

Assessment of an Intervention Considered to End Child
Violence at Rural Primary Schools: The Case of
Child Friendly School project at Becho District,
South-West Shoa Zone, Oromia Regional State

By
Gezahegn Lamessa

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Acronyms

CFS – Child Friendly School

CRC – Child Right Convention

DEO – District Education Office

DEC – Development Expertise Center

M&E – Monitoring and Evaluation

MDG – Millennium Development Goal

MoE – Ministry of Education

NGO – Non-Governmental Organization

SAC- Students’ Advisory Committee

SLSSH – Student Led School Sanitation and Hygiene

Abstract

This research is conducted on the Child Friendly School project being implemented in five primary schools of Becho District, South-West Shoa Zone, Oromia Regional State for the last two years. The purpose of the study is to assess the effectiveness of the practice considered in ending the child violence at rural primary schools. The study has adopted both quantitative and qualitative methods for data analysis. To conduct the study all the five primary schools and one control school are considered. Sampled school teachers & administrators, students and parents are used as a data source. As the data collection tools: questionnaires, interview and focus group discussions are used to collect data from sample of teachers, administrators, students and parents. Explanatory descriptive approach was adopted to report the findings. The results from the data analysis depict that the project has adopted participatory approach as all relevant stakeholders like District Education Office, schools community and parents took part at planning, implementation, monitoring and evaluation stages of the project. There were also various forms of technical and material inputs that contributed to create attractive learning environment for the children. As a result, improvements were made to the physical, social and learning environment of the schools considered. School facilities were fulfilled for students. The school social environment is also improved as the relationship among students (peers), students & teachers and students and parents has shown significant improvement. In addition, students are accessed to proper educational amenities and learning materials which shows improvement in the learning situation of the school. Most importantly, children are empowered for self-initiated learning and participation in school matters. Generally, the Child Friendly School Project has contributed valuable lessons that supported to end child violence at the five targeted primary schools. Hence, it is recommended that the lesson from the project will be well documented and disseminated to other schools.

CHAPTER ONE

Introduction

Background of the study

Various literatures witness that Ethiopia has a history of one century since the introduction of modern education. As has been indicated by Getachew & Sintayehu (2007), the development of one country entirely depends on its citizens and this responsibility particularly rests on its younger generation. As a result, one country needs to have a well-developed generation in order to build the nation effectively in various development spheres. Zeleke (2001, P: 70) stressed that although schools are presumed to be places where students' positive behavioral changes are expected, there are many factors that interfere with the educational processes. School based violence is among the factors that hinder educational achievements, especially at primary school level.

As to Johnson (2009), researches focused on teachers' experiences on problems of child right violence supports the shift of attention towards school based child violence. His research finding indicates that teachers' stress, lack of cooperation and support from administrators, lack of basic security, and the physical deterioration of the school are contributing factors for school violence. The finding further depicts that a school is appropriate learning environment for students when the three dimensions: social, physical and learning environment are inviting and conducive for children. From the finding, one can drive if one or more of these dimensions are not properly set, the school becomes abusive environment where school violence is evident in one way or another. In addition, Manitoba, (2001) underlined that positive

school climate exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust.

Apparently, the United Nations Child Right Convention Article 28 stresses that the discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – free of violence. Any form of school discipline should take into account the child's human dignity policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

On his assessment of child right advocacy in Ethiopia, Zeleke (2001) witnessed that corporal punishment and related school violence is evident in Ethiopian school. In rural Ethiopia, where schools are less provisioned and not well furnished with facilities, school based child violence is evident in one way or other.

As to the project document (DEC 2011), the project implementing organization Development Expertise Center is a non-profit, local Civil Society Organization (CSO) established in 2007 and re-registered as Ethiopian Residence Charity Organization at the Ministry of Justice in 2009. The project area covers Becho district of south west Shoa zone, Oromia National Regional State. Weliso town is the capital of South West Shoa Zone, which is located about 115 km to the south west of Addis Ababa, the capital city of the country. According to July 2009 projection, Becho district has a total population of 84,031, out of which 41,917 and 42,115 are male and female respectively (BoFED, 2009). In the intervention district, there are a total of 24 primary schools and a total of 16,773 students (850 females) in 2011/12. The Gross enrollment ratio is 91% (91.5 % for

males and 90.6 %) for females) whereas the Net Enrollment ratio is 90.4% (91.5% for males and 89.8% for females) in 2011/12.

The document further clarifies that majority of teachers in a school are not aware of the participatory teaching- learning processes. Pedagogically, lessons preparation, teaching, and the language that teachers use, class arrangement and management are not sensitive to enhancing boys' and girls' active interaction. Parents and communities are the primary institutions which construct roles and relations between males and females, gender based rights, privileges, benefits and expectations which are later carried into schools. Different violence as forced marriage and abduction are viewed as less harmful and highly tolerated crimes due to negative attitudes towards the needs and benefits of children. Parents, communities and children need to have awareness rising on the need and mechanisms of protecting children from violence at the three measure levels, family, community and schools.

The project document depicts that the school facilities in this district are at the very lowest level. The school compounds are almost with no play grounds, separate latrine pits, and wash facilities. The internal facilities such as pedagogical centers, class rooms (furniture), reading rooms and their materials are not adequate to render quality teaching – learning process. As to the document, the overall objective of the project is to improve access of quality primary education through creating conducive school environment in the intervention areas. Under this overall objective, the project specifically aims to create violence free school environment through enabling educational institutions and stakeholders in the project period and to organize attractive and conducive student friendly primary school services for boys and girls. In addition, the project is to increase

school boys' and girls' participation and interaction in the teaching – learning process and in their school affairs.

Hence the document clarifies the following gaps:

- The school facilities in this district are at the very lowest level. The school compounds are almost with no play grounds, separate latrine pits, and wash facilities. The internal facilities such as pedagogical centers, class rooms (furniture), reading rooms and their materials are not adequate to render quality teaching – learning process.
- Effective schools share a set of characteristics that add up to an environment that fosters student achievement. The theme focuses on, safe and orderly learning environment (free from the threats of hazard), improvement of students focused school facilities, and facilitates creation of conducive – attractive and friendly school compound for girls and boys.
- One of the major causes for poor quality primary education in the country is lack of child friendly school atmosphere to run the learning orderly. This, in most of the time causes through three major occasions – inadequate school facilities which in turn reduce the motivation of teachers as well as children, around school violence, and lack of clean and healthy school compound.
- The school facilities have its prominent role to carry internal efficiency. A well organized and fully equipped with the necessary school facilities can bring qualitative education. But the intervention schools facilities like latrines are more of dilapidated. Moreover; some of schools latrines are not appropriate enough with the number of enrolled students. While latrines of some other schools do not

have water connection and had shortage of educational facilities (play grounds, sport materials, library books, laboratory materials and equipment, Art materials and etc...) Furthermore, The teachers were not aware of alternative school disciplining.

On top of this, the document further clarifies the objective is to improve the quality of primary education by focusing on the following identified gaps in the targeted districts and primary schools. The gaps are shortly listed as follows:

- No workable system and procedure to report and tackle school violence:
- The school children are not ready to tackle violence
- Shortage of child - friendly reference materials
- Primary school pedagogical centers are not strengthened to be used as quality improvement input.
- Schools have limited knowledge of hygiene, sanitation and environmental protection skills.
- There is inadequate school infrastructure and facilities.
- Limited participation of communities and Parent Teachers Student Associations education

Statement of the problem

The report by United Nations (2000) underlines that violence against children is a major threat to global development and the goal to reach in the Millennium Development Goal in education. The report further mentioned that we will not achieve universal primary education unless children are safe in school. Even though details of its implementation have yet to be worked out, Ethiopia has endorsed and ratified the United Nations Child Right Convention (CRC) which prohibits mistreatment of children including the use of corporal punishment against school children (United Nations, 1991).

The convention in the article 19 (1), clearly depicts that state parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of all physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the responsibility to care for the child (United Nations CRC, 1991:25)

Furthermore, Manitoba (2000) stressed that improved school climate is a goal to pursue. Educators need to constantly work toward improving their school climate, culture, and conditions so that student learning is improved. Apparently, literatures witness the existence of varied forms of school violence that negatively interfere in the teaching learning process. As to the finding by Hughes (1999), school based child violence occurs when any of the three school environmental dimensions i.e. the social and physical and learning environments are not friendly and found abusive for the students.

In the assessment they conducted on Ethiopian junior schools, Getachew & Sintayehu (2007) specified behavioral problems of students as it takes different forms.

Truancy, tardiness, insubordination, profanity, vandalism and aggression are worth mentioning and these causes are attached to the school environment. Because of maltreatment of children at schools, the behavioral problems in primary schools can have a long-lasting effect on the children's future career. Getachew & Sintayehu (2007) further discussed about aggression and its diverse effects in the life prospects of children. As to the assessment, from the aforementioned behavioral problems, aggression in schools needs special attention since it affects students' proper development substantially in their schooling and later in life. The research by Beck (2004) also clarified that children who are aggressive at early ages tend to show delinquent behavior during adulthood than those students who are not aggressive and it is the subsequent effect of improper socialization in family and schools.

Aronson, Wilson and Akert (2000) discussed the custom of management to child behavior both by families & teachers at schools and its latent negative effect on the prospective behavioral development of the children. As to the finding, if children are treated in punishment for misbehaving, they are more likely to develop violent behaviors as they try to solve every threat with violence.

Hence, in order to cultivate constructive behavior in students, the learning environment both the social and physical environmental status should be friendly and welcoming where children are shaped in the right way for the right future. On the other hand, the practical experiences in schools clarifies that the schools social environment is abusive for students as teachers use varied forms of maltreatment towards children in which corporal punishment is one of the case. In sum, the improper school physical environmental status, the methods teachers employ to curb the problems like: physical punishment, referral to discipline committee and others are

some forms of school based child violence have diverse negative effect in the life prospect of the victimized children.

