. Maslow's hierarchy of needs (McLeod, 2007).

Maslow created a type of stairway, known as his hierarchy of needs or the pyramid, which became popularly interpreted as stated in fig 1 above. Betman, Mortensen & Akuoko (2015), also asserts that young children have emotional needs. Due to the complexity and depth of their emotional requirements, children need love and support. Need theory is important because it assists in understanding other people's motivations, meeting their needs, and creating a healthy environment for everyone. This notion is simple to use and understand, making it incredibly successful and universal.

2.7.2. Child right based approach

Over the past 25 years, the global UNICEF Child Friendly Cities Initiative has resulted in the development of CRBA. This practical tool is comprised of seven principles: four general UN Convention on the Rights of the Child principles “best interests; life, survival, and development;

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non-discrimination; and participation” and three general human rights principles “dignity; interdependence and indivisibility; and transparency and accountability” (UNICEF UK, 2019).

Rights-based methods imply that the articles of the convention serve as the foundation of an organization's principles, and that all policies and practices are designed with the UNCRC in mind. A right-based approach will strengthen excluded people, draw attention to social and economic inequalities, and increase the responsibility of both the state and donors (Kindornay, Ron, & Carpenter, 2012). A rights-based approach to children places special emphasis on the duty bearers' obligations under the UNCRC to safeguard the rights of the children, based on the children's best interests both now and in the future. The necessity for a holistic approach to children's rights, care, and protection in the areas of their physical requirements and psychosocial well-being is emphasized by the rights-based approach based on the UNCRC (Lubis, 2010).

A CRBA aids in converting UNCRC theory into workable actions, stages, and solutions. Those employing a CRBA will discover that their choices are informed by children's rights and, as a consequence, provide better results if they carefully consider each principles (Nyamu-Musembi, Cornwall, 2004).

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Fig. 2. The seven principles of child right approach (UNICEF, UK, 2019).

CHAPTER THREE

3. Research Methodology

This chapter discusses the research approach that has been used to guide the research work to find out the primary themes connected to institutional childcare. Qualitative research technique was chosen for this study with both primary and secondary data collection tools employed to generate essential evidences. The primary data collection tools were IDIs, KIIs, FGD and observation. The secondary tools were books, articles, journals, international conventions and national legislation and policies. The following parts provide a description of the selection of research method, procedures, and instruments.

3.1. Research Approach and Design

To discover the primary themes connected to institutional childcare, the qualitative research approach was chosen for this study. Because Qualitative approaches are the most fruitful methodology for this specific study to discover a deeper meaning and knowledge of the child care institutions, as well as concerning children's rights, restrictions, and opportunities for children living there; the researcher choose it. Specifically, this study used exploratory research design, because the study tried to explore and describe the problem and offer a greater understanding of the situation.

3.2. Study site and Participant Selection

Abebech Gobena, Ahope Ethiopia, Emanuel Charity, Amen Charitable organisation, BBRF, Belief in His Name, Bring Love, Care for Children, Children Circle, Hana Orphans, Hope for Children Ethiopia, Hope for The Father Less, Hope for The Hopeless, Kiddane Mihret, Lesperanse organization, Missionary of Charity, Moriya Kids, Muday, Our Father Children,

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Selam Village, Selamta Family, Shamida, Siddhartha, Sile Enat charity, SOS children village, Tikuret, Tora, Worldwide orphans and Yetim are the non-governmental institutions in Addis Ababa that have a direct contact with the Addis Ababa City Administration Bureau Of Women, Children, and Social Affairs. Kibebe tsehay, Kechene (female campus) and Kolfe (male campus) are the governmental institutions. Among these institutions listed three orphanages were chosen in terms of their types. The orphanages chosen for this study were: one local/private non-governmental organization, one is international non-governmental organization and the other governmental organization. The researcher initially sorted the listed orphanages by governmental and non-governmental category before selecting the research site; and then chose using the random sampling approach. The two non-governmental and one governmental institution were chosen because the researcher believed that the care system is different from institution to institution. Also the researcher benefits from gaining new insight and experience as evaluating the three institutions could have distinct perspectives.

Among the three institutions; the governmental institutions that the study takes place was Kechene female children residential center. The Kechene Girl Children Retention Center is found in Addis Ababa, near Kechene Medhaniyalem church. Kechene Girl Children Retention Center lies under the administration of Addis Ababa's Bureau of Women, Children, and Social Affairs. It features three houses: a small one with 16 children and two caregivers; a medium one with 17 children and two caregivers; and a large one with 74 children and two caregivers. All of the children lived at the Kechene Girl Children Retention Center are female and their age ranges 8 to 19.

The second institution was the private Amen charitable organization which is located close to CMC, around Figa area. In Amen charitable organization, there are 50 children between the ages

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of 6 months and 18 years old. The Amen charitable organization was established in 2017 as an indigenous non-profit, non-governmental humanitarian organization to help with some of the problems related to the large number of orphans, abandoned children, and poor children.

SOS children village was the third institution chosen as research setting for this study. SOS children village is an international non-governmental charitable welfare organization founded by Hermann Gmeiner in 1979 in Austria to help children who have lost their homes, their security and families due to war. Currently SOS children villages Ethiopia is running SOS children village's program in seven regions, in Addis Ababa, Bahirdar, Gude, Jimma, Harar, Hawassa and Mekelle. SOS children village Ethiopia creates homes for needy children, enables them to take control of their own destinies (future), and involves them in the growth of their neighborhoods.

Since the research tried to explore the children right in an institutional child care, random sampling method was used to determine the study site, and purposive sampling was used to pick the research participants, among other non-probability sampling approaches. The age range of the sample group for this study was between 7 and 18. Both boys and girls who have the capacity to narrate and explain situations in child care institutions were selected as participants of the study. Because this study used FGD and interviews to gather the required data from children participants, the researcher believed collecting first-hand information from these participants was possible. Children above age 18 are excluded deliberately due to the fact that these children are pushed to live out of child care institutions and it would be a different context. Key Informant Interviewees were conducted with administrator of the international and private institutions, child right and protection unit leader in Addis Ababa City Administration as well as Bureau of Women, Children, and Social Affairs.

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3.3. Tools of data collection

3.3.1. In-depth individual interviews

According to Berry, (1999), Researchers use in-depth individual interviews to elicit data, in order to gain a comprehensive understanding of the interviewee's perspective or circumstance.

A total of 20 children, from both genders, who resides in the three selected institutions and 10 caregivers have participated in the in-depth individual interviews. The interview was conducted using semi-structured guides (see appendix 1) and the researcher also uses child friendly approach to build the rapport.

3.3.2. Focus Group Discussion with Children

Four focus group discussions were conducted from AMEN charitable institution and SOS Children Village. In one group, there were 5 children; in all, the FGD participants included 20 children, 10 boys and 10 girls. The FGD lasted between 60 and 90 minutes. It was not possible to conduct FGD in Kechene since the administrations failed to give consent to participate in group discussion.

3.3.3. Key Informant Interviews

According to Payne & Payne (2004), key informants are those whose social positions in a study context provide them with more broad, detailed, or privileged information about other people, processes, or events than ordinary people.

KIIs was conducted with administrators of child care institutions, government officials and children rights and welfare experts and professionals working closely with institutions. Because the researcher believed that the chosen KIIs participants, particularly the administration staffs of

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child care institutions, have more information and hold formal positions in the institutions that are the research's targets, and because the researcher also believed that the central issue of the research requires an understanding of how the system operates and how the operation of this system affects children right from government representatives.

Key informant interviews were also conducted with the child right and protection unit leader in Bureau of Women, Children, and Social Affairs, child right expert who works in save the children non-governmental organization and the administrative staff of the Amen charitable organization and SOS children village. Open-ended semi-structured guides (see appendix 4-6) were used to prepare interviews for the specific qualitative research; the researcher explores for in-depth replies while allowing the respondents to speak freely.

3.3.4. Observation

The deliberate notice and careful investigation of individuals' activities, circumstances, or places is referred to as observation as Cohen, Manion, & Morrison, (2017) stated. The researcher takes a stance based on this assertion and observes the surroundings. But before making any observations, a checklist for the observation guide was designed and reviewed (see appendix 7). Particular attentions were paid to the orphanage's grounds and the atmosphere that is created for the children to see whether it satisfies the requirements. Interactions, plays and physical environments were observed using a checklist prepared for this purpose. The researcher and two assistants was involved to rate institutions suitability in fulfilling the rights and needs of children.

3.3.5. Document review

In addition to key informant interviews, focus group discussions, in-depth individual interviews, and observations, various documents such as laws, publications, government rules, reports, and

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agreements were reviewed and used as secondary data sources. Besides, contemporary literatures related to children right in alternative care have been reviewed and used for discussing the findings of this particular study.

3.4. Data Collection Procedure

Obtaining a letter of support from the Center for Human Rights and providing to the selected organizations was the first step in the research process. Then, the researcher traveled directly to the chosen child care institutions to explain about the objective of the research and to request permission and approval to begin doing the research. Except for one institution, institutions and key informants were willing to provide the information required. Once permission was secured from the institutions, data was collected by the researcher herself. The researcher also attempted to approach participants, establish and maintain a strong rapport, and conduct semi-structured interviews in which the interview was designed to have the feel of an informal-normal discussion in order to make interviewees feel free and offer enough data. All interviews were conducted in Amharic language, and hence tools were developed in English language and was translated in to Amharic before data collection. Amharic language was used in order to avoid possible language barrier while collecting data.

