

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF LAW AND GOVERNANCE STUDIES**  
**CENTRE FOR HUMAN RIGHTS**

ASSESSMENT OF THE INTEGRATION OF HUMAN RIGHTS EDUCATION IN EARLY  
CHILDHOOD TEACHERS TRAINING: THE CASE OF KOTEBE METROPOLITAN  
UNIVERSITY

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**BY: SELAMAWIT TESFAYE**

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**ADDIS ABABA**

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## **Abbreviations and Acronyms**

ACRWC : African Charter on the Rights and Welfare of the Child

CFS : Child Friendly Schools

CRC: Child Right Convention

CRE: Child Right Education

ECCE : Early Childhood Care and Education

EPRDF: Ethiopian People's Revolutionary Democratic Front

FGD: Focus Group Discussion

HRE: Human Right Education

KMU: Kotebe Metropolitan University

MOE: Ministry Of Education

MOWCA: Ministry Of Women Children And Youth

UDHR: Universal Declaration of Human Rights

UN: United Nations

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## **Abstract**

*This research assesses the integration of human rights education with a focus on child rights into preschools teacher's training in Kotebe Metropolitan University.. The research aims to identify the gaps in the functioning of human rights education in the above mentioned University. The study adopted qualitative design and a case study research methodology. Data were collected from multiple sources that include seven teacher educators and teacher trainees, five participants in the Addis Ababa Bureau of Education and one FGD group of trainees. In-depth interview, FGD and observation as well as document analysis were used to carry this research. The research analysis is based on three aspects of human rights education: education about human rights, education through human rights and education for human rights. The findings of this research revealed that human rights education that is based on child rights was integrated in the curriculum of the teaching University. The different courses for the trainees that have been relayed about child rights are play, nutrition, early childhood development and life skill. But the two aspects of human rights education which are education through and for human rights are not integrated in the teaching and learning processes. The pedagogies that the school used in practice do not go along with human rights framework. There is nothing that is done on building the attitude of the trainees and other stakeholders in accordance with child rights for the trainees from the department of preschool. The practice in the kindergartens also revealed that children's rights are still violated specially in the disciplinary measures that the teachers use. The results of the study in the Bureau of Education revealed that the Bureau does not have enough monitoring system to the violations that occur in schools and mainly concerned with the fulfilment of the infrastructure of the kindergartens to be child friendly. Based on the findings, recommendations were made to Kotebe Metropolitan University and Addis Ababa Bureau of Education.*

*Keywords: teacher, teacher educators, early childhood, human rights education, child rights, training, trainee*

## CHAPTER ONE

### 1.1 Background of the Study

In global setting, the end of twentieth century is identified as a human rights regime by which the notion, consciousness and knowledge of human rights are highly recognized and many human rights instruments are adopted. These instruments incorporated different kinds of human rights issues which are expected to protect the rights of human beings in different aspect. People should learn about human rights in order to achieve a common understanding about these rights as set forth in the international and regional instruments (Vienna, 1993). Education has enormous impact on our understanding of how we live together in our societies and how the next generations' set living together. Education is expected to convey the development of respect for human rights and fundamental freedoms, and for the doctrines in the Charter of the United Nations (OHCHR, 2006). It is also expected to be a foundation for the realization of other rights. In addition it is widely acknowledged and seen as a way to empower people to improve their quality of life and increase their capacity to participate in the decision making process, leading to desired transformation in the social, cultural and economic policies (Aurora, 2016).

The preamble of UDHR provides that every individual and every organ of society keeping "this declaration" consistently in mind shall make every effort by "teaching and education" to endorse "respect of these rights and freedoms" (UDHR, 1948). And the Vienna Declaration and Programme of Action reaffirm the importance of human rights education (HRE) for the "promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace"(Vienna,1993). According to the world plan of action for human rights education second phase, the main purpose of HRE is, "education should aim at producing trained professional in trainings and society as a whole with human right values and standards".

HRE based on human dignity and freedom can be a tool for societal changes. In order to meet the purpose as mentioned above, state and its actors are expected to fully engage for the realization of effective HRE. State in its duty to promote, has a responsibility in creating schema for HRE and is expected to educate the society about human rights values and norms (Flower, 2000).