To the researcher's experience, school violence is evident in rural primary schools in the country. The researcher has ample of experience in education sector: four years' of service as a primary school director, other 5 years' experience as a teacher educator at one of the College of Teachers' Education in the country and currently serving as education Program Director in one of a Non-Government Organization working on education. Being initiated with the exposure to the situations of rural primary schools, the researcher is interested to conduct the school based study. With this understanding, the effectiveness of the project considered to curb the school violence in the primary schools of Becho district is assessed in this study.

Conceptual Framework and Research question

Conceptual framework

Johnson (2009) further explains that school environment has three major components: the social environment, physical environment and the learning environment and these variables have direct impact on the child learning. These and other literatures witness that, the school environment consists of three major components:

- School physical environment which constitutes: classrooms, seats, playgrounds and others
- School social environment constitutes the (peer) students-student, student-teachers and student-parents relationships
- The learning environment which concerns the teaching learning processes, the curriculum and pedagogy in general

Educational scholars and Child Right Conventions recommend safe and welcoming school environment for children to preserve schools persist violence free learning arena. Hence, these three dimensions are very important in assessing school based interventions and used as a major variables to be tested. Conceptual relationships among the variables can be indicated in the following way.

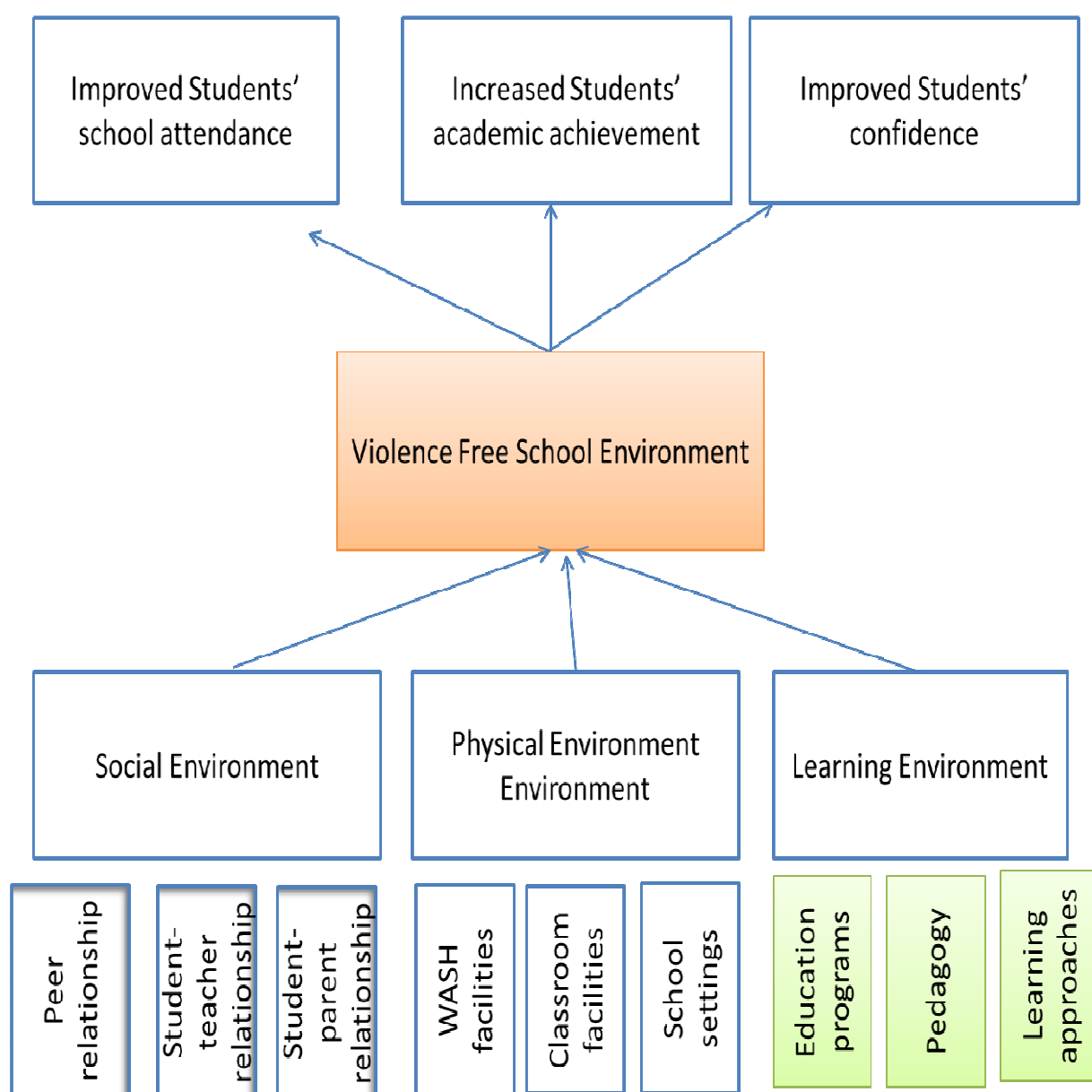


Figure 1. Conceptual framework

Research Questions

The focus of this study is thus, to investigate the degree to which an intervention considered to create conducive learning environment is working towards ending school violence in the targeted primary schools by creating appropriate school social, physical and learning environment. Hence, this research strives to answer the following questions/variables that are directed towards examining the process and impact of the project being underway.

1. What are the approaches employed to end child violence at the primary schools?
2. To what extent the project relevant to the local situation?
3. What are the tangible effects of the practice on the physical environment, social and learning conditions of the schools?

Objectives of the study

General Objectives

The general objective of this research is to assess the proceeding of the Child Friendly School project towards ending the school violence at the targeted primary schools.

Specific Objectives

Specifically, the objectives of this research are:

- To assess the extent to which the practice is working towards creation of the favorable social, physical and educational environment school environment.
- To explore possible approaches the practice employed to end school based violence
- To pinpoint impacts of the project considered in the targeted schools
- To initiate further researches on the primary school based child right endeavors.

Significance of the study

As has been known, school is the place where children are expected to develop productive knowledge, skill and attitude that enable them acquaint with their future

career. Literatures witness that schools play basic socialization role next to family. At school, children are equipped with positive social behavior that will assist them construct positive social capital that enable them fit into the social mainstreams in their future career. To this effect, creating violence free and friendly learning environment at primary schools is indispensable.

Thus, this research is significant as it assesses an intervention considered towards ending school violence at primary schools with the radical assessment for further improvements and recommendation of the workable practices for dissemination. Furthermore, it motivates educators to undertake further study on school based child right areas.

Scope of the study

The study focuses on the five targeted Junior Primary Schools (grade 1-8) found in Becho district. This study assesses the effects of the project at the five primary schools since the year 2012. In other words, the assessment particularly focuses on five primary schools in Becho district in the last two years' project life.

Limitations of the study

This assessment study is conducted on the effectiveness of the Child Friendly School Project being undertaken in five primary schools in Becho district. During the data collection, students and parents are assisted by data collectors to fill the questionnaires which might be prone to misleading. Anyways, the problem is minimized by proper orientation before the data collection. At the same time, teachers have responded on their own work situations and this type of self-reporting responses might be affected by self-serving biases by focusing on the strong points. To minimize the problem, data from various sources were triangulated to crosscheck the findings.

Definition of Terms

Hereunder, terms and word frequently used in the study are explained and discussed for further clarification.

Child Centered Teaching Method: The teaching method in which children practically participate and take lions share in the classroom room activities. In the child centered approach, teacher takes the facilitator role while students actively work on their lesson.

Child Friendly School: The school with appropriate physical, social and learning environment that is conducive and inviting for children.

Control school: The school in which the project is not intervened and considered in the study for comparative purposes.

Corporal punishment: The type of corrective measures that involves physical harm on the child like assault, pinching, slap and others.

Implementation school: In this study, implementation school is termed as the school in which the Child Friendly project is being conducted / implemented.

School learning environment: The school learning environment comprises the lesson delivery modes, the curriculum and pedagogical situation of the school that reflects the academic status of the school.

School physical environment: The overall status of the school environment that comprises the inside and outside classroom school facilities and environmental status. It comprises classrooms, students' seats, wash facilities, play grounds and others.

School Social Environment: School social environment is the overall relationship among the school community that comprises the teacher-student, teacher-teacher, teacher- admin and students-parents relationship. It has a paramount effect on the child social wellbeing.

Teachers Centered Teaching Method: It is teaching method in which a teacher plays more or all of the classroom activities. In this method, students are assumed to be passive recipients of the lesson while teachers are responsible to transfer all the knowledge.

CHAPTER TWO

Literature Review

Scholarly explanations are given in different literature about child right in school and the school environmental situations so as to create conducive learning environment for children and minimize school based violence. Dawit (2006) has assessed the practice of providing academic supports at primary schools of Addis Ababa and he found out that the support given is very limited and shown very improvements in child academic achievement. He has given due concern only for the type of evaluation the teachers use and academic results of students by overlooking other determining factors.

The Committee of Convention on the Rights of the Child (2000) discussed on Violence against Children, Within the Family and in school and stressed on major issues. The committee pointed out that when large-scale and horrifying forms of violence dominated the news, violence against children within the family and in schools could seem like a minor problem, yet that was not the case. In terms of numbers and of life-long impact, violence against children in such settings posed very serious threats to the child's development. Furthermore the committee depicted that many millions of children were physically, sexually and emotionally abused within the home, and many were also victims of bullying and of violence from teachers.

The committee further recommended that special attention should be given to the vulnerability of children suffering ethnic discrimination and socio-economically marginalized children, who could be singled out for harassment at school or subjected to family violence that escaped detection. Gender discrimination also posed distinct problems as girls and boys were both subjected to violence but could experience different patterns of abuse and vulnerability, with girls sometimes at higher risk of sexual abuse or

forms of family violence that included “honor killings” and traditional harmful practices, while boys could be discriminated against by legislation or social values that could make them subject to brutal forms of school or family “discipline” not applied to girls. As to the committee, the aspect of violence against children that violated the rights of children in schools was that exerted by teachers upon students, in the name of school discipline. Such methods of “discipline” (including corporal punishment, but also other treatment that can be defined as “cruel, inhuman or degrading”) were not consistent with the requirement of respect for the child’s dignity.