The Key informant and focus group interviews lasted between 40 and 60 minutes. The researcher interviewed key informants at their workplaces, and children in various offices and in the library. The interview was conducted using note taking and audio recording techniques with the approval of participants. The recorded material was listened numerous times before being analyzed.

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3.5. Methods of Data Analysis

The research employed a thematic analysis technique. By doing so, themes were extracted and coding of evidences were made throughout the KIIs, IDIs, FGD, observation and information from document reviews. Given that the research involved interviews and FGDs, tape recorder and note taking were used throughout the interviews. The information gathered through audio recording was converted to written notes, and the information gathered through note-taking was likewise be organized into manageable notes. The data was then transcribed and translated in to English. After having an English version of transcriptions, the researcher decided to code manually. After the coding was completed, the researcher began to compose the finding and assess its content in order to improve its readability and make it ready for the final write-up.

3.6. Ethical consideration

Important research ethics, such as informed consent and confidentiality, were dully considered at every step of the research process. As informed consent is one of the crucial ethical principles which gives values of respect for each person's worth, dignity, and right to self-determination (Miller, & Boulton, 2007), participant's consent was obtained before data collection, and their autonomy was preserved by allowing them to choose freely whether or not to participate in the study. The second most prevalent ethical consideration is confidentiality. Confidentiality is the protection of people's privacy without having the permission (Baez, 2002). As a result, the researcher informed the participants that their privacy would be totally safeguarded; the researcher will not reveal their names or information to any third party without their approval.

CHAPTER FOUR

4. FINDING OF THE STUDY

The analyses of all the data were first converted from an audio recording to a written document, which was then translated from Amharic to English before being coded. The transcription was then manually coded based on the theme in the text.

4.1.1. Demographic Characteristics of Participants

Research site	Types of interviews						
	IDIs with children		FGD with children		IDIS with caregivers	KIIs	
	Females	Males	Females	Males	Females	KIIs with organization administrations	KIIs with governmental and non-governmental offices
Amen charitable organization	4	4	5	5	4	1	1 from Addis Ababa City Administration Bureau of Women, Children, and Social Affairs
SOS Children Village	4	4	5	5	4	1	1 from save the children
Kechene (girls dorm)	4	-	-	-	2	-	
Total	20		20		10	4	

Table 1. demographic data of participants

To guarantee that every children participant is within the appropriate age range, this section of the instrument was included. Every child who took part was between the ages of 8 and 16. equal boys and females participated in the research except in Kechene girls' residential. There was no

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FGD in Kechene due to non-volunteerism, and no boy's interviews because Kechene is just only girl's dorm.

4.2. Knowledge about children rights

Seven out of the eight children that the researcher spoke in Amen charitable organization were aware of their fundamental rights, with the exception of the one who believed that the institution had the right to beat her up. She is 15. When the researcher probes her extensively, the interviewee replied that "I am always afraid of being abandoned by the institution since I have already experienced this condition, which is why I am striving to reject my right in order to at least live in peace because I have nowhere to go". A 13-year-old child participant understands his rights and has even escaped from another institution once because their rights weren't protected. Another participant who told me that children have the right to separate from their parents, because he had done so himself.

"My parents forced me to beg for money, and if I did not bring enough, they beat and scolded me. And later, when things became even more difficult, I ran away from my parents and met a man who asked me about my situation. I told him everything, and he took me to the woreda office for women and children."

Out of the eight children who participated in interview, the majority of them said that the government, institutions, and caregivers are the responsible to uphold children's rights. Only one child, who is religious, said that God is the responsible to uphold children's rights because he created children. All of the participants' children informed the researcher that Amen Charitable Organization's staff members are aware of child rights based on how caretakers and organization workers treat the children. Additionally, they added that the reason they believed everyone was

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conscious was because all of their wants were met and they were there for them like a mother and father.

From the focus group discussion in Amen charitable organization the boys and girls participants replied that they were all aware of their rights, but when given the chance to elaborate, some of them found it difficult to list them. Boys' FGD group listed some of the rights, including the right to play, the right to an education, the right to a life, the right to be loved, and the right to basic needs, while girls' FGD listed the right to food, the right to play, and the right not to be sexually abused are some of them. Four of the five boys who participated in the FGD said they learned about children's rights through trainings at an Amen institution, and just one child said he learned more about children's rights through in civics class at school. While from girls FGD only 2 of them stated that they learned more about children's rights through trainings at an Amen institution, and the rest 3 of them told the researcher that they had learnt more about children's rights at school. Boys and girls unanimously responded that they all attended training sessions every Saturday in the institution during their coffee time. Additionally, they informed us that all children like Saturdays and that it is also their discussion time.

Boy participants reported that the government should monitor all the child care centers and legal work has to be done. Another participant continues that “as my friends stated legal work has to be done but if someone tries to elude the law but cannot escape God, then everything should be done in accordance with the law for God's sake.” While most of the girl's participants replied that the government should take place to monitor all the child care centers and also child care facilities and government agencies like police stations, hospitals, and schools should collaborate and work together.

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From the replies the study finding about the knowledge of child rights from Amen charitable organization shows that, in gender wise there were some females who were cognizant of their rights, but boys were more aware of children's rights and more likely to defend their own. And in age wise the participants were more aware of their rights when they are beyond the age of 12 and 13.

Among the four SOS children village participant's half of them were well knowledgeable about children's rights and could articulate their points. Unfortunately, four of them listed children's fundamental rights. Only one of them, out of the entire group, believes that the government is responsible for defending the rights of children, while the others believe that caretakers and institutions are responsible. All four of them mentioned knowing about children's rights in institutions through trainings and by observing how staff members interact with the children. Four of them said that their caregivers and the whole staff they are aware of children's rights since they all value and treat each child with respect. The other interviewing participants in SOS children village were four boys. Even though the two boys were members of the institution's children's parliament, they were also aware of their rights. During the interview, the right to participate and the right to see their families during vacation time were the two rights that were most frequently mentioned. The majority of the participants learned about their rights in institutions and schools. According to the members of the institution's children's parliament, when the government transfers children to an institution, its responsibility to uphold children's rights is completed. The rest, however, believes that government and caregivers have a responsibility to preserve children's rights.

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During the focus group discussion in SOS children village participants unanimously affirmed that they are fully aware of their rights. The three primary rights that are usually brought up in the boys FGD group are the right to live, the right to communicate (the right to participate), and the right to get education. In the same boys FGD, three of them stated that they learn more about children's rights in institutions, while the other two stated that they learn more about children's rights in schools. The right to live, the right to eat, the right to play, the right to express one's opinions, and the right to an education were all stated by the girls in the focus group discussion. Only one girl said "I learned more about children's rights at school", whereas the other four participants who were female said they learned about children's rights in institutions. All FGD participants said that trainings on children's rights and other concerns are always provided, although there is no set schedule for when the trainings are provided.

Regarding mechanisms of promoting and protecting the rights of children's rights, it has been reported that the institution should educate children more about their rights is the most effective strategy to promote children's rights and children also have a responsibility to inform peers who are unaware of their rights, which is also an effective strategy to promote children's rights.

The finding of the study about the knowledge of child rights from SOS children village shows that, gender wise both boys and girls are aware of their rights to the same extent and In age wise the participants were more aware of their rights when they are beyond the age of 12 and 13.

In Kechene girl's children temporary residential organization children explain what they knew about children's rights but could not provide sufficient responses, and the fourth participant did not even know what child rights were. She claimed to be 15 years old and from Dese; she had just been in Addis for seven months. One of the participants pointed out the right to education. The participants agree that they are taught about children rights in school. And all three

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participants agree that it is the institutions themselves that have a responsibility to defend children's rights. The two participants also asserted that their caretakers lack knowledge about children rights. They came to this conclusion because they give them more work to do and because it is difficult to interact with them since they scold and insult them. One participant further stated that, "I can assure you that our caregivers are only here for their salaries because they do not even care if we get sick." Only 1 participant asserts that their caregivers know things since they take care of them.

From their replies the finding of the study about the knowledge of child rights from Kechene girl's children temporary residential organization were not sufficient; children lack knowledge about their rights compared to the two institution.

During the interview with care givers in Amen charitable organization; from the four caregivers, the first caregiver the researcher speak with is a social worker who also works in administration at the institution and who also resides there as the mother of all the children. She is particularly awared about children's rights. She even informed the researcher that it was important to put an end to child trafficking and child begging during our conversation. The care giver also assures that

“The right to get education, health and basic needs are fulfilled in a satisfactory manner in the institution and all children who are older than 4 years old attend school. If a child becomes sick, we bring them right away to the hospital and provide food and clothing as needed.”

The second participant who took interview as a care giver but who is in the position of janitor and washing dish. She has a grade 8 education. She even said that the right to life and the right to

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nourishment should be preserved, and she made the point that because children are humans, they have the same human rights as adults. However, she did appear to have some awareness about children's rights. But the third and fourth participants the chef and janitor have no idea of children's rights and believe that children's needs are met because the institution management wants them to be. It is really difficult to communicate with them since they lack knowledge. As a result, the researcher discovered that only one caregiver is responsible for providing care for 50 children; the other caregivers are in different positions. Because they didn't want to admit there were no other caregivers, they brought the other persons to the interview. Even though the two participants, the janitor and chef have no idea what children's rights are.

The researcher conducted interviews with two caregivers from the Kechene Girl's Children Temporary Residential Organization, one of whom has been there for more than ten years and the other for only one. The first participant provides care for 81 children with one additional assistant. When the researcher asked her if she is informed about basic children rights her reply was "what else do children desire if their stomachs are full?" According to her response, a child's only right is to have food. For the knowledge questions, the first participant was unable to provide a satisfactory response since she was experiencing inferiority issue. The second participant who stays for 1 year is responsible for only 15 children. During the interview time she assures that she has knowledge about children rights and stated that

'Sick children should be kept clean and healthy, and their diapers should be changed frequently since I am responsible for looking after sick children, who are unable to express their needs because they are sick and mentally retarded it is because "ለደግ የሰጠ ለአምላክ አባደረ".'

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This participant answer was related to her responsibility and the participant also used a proverb “ለደግ የሰጠ ለአምላክ አበደረ”. She even listed the right to learn and the right to get health is the main rights of children.

Unexpectedly, the researcher discovered that caregivers, especially those who has been providing care for children for over ten years, are not aware of children's rights. As a result, the researcher observed that caretakers in Kechene are unaware or uninformed of children's rights.

Based on their replies, the researcher observed that the caregiver in SOS children village are aware and have had several trainings on children's rights during the interview period. Each caregiver is in charge of eight children in a home. All care givers reported that they are aware of children rights. Among the replies; all care givers stated that as a caregiver for children,

“All child care giver should be aware of their responsibilities and rights. And the right to basic needs such as a shelter, food, and clothing should be provided, children have the right to live happily, to play, learn, and eat, because children are unable to provide for themselves, the responsible person or institution should meet the needs of children and ensure that their right to an education and health care is met. And children need a place to live and food to survive, and the others, such as learning and playing, will follow.”

One of the care giver also replied “Among other things, I will educate my children that they have the right to ask whatever question they want, whether it is available or not, and that they have the right to share their opinion”. The other caregiver also stated that

“Our primary problem is that our children are unaware of their responsibilities and failure to apply it. During the training, the children will be taught that everyone in the

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village should respect their rights, but they will not be taught to respect the rights of others.”

The study discovered that SOS children village caregivers are more aware of children's rights as a result of trainings, and that the majority of them are also quite experienced and, in terms of age, appear to be the ideal mother.

Even though children gained knowledge about their rights at every institution that took part in the study, caregivers have less understanding of children's rights than children do. With the exception of one caregiver who has a negative view towards children's rights, the caregivers' lack of information does not indicate that they have negative attitude. According to the guidelines for institutionalize childcare, the childcare facility, services should provide by employees who hold professional qualifications (or by experienced staff who are under the supervision of such workers) however most of the workers does not met the qualification. Children's rights to education, health, and violence against them were all seen favorably. Additionally, the right to play and enjoy leisure was strongly backed. However, when the researcher stated the aforementioned rights, the caregivers had a favorable opinion about them. Prior to then, the majority of caregivers were unaware that it was their right; they believed that children would naturally engage in such behavior.

4.2.1. Basic physiological needs

All eight children interviewees who resides in Amen charitable organization affirm that they receive regular, sufficient and nutritious meals. The children also stated that they will attempt to alter their mother if they are uncomfortable with what they are eating. One participant also stated that “We only complain because they overcook the macaroni”. All children claimed that they had never been punished with food. Additionally, every child informed the researcher that they

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regularly received new clothes and that their closets is full with items. Most of the child also replied that "Because we have so many clothes and shoes, we also donate clothing to the needy individuals outside the institution. Also, we wear name-brand shoes." Every child who took part in the interview claimed to feel comfy in their beds and bedrooms. The guys also indicated they lived in a different building from the girls, apart from them.

All of the responses from the 10 children who participated in the FGD with both boys and girls were favorable and stated that they received enough food that was both enough and healthy four times per day, including super, and that they also had milk time after dinner. All claimed to have a large wardrobe and never shares bedrooms with different genders.

The SOS children that are interviewed reported that they consistently consume nutritious meals. Also the participants said that they have a weekly meal schedule. The children added that they have the right to inform their mother and aunt that the food is not tasty, and "because our caregivers eat with us so that they may share our perspective on the issue." Six of the participants stated that starving someone of food is never a form of punishment, but two of them added, "If we don't wash our underwear and socks after school, we may not get super". Additionally, every child will get a certain amount of money to buy clothes twice a year despite the donation from international countries. Also, all of the children mentioned how their bedrooms are separated by gender and that they feel comfortable in their rooms.

Furthermore, the SOS children stated in FGD that they regularly consume three meals of nutritious food each day. Additionally, they have funds available twice a year to purchase new clothing and will get clothing unexpectedly from other nations. Also, every participant in the FGD claimed that their bedrooms are divided by gender and have a clean and comfortable living room.

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All of the children who lives in Kechene Girl's Children Temporary Residential Organization, claimed to eat healthy meals. However, if anything goes wrong with the food, such as if it is not appetizing, they do not have anybody to complain about it because they will be told to "eat what you get". All of the children noted that they don't get punished with food. And the children believe that spending 2000 Birr on clothing once in a year is insufficient. Additionally, one participant claims that "I do not have sufficient bedding, which is why the nights are so cold in the summer and always gets cold". When three interviewees said they were comfortable in their mattresses and bedrooms, one of them said that "our bedrooms smelled awful since we do not have extra bedding and we never going to wash it". Additionally, there are no guys who share bedrooms with the girls' children; only residential facilities exist for girls.

All of the caregiver's interviewees in Amen charitable organization who are involved in child care position gives the same response about the importance of feeding children well-balanced meals as it helps them develop and thrive. They also replied that the children eat four times a day, and anyone who wants milk after dinner can have it. Additionally, a 9-month-old baby is there, so the caregivers will give her another infant's meals. They all believe that the children have enough clothing, and one participant even informed the researcher that they advise children to donate clothes to the people in need.

In SOS children village all of the caregivers who took interviews replied that children's basic needs are met. With the exception of the newborns, who consume powdered milk and a different meal that is prepared by the servants, all children eat three meals a day of a well-balanced diet. One caregiver also stated "Even though they don't wear them during the school year since they all wear uniforms, the children still have plenty of clothes and sanitary pads are also always given to female children as needed."

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Participants who were caregivers in Kechene Girl's Children Temporary Residential Organization, said that providing children with nutrient-rich meals will help in their rapid physical and mental development that's why children are fed three times each day. The children's caregivers believe that because the children don't have enough clothes, it leads them to steal from one another.

Based on observation and responses from children respondents and caregivers, the researcher concluded that all institutions met the first type of fundamental need which is food that all children consume three times or more each day. And all children have their own bed and a place to live, but in Kechene Girl's Children Temporary Residential Organization, the bedrooms and beddings are not clean. Likewise, all children have clothing in the other institution, but in Kechene Girl's Children Temporary Residential Organization, a shortage of it, causes the children to steal from one another, while in Amen the children donate extra clothes to the homeless people on the streets.

Children who participated in the study had more access to their right to get food, housing, and clothing in private and international organizations than in government ones. According to the UNCRC, children have a right to a quality of living that is adequate to satisfy their bodily and social requirements and to foster their development. The fulfillment of needs is necessary to build a positive environment, according to Maslow's need theory. Children at governmental institutions frequently lack basic needs like enough clothing because of a shortage of resources and with a large number of children. The fundamental rights to appropriate nourishment, food, clothes, shelter, and the circumstances of care are all included in the right to an adequate standard of life which the governmental institution lacks.

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4.2.2. Psychosocial needs

Maslow and those who influenced by Maslow's theory explain that feeling safe and safeguarded also human psychological needs. Using interviews with children and caregivers and FGD data from children, the researcher assessed whether or not institutionalized children's psychosocial needs are met.

In AMEN charitable organization all FGD and interviewed children participants replied that they feel safe and safeguarded while they live in the institution, one participant even told the researcher that

“Before I entered this institution, I lived with my mother and younger siblings, my mother expects me to beg and bring in more than 500 Birr every day; if I don't, she'll beat me as if I did not work properly. Even though I lived with my family, I didn't feel secure there.”

Children who live in Amen organization can play whenever they want during the summer, but there are schedules for play and TV time once school starts. Except for the males over the age of 12 and 13, who play football outdoors with the children from the neighbors' houses in teams. During the observation period the researcher discovered Amen charity organization does not have a lot of area to play; they instead only play with toys. Children who lives in the institutions can also go to churches with permission since they practice various religions. Since their mother is a social worker, she offers help and advice to children who need therapy or counseling even if there isn't a counseling or guidance center.

In SOS children village except for one child who said that “I feel safer while am at school with friends, sometimes I do not want to come back from school” all FGD and interview participants

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feel safer when living in the institution. There is no set time for play at the SOS Children's Village; instead, children are free to play whenever they choose, with the exception of the basketball court. Since all of the children should participate, there are time and day schedules on the basketball court. The researcher observed that the village is really large, the kids would enjoy it, and that it is very clean. Children in the SOS are prohibited from playing outside the village with other children and from visiting places of religion because the institution fears that no one would be able to escape. There isn't a counseling or guidance office in the village, but children may go to the learning office for counseling relating to school, and they can go to the social worker office for counseling related to things other than learning.

The children of the Kechene Girl's Children Temporary Residential Organization, they all feel secure and protected while living there. Children added that they could play whenever they wanted because no one was in control of them. However, researcher discovered that despite the large size of the area, it is not well-kept. Additionally, children are not permitted to play outside the institution. And if the children are under the age of 17 or a college student, they cannot go into places of religion because, as one participant said, "They think us as naughty as the grownups children who lives here." Although the institution has a counseling and guidance office, the administrator contends that the staff members are insufficient and underqualified since they do not keep up with reading and upgrading them.