CRC (2000) committee suggested for action first to ensure that the perpetrators of violence are appropriately held accountable, including, when warranted, suspension or dismissal and the bringing of criminal charges, and that persons convicted of violent offences against children are prevented from working in institutions that serve children. Secondly, where perpetrators are children, ensure that procedures are in accordance with international standards of juvenile justice. Thirdly, to ensure that children receive legal advice and assistance and the wide dissemination of information about the rules and protection available so that children are aware of the existence and functioning of complaint mechanisms, including for child-initiated complaints. In addition, the committee enacted to ensure that children are involved in the design of appropriate child-sensitive mechanisms (covering also legal proceedings and court procedures) that take their special needs into account, for example by avoiding the need for students to repeat their statements unless absolutely necessary, or by taking into account the needs of children with disabilities, different linguistic abilities, etc;

Violence is defined as “an act carried out with the intention of, or an act perceived as having the intention of, physically hurting another person” (Steinmetz, 1987, p. 729).

Although this definition offers a clear and concise starting point, it can be overly narrow when it fails to include some forms of maltreatment, such as child neglect or controlling a spouse's right to leave the house. On the other hand child-friendly schools and learning spaces should embrace these principles and standards in creating a learning environment where children are free from fear, anxiety, danger, disease, exploitation, harm or injury. They need to create a healthy, safe and protective environment through the provision of school-based health, nutrition, water and sanitation services, and codes of conduct against violence (UNICEF, 2009)

In the assessment of the school environment Shunsuke I. (2001) clarified that children's behaviors were viewed as expressions of individual and group consciousness. There were different levels combined in behavior: consciousness of the individual, consciousness of the relation between the individual and group, and consciousness of relations between groups. Children created small places in larger spaces by using various physical elements of the environment such as furniture, windows, columns, and sometimes light, suggesting their needs for 'my' or 'our' place. In many cases, they chose and created places away from the classroom but where they could keep a visual connection with the classroom at the same time. This was seen as a balance between the needs for privacy and independence, and for feeling belonging to a group (in this case their home-class). Relations between groups were seen in territorial structures in the common rooms. Areas in front of classrooms became territories of the particular class where children from other grades did not enter. Interactions between different grade levels happened mostly at the invisible borders between class territories and spaces of a more public character.

As to Shunsuke I. (2001), many social interactions happened across borders and thresholds, in 'I am here, you are there' situations in which children of different groups occupied separate sides. The borders/thresholds could be either physical borders (different floor levels, doorways, and distances) or behavioral borders that were visible only when children occupied and used the space. The observations suggest that children associate places with individual/group identity and structure relations between them as spatial relations across physical or perceived borders. In architecturally well-differentiated common rooms the behavioral structure followed the physical differentiation, while in less-differentiated common rooms the structure relied more on children's patterns of using the spaces.

As to Nancy (2006), Children face various forms of difficulties while they join school especially at low grades. They must negotiate a new environment, handle increasing academic demands and form new relationships with their teachers and classmates. Three areas of the school adjustment have received particular attention: children's peer and teacher relationships and academic performance. With these regards, various scholars' views are discussed under the three school environmental dimensions: the school social environment, physical environment and learning environment.

The school Social Environment

Concerning the school social environment, Sahile (2001) pointed out that schools represent a primary socializing effect that has enormous impact on the course of students' lives and, in turn, on the larger society. School systems may succeed in promoting students' genuine enthusiasm for learning and accomplishment and a sense of involvement in the educational enterprise. As to the finding, for long years, this however, seems not evident in Ethiopian school systems, where a larger failure rate prevails.

As to Adler & Adler (2002) students' misbehavior is attributed to a social structure in which the offender resides than the individual's internal tendencies. The primary aim of their work is to discover how some social structures exert a definite pressure upon certain persons in the society to engage in non-conforming rather than conforming conduct. The finding underlines, if we can look at groups peculiarly subject to such pressures, we should expect to find fairly high rates of deviant behavior in these groups, not because the human beings comprising them are compounded of distinctive biological tendencies but because they are responding normally to the social situation in which they find themselves.

Some literatures depict that the type of corrective measures schools to correct students' misbehavior are abusive and it devastates the social wellbeing of the students. In his assessment, Zeleke (2001:15) clearly explained the prevalence of corporal punishment in Ethiopian schools. As to him, besides several national regulations and international conventions prohibit the use of corporal punishment, it continues to occur in urban as well as rural schools ignoring its destructive and devastating effects on students.

He further found out that, six in ten teachers appeared to have positive attitude toward corporal punishment. Most of them suggested that physical punishment was not something that started in the school; every child was brought up in his/her family subjected to frequent mistreatment. His respondents, therefore, believe that whips or canes were necessary to discipline students. Without whips or canes, they further pointed; students would not fear teachers and the rate of disciplinary problems would rise. In short, they could not see how to handle disciplinary problems without whips (Zeleke, 2001).

Aronson, Wilson and Akert (2005:310) clarified the way parents and teachers treat children and its' divertive effects. As to these scholars, when involved in conflict, many of us are tempted to use threats to get the other party to cave in to our wishes, believing that we should, in the words of Teddy Roosevelt, "speak softly and carry a big stick." Parents commonly use threats to get their children to behave, and teachers often threaten their students with demerits or a visit to the principal. More alarming is the increasing number of youths in the United States who carries weapons and uses them to resolve conflicts that used to be settled with a playground scuffle.

Some literatures emphasize the importance of proper parenting and parental attachment for children prospective social behavior. As to Kaplan (1991:640) children who are delinquent usually have poor relationships with their parents. Families and schools are also not well informed about how to prevent students from misbehaving and hardly handle the in appropriate behaviors that happen in and outside of schools. That is why they use punishment to bring about discipline in schools which is contradictory with the Child Right Conventions (CRC 2009). The CRC suggests that governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle.

As to Berger (1986), an integral part of social learning is modeling, the process whereby people pattern their behavior after that of specific others. We are more likely to model our behavior after people we consider admirable, or powerful, or similar to us, particularly if we have seen them reinforced for what they do. Berger further explained that while modeling occurs at every age, most of the research has focused on children

who seem very susceptible to social learning processes. Because parents are the most powerful figures in child's life, the child is likely to model much of his or her behavior on that of the same sex parent. Children also model their behavior after that of their teachers, their favorite friends, sports heroes, rock stars, and even television characters.

The role of parents in the life of their children, particularly in their education is decisive. Winbreber (2006) has pointed out the results that when parents are supportive of the school goals and communicate this goals to children, those kids have a much better chance of succeeding in school than kids whose parents are unsupportive uninvolved. Furthermore, he clarified that the child-parent, child-child (peers) and child-teacher relation is determinant in academic life of children.

The school Physical Environment

The United Nations Child Right Convention (2009) underlines that children require play, recreation, physical and cultural activities for their development and socialization. These should be designed taking into account children's preferences and capacities. The Ethiopia Ministry of Education (MoE, 2009), emphasizes that classroom furniture and physical arrangements should be conducive to learning. Classrooms display exemplary student work to establish quality control expectations for various tasks and assessments. Classrooms utilize a common board configuration that includes a Date, Benchmark, Objective, Agenda, Essential Question, Bell ringer, and Homework to set a purpose for learning.

AS sighted by Hughes (1999) from Murnane (1983), the most important lessons learned from quantitative research on the determinants of school effectiveness are physical facilities, class size, curricula, instructional strategies, and other resources influence students learning indirectly through their effects on the behavior of teachers and

students. This study defined effective schools as those with a high level of student achievement compared to schools with the same rate of participation in the free-and – reduced-price meals program, but with the substantially lower level of student achievement.

Shunsuke I. (2001) stressed that while space-use in learning situations followed cultural patterns, children's behavior showed similar characteristics across cultures. In a developmental context, how children experience space in interactional processes between adults (in this case in educational situations) contribute to the cultural development. Teachers' space use involves not only cultural *spatiality*, but also cultural concepts of individual/self. While self in the West emphasizes a psychologically, socially autonomous individual, it is linked more to the physical, bodily person in Japan. This could explain why there is relatively more emphasis on differentiating the behavioral experience of children in Japanese open-schools. How children relate with space in their immediate behavior is related to a culturally universal, natural development. The natural and cultural aspects of development interact and contribute to the development as a whole person. Concepts and strategies in pedagogic practice are also related to children's experience of space. The reasons for 'opening' the spatial setting seemed to be different.

As to Shunsuke I. (2001), it is necessary to view the school as a place where children 'live' in and not only as a place where they are transmitted knowledge and skills stated in the curriculum. The physical environment not only serves functional needs for educational activities but also has a significant relation with children's development and well-being. Teaching and learning activities can only be effective and meaningful in a place where children have rich social exchange, identity, and attachment. It was intended in this research to observe children's interaction with space and interpret the experience

and meaning of space when it is inhabited and used in everyday life. Children's interactions with space were to be explored in a broad sense, including both active, immediate and passive, in-direct interactions.

Shunsuke I. (2001), further explained that two categories of children's interaction with the physical environment were identified for study with regard to the fact that the school consists of two different user groups, teachers and pupils. They are, *space in children's behavior* that is how children make use of the environment, and *space in learning situations*, that is how teachers use and organize space in teaching. In the context of socialization/enculturation, I make a distinction that children's behavior is a form of *socializing* behavior, while teachers' use of space, by embodying cultural patterns, plays a role in children's *being socialized*. The two categories are first analyzed and discussed separately, and later brought together in the overall discussions.

A recurring question is the extent to which the physical school environment needs to be any more than adequate. Earthman (2004) concludes that while inadequate school buildings cause health problems, lower student morale and contribute to poor student performance, he is not convinced that schools need necessarily be any more than adequate.

The Learning Environment /Situation

The study by Tadesse (2000) claims the importance of the efficiency of the schools' course delivery modes to keep students committed for their study. The report indicates that, having the general educational objectives of gifted and talented education programs in mind, it is quite necessary to take measures to enable students to reach their potential. Unless the educational needs of gifted and talented students are met, they will easily be discouraged and frustrated up to becoming dropouts. It seems necessary to substantiate

the above fact with the following saying. “The faster the rocket goes up, the faster it comes down.” This depicts that the gifted and talented students are vulnerable to academic failure if their educational needs are not met”, (Tilahun Tadesse, 2000: P.79).