According to the replies Amen charitable organization is better to preserve the children's psychological requirements, according to the general conclusion of psychological needs. All children who reside in Amen charitable organization experience safety and happiness; in Kechene Girl's Children Temporary Residential Organization, as well. They can play outside the institution with other children as they aren't allowed to do so at Kechene Girl's Children

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Temporary Residential Organization, and SOS children village, and they have the right to do so whenever they need to. While attending church is not prohibited in Amen charitable organization, it is in Kechene Girl's Children Temporary Residential Organization, and SOS children village. When Amen's charitable organization children want guidance or therapy, their mother will provide it. Even though Kechene have a counseling room children are unsatisfied.

As the UNCRC's Article 31 legally upholds children's right to play and the right to use play areas that are age-appropriate. Children living in the institutions are enjoying their rights to play and leisure. Children should engage in play because children's cognitive development is fundamentally influenced by play, which also teaches them how to express their emotions and interact with adults and other children. However, children should also have a play space that the private institution for children do not offer in comparison to the governmental and international institutions. Even if there isn't much play space for the private institutionalized children, they are still permitted to play outside with their neighbors. This also creates social connections and benefits children's psychological wellbeing.

4.2.3. Social service needs

All of the children participants' in AMEN charitable organization, reported that they are receiving appropriate educational services and are learning. Every child above the age of four will attend school. They are all studying in government owned school. The government schools will also provide all students, including those from Amen's charitable organization, with school supplies such as textbooks, exercise books, uniforms, pens, and pencils. The institution will also provide the children with any supplies that the government does not provide, such as bags, and will hand over any remaining supplies to the children once they have finished using their pens,

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pencils, and exercise books. The children and the other staff members also responded that, Schools were picked at meetings in the institution that is also very close to the organization.

According to the observations made, the institution does not have a clinic or a health officer of its own; nonetheless, when a child becomes unwell, Tena Tabia, which is also fairly close to the institution, will be contacted right away.

Every child in SOS children village acknowledged that they attend school and receive a quality education. The institution provides all necessary classroom equipment and instructional supplies. The researcher also has an opportunity to visit the learning office while in the observation time. Children that live there have the access of choosing their own school, hence the majority of children attend various private schools. According to the information the researcher obtained from the staff members SOS had its own kindergarten school, but due to a shortage of funding, they tended to lend it to other schools. Children who are learning also attend after-school tutorial lessons in the institution taught by outside instructors who are paid by an hour. Additionally, there are study rooms and computer labs for children in the institution. The learning office also has contacts with foreign university colleges, and if a child qualifies grade 12 national exam, SOS will provide sponsorship to send the children. The SOS Children's Village has a clinic and nurse. However, if a child's disease cannot be treated in the clinic, the well-organized hospital will be contacted. Additionally, the researcher is aware that sick children will be transported to foreign hospitals if this nation is unable to do so.

The researcher observed that Kechene Girl's Children Temporary Residential Organization, has a professional learning and associated office throughout the period spent in observation. Since Kechene Girl's Children Temporary Residential Organization, is governed by a government agency, children are required to attend government schools in order to receive an education. So

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all of the children in the government school will receive school supplies. Additionally, Kechene Girl's Children Temporary Residential Organization, has a library with a librarian and with full of books where the researcher gather data there. Since there are sick children in bed and new arrivals from local cities, not all of the children attend school. Kechene Girl's Children Temporary Residential Organization, has a nurse-staffed clinic on-site. But based on the data the researcher gathered, the nurse teases children and always gives them paracetamol because disgusts the children to physical screening. One participant child also stated

“Because of the unidentified condition, I was so ill that I was unable to control myself. When my friends took me to the nurse office She told everyone that I act that way because I needed attention. She also told me to run if I wanted to get better. I sobbed at that point without saying anything. But after a few days, my condition worsened, and I was taken to Yekatit 12 Hospital, which was a very difficult time for me.”

According to the researcher's observations and interviews with children and caregivers, children who are healthy and older than 4 years old have access to education in all institution.

Additionally, no child in any institution claims that they lack school supplies, and since no institution has a kindergarten or school of its own, all children receive their education outside of the institution. The researcher also discovers that only SOS children village residential have access to choosing their own schools. Due to the observation period, the only learning-related offices and libraries are at the SOS Children's Village and Kechene Girl's Children Temporary Residential Organization, Only the SOS Children's Village has a computer lab and teacher-led tutorial sessions. While SOS Children's Village and Kechene Girl's Children Temporary Residential Organization, both have their own clinics and nurses, Amen Charitable organization does not have a clinic or a health officer. Children in Kechene Girl's Children

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Temporary Residential Organization, aren't getting the health care they need, despite the institution having a nurse and clinic. However, SOS Children's Village has a fund for sending children wherever in the globe to get medical care.

In the governmental institution children lacks the right to get health when compared to other institutions. But in the UNCRC Article 24 stated that "Every child has the right to the best possible health. Governments must provide good quality health care" although it's the governments duty to provide best health care for all children, but the government institutionalized children were not satisfied by the provided health care. All institutionalized children who participate in the study have their right to an education is fulfilled. The international institution, in particular, allows children to choose their schools. However, the private and governmental institutions children learn in only government schools, despite the fact that some children dislike them. But the main issue is not the type of schools that the children learn, it is whether or not children have access to an education. Every child has the right to an education, as stated in UNCRC article 28, and the children have it.

4.2.4. Violence against children

In Amen charitable organization no children responded that they are the victim of violence inside the institution. Also, the children who took part affirmed their affection for one another as brothers and sisters, saying that rather than bullying one another, they would support one another. Additionally, caregivers remarked that no child receives physical punishment. The mother also replies that "We shall punish them by forbidding them from watching TV because they are children and cause disruption."

All FGD and interview participants in SOS children village, with the exception of two children, said they are not a victim of violence. One children feel that her right was infringed because as

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she stated, "I spend so much time working at home that I am unable to study." While another participant feels that his right was violated when he was told he couldn't go to his relative's house but was allowed to go anyway after complaining to the manager's office. Even though the students claimed not to bully one another; throughout the FGD, the researcher found that they do so on the basis of their skin colors, pronunciation, and academic proficiency. Caretakers also said that no one is physically punished. One caregiver even responded "Even though we would like to punish the children, our institution forbids it, so we won't try."

All of the participant children in Kechene Girl's Children Temporary Residential Organization, believe they are the victims of abuse and neglect. Even though children get no physical punishment, caregivers however insult them. One participant even told the researcher that "the caregivers does not want to work properly for the ill children so they charge us to change their diapers and wash clothes for them sometimes" and another participant "for 81 children there is only 2 caregivers so they neglect us" and the other participant "because my health right is not respected I am the victim of violation". All children stated that they did not bully one another, yet the researcher found that they did call their peers names that were literally insulting. The caretakers further stated that they do not infringe on children's rights; rather, grownups children do so by insulting and disrespecting the care givers.

The results of the FGD and interview data indicate that there is neglect and exploitation towards children in Kechene Girl's Children Temporary Residential Organization, when compare with other institution. In Kechene Girl's Children Temporary Residential Organization, young girls also treat caregivers disrespectfully. Additionally, girls are more likely than males to experience violence as children. According to the responses the researcher received, there hasn't been any child abuse in Amen charitable organization.

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The right to be protected from violence is also perceived as generally enjoyed. But some children who are living in the institution claims that they receive abuse and violence because they have a lot to do also UNICEF, 2009 stated that it is frequently claimed that children wash, clean, and cook at their care home, sometimes to unsafe levels.

4.3.Key Informant Interviews (KIIs) finding

Based on the interview with KII 1; child right and protection group leader from government office,

“In Ethiopia, there are above 290 child care centers due to the data of MOWA including child care institutions and foster care institutions. And in Addis Ababa there are only 32 child care institutions that have a direct contact with us (Addis Ababa City Administration Bureau Of Women, Children, and Social Affairs), which comprises both non-governmental and governmental institutions. And as a country, children's rights are not safeguarded, but rather neglected; even the former MoWCY was renamed to MoWSA, with the children title eliminated and combined with social affairs for political reasons. We are also collaborating with children's national parliaments to advocate for children's rights, and the term should be reversed.”

The second KII 2 was done with a child rights specialist who works in non-governmental organization. According to KII2 reply the non-government organization have no partnership or relationship with any childcare institution.

“We consider childcare institutions to be last resort since we do not promote them. Rather, we focus on programs such as development care, direct cash transfers for the poor, and, most importantly, we work with refugee children, street children, and

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advocacy. To conclude my idea, we have no collaboration with institutional care. It is not only our organization that does not support institutional care; as far as I am aware, all non-governmental organizations do not support institutional care, whether the institution is international or governmental. As a child right expert I do not believe all child care institutions respect, protect and promote children rights; it depends on their capability. I can't say yes or no since certain institutions protect, respect, and promote children's rights while others do not respect or fulfill children's rights. SOS Children Village is the best example of a child care center that protects children's rights that I can provide you. Because it is well-established, works with children above the age of 60, and is well-funded.”

He also added that practically almost all childcare centers did not safeguard children properly until international adoption was banned. It was all business.

“As I said earlier, I do not advocate childcare centers. It should only be used as a last resort. As we all know, there are numerous programs that should be used before resorting to institutional care. The first is child care in the community. It is the most effective way since children grow with their emotional, social, psychological, and spiritual needs fulfilled within their community. This program also includes kinship care, sponsored child care, and foster care. The other best option is the reunification program. Reunification refers to the reunion of orphaned or vulnerable children with relatives or parents. Following that, local adoption is the greatest option. When international adoption is forbidden, the rate of local adoption increases. The good news is that in our country also, foster care continues to grow into legal adoptions.”