The United Nations Child Right Convention (2009) also claims that in all educational environments, including educational programs in the early years, the active role of children in a participatory learning environment should be promoted. Teaching and learning must take into account life conditions and prospects of the children. For this reason, education authorities have to include children’s and their parents’ views in the planning of curricula and school programs.

As to Sahile (2001) congratulating for having done well at self-initiated educational activities may promote feelings of competence and motivation, whereas prizing them for doing what they have been told to do may make them feel controlled, which in turn, would reduce motivation and strengthen sense of dependence. He also found that autonomous students were less likely to drop in their academic performance. As to his assessment, relation between academic competence and motivation with school performance, therefore, school principals and teachers could increase students’ feelings of competence by rewarding students often with positive feedback. Teachers should respond positively to students’ questions with encouragement. Students sought their teachers’ help and advice thus the teacher should create conducive learning environments responsive to students’ needs.

As to Sahile (2001) teachers should concentrate on students’ motivation by developing the task to attract students’ interest in the lesson and by providing positive feedback to them when they participate actively and respond appropriately. Teachers should give special attention to motivation at all stages of learning. They could also

conduct constant evaluation of their students' feelings in the classroom while the lesson is in progress. The issue also calls for teachers' competences.

As sighted by Dawit (2006) from Azeb Desta (1998) it is argued that for teachers who would be in charge of the education in the 1st cycle, it is of paramount importance that their program must integrate the right and appropriate requisite knowledge, skills and attitude. She also stressed many children go through school educationally lame because they did not get proper grasp, in their infant years, of the basic skills on which all their later formal education demands. Hence, as to her, low performing students are the sad product of an "infant teacher" who did not give them the time to rectify their weakness.

Some literature claims for learners' autonomy and freedom for better academic achievements. Lakachew (2007) conducted a case study on freedom of students to learn at Feres Bet Gernal Secondary School in West Gojjam. As to his finding, the students have high interest for learning to freely and they viewed freedom as to be protected by laws, pedagogical rules and regulations and implemented with humanity and rationality. However, as to his respondents, the practice of freedom to learn was inhibited because of the prevalence of human and non-human factors. Lack of willingness and initiation to promote learner freedom were the major problems of teachers obtained from the research. His finding depicts that lack of necessary instructional materials and lack of qualified teachers were bottlenecks to freedom to learn. He further recommends that instead of rushing to feed students with simplified information it is better to leave learning to the personal manipulation of the learner and it is better for teachers to play the role of facilitating the situation for independent learning.

For quality of learning at school, community participation is considered as the major contributing factor. Teferi (2007) in his assessment to community participation in

improving quality of education at Bole Sub-city, Addis Ababa found out that, parents are not sufficiently involved in their child education hence the level of students achievement is decreasing; attendance, homework and tasks more likely indicate low parents involvement. The research recommends enhancement of a school based management in which the local community directly participates in the management of the school.

The committee recommended consecutive actions first, to ensure that the perpetrators of violence are appropriately held accountable, including, when warranted, suspension or dismissal and the bringing of criminal charges, and that persons convicted of violent offences against children are prevented from working in institutions that serve children. Secondly, where perpetrators are children, ensure that procedures are in accordance with international standards of juvenile justice. Thirdly, to ensure that children receive legal advice and assistance and the wide dissemination of information about the rules and protection available so that children are aware of the existence and functioning of complaint mechanisms, including for child-initiated complaints. In addition, the committee enacted to ensure that children are involved in the design of appropriate child-sensitive mechanisms (covering also legal proceedings and court procedures) that take their special needs into account, for example by avoiding the need for students to repeat their statements unless absolutely necessary, or by taking into account the needs of children with disabilities, different linguistic abilities, etc;

As to Higgins (2005), physical elements in the school environment can be shown to have discernible effects on teachers and learners. In particular, inadequate temperature control, lighting, air quality and acoustics have detrimental effects on concentration, mood, well-being, attendance and, ultimately, attainment.

The Rwandan Ministry of Education approved the CFS document (2009) with the specified standards. As to the document, if possible the school building should be orientated that the windows face north and south to avoid light penetration into the classrooms. The facility should give a welcoming atmosphere by locating a supervised external entrance area around the main entrance/ gate. A clear signpost with the school's name and location should be installed at the entrance. The administrative block which houses the staff room, the head teacher's room, sick room and storage space is best located close to the entrance to allow supervision and easy access by the community, such as parent meetings.

As to the document, the classroom and resource/science blocks may be organized to form a central assembly/external courtyard space to create a sense of security and focus. This area should be kept open and flexible to be useable for many activities. The toilet blocks for the girls and boys must be separated and allow visual and acoustic privacy. The document stresses that Primary school buildings are usually single to allow flexibility in organization, easy access to common resources and outdoor areas, and easy movement of disabled people and trolleys carrying teaching equipment.

The Ethiopian Education Sector Development Program IV (MoE, 2009) stress that school improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the process could become de-motivating. As to the strategic document, improvement of facilities should focus on those which have the greatest impact on improving access, equity and quality, such as the provision of latrines for girls in primary schools and libraries in secondary schools.

CHAPTER THREE

Research Design

Research Methods

To undertake the study, a mixed method design that includes both quantitative and qualitative methods is employed. Quantitative research assumes figures and numeric evidences to compare using various forms of statistical tools. Hence, the information collected using questionnaires were recorded and compared using statistical tools to interpret and describe the figurative differences. As to Aynalem (2009), qualitative research is concerned with qualitative phenomenon, i.e. phenomenon relating to or involving quality or kind. For example, when a researcher is interested in investigating the reasons for, or motives behind, certain human behavior say why people think or do certain things, or in investigating their attitudes towards, or opinions about, a particular subject or institution, the research becomes qualitative research. Unlike quantitative research, qualitative research relies on reason behind various aspects of behavior. Hence, the research takes advantage of the two methods described.

Explanatory and descriptive method is adopted to report the research findings. The research guide by Aynalem (2009) recommends descriptive research for such right based social studies. As its name suggests, this method describes the state of affairs as it exists at present. It describes the phenomenon or situation under study and its characteristics. In his assessment of the practice of providing academic support to students in first cycle primary public schools in Addis Ababa, Dawit (2006) has adopted descriptive survey research. Hence, in this research, information collected

from students, teachers and parents using various forms of tools were analyzed and described in the way it explains the clear picture of the school situations.

Source of data and information

To get access to valuable information concerning the nature of dimensions of the school environment and students behavior, both primary and secondary sources of data were taken into consideration. Primary information is collected from school teachers, students, school administrators and parents. Any relevant schools document were assessed and analyzed. School records on students' behavior including retention in school, dropout cases, and students' performance indicators were used as data sources. The project document, timely reports and track records of the implementing agency were also considered as an input. Furthermore, records from personal observation of the researcher are taken into consideration.

Sample and Sampling techniques

Among the 28 primary schools of Becho district, the study is conducted in five primary schools where the Child Friendly School project is employed and one control school which is not reached by the project. The schools to be considered in the study, the sample population and the samples are indicated in the following table:

Table-1- Information concerning schools, teachers and students considered

Type of the schools	Schools	Total Number of teachers	Number of teachers sampled	Number of students	Number of students Sampled
Schools in the project/ understudy	Awash Bune	17	4	1455	35
	Fetawurari	59	10	2824	45
	Soyoma	13	3	538	15
	Tulu-Bolo	27	5	1937	38
	Weserbi	12	3	701	16
Control school	Kusaye	18	4	544	15
Total	6	146	29	7999	164

As indicated in the above table, using random sampling, 29 (20%) teachers and 164(2%) of students are considered from the six primary schools that comprise a total study population that add up to 164 teachers and 7,999 students. This comprises school directors, school discipline committee members. The also study considered 25 parents or caregivers (selected purposely based on availability and voluntarism).

To come up with representative sample, stratified random sampling is preferred as the appropriate method to take equal proportion of respondent from each school and grade levels as the study population varies among school and grade levels. Since the sample frame was easily available from school records of students and teachers, it was favorable to use the designed stratified random sampling.

Data collection instruments

To collect data from the required sources, different instruments were employed. Both close ended and open ended questionnaires were prepared and disseminated to the sample of students, teachers and parents.

As a major tool, structured and semi-structured interviews were undertaken with the teachers, school principals and parents. *Interviews* are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone. Interviews differ from surveys by the level of structure placed on the interaction. It allows investigators to gain in-depth knowledge of the subject under study and relatively easy to document findings. As a shortcoming it requires highly skilled and/or trained investigators, interviewers, and note-takers. It is intrusive to study participants, especially if hurriedly done and/or with little tact. Presents difficulty for interviewers if they are project personnel who are seen by the study population more

as teachers/experts than as learners-respondents may give all the "right answers" which may not reflect their own practices, or may demand that the interviewer(s) gives them answers to difficult questions as she/he is an expert anyway.

Focus group discussion is also conducted with students and students. As to Sewell M. (2008) focus group is a group interview of approximately six to twelve people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics. The facilitator creates an environment that encourages participants to share their perceptions and points of view. Focus groups are a qualitative data collection method, meaning that the data is descriptive and cannot be measured numerically. FGD is used to get more in-depth information on perceptions, insights, attitudes, experiences, or beliefs.

Focus groups are useful for gathering subjective perspectives from key stakeholders. For example, the asthma prevention program included focus groups of middle school students who had participated in the program. Data were collected on the students' perceptions about how well they were managing their asthma and how their asthma affects their school performance. In addition, FGD is used to gather additional information as an adjunct to quantitative data collection methods. *Focus groups* are dynamic group discussions used to collect information. It is useful for gauging the range of opinions and beliefs on the topic of enquiry and for exploring issues for investigation at the outset of a study and/or for interpreting data obtained by other methods (including quantitative surveys) in the final stages of a study.

FGD is easily modifiable to facilitate its use, e.g., by using pictures to introduce topics for discussion and for stimulating/ maintaining a lively discussion. As a shortcoming, information obtained cannot stand on its own, i.e., it needs to be

complemented by survey data, to show the distribution of opinions and beliefs uncovered. If more than one language is in use, translation can mean added time and financial costs.

Furthermore, personal observation of the researcher and document analysis were taken into consideration. *Observation* is data collection in which the researcher does not participate in the interactions. Examples of this include observing operating room procedures or Supreme Court proceedings. However, it should be noted that the researcher's very presence may have some influence on the participants and exchanges.

Methods of Data Analysis

The data and information collected using different tools are recorded and displayed in tables; systematically organized in item and tabulated for further analysis. In the quantitative data, multivariate data analysis was adopted. Thompson (1986) stated that the reality about which most researchers strive to generalize is usually one "in which the researcher cares about multiple outcomes, in which most outcomes have multiple causes, and in which most causes have multiple effects." Given this conception of reality, only multivariate methods honor the full constellation of inter-relating variables simultaneously.

As sighted by Thompson (1986) from Daniel (1990) it is noted that multivariate methods usually best honor the reality about which the researcher wishes to generalize. McMillan and Schumacher (1984) compellingly argued against the limitations of viewing the world through an overly simplified univariate lens: Social scientists have realized for many years that human behavior can be understood only

be examining many variables at the same time, not by dealing with one variable in one study, another variable in a second study, and so forth.

Based on the percentages and value rating, the figures are analyzed to draw results or findings. Qualitative information were recorded and interpreted in a meaningful way to show peoples feeling about the real situation in the schools. Statistical tools like average, percentage and a serious of tables were used to organize and summarize the research data. Explanatory descriptive method was used to reflect on the findings from the data analysis.

Ethical Consideration

Before the proposal development, the agency responsible in implementing the project and the District Education Office were contacted to get permission to work on the schools. Following the commitment from the two institutions, all the principals of the six primary schools were oriented about the purpose of the research in the school.

During the data collection, all respondents were approached and oriented that the information that will be provided by individuals, groups and institutions are confidential and it is used only for the research purpose in the way that it will never negatively affect any respondent. Generally, respondents were oriented with all the processes and all possible confusions were clarified beforehand.

CHAPTER FOUR

Results, Findings and Discussions

Results

The data collected from the sampled students, teachers, school administrators and parents with the use of closed ended questionnaires were categorized, tallied, tabulated quantitatively analyzed and interpreted. On the other hand; data collected with the help of open ended, structured & non-structured interviews, focus group discussions were interpreted qualitatively.

Profile of Respondents

Demographic background of respondents: 29 teachers, 164 students and 25 parents are presented in Tables 2, 3 and 4 respectively.

Table 2, Profile of Teacher Respondents

Age			sex		Service year			Educational Background		Grade level teachers teach		Other Responsibilities			
18-30	31-40	41 and above	Male	Female	Less than 10	11-20	More than 21	Diploma	BA Degree	Grad 1-4	Grade 5-8	School director	Unit leader	Department/club head	No additional responsibility
13	10	6	16	13	21	6	2	25	4	15	14	6	6	12	5
45%	34%	21%	55%	45%	72%	21%	7%	86%	14%	52%	48%	21%	21%	41%	17%

As indicated in Table 2, among 29 teachers responded to the questioners distributed: Age wise, 13 (45%), 10 (34%) and 6 (21%) of them are within the age of 18-30, 31-40 and above 41 years respectively. With respect to sex: 16 (55 %) are males and the rest 13 (45%) are female teachers. Concerning the service year: 21 (72%), 6 (21%) and 2 (7%) of them have served for less than 10 years, 10-20 years and more than 20 years

respectively. Educationally, 75 (86 %) of them are diploma holders while the rest 4 (14 %) are first degree holders. Concerning the grade level they teach, 52% (15) of them teach at grade 1-4 while the rest 14 (48%) teach at grade 5-8; besides 6 (21%), 6 (21%), 12 (41%) and 5 (17%) are respectively school directors, unit leaders, department heads and with no additional commitment in the schools.

Table 3, Profile of Student Respondents

Age				Sex		Parental status			Grade level		Average score in the last semester		
7-9 years	10-15 years	16-20 years	Above 20 years	Male	Female	Have both	Half orphan	Orphan	Grade 1-4	Grade 5-8	Less than 50%	51-80	More than 80%
19	107	21	18	85	79	142	12	10	70	94	5	99	60
12%	65%	13%	11%	52%	48%	87%	7%	6%	43%	57%	3%	60%	37%

As depicted in Table 3, among 164 student respondents, age wise, 19 (12%), 107 (65%), 21 (13%) and 18 (11%) are 7-9, 10-15, and 16-20 and above 20 years old respectively. In respect to sex; 85 (52%) are males while the rest 79 (48%) are females. Concerning parental status, 142 (87%), 12 (7%) and 10 (6%) have parents, half orphan and full orphan respectively. Grade wise, 70 (43%) and 94 (57%) are learning in grade 1-4 and 5-8 respectively. Concerning their school performance, 99 (60%) scored in between 51-80 averages, 37% (16) scored more than 80% while the rest 5 (3%) scored less than 50% in the last semester results.

Table 4, Personal profile of parent respondents

Age			Sex		occupation			Educational background				parental Position		
25-30	31-35	Above 35	Male	Female	Farmer	Government Employee	Trader	Non-literate	Grade 1-10	Certificate	Diploma and Above	Biological father	Biological mother	Care giver
3	8	14	10	15	19	3	3	11	9	2	3	8	11	6
12%	32%	56%	40%	60%	76%	12%	12%	44%	36%	8%	12%	32%	44%	24%

A total 25 parents are purposively selected and asked to respond to questionnaires and interviews. Among these: 3 (12%), 8 (32%) and 14 (56%) are with the age of 25-30, 31-35 and above 35 years old respectively. Sex wise, 10 (40%) are males while the rest 15 (60%) are females. Occupationally, 19 (76%), 3 (12%) and 3 (12%) are farmers, government employees and traders respectively. Concerning education level, 11 (44%), 9 (36%), 2 (8%) and 3 (12%) are unable to read & write, attended from grade 1-10, hold certificate and diploma respectively. With respect to parenting, 8 (32 %), 11 (44 %) and 6 (24%) are biological father, biological mother and caregiver respectively.

Findings and Discussions

Implementation Approach of the Child Friendly project

All the 29 questioners distributed for teachers and school administrators are filled returned. The responses collected from 29 school teachers and administration to know the extent to which the project has engaged the stakeholders in the project implementation process, the response is summarized in Table 5.

Table 5, Teachers' and Administrators' Response on Types and Participation level of Stakeholders

S/N	Stakeholders	Non-respondents	No participation	Passive participation	Active participation
1	School administration				29 (100%)
2	District Education Office (DEO)			4(14%)	25(86%)
3	Teachers				29 (100%)
4	Parents	4(14%)			25(86%)
5	Students				29 (100%)

All the respondents witness the participation of all stakeholders like school administration, district Education Office, teachers, parents and students with varied frequency. Twenty nine (100%) of the respondents witnessed that school administrators, teachers and students actively participated in the project. On the other hand, 25(86%) witnessed active participation of DEO and parents, while 4 (14%) indicated that DEO passively participated and 4(14%) didn't give response on parents participation.

The same teachers and school administrators were asked to identify the areas of stakeholders' participation in the project and the response is summarized in the following Table.

Table 6, Teachers' and Administrators' Response on stages of Stakeholders' Participation

S/N	Stages of participation	No participation	Rarely	Frequently	Very frequently
1	During the Planning stage	4(14%)	10(34%)	15(52%)	
2	During the Implementation stage				29(100%)
3	Monitoring and evaluation stage			15(52%)	14(48%)

As indicated in Table 6, 15(52%) indicated the frequent participation of stakeholders during the planning stage, while 10(34%) witnessed rare engagement and the rest 4(14%) claim that there is no significant participation of stakeholders at planning stage. Similarly, 29(100%) witnessed very frequent participation of stakeholders during the implementation stage. At the same time 15(52%) witnessed very frequent participation of stakeholders at monitoring and evaluation stage while the rest 14 (48%) witnessed frequent participation.

Interview was conducted with selected school administrators, teachers, students and parents and the responses are qualitatively described. All respondents witnessed that the community sensitization discussion in which 60 selected teachers, school administration, students and parents were participated was conducted before the project inception period. During the discussion, the role and responsibility of all stakeholders are clearly identified and all participants took collective commitment to play roles during the planning, implementation and monitoring and evaluation periods. To this end, different committees were established from the participants. They further indicated that these committees have monthly regular meeting on which they share information in the proceeding of the project and this is an implication for active participation of the stakeholders at all levels.

Hence, it is possible to conclude that the project has followed participatory approach and stakeholders have taken part in different stages: the project planning, implementation, monitoring and evaluation.

Inputs and implementation process of the Child Friendly Project

On the focus group discussion concerning the technical and material inputs of the project, 20 teachers and school administrators' indicated there was the provision of training for the stakeholders on the themes like : child right at school, child centered

active learning methods, conducive learning environment, teacher- student relationships, good parenting, project monitoring and evaluation.

At the same time, 20 parents from 5 implementation schools interviewed and they witnessed that parents have trained on child right and effective parenting which enabled them to provide effective support for their children. On the other hand, 5 parents from control school are interviewed and they claimed that they didn't receive specific training on issues like parenting and child right.

Apparently, all respondents from the implementation school indicated that all the training contents are relevant and an empowering process in supporting children for effective learning. On the interview, the school administrators also witnessed provision of educational materials like: supplementary reading books, science kits, computers and some gardening tools. In addition, the school administrators witnessed that, students' seats are provided; classrooms and toilets are renewed and constructed in the 5 schools targeted. Besides, availability of these materials and facilities were approved during the school observation.

Promoting cooperation among students

The data collected from five implementing schools (149 students) and one control school (15 students) on the teaching methods teachers are using in the classrooms is summarized in the following table.