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The KII 2 also asserted that rights of children is most frequently violated in child care institutions; and the most commonly violated rights are psychological rights such as the right not to be neglected emotionally or physically.

“However, if we look positively, all caregivers are employees. To be honest, I don't expect to be respected either. However, as I previously stated, community-based child care, kinship care, foster care, and legal adoption are preferable options because caregivers are only assigned to one to three children. When the number of children under your care decreases, the amount of time you spend with them will increase.”

Finally, the KII 2 also gave suggestions for child care institutions and the government in terms of protecting children's rights.

“As we all know, the number of vulnerable children in our nation is rapidly growing as a result of conflict and disasters. There are over 600,000 street children, we all know about child labor cases, abuse, and child trafficking, and there are over 20 million disabled people in our country. When we look at how the institution operates, we see that children stay there for more than 16 years. Let us assume that throughout these sixteen years, the number of children we lost due to abuses and so on...

So as a child rights expert, my recommendation for institutions is that they serve as a temporary shelter, similar to a rehabilitation facility, and send children to other programs. If institutions do this, consider how much children they will save in sixteen years. As a result, the institution's strategy and approaches and the government policies should be modified.”

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The third and fourth KIIs participants were the project manager of the AMEN charitable organization and the village director of SOS children village. During the interview with them the researcher focused on the joining process of the children and related things.

According to the KII 3 reply

“Children who join Amen charity organization is, through the woreda children, women and youth affairs. The criteria are that children should be abandoned or orphaned, but this is determined by the office; our role is to accept and raise the children and, all children have a personal file that includes their birth certificates and letters from the kebele offices.”

And the KII 4 also stated that

“Children who will join or have previously joined SOS Children's Village have gone through the same procedure. We receive children through the Addis Ababa City Administration Bureau of Women, Children, and Social Affairs at an early age, and they will send us name lists from the Kebebe Tsehay childcare facility, which we will transport to the institution and all children have a personal file that includes their birth certificate, name, age when they join the institution, health statuses, and letters from the bureau offices. Not only that, but every year, children's statuses such as educational status, health status, physical development and behavioral status will be uploaded.”

Both KII replied about child protection policy as both the organizations have its own set of policies, purpose, vision, and core principles. And the policy clearly addresses children's basic rights. And they even stated that they give trainings for both caregivers and children in the organization. The KII 3 also stated that

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“In AMEN charitable organization every Saturday, children and caregivers receive training. Every child and caregiver has a coffee time where we address various concerns as well as children's rights and needs. Also, during our coffee time, children have the right to raise any issues or needs that they need.”

Both institution also asserted that they provide food, clothe, shelter, education, health care for children without any discrimination. And the KII 4 also stated that “in SOS children village we provide a private school which children may choose and learn.” Based on the KII 3 reply sometimes financial issues are encountered while providing the basic rights in AMEN charitable organization. While in SOS children village the KII replies that they do not face any difficulties because all of the employees are professionals. Also both institutions reported that they do not receive any assistance from any other humanitarian organizations. Additionally, the government agencies do not financially assist the institutions; rather, their only interaction with them is only the adoption procedure. Also the KII 4 also stated that “Since the SOS children village are a well-established organization, as you are aware, we do not receive any help from anybody. However, our door is always open to anyone who wishes to assist us in any way.” And finally they both gave suggestions for the institution to further protect the rights of children. The KII 3 stated that since institutional work is not business-related, children should be the major priority of the institutions.” As well as KII 4 also suggests that “there are many vulnerable children outside of the institutions, they should also work outside with so many initiatives underway, to catch up with the vulnerable.”

4.4.Observational finding

According to Mulhall, (2003), stated that the value of observation is that it informs about the impact of the physical environment. The researcher employed an unstructured observational

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checklist, which was filled out by the researcher and the assistant throughout the visits, to observe the field of the institutions. There were ten questions on the observational checklist. These findings were discovered, according to the researcher and assistant responses.

The fields at the SOS children's village and the Kechene girls residential center are spacious and conducive to good growth, while the fields at the Amen charitable organization are smaller than those at those institutions. The playgrounds of SOS Children's Village and Kechene Girls Residential Center are both huge, however the SOS Children's Village is more pleasant and clean to play in. Despite AMEN's charitable organization, there is no playground on the field.

When compared to Kechene Girls Residential Center, the living room and bedrooms of SOS Children's Village and AMEN's charitable organization are quite comfortable and tidy. The children's bedrooms at all three institutions are also gender divided. The interaction between children and caregivers is favorable in both AMEN charitable organization and SOS Children's Village, while it is both positive and bad in Kechene Girls Residential Center. The researcher reached these results after hearing when they called each other.

Children in SOS Children's Village and the AMEN charitable organization appear to be properly fed and clad properly. The girl's hair was clean and styled. However, the children in Kechene Girls Residential Center were not properly dressed, and it appears that they lack clothing. One child is dressed in a huge size, while another is dressed in a tiny that does not suit the body and is ripped, and some of the girls' hair is messy and dirty.

According to observation and interview, Children in all institutions are fed three or more times each day. Except for newborns and children in bed due to illness, all children in all institutions attend school. SOS Children's Village and Kechene Girls Residential Center each have their own

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clinic on the sites. However, the AMEN charitable organization does not have its own clinic. And except for the Kechene Girls Residential Center, no institution has counseling rooms. In fact, in alternative childcare guideline; A childcare institution must provide health services to children. A childcare facility must have at least one first-aid room. A childcare facility must offer children advice and counseling.

According to observation and interviews, children in governmental institutions usually do not have access to the same rights as children in private and international organizations. This implies that certain crucial social policy steps may need to be implemented, especially for children residing in government institutions. Accordingly, based on the fundamental rights of children like the right to get basic needs, the right to education and health, the right to play and leisure, the right to be protected from violence against children. These tend to be the most pressing issues to be studied and addressed. Because these have a connection to other rights.

CHAPTER FIVE

5. Conclusions, Recommendations and Limitation

5.1. Conclusion

However, if institutionalizing children is required due to a variety of circumstances, the researcher believed that examining children's rights in institutions was also required. The research was conducted at a private institution, a governmental institution, and an international institution all located in Addis Ababa, Ethiopia, namely AMEN charitable organization, Kechene girl's residential institution, and SOS children's village respectively. The study's goal was to assess the protection of children's rights with different thematic area. The knowledge that the children and caregivers have on child right, the right to basic needs, the right to get education, the right to get health care, the right to play and leisure and the protection of violence against children was assessed using the instruments in a qualitative study observation, IDIS, KIIS and FGD. According to the UNCRC, the FDRE constitution, and the guidelines for alternative child care, the stated children's rights must be fulfilled.

After the research was done, the results indicate that most children living in a private and international childcare institutions appear happier compared to the governmental institutions. Compared to private and governmental childcare institutions, an international childcare institution's children and caregivers has a much greater understanding of children's rights. The international childcare institution is the first to uphold and fulfill children basic rights compared to the other institution. Regards to the children psychological needs, the private child care institution is better able to fulfill compared with the governmental and international child care

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institution. Children are more likely to have experienced violence against children in governmental child care facilities than in other institutions.

Finally, the major conclusion implies that children who reside in an international institution have a better chance of having their basic rights safeguarded and fulfilled. The private institution will thereafter take second place in protecting and fulfilling basic children's rights, even with the lack of a play space and insufficient caregivers. However, the governmental institution also has a large space, an organized counseling room, and a clinic, if the service and the service providers, including caregivers, are not satisfactory due to a lack of knowledge and carelessness; children in governmental institutions feel neglected, and their rights are not protected and fulfilled.

Although, in the researcher observation and opinion, institutional care should only be used as a last resort. However, institutional care has positive as well as negative aspects. The positive aspect is that; Institutional care is better at providing the basic necessities of children, but it struggles to meet the emotional and psychosocial needs of the children. At all institutions, children are provided with better meals, clothes, beds, shower and toilet facilities, education, and health care services with comparison to the right to movement and emotional needs.

5.2.Recommendation

Based on the findings the researcher tends to give these recommendations to the relevant body.

1. Training

To ensure absolute child rights protection of children in the institutional care the caregivers need to acquire complete knowledge on child rights legislation. Hence the researcher strongly recommends that The institutions should provide knowledge based Child Rights trainings to caregivers on children rights, caregiving practices. Also trainings should be provided for children

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themselves to be aware of their rights and responsibilities and for those who work with children in the child care institutions.

2. Improved monitoring, coordination and accountability procedures

Institutions should establish and enforce child protection rules, individual care plans, and child progress records. It is critical to establish coordination between the government and the institutions. In particular, the MoWSA and its bureaucracies at all levels should closely monitor and assess the institution's activity. Furthermore, the government body charged with monitoring institutions should monitor and receive reports on each child. The institutions must be transparent to the monitoring body.

3. Legal and policy reform

Based on the recommendation from KII; Governments should ensure that the developed policies are appropriate and include legal and programmatic frameworks, as well as essential services for the most vulnerable children. The policy should also include the strengthening and supporting the capacity of institutions to protect and care for their children, raising awareness within societies to create an environment that enables institutions to protect and care for children.

4. Adequate staffing

Unqualified and underpaid staff are frequently cited as a major contributing cause to the under protection of children's rights in institutions. Understaffing is a severe issue since low pay and status typically lead to poorly motivated workers and quick staff turnover. So that institutions may hire skilled workers and avoid staffing shortages.

5. Income generated activities

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Child care institutions should participate in income-generating activities in order to become financially secure and to meet the needs of children since institutions should not operate on a tight budget. In order to achieve financial stability, the first step is to establish relationships with the stakeholders who will provide the funding. Orphanages should start raising donations locally as well.

6. Availability of services in an institution

According to the findings, all institutions, including those where the research does not take place, should have its own clinic open 24 hours a day, as well as a counseling/therapy room staffed by specialists. The alternative child care guidelines should also be followed in the fields where children live.

5.3.Limitation of the study

When evaluating the study's findings, a variety of limitations must be considered. The first drawback is a lack of financial support, as the study is only being undertaken in Addis Ababa. If the research had a budget, it would be carried out in other regions and city administrations. Second, there is an absence of secondary data indicating the exact total number of orphans and institutions in Addis Ababa, Ethiopia. The third is a failure to get documents such as institutional plans, records, and reports that will be provided to government bodies, which institutions refuse to provide. The fourth constraint found by the study was that taking photographs for observational purposes was forbidden at the facilities. Because the data was gathered from sample groups, it may not reflect the entire institution in Ethiopia. That is, the findings are only relevant to the places researched.

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APPENDIXES**1. In-depth Individual Interview Guides with children****A. Fundamental details concerning Psychosocial needs**

1. Can you please introduce yourself (age, educational status, name of institution, age when joined the institution)?
2. Do you feel safe when you live in the institution?
3. Do you have the right to play and entertain when needed? If not, why not?
4. Are you allowed to play with children in and out of the institution? If not, why not?
5. Do you go to church/ mosques whenever you want?
6. Do you have access to have advice and therapy whenever you need it?

B. Violence against children

7. Have you been abused, neglected, or your rights violated? If yes,
 - a. How?
 - b. What was the reaction of the institution or care givers to the abuse?
 - c. What measure have you taken to get remedies?

8. Does the children bully each other?

C. Knowledge about children right

9. What do you know about child right?
10. Whose duty is do you think to protect children right?
11. How/ where do you know about children rights?
 - a. In the institution
 - b. School
 - c. Social media

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12. Do you think your care givers are aware of children rights?

- How do you evaluate their effort in promoting and protecting your rights?

D. Fundamental details concerning basic needs

13. Do you eat your meals on a regular basis?

- Do you get adequate food?

14. Have you observed any segregation in feeding with in the institution? If yes, how?

15. Is food used as a kind of punishment?

16. Do you get new clothes from the institution?

17. Is the room comfortable to live?

18. Do boys and girls have a separate room?

E. Fundamental details concerning social service needs

19. Do you get proper education services?

- Are school facilities and learning materials fulfilled?

20. Who chooses your school?

- Is there any possibility to choose your own school?

21. Do you have access to healthcare anytime you need it?

22. What suggestion do you have for the institution to further protect the rights of children?

2. In-depth individual Interview Guides with child care givers

1. Can you please tell me about your background (role, educational level and experience in the institution)?

2. Are you informed about basic children rights?

- Can you list some basic children's rights?

3. Which rights of children are more promoted and protected in this institution?

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4. Which rights of children are more violated or compromised in this institution?
 - Why do you think it's more violated and compromised?
5. What are the responsibility of care givers with regard to protecting children's rights?
6. What are the visible effects of child right violation?
7. Who are the major abusers of children's rights? Why?
8. In your opinion, to what extent is physical punishment acceptable?
9. What are the mechanisms you use to discipline a child?
 - a. What positive / negative discipline mechanisms do you apply?
10. What are the benefits of keeping children healthy and nutritious?
 - How many times do you serve meals for the children?
 - What kind of food are you serving for different age groups of children?
11. What are the benefits of educating children? / send children to school?
 - Do you believe children's education need is fulfilled?
 - Are all necessary learning materials fulfilled for all children?
 - What are your responsibility regards to their education?
12. Are children given enough time to play?
 - Do you think all paly and recreation materials are fulfilled for different age groups?
13. What challenges do you encounter while you are working as a care giver?
14. How do you rate your children's awareness regarding their basic rights?
 - Do you believe you are responsible to make children aware of their rights?
15. How far is the health of children protected?
 - Do children have regular medication checkup?

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- What are your responsibilities if your child becomes ill?
16. Are children free from any form of abuse, neglect and violence?
- What do you think the reasons for violating children rights?
17. What suggestion do you have for the institution to further protect the rights of children?

3. FGD Guides for children in Institutional Care

A. Fundamental knowledge concerning children's rights

1. Can you please introduce yourself (age, educational status, name of institution, age when joined the institution)?
2. Do you feel safe / comfortable in this institution?
 - If not, where do you feel safe? (school, church...),
3. Are you informed about basic children rights?
 - If yes, can you list the basic children's rights?
4. Where do you learn about children's right?
5. Does the institution give you training about children rights?
 - If yes, when does this institution gives you training about children rights?
6. Which kinds of rights are often violated in your compound?
7. What mechanisms do you think is effective to promote and protect your basic rights?
 What suggestion do you have for the institution to further protect the rights of children?

B. Basic information about basic needs

8. How do you evaluate the provision of basic needs (food, shelter and clothing) in this institution?
 - Do you get adequate food?
 - How many meals are served a day?

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- How do you get clothes?
- Do you have a separate bed rooms for boys and girls?
- Are living rooms comfortable?

C. Basic information about social service need

9. How do you see access to education and health services in your institution?

- Who chooses your school?
- Are learning materials fulfilled?
- Do your care givers and administrator follow up your educational outcomes and take remedies?
- Do you have a clinic in the institution?
- Do you have a regular medical check-up?

D. Basic information about psychosocial needs

10. What are your thoughts on the importance of children's play?

- Are play and recreation facilities available on the compound?
- Is adequate time allocated for play and recreation?

4. Key Informant Interview Guides with the Institution Manager/ Administrators

Basic facts about the organization and its stakeholders

1. Can you please tell me about your background (position, educational level, and experience in the institution)?
2. How do children join this institution?
 - Who recommends children to this facility?
 - How does the procedure look like?

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3. Does the institution have eligibility criteria for accepting children to the institution? If yes, what are the criteria?
4. Do you record baseline information for all children on admission? How?
5. Do children in the institution have a personal file? How is it compiled? Is it shared to children?
6. Does the institution have a child protection policy?
 - If yes, what are the major themes incorporated in it?
 - Are all employees fully informed of this policy?
 - How far does your institution practically implement it?
7. Do you believe the basic rights of children are well entertained in the policy?
8. Do caregivers receive orientation/ training about children's right?
 - If yes, how often do you orient caregivers about the rights of children?
9. Do children receive orientation/ training about their rights?
 - If yes, how often do children receive orientation about their rights?
10. Which basic rights are you providing to children living in your institution?
 - Do you believe children are satisfied by the services?
11. How far are social services such as housing, clothe, food, health and education needs are properly provided to children?
 - What are the major challenges in providing these services?
12. How is the institution following up the developmental needs and statuses of children?
13. What support do you get from the government and other humanitarian organizations in fulfilling the basic rights and social services? What suggestion do you have for the institution to further protect the rights of children?

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5. Key Informant Interview guides with government officials

Basic information regarding children's rights from the government office and stakeholders

Name

Position

1. What type of relationship do you have with the child care institutions?
 - How do you monitor child care institutions?
2. Do institutions submit activity reports to your office?
3. Which government office has the authority/responsibility to refer children to care giving institutions?
4. Do you have regular visits and supervisions to childcare institutions?
 - If yes,
 - What is the main objective of visiting institutions?
 - How often do you visit?
 - What are the obstacles that you encounter during visiting?
 - If no, why?
5. Do these specific institutions meet the criteria of the UN and Ethiopian guidelines for child care institutions? If not, what kind of measures do you take in order to protect children's right?
6. What are your thoughts as a government representative on these basic children's rights (basic needs, psychological needs and social service need)?
7. What is your take on "play"?

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8. Do international, private and national child care institutions have different criteria to fulfill?
9. Are there any institutions that you have taken measure by not meeting the criteria and not protecting children right?
10. What do you recommend to childcare institutions in regards to protecting children's rights?

6. Key Informant Interview guides with NGOs working with Institutional Care

Name

Position

1. What kinds of partnership/ relationship do you have with childcare institutions?
2. Which, International, private or national childcare institutions do you have the most contact with?
3. What kind of support do you provide to childcare institutions?
4. Do you believe that child care institutions respect, protect and promote children rights?
5. What major gap have you witnessed with child care institutions in promoting and protecting the rights of children?
6. Do you believe that institutionalizing children is a good way of fulfilling the basic rights of children?
7. Which rights of children do you believe is most frequently violated in child care institutions?
8. What recommendations do you have for child care institutions and the government in terms of protecting children's rights?

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7. Observational check list

Criteria for Observation		Yes	To some extent	No
1.	The institution's location and width is conducive for children to live and grow well.			
2.	The playground is made to be comfortable for children to play on.			
3.	Are living and bedrooms comfortable for children?			
4.	Are the bedrooms are separated by gender?			
5.	The interaction among children and with care givers is positive.			
6.	Does most of the children looks like that they are well nourished?			
7.	Do all the children get food at least 3 times a day?			
8.	Are all children excluding infants and toddlers, enrolled to school?			
9.	Does the institution has its own clinic?			