Table 7, Students' Response on Classrooms Teaching Learning Methods

S/N	Methods teachers use	Rarely		Sometimes		Always	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Individual work	149 (100%)			15(100%)		
2	Pair work		15 (100%)	101 (68%)		48(32%)	
3	Group work		15 (100%)	28 (19%)		121 (81%)	
4	Mass work	24 (81%)	8 (52%)	125 (81%)	7 (48%)		

As summarized in Table 7, among 149 (100%) students in the implementing school witnessed that teachers rarely use individual work and 121 (81%) witness the use of group work frequently. On the other hand, 15 (100%) of the students in control school indicated the rare use of group work and on the other hand the frequent use of individual work as a dominant teaching methods.

In the focus group discussion conducted with 20 teachers in the in the five targeted primary schools they clarified that, group work creates interaction among students that contributes for peer relationship and effective cooperation. They also depicted that with the support from the child friendly project, the teachers were trained on active learning approach that promotes group work as one of effective teaching method. On the other hand, 5 teachers from control schools witnessed there were no any training on such methods.

Students' Clubs as a Means to Empower Learners

On the focus group discussion conducted, students in the implementation school explained the existence of various students' clubs that contributed for students' academic

& social effectiveness and physical wellbeing. Furthermore, on the table proved for every respondent, all students listed a number of clubs established in the schools with their prospective purposes and outcomes. Among all, four clubs are summarized in the following table.

Table 8, Types of Clubs, Purposes and Outcomes (listed by students)

S/N	Name of the club	Purposes of the club	outcomes
1	Gils' Club	Empower girls for effective learning	Girls' collect together and discuss about their problems and share experiences
2	Student Led School Sanitation and Hygiene (SLSSH) Club Ambassadors	Students take responsibility of school sanitation and personal hygiene	School became clean and attractive learning environment with the effort of students Students' personal hygiene improved
3	Students' Advisory Committee	Collect reports on students' abuse incidences	Students report any abuse incidence to the club and the club interferes and solve the problems with the school admin and others
4	Students' Talent Show	Promote students' personal and group talents	Students shown various forms of talents on stages

During the interview, teachers also clarified that the students' clubs, listed in Table 6 namely: Gils' Club, Student Led School Sanitation & Hygiene, Students' Talent Show and Students' Advisory Committee are established with the initiation of the Child Friendly School project. They further explained the clubs are running by students and these have contributed for students' self-autonomy, creativity and empowerment.

Hence, there are various forms of technical and material supports from the Child Friendly School project that contribute for creation of attractive learning environment free from any form of child violence.

Outcomes of the Child Friendly School Project

The approach employed, implementation process adopted and the inputs of the project are discussed under previous variables. Hereunder, to inspect the results and outcomes of the project various themes are discussed.

The response collected from 29 school teachers and administration to identify the improvements might be observed in the targeted schools concerning: the social, physical and learning environment in the last two years is summarized in Table 9.

Table 9, Teachers' response on Overall Improvements observed in the schools

S/N	Improvements might be observed since the last two years	No any improvement		Very few improvement		Significant improvement		Dramatic improvement	
		Implementation schools	Ctrl school	Implementation schools	Ctrl school	Implementation schools	Ctrl school	Implementation schools	Ctrl school
1	Improvement of Participation of students' in their lesson			2	4	15		8	
2	Smooth relationship among teachers and students			2	4	13		11	
3	Improvement in child punishment and abuse		2	3	2	5		17	
4	Children have reporting system if any abuse incident is happened		4			3		22	
5	Availability of teaching materials in quality and quantity relatively			2	4	20		6	
6	Parents discuss with schools about their child learning		2	8	2	12		5	
7	The teaching learning process is child centered and participatory		1		3	6		19	
8	Students' drop-out and absenteeism minimized		1	4	3	16		9	
9	Progress in students' academic achievement		2	7	2	5		17	
Mean			1	3	3	12		14	

As presented in Table 9, mean of 14 respondents witnessed dramatic improvement in students' participation in their lesson; improved relationship among teachers and students; absence of child punishment at schools; children enabled with reporting system

if any abuse incident is happened. In the same way, the data shows improvement in access to teaching materials in quantity and quality; regular schools-parents discussion about learning of children; participatory and child centered teaching learning process & minimized students' drop-out & absenteeism and progress in students' academic achievement. Similarly, 12 and 3 respectively witnessed significant and very few changes in the school matters discussed above.

Response results from 1 control school, mean of 3 & 1 teacher witnessed very few and no any improvement respectively, since the last two years on the points explained above.

The interview with the school administrators and teachers also witnessed that students are empowered to claim for their rights and they have reporting systems for any inconveniences in the school. As the sum effect, the students' drop out has minimized and academic achievement has shown practical improvements.

To crosscheck the responses with the tangible evidences, various school documents were assessed. From the school document analysis, it was found out that the students' academic result has improved from an average of 64% to 86%, students' dropout is improved from 7% to 3% in the implementation schools since the last two years. The academic result and dropout rate in control school has been improved from average of 63.5% to 70.6% and 8% to 6% respectively and the change is not as significant as the schools under intervention.

From the results discussed so far, it is possible to conclude that the Child Friendly School project has conveyed significant improvements in the schools' overall situation since the last two years.

Implication of the project school physical environment

To identify to what extent the project has contributed for the improvements of the physical environment, the responses from 164 students in 5 implementation schools and 1 control school is summarized in Table 10.

Table 10, Students' response on the school physical environment

S/N	Expected school facilities	Not available		Available but poor in quality		Available but not sufficient		Available in quantity and quality		No response	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Classrooms			14 (9%)	15 (100%)			135 (91%)			
2	Students' seats			19 (13%)	5 (33%)		10 (67%)	130 (87%)			
3	Play grounds					149 100%	15 (100%)				
4	Toilet with separate rooms for girls				15 (100%)	31 (21%)		118 (89%)			
5	Water tap		15 (100%)			65 44%		84 56%			

As presented in Table 10, 135 (91%), 130 (87%), 118 (89%) and 84 (56%) students in intervention school indicated availability of physical facilities like students' seats, play grounds, toilet with separate rooms for girls and water tap in quantity and quality while 149 (100%) and 65 (44%) witnessed availability of playground and water tap with the suppressed quality. On the other hand, the data from 15 (100%) students in the control

school witnessed lack of water tap, poor quality of toilets & classrooms and 10 (67%) depicted insufficiency of play grounds.

Observation was conducted at the six schools understudy to observe the status of the physical environment of the schools. The observation result at the five intervention school clarifies that there is sufficient students' seats, appropriate play grounds, toilet with separate rooms for girls and water tap. At the control school, these facilities and materials are lacking and available with the lessened quantity and poor quality.

The findings obtained from respondents and observation results so far depicts that the child friendly School Project has improved the physical status of the schools under intervention.

Influence of the project on students' social life

The influence of the project on the social life of the students is inspected with the data collected from 164 students in 5 implementation schools in comparative to 1 control school is summarized in Table 11.

Table 11, Students' Response on Influence of the Project on students' Social Life

S/N	Interaction	Rarely		Sometimes		Always	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Friendship		10(75%)	34(23%)	5(25%)	115(77%)	
2	Limited interaction	149 100%)			15(100%)		
3	Cooperation		5(25%)	28(19%)	10(75%)	121(81%)	
4	Conflicts or disagreements	149 100%)			15(100%)		
5	Providing feedback/comments		15(100%)	37(25%)		112 (75%)	

The summary Table 11 depicts, among 149 students responded from the 5 implementation schools; 115(77%), 121(81%) and 112 (75%) students respectively shown the existence of friendship, cooperation, and the culture of providing feedback/comments and rare conflict and disagreement among students. On the other hand, the data from 1 control school shows; 15(100%) students witnessed existence of limited positive interaction, lessened cooperation and friendship among learners.

In the same way, working preference of students in both implementation and control schools is questioned from 164 students and their response is summarized in Table 12.

Table 12, Students' Response on Working Preference of Students

S/N	Working preference of students	Rarely		Sometimes		Always	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Individual work	121 (81%)		28 (19%)		15(100%)	
2	Pair work		15 (100%)	78 (52%)		71(48%)	
3	Group work		10 (67%)	61 (61%)	5 (33%)	88 (59%)	
4	With Family	37 (25%)	6 (40%)	112 (75%)	9 (60%)		

In the intervention schools, the response of 71(48%) and 88 (59%) students respectively show students' dominating work preference to be pair work and group work which is implication for positive interaction and better social prospects. Among respondents; 61 (61%) and 112 (75%) students witnessed as they sometimes prefer to work with families on their homework. On the other hand, in the control school, the habit

of group work is witnessed to be rare¹⁰ (67%) and individual work is always preferred 15(100%) as students replied.

The focus group discussion conducted in the 5 implementation schools also clarified that peer and group work is highly promoted by teachers in the school and it has created good interaction and habit of working together among students in the schools. The sum of these witnesses indicates the positive influence of the project in creating positive interaction in the schools.

Teachers-Students Relationship

Apparently, Teacher-Student relationship has implication on academic life of students. To understand the status of students - teacher relationship in schools, the response collected from 164 students in 5 implementation schools and 1 control school is summarized in Table 13.

Table 13, Students' Response on Student - teacher relationship 0913031691

S/N	Interaction	Never		Rarely		sometimes		always	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Teachers closely support students				15 (100%)	25 (27%)		124 (83%)	
2	Teachers give orders and regulation			119 (80%)		30 (20%)	3 (20%)		12 (80%)
3	Teachers do not care for and abandon students in the school	78 (52%)		71 (48%)			13 (87%)		2 (13%)
4	Teachers regularly advise students					15 (100%)		149 (100%)	
5	Students report to teachers when they encounter problems					19 (13%)	15 (100%)	130 (87%)	

As depicted in Table 13, 124(83%) and 149(100%) students respectively responded that teachers closely support and regularly advise students. On the other hand, in the control school; 12(80%) and 2(13%) respectively students witnessed that teachers give orders and regulations and in most cases teachers do not give much care for students. The above response indicates positive relationships among students and teachers in the intervention school. On the other hand, the case in the control school is an implication for loosed student-teacher relationship.

Corrective Measures Schools Take Towards Students' Misbehavior

As has been discussed in the literature review, the way schools react to students' misbehavior determines learners' social relationship and wellbeing. To come up with the types of corrective measures the schools take for students' misbehavior, the response of 164 students from 5 implementation and 1 control school is summarized in Table 14.

Table 14, Students' Response on Schools' Reaction towards Students' Misbehavior

S/ N	Means of correction	Always		Sometimes		Very rarely		Not at all	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Corporal punishment				15(100%)			149(100%)	
2	Dismissal from school				15(100%)			164(100%)	
3	Referral to the director		9(60%)	26(17%)	6(40%)	123(83%)			
4	Advise and counseling	149(100%)			10(67%)		5(33%)		

As presented in table 14, 149(100%) and 123(83%) students from implementation school respectively indicated that school always give advice and counseling service and sometimes refer the offender to the school administration for misbehaving. As to the date, dismissal from the school and corporal punishment are not evident in these schools. On the other hand, in the control school, sometimes corporal punishment and dismissal from the school is taken as a measure as 15(100%) students responded. Advise and counseling 10(67%) and referral to director 6(40%) is sometimes taken as a measure.

On the interview with the school teachers and administrators, respondents clarified that the type of corrective measure to be taken depends on the type of act the offender admitted. Apparently, the school teachers and administrators from the implementation schools are oriented from the project to use the measures that do not affect the offender's future life and since then the schools adopt the appropriate corrective measures that complies with the child right. On the other hand, during the school visits for data collection, two teachers in the control school are observed carrying a stick and committing corporal punishment on students.

Students' Reaction towards Abusive Incidences

The response collected from 164 students to understand actions students themselves take when they encounter any form of abusive incidence either on themselves or their peers is presented in Table 15.

Table 15, Students' Response on Their Reaction against Abusive Incidences

S/N	Actions you may take	Always		Sometimes		Very rarely		Not at all	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Report to friends	116(78%)		33(22%)	9(60%)		6(40%)		
2	Report to family and school	122(82%)		27(18%)	5(33%)		10(67%)		
3	Report to students' advisory committee	127(85%)		22(15%)					15(100%)
5	Report to police			119(80%)		30(20%)			15(100%)

As summarized in Table 15, 116(78%), 122(82%) and 127(85%) students respectively responded that they always report to friends, family & school admin and students' advisory committee if any abusive incident might happen to them or their friends. By the same taken, 119(80%) students claimed they sometimes report to police.

On the other hand, in the control school 9(60%) students responded that the students sometime report to friends and 10(67%) students responded, they rarely report to parents and there is no habit of reporting to police or Students' Advisory Committee when they experience abusive incidence in or outside of schools.

On the interview conducted, the school administrators witnessed that every child in the intervention school has oriented on the reporting system when any abusive incidence is happened. During the school visit, some students in the intervention school have shown with reporting formats provided by schools.

Apparently, the responses and observation results clarifies that the project has shown significant changes in the respect of child right in the schools targeted by empowering children to claim for their own rights.

Effect of the child Friendly Project on teaching learning methods

As was discussed in the literature review, participation of students in the teaching learning process is determinant for academic achievement of students. To identify whether the teaching learning method is participatory or not, responses collected from 164 students are summarized in Table 16.

Table 16, Students' Response on the Teaching Learning Methods

S/N	Teaching methods teachers use	Always		Sometimes		Very rarely	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	Teacher centered approach		15(100%)	31(21%)		118(79%)	
2	Students' centered approach	138(93%)		11(7%)			15(100%)
3	Mix of the student and teacher centered	14(19%)		135(91%)	3(20%)		12(80%)

In the five implementation schools, 138(93%) students indicted that the approach is always student centered and 135(91%) reported there is some times mix of the two and 118(79%) witnessed rare use of teachers centered approach. On the other hand, in the control school, 15(100%) students responded that teachers centered approach is used always and at the same time, 12(80%) students reported the use of mix of the two (teachers and students approaches).

The focus group discussion with the teachers at the 5 primary schools where the Child Friendly School project is under implementation clarified that training was given for teachers on child centered active learning approach. The teachers are implementing the approach under the close support of the school administrators. This in turn has created

appealing academic environment in which children actively participate in the classroom lesson and exercise their potential to the maximum level.

Influence of the Child Friendly project on parents

Parents are considered to be stakeholders in the Child Friendly Project. Hence, to find out the influence of the project on parents, 25 Students' family members (19 from implementation school and 6 from control school) are purposely selected and responded as summarized in Table 17.

Table 17, Families' Response on Influence of the Project on Parents

S/N	Causes to visit schools	Rarely		Sometimes		Very often	
		Intervention school	Control school	Intervention school	Control school	Intervention school	Control school
1	To participate on school festivals					19(100%)	6(100%)
2	To participate on school regular meeting				6(100%)	19(100%)	
3	To deal about my child learning progress		6(100%)	4(21%)		15(79%)	
4	To react on my child's behavioral problem	13(68%)		6(32%)	4(67%)		2(33%)
5	To participate on school development activities				6(100%)	19(100%)	
6	Training on specific issues	6(100%)		7(37%)		12(63%)	

Among 19 family members in the 5 targeted schools, 19(100%) are responded that they visit schools very often: to participate on school festivals & regular meetings and to participate on school development activities. Similarly, 15(79%) and 12(63%) parents also witnessed they very often visit schools to deal about their child learning progress and training on specific issues like parenting.

Among 6 family members in control school, 6 (100%) parents rarely visited schools to deal about their child learning progress and for training on specific issues about parenting. Rather they sometimes 6(100%) visit schools to participate on school festivals and discussions on school development meetings.

The responses indicate the extent to which the Child Friendly Project has influenced parents in intervention schools to visit schools to deal about their child learning progresses. On the interview conducted, parents listed out some rights of children: the right to education, food and secured environment and others that they have learnt on the training by the school. The school administrators also witnessed that parents have trained on the rights of children because of Child Friendly School project. With the same interview conducted at the control school, it was found out that parents have no any awareness about the child right.

CHAPTER FIVE

Summary, Conclusion and Implication

Summary and Conclusion

The quantitative and qualitative data collected from teachers, school administrators and parents through questioners, interviews, focus group discussions and observation were analyzed and discussed thoroughly. Discussions on the results of the finding from assessment of Child Friendly Project have shown various positive implications in the intervention schools.

The project implementation approach is identified to be participatory as all relevant stakeholders like District Education Office, schools community and parents took part in the project at various stages: planning, implementation, monitoring and evaluation processes.

The project also has contributed several technical and material inputs that have positively impacted the school social and physical environment. Trainings were given for teachers, school administration and parents on the project process: planning, implementation, monitoring & evaluation. In addition, the Parents are trained on relevant contents and specific themes like child right and effective parenting. Teachers are trained on child centered active learning method and effective child support at school.

The project has also mobilized educational materials and facilities that contribute to create better learning environment for children. The project has further influenced parents, teachers and students toward facilitation of child friendly school environment.

Apparently, improvements were observed on the physical, social and learning environment of the schools under intervention. The students are accessed to the necessary educational facilities and learning materials. Concerning the social matters, because of the project; the student-student, student-teacher, student-parent and school-

parent relationship has shown significant improvements. Teachers and parents have shown very close support for children's learning. The children also developed the habit cooperation in their project work. Furthermore, children are empowered and enabled to report any child abusive incidences to concerned bodies and participated in the school matters.

Generally, in the last two years, the Child Friendly School Project has made indispensable contributions so as to end child violence at the targeted 5 primary schools.

Implications

The above conclusion implies that the Child Friendly Project is an effective intervention in creating cozy learning environment for children. Hence, the lessons drawn from the assessment entails to recommend on the following issues.

Though the project is effective in its coverage schools, has considered only five primary schools of the district while there are 32 primary schools. Hence, District Education Office would have planned to disseminate the experience for other schools in the district. As one of the dissemination approach, the schools under intervention would be visited by at least neighboring schools by arranging experience sharing event.

Besides good intervention of the project, the school has poor data management system. During the school visits, it was difficult to access data on school issues students' files, yearly records on learning progress, students profile and others. Hence, it is advisable to consider the proper data handling and data management issues in the schools.

As to the information from some teachers, few selected teachers take part in the project implementation process. During the informal interview, some teachers outside of the project witnessed that only few teachers are taking part in trainings and discussion

conducted by the project. To avoid the spirit of discrimination, it is advisable to reach as many teachers as possible in the trainings.

In every school under implementation, lesson documentation and progress records were not well addressed during the project implementation process. Schools would record timely progresses and lessons from project in a well-organized manner. Hence, the schools have to plan for proper lesson record and documentation.

Lastly, as school is one of the social institutions where children develop social skills that enable them fit into their future carrier, social workers would focus on school experiences and support with professional skills to create enabling school environment for children.

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Annexes

Annex-A: `Questionnaires to be filled by teachers and school administrators

**Addis Ababa University
School of Graduate Studies
School of Social Work**

Master's Thesis Project

**Topic of the study- Assesment of an intervention considered to end Child
violence at primary schools of Becho District, South West Shoa Zone, Oromia
Regional State**

Questionnaire developed by Gezahegn Lamessa (Author of the research)

Dear respondent:

The purpose the study is to assess the implementation process and impacts of the Child friendly School project at your school. The information that you provide is indispensable for the success of the assessment. When you are requested to provide your response, I want to guarantee you that the information you give is confidential so that it will not negatively affect any individual or institution. Thus, I would to ask you to attempt all questions carefully and respond genuinely.

Thank you indeed,

A. Personal Profile

I. Put an X mark in the box provided

1. Sex: Male ☐ Female ☐
2. Age: 18-24 ☐ 25-30 ☐ 31- 35 ☐ 36-40 ☐ 41-45 ☐ Above 45 ☐
3. Service year in this school:1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ Above
25 ☐
4. 4. Level of education: Certificate ☐ Diploma ☐ BA degree ☐
Above ☐

5. Grade level you teach: Grade 1-4 ☐ Grade 5-8 ☐

6. In addition to your teaching profession, what is your responsibility in the school?

You can tick more than one. School director ☐ Vice director ☐ Unit leader ☐

Students' Council ☐

Department head ☐ Head of clubs ☐ No responsibility ☐

If other specify _____

B. Questions related to implementation process of the project

II. Put an X mark in the box provided and write short responses in the blank spaces.

1. Is the project implementation process participatory? Yes ☐ No ☐
2. If your response for question number 1 is yes, who participated in the process:

S/N	Stakeholders	No participation	Passive participation	Active participation	Remark
1	Schools administration				
2	Teachers				
3	Parents				
4	Students				
5	Others.....				