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10.	Does the institution have a private space for psychological therapy?			
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Institution name _____

Observation taken by _____

Observation taken date _____

Observers signature _____

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ከልጆች ጋር የሚደረግ ቃለ ምልልስ

A. መሰረታዊ መረጃዎች ስለ ስነልቦናዊ ፍላጎት/ PSYCHOLOGICAL NEEDS

1. ራሳችሁን አስተዋውቁ
 - እድመ
 - የትምህርት ደረጃ
 - ምትኖሩበት ድርጅት ስም
 - ድርጅቱን ስትቀላቀሉ የነበራችሁ እድመ
2. የምትኖሩበት ድርጅት ውስጥ ምኞት ያለው እና ከጉዳት ነጻ ነው?
3. ስለ ህጻናት መብቶች ምን ያህል ታውቃለህ/ሽ?
 - ምታቀውን ብትነግረኝ?
 - ስለ ህጻናት መብቶች እንደት ልታውቅ ቻልክ?
4. የህጻናትን መብት ማስከበር የማን ሃላፊነት ነው ብለህ ታስባለህ/ሽ?
 - ምን ያክል መብትህን ለማስከበር ትጥራለህ/ሽ?
5. አሳዳጊዎቻቹ ስለ ልጆች መብት እውቀት ያላቸው ይመስላችኋል? አዎ ከሆነ መልሱ
 - በምን ልክ መብቶቻችሁን ለመጠበቅ ይጥራሉ?

B. መሰረታዊ መረጃዎች ስለ ስነልቦናዊ ፍላጎት/ psychological need

6. መጫወት/ ማረፍ በምትፈልጉበት ጊዜ መጫወት ትችላላቹ? ካልተቻለ ለምን?
7. ከድርጅት ግቢ ውጪ ካሉ ልጆች ጋር አብራቹ መጫወት ትችላላቹ?
8. ወደ እምነት ተቋማት መሀድ በምትፈልጉበት ጊዜ መሀድ ትችላላቹ?
9. በምትኖሩበት ድርጅት ውስጥ መብታቸው ተጥሶ፣ እንግልት ደርሶባቸው ያውቃል? አዎ ከሆነ መልሱ
 - እንደት እና በማን የመብት ጥሰት ደረሰባቸው?
 - የሚመለከተው ክፍል የመብት ጥሰት እንደገጠማቸው ሲያውቁ ምላሻቸው ምን ነበር?
 - የመብት ጥሰቱን ለመከላከል ምን አይነት እንቅስቃሴ አድረጋችሁ?

C. መሰረታዊ እውቀት ስለ መሰረታዊ ፍላጎቶች/ basic needs

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- 10. በምግብ ሰአት ሁልጊዘ ምግብ ታገኛላቸው?
 - የሚቀርብላቸው ምግብ የተመጣጠነ ነው?
- 11. በምግቡ ስርአት ያልተመቻችሁ ነገር ካለ ለማን ነው ምታሳውቁት?
- 12. ምግብ መከልከል እንደ ቅጣት ይወሰዳል/ተወስዶ ያውቃል ወይ?
- 13. አዳዲስ ልብሶችን ታገኛላቸው ?
- 14. የምትኖሩበት ክፍሎች ምቹ እና ጽዱ ናቸው?
- 15. ወንዶች ከሰቶች/ ሰቶች ከወንዶች ጋር የተለያየ የመኝታ ክፍሎች አሏችሁ?

C. መሰረታዊ መረጃዎች ስለ ማህበራዊ ፍላጎት ግልጋሎት/ social service need

- 16. የተመቻቸ የትምህርት ስርአት ያለበት ቦታ ትማራላቸው?
 - ለመማሪያ ግልጋሎት የሚጠቅሙ መሳሪያዎች በበቂ ሁኔታ ተሟልቷል?
- 17. የመማሪያ ቦታችሁን ሚመርጠው ማነው?
 - እናንተ እንድትመርጡ የተደረገበት ሁኔታ ይኖር ይሆን?
- 18. መታከም በምትፈልጉበት ጊዘ መታከም ትችላላቸው?
- 19. ምን አይነት ሃሳብ ማስተላለፍ ትፈልጋላችሁ የልጆች መብቶች እንዲከበር?

ከእንክብካቤ ሰጪ ጋር ሚደረግ ውይይት

- 1. በትውውቅ መጀመር
 - ድርጅቱ ውስጥ ምን አይነት የሥራ ድርሻ ነው ያላችሁ?
 - የትምህርት ደረጃ?
 - ለስንት ጊዘ እንደሰራችሁ?
- 2. ስለ ልጆች መሰረታዊ መብቶች ምን ያህል ያውቃሉ?
 - ከልጆች መሰረታዊ መብቶች መሃል ሚያውቁትን ቢነግሩኝ?
- 3. በዚ ድርጅት ውስጥ በበቂ ሁኔታ የሚከበረው እና የሚስፋፋው የትኞቹ የልጆች መብቶች ናቸው?
- 4. በዚ ድርጅት ውስጥ በበቂ ሁኔታ የማይከበረው/ ችላ ሚባለው የትኞቹ የልጆች መብቶች ናቸው?
 - መብቱ በተደጋጋሚ የሚጣሰበት እና ችላ ሚባልበት ምክንያት ምን ይመስሎታል?

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5. የእናንተ/ እንክብካቤ ሰጪ ድርሻ የልጆችን መብት ከማስከበር ረገድ ምን ይመስላል?
6. በሰፊ ሁኔታ የሚታየው የልጆች መብት የመጣስ ምክንያት ምን ይሆን?
7. በድርጅቱ ውስጥ በምን አይነት የስራ ድርሻ ያለ ሰው ነው ብዙ ጊዜ የልጆችን መብት የሚጥሰው? ምክንያቱስ ምን ይመስሎታል?
8. እንደ እርሶ አስተሳሰብ እስከምን ድረስ ነው ሰውነታዊ ቅጣት የሚፈቀደው?
9. ልጆችን ስርአት ለማስተማር ምን አይነት ዘዴዎችን ትጠቀማላችሁ?
 - በዚ ድርጅት ውስጥ ምን አይነት የቅጣት አይነቶች ይተገበራሉ?
10. ልጆችን በነጽህና፣ በጠንካራ እና የተመጣጠነ ምግብ መመገብ ጥቅሙ ምንድን ነው ብለው ያስባሉ?
 - በቀን ስንት ጊዜ ለልጆች ምግብ ይቀርብላቸዋል?
 - ምን አይነት ምግቦች ናቸው ለልጆች የሚቀርቡት እንደ እድምያቸው?
11. ልጆችን ማስተማር/ ትምህርት በት መላክ ጥቅሙ ምን ይመስሎታል?
 - በዚ ድርጅት ውስጥ የልጆች የመማር መብታቸው ተሟልቷል ብለው ያስባሉ?
 - ለልጆች ትምህርት የሚያስፈልጉ መገልገያ ቁሳቁሶች በሚገባ ተሟልተዋል?
 - ልጆችን በማስተማር ረገድ የእናንተ ድርሻ ምን ይመስላል?
12. ልጆች ጨዋታ በሚፈልጉበት ጊዜ ሁሉ ጨዋታ ይፈቀዳል?
 - ልጆች እንዲጫወቱ እና እንዲያርፉ የሚያስፈልጉ ቁሶች ተሟልቷል ብለው ያስባሉ?
13. የልጆች ተንከባካቢ በሆኑበት ወቅት ምን አይነት ተግዳሮቶች ገጥሞት ያውቃል?
14. የሚያሳድጉት ልጅ ስለ ልጆች መብቶች ምን ያህል እውቀት አላቸው ብላችሁ ታስባላችሁ?
 - ስለ ልጆች መብት ግንዛቤ እንዲኖራቸው ማድረግ የናንተ ድርሻ አለብት ብላቹ ታስባላቹ?
15. የልጆች የጠንካራ መብት ምን ያክል ተጠብቋል?
 - ልጆች መደበኛ የሆነ የህክምና ክትትል አላቸው?
 - የሚያሳድጉት ልጅ ቢታመም የናንተ ድርሻ ምን ይሆናል?
16. ሁሉም ልጆች ከመብት ጥሰት ነጻ ናቸው ብለው ያስባሉ?
17. በመጨረሻም ስለ ልጆች መብት ሃሳብ አስተያየት እንዲሁም መልእክት ካለዎት?

ከልጆች ጋር በቡድን የሚደረግ ይመወያያ ጥያቄ

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A. መሰረታዊ እውቀት ከልጆች መብቶች አኳያ

1. እራስ ማስተዋወቅ

- እድም
- የትምህርት ደረጃ
- የምትኖሩበት ድርጅት ስም
- ድርጅቱን ስትቀላቀሉ የነበራችሁበት እድም

2. እዚ ድርጅት ውስጥ ስትኖሩ ተመችቷችሁ ነው?

- ከዚ ቦታ ወጪ የት ቦታ ስትሆኑ ይመቻችኋል?

3. ስለ ልጆች መሰረታዊ መብቶች ምን ያህል ታውቃላቱ? አዎ ከሆነ መልሱ

- የልጆች መሰረታዊ መብቶች ሚባሉትን ንገሩኝ?

4. ስለ ልጆች መሰረታዊ መብቶች ግንዛብ ወይም እውቀት ያገኛችሁት የት ነው?

5. ይህ የምትኖሩበት ድርጅት ስለ ልጆች መብት ስልጠና ወይም ትምህርት ይሰጣችኋል? አዎ ከሆነ መልሱ

- መች ነበረ ስልጠናው/ ትምህርቱ የተሰጣችሁ?

6. በምትኖሩበት ድርጅት ውስጥ ምን አይነት/ የትኛው የልጆች መብት ነው በተደጋጋሚ የሚጣሰው/ ሲጣስ ያያችሁት?

7. የልጆች መብቶች እንዲሰፋፋ እና እንዲከበር ምን አይነት ዘዴዎች ትጠቀማላችሁ? ምን አይነት ሀሳብ እና ጥቆማ ታቀርባላቱ?

B. መሰረታዊ መረጃዎች ስለ መሰረታዊ ፍላጎቶች/ basic needs

8. የመሰረታዊ ፍላጎት አቅርቦትን እንደት ታዩታላቱ?

- የተመጣጠነ ምግብ ታገኛላቱ?
- በቀን ውስጥ ለስንት ጊዜ ትመገባላቱ?
- አዳዲስ ልብሶችን እንደት ታገኛላቱ?
- ወንዶች ከሰቶች/ ሰቶች ከወንዶች ጋር የተለያየ የመኝታ ክፍሎች አሏችሁ?
- ሳሎን ቦታችሁ ለሁሉም ልጆች ብቂ እና ምቹ ናቸው?

C. መሰረታዊ መረጃዎች ስለ ማህበራዊ ፍላጎት ግልጋሎት/ social service need

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9. በምትኖሩበት ድርጅት ውስጥ ለትምህርት እና ለጠንካታ የሚሰጠው ቦታ ምን ይመስላል?

- ትምህርት በታችሁን የሚመርጠው ማን ነው?
- የመማሪያ መሳሪያዎች የተሟሉ ናቸው?
- በድርጅቱ ውስጥ የሚያሳድጋቹ አካል ትምህርታችሁን ይከታተላሉ?
- በድርጅቱ ውስጥ ክሊኒክ/ የመታከሚያ ቦታ አላችሁ?
- መደበኛ የሆነ የህክምና ክትትል አላችሁ?

D. መሰረታዊ መረጃዎች ስለ ስነልቦናዊ ፍላጎት/ psychological need

10. ስለ ልጆች የመጫወት ጥቅም የእናንተ ምልከታ ምን ይመስላል?

- የመጫወቻ እና የማረፊያ ቦታዎች እና ቁሳቁሶች በድርጅቱ ውስጥ በሚገባ ተዘጋጅቶ አለ?
- ለጨዋታና ለእረፍት የተመደበ የጊዜ ሰሌዳ በድርጅቱ ውስጥ አለ?

ከድርጅቱ አስተዳደር ጋር የሚደረግ ውይይት

1. ያለዎት የስራ ድርሻ?

- የትምህርት ደረጃ?
- በአስተዳደር የቆዩበት ጊዜ?

2. ወደ እዚ ድርጅት ልጆች እንደት ነው የሚቀላቀሉት?

- ልጆች ወደዚ ድርጅት እንዲገቡ ጥቆማን ከማን ታገኛላችሁ?
- ልጆች የሚገቡበት ሂደት ምን ይመስላል?

3. ይህ ድርጅት የራሱ የሆነ ልጆችን የመቀበያ መስፈርቶች አሉት?

- አዎ ከሆነ መልሶ መስፈርቶቹ ምን ምን ናቸው?

4. የልጆችን መሰረታዊ የሆነ መረጃዎችን ታስቀምጣላቸው?

- እንደት እና ምን አይነት መረጃዎች?

5. በዚ ድርጅት ውስጥ ለሚኖሩ ልጆች የግል መረጃዎችን ታስቀምጣላቸው?

- ልጆች በፈለጉባቸው ጊዜ ትሰጣላቸው?

6. ይህ የልጆች ማሳደጊያ ድርጅት የራሱ የሆነ የልጆች መብት ጥበቃ ፖሊሲ አላችሁ?

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- አዎ ከሆነ መልሶ መሰረታዊ የሆኑት በፖሊሲ ስር ያሉ መብቶች ምን ምን ናቸው?
 - በዚ ድርጅት ውስጥ የሚሰሩ ሰራተኞች በሙሉ ሰለዚ ፖሊሲ ግንዛቤ አላቸው?
 - የፖሊሲ አተገባበር ምን ይመስላል?
7. በፖሊሲ ውስጥ የልጆች መብቶች በደንብ የተገለጸ ይመስሎታል?
 8. የልጆች እንክብካቤ ሰጪዎች ስለ ልጆች መብት ስልጠና ይሰጣቸዋል?
 - አዎ ከሆነ መልሶ በምን ያህል ጊዜ ስልጠና ይሰጣቸዋል?
 9. ልጆች ስለራሳቸው መብት ስልጠና እና ግንዛቤ ይሰጣቸዋል?
 - አዎ ከሆነ መልሶ በምን ያህል ጊዜ ስልጠና ይሰጣቸዋል?
 10. ምን ምን አይነት መሰረታዊ ግልጋሎቶች ነው ለልጆች ምታቀርቡት?
 - በምትሰጡት አገልግሎቶች ልጆች የተመቻቸው እና ደስተኛ ይመስሏቸዋል?
 11. በምትሰጧቸው መሰረታዊ ግልጋሎቶች እንደ ማደሪያ፣ ልብስ፣ ምግብ፣ ትምህርት እና ህክምና በትክክል ለልጆች የተሟሉ ናቸው?
 - እነዚህን ግልጋሎቶች ለማቅረብ ተግዳሮት የሚሆንባችሁ ነገሮች አሉ?
 12. ድርጅቱ የልጆችን እድገታዊ ፍላጎቶችን እና ለውጦችን በመከታተል አኳያ እንደት ነው?
 13. ከመንግስታዊ ከሆኑ እና ካልሆኑ በሰው ዙሪያ ከሚሰሩ ድርጅቶች ምን አይነት ድጋፎችን ታገኛላችሁ?
 14. በመጨረሻም ስለ ልጆች መብት ሃሳብ አስተያየት እንዲሁም መልእክት ካለዎት?

የመወያያ ጥያቄ ከመንግስታዊ ካልሆነ ድርጅት

- ከልጆች ማሳደጊያ ድርጅቶች ጋር ያላችሁ ግኑኝነት ምን ይመስላል?
- የጠበቀ ግኑኝነት ያላችሁ ከየትኛው አካል ጋር ነው?
 1. ለልጆች ማሳደጊያ ድርጅቶች ምን አይነት እገዛ ታደርጋላችሁ?
 2. የልጆች ማሳደጊያ ድርጅቶች የልጆችን መብት እንደሚያከብሩ፣ እንደሚተብቁ እና እንደሚያስተዋውቁ ታምናላችሁ?
 3. ልጆችን በልጆች ማሳደጊያ ድርጅቶች ውስጥ ማሳደግ የልጆችን መብት መጠበቂያ አንዱ መንገድ ነው ብላችሁ ታስባላችሁ?

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- 4. የልጆች ማሳደጊያ ድርጅቶች ውስጥ በተደጋጋሚ የሚጣሰው የልጆች ሙብቶች ምንድን ናቸው ብላችሁ ታስባላችሁ?
- 5. በመጨረሻም ለልጆች ማሳደጊያ ድርጅቶች መልእክት ወይም ምክር ማስተላለፍ ምትፈልጉት ካለ።

የመወያያ ጥያቄ ከመንግስት አካላት ጋር

መሰረታዊ መረጃዎች ስለ ልጆች ሙብት እና ስለ ልጆች ማሳደጊያ ድርጅቶች

- 1. ከልጆች ማሳደጊያ ድርጅቶች ጋር ያላችሁ ግኑኝነት ምን ይመስላል?
 - የልጆች ማሳደጊያ ድርጅቶችን እንድት ነው ምትቆጣጠሩት?
- 2. የልጆች ማሳደጊያ ድርጅቶች ስለ ድርጅቱ ሪፖርት ያቀርባሉ?
- 3. የየትኛው የመንግስት አካል ድርሻ ነው ልጆችን ወደ የልጆች ማሳደጊያ ድርጅቶች መላክ?
- 4. የልጆች ማሳደጊያ ድርጅቶችን መደበኛ በሆነ መልኩ ከትትል እና ጉብኝት ይደረግላቸዋል?

አዎ ከሆነ መልሱ

- የጉብኝቱ ዋነኛ አላማ ምንድን ነው?
- በምን ያክል ጊዝ ጉብኝት እና ከትትል ይደረጋል?
- ጉብኝት እና ከትትል በምታርጉበት ወቅት ምን አይነት ችግሮች ገጥሟችሁ ያውቃል?
- 5. የሚከፈቱት የልጆች ማሳደጊያ ድርጅቶች UN እና ኢትዮጵያ ያወጡትን መመሪያ ይከተላሉ?
- 6. ከልጆች ሙብቶች ጋር በተገናኘ ስለ መሰረታዊ የልጆች ሙብቶች ጥበቃ ምን ይላሉ (basic needs, psychological needs and social service needs)?
- 7. ስለ ልጆች ጨዋታ ምን ታስባላችሁ?
- 8. ሃገር በቀል፣ መንግስታዊ እና አለም አቀፍ የሆኑ የልጆች ማሳደጊያ ድርጅቶች ማሟላት ያለባቸው መስፈርቶች የተለያዩ ናቸው?
- 9. መስፈርት በማያሟሉ እና በተተደጋጋሚ የልጆች ሙብት ጥሰት በሚስተዋልበት የልጆች ማሳደጊያ ድርጅቶች ላይ ቅጣት ፈጽማችሁ ታውቃላችሁ?
- 10. በመጨረሻም ለልጆች ማሳደጊያ ድርጅቶች መልእክት ወይም ምክር ማስተላለፍ ምትፈልጉት ካለ።