3. When do these stakeholders take part in the project? Rate the type and level of participation.

S/N	Areas of participation	No participation	Rarely	Frequently	Very frequently	Remark
1	During the Planning stage					

2	During the Planning Implementation stage					
3	During the Planning, Monitoring and evaluation process					
5	Others.....					

4. Did you receive any training on Child Friendly School project? Yes ☐ No ☐

5. If your response for question number 1 is yes, what are the contents of the training?

S/N	Contents	Yes	No	Remark
1	Children Right at schools			
2	Child centered active learning methods			
3	Creating Improved school environment			
4	Teachers-student relation ship			
5	Parents for children			
6	Planning, Monitoring and evaluation			
7	Others.....			
8				

6. Are the contents relevant to end child violence at schools? Yes ☐ No ☐

7. If your response is 'No' for question 3, what points you recommend to change or add? Write your points:

C. Questions related to the impacts of the project**III. Put an X mark in the box provided and write short responses in the blank spaces.**

8. To what extent the Child Friendly Project bring positive changes in you school?
 No any change ☐ Very little change ☐ Significant change ☐ Dramatic change ☐
9. If you feel some changes observed? Concerning the changes might be observed, please, rate in the following table.

S/N	Changes might observed	No change	Very few change	Significant change	Dramatic change	Remark
1	Participation of students' in their lesson increased					
2	There is smooth relationship among teachers and students					
3	No child punishment and abuse					
4	Children have reporting system if any abuse incident is happened					
5	Teaching materials are available in quality and quantity relatively					
6	Parents discuss with schools about their child learning					
7	The teaching learning process is child centered and participatory					
8	Students' drop-out and absenteeism significantly minimized					
9	Students' academic achievement shown progress					
10	If others please list down....					
11						

Annex-2-Questions to be filled by students

**Addis Ababa University
School of Graduate Studies
School of Social Work**

Master's Thesis Project

**Topic of the study- Assessment of an intervention considered to end Child
violence at primary schools of Becho District, South West Shoa Zone, Oromia
Regional State**

Questionnaire developed by Gezahegn Lamessa (Author of the research)

Dear respondent:

The purpose the study is to assess the implementation process and impacts of the Child Friendly School project being implemented at your school. The information that you provide is indispensable for the success of the assessment. When you are requested to provide your response, I would like to guarantee you that the information you give is confidential so that it will not negatively affect any individual or institution. Thus, I would like to ask you to attempt all questions carefully and respond genuinely.

Thank you indeed,

A. Personal profile**I. Put an X mark in the box provided**

1. Sex: Male ☐ Female ☐
2. Age: 7-9 ☐ 10-15 ☐ 16-20 ☐ 21- 25 ☐ Above 25 ☐
3. Your parental status: have both parents ☐ have only father ☐ have only mother ☐
Don't have both parents ☐
4. With whom are you living at the moment? With your parents ☐ Relatives ☐ Alone ☐
5. Your grade level: Please, circle your grade level

Grade							
1	2	3	4	5	6	7	8

6. Your classroom rank in this year: 1-10 ☐ 11-20 ☐ 21-30 ☐ Above 30 ☐

7. Your average score in this year: Less than 50% ☐ 50-60%☐ 61-70%☐
 71-80%☐ 81-90%☐ More than 90%☐

B. Questions concerning the schools' physical environmental status

II. Put an X mark in the box and write short responses in the blank spaces.

8. What facilities are available in you school. Put an X mark in front of the variable you think is appropriate.

S/N	Expected school facilities	Not available	Available but poor in quality	Available but not sufficient	Available in quantity and quality	No response
1	Classrooms					
2	Students' seats					
3	Play grounds					
4	Toilet with separate rooms for girls					
5	Water tap					
6	Others ...					

C. Questions related to the social environmental status of the schools

9. What is the interaction between your classmates and school friends look like?

S/N	Interaction	Rarely	Sometimes	Always	Remark
1	Friendship				
2	Limited interaction				
3	Cooperation				
4	Conflicts or disagreements				
5	Providing feedback/comments				
5	Others.....				

10. What learning approach teachers more encourage on classroom lessons and projects in the school?

S/N	Working preference	Rarely	Sometimes	Always	Remark
1	Individual work				
2	Pair work				
3	Group work				
4	Mass work				
5	Others.....				

11. How do you prefer to work on your lessons and projects in the school?

S/N	Working preference	Rarely	Sometimes	Always	Remark
1	Individually				
2	In Pair				
3	In Group				
4	With family				
5	Others.....				

12. How do you rate the level of interaction with your teachers?

S/N	Interaction	Never	Rarely	sometimes	always	Remark
1	Teachers closely support students					
2	Teachers gives orders and regulation					
3	Teachers do not care for and abandon students in the school					
4	Teachers regularly advise students					
5	Students report to teachers when they encounter problems					
6	Others specify.....					

13. If students are found misbehaving in the school, what measures your school takes?

S/N	Means of correction	Always	Sometimes	Very rarely	Not at all	Remark
1	Corporal punishment					
2	Dismissal from school					
3	Referral to the director					
4	Advise and counseling					
5	Others specify.....					
6						
7						

14. Are you always happy to come to school? Yes ☐ No ☐

15. If your answer is no for question 6, please explain Why?

16. If any abuse incidence happened on you or your friend inside or outside of your school, what action do you take? You can tick more than two alternatives.

S/N	Actions you may take	Always	Sometimes	Very rarely	Not at all	Remark
1	Report to friends					
2	Report to family and school					
3	Report to students advisory					

	committee					
5	Report to police					
6	Others....					

17. Do you have any students' club working on the child right? Yes ☐ No ☐

18. If your response is yes for question 9, please fill the following table:

S/N	Name of the club	Activities of the club	Results	Remark
1				
2				
3				

D. Questions Relevant to the school's learning environment (pedagogy)

19. What method the teachers use in the classroom teaching?

S/N	methods teachers may use	Always	Sometimes	Very rarely	Remark
1	Teacher centered approach				
2	Students' centered approach				
3	Mix of the above two approaches				

20. To what extent teachers in your school motivate learners' self-autonomy? No action in this aspect ☐ Rarely ☐ Aggressively ☐

21. If your answer for Q.2 is 'aggressively' in what way?

22. Does your school motivate both slow learners and best performing students? Yes ☐ No ☐

23. If your answer for Q.4 is yes, in what way?

Annex-3-Questions to be filled by parents and caregivers

**Addis Ababa University
School of Graduate Studies
School of Social Work**

Master's Thesis Project

Topic of the study- Assessment of an intervention considered to end Child violence at primary schools of Becho District, South West Shoa Zone, Oromia Regional State

Questionnaire developed by Gezahegn Lamessa (Author of the research)

Dear respondent:

The purpose of the study is to assess the implementation process and impacts of the Child friendly School project at your school. The information that you provide is indispensable for the success of the assessment. When you are requested to provide your response, I want to guarantee you that the information you give is confidential so that it will not negatively affect any individual or institution. Thus, I would to ask you to attempt all questions carefully and respond genuinely.

Thank you indeed,

A. Personal Profile

I. Put an X mark in the box provided.

1. Sex: Male ☐ Female ☐
2. Age: 25-30 ☐ 31- 35 ☐ 36-40 ☐ 41-45 ☐ Above 45 ☐
3. Occupation: Jobless ☐ Farmer ☐ Trader ☐ Government Employee ☐ Non-government employee ☐ Others ☐, specify _____
4. 4. Level of education: Non-literate ☐ Grade 1-5☐ Grade 5-10☐ 11-12 ☐ Diploma☐ BA degree ☐ Above ☐
5. Number child you have: 1-4 ☐ 5-8 ☐ more than 9 ☐

6. Number child you have in this school: One ☐ tow ☐ more than two ☐
7. Grade level of your child: 1-4 ☐ Grade 5-8 ☐
8. Your parental position: Biological Father ☐ Biological Mother ☐ Foster father ☐ Foster mother ☐ Others ☐, Specify _____

B. Questions related to school-parents relationships

II/ Put an X mark in the box provided and write short responses in the blank spaces.

1. Do you have any responsibility in the school? Yes ☐ No ☐
2. Please, specify your responsibility. You can tick more than one selection. Parent Teacher Association Member ☐ School Board Member ☐ Advisory Committee member ☐ Others, Specify _____
3. Do you visit the school regularly? Yes ☐ No ☐
4. How frequently you visit school? Twice a month ☐ once a month ☐ once in two month ☐ once in three month ☐ Biannually ☐ Once a year ☐
5. For what purpose you visit the school?

S/N	Causes to visit schools	Rarely	Sometimes	Very often	Remark
1	To participate on school festivals				
2	To participate on school regular meeting				
3	To deal about my child learning progress				
4	To react on my child's behavioral problem				
5	To participate on school development activities				
6	Training on specific issues				

7	Others.....				
8					

C. Questions related to the approach adopted to participate parents in the project

III/ Put an X mark in the box provided and write short responses in the blank spaces.

6. Do parents take part in the child friendly project? Yes ☐ No ☐
7. If your answer is yes for the question number 1, how do they participate? You can tick more than one response.

S/N	Participation of parents	Yes	No	Remark
1	Member of advisory committee			
2	Project planning, monitoring and evaluation committee			
3	Others.....			
4				

8. Did you participate in any training on the child friendly school project? Yes ☐ No ☐
9. If your response is yes for question number 1, what are the training themes? You can tick more than one alternatives:

S/N	Training themes	Yes	No	Remark
1	Parents' contribution on Child friendly school project implantation			
2	Child right			
3	Families for children			
4	Others.....			
5				

D. Questions related to parents' awareness towards child right and impact of the project on the parents

IV/ Put an X mark in the box provided and write short responses in the blank spaces.

10. If you receive any training on the child right from the school, would you list some of the child right to be considered by families?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

11. Would you list some points on how you treat your children at home?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____