After the World Conference on human rights in Vienna avowed the significance of HRE, the General Assembly proclaimed the period 1995 to 2004 the UN Decade for HRE. But unlike the General Assembly the World Programme action for HRE is open-ended and prearranged on on-going series of phases to promote HRE. The first phase covered the period 2005–2009 and focused on the primary and secondary school systems. And the second phase from 2010-2014 was for higher education focused “on HRE for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel at all levels”(UNESCO,OUNHCHR, 2006).

HRE based its principles in different instruments to develop the knowledge, skill and attitude on human rights according to world plan of action. These three different capacities (knowledge, skill and attitude) could be developed through integrating on three aspects of HRE. These are education about human rights, education through human rights and education for human rights. Education about human rights is concerned with the knowledge about human rights. The others aspects of HRE, education through and for human rights, are based on developing skills in methodology and attitudes respectively, that go along with human rights values and norms (HR/PUB/12/3,2012).

Most of the students that are learning in higher education are expected to be productive workers in the country’s main sectors like education, health, military, agriculture and many more, after graduation. And also some of the professions like teachers, social workers, medical professionals; military officials and the like need the trainee professionals’ full knowledge of human rights because they are directly related to human subjects (HR/PUB/12/3, 2012).

Teacher’s training as one part of higher education is central to preparing teachers with values and norms in accordance with human rights. HRE in teachers education lays foundation for the “teachers to be” to develop a culture that respect human beings specially the pupils in a right conscious mind and to promote human rights culture among the pupils(General assembly resolution 59/113 A, A/RES/59/113,2004). Teacher’s training should integrate HRE in the policies and related implementation measures, teaching and learning processes and tools research, the learning environment, education and professional development of higher education teaching personnel (HR/PUB/12/3, 2012). The traditional view of learners to be a

passive listener and the teacher's authority over the learner does not go along with HRE framework (Aurora, 2016, Flower, 2000).

Education about human rights should be integrated in teachers' training so that teachers know the different rights in the instruments that are applied to their pupil and also for themselves. Teachers' colleges are planned areas to lay foundation for the infusion of child rights since teachers learn how to be a teacher there. Raising the understanding level of students/trainees and teachers plays an important role in the realization of child rights.

One of the instruments that should be included in teachers training is the Child Rights Convention (Flowers, 2000, HR/PUB/12/3, 2012). The General Assembly adopted Convention on the Rights of the Child (CRC) in 1989. The Convention is a milestone document in the record of childhood and of international law and public policy concerning about children, because the declarations and the different documents about children were not binding till that time. Teachers should understand the rights of children granted by CRC and other instruments in order to create favourable environment in school in which democratic culture could be simply practiced. In addition to these, teachers have to implement child centred approach to exercise participation (UNICEF, 2014).

According to Andersson, Leo, Nilsson Rasmusson ,Wångdah ,and Wickenberg, (2016), awareness of teachers in connection with child rights is low; and least efforts were taken to raise their perceptive gap. Much more need to be done in order to facilitate the realization of child rights in schools. Schools are the major places where critical work could be done to raise the understanding of respecting child rights. Children spent most of their time in schools where teachers are the key actors. Teachers have dual responsibilities; respecting children's rights and creating awareness of child rights on school children and other stakeholders (Flowers, 2000). According to Teachers' standards in early years, "teachers should know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them" (national archives ,n.d).

The responsibility of the teacher even gets more intensified when it is about early childhood because the younger the age, the more the vulnerability (CRC/C/GC/7/Rev.1page 5 para b). To protect the children of the early ages, teachers should be trained on the rights of children

as it is enshrined in CRC and other documents and should know how to implement in a classroom.

The focus of this research is early childhood teacher's training. Early childhood is the base for any human being and is a time that most of the socialization takes place. There are a lot of names that are given to the period of early childhood depending on different professions. Educators called early childhood periods as *pre-schoolers* to show the preparation time for formal schooling. Psychologists called this period of human life as *pregang, exploratory, imitative and creative age* (life span development, n.d)

So teachers should be able to know what the early childhood needs in general and also in that specific individual child because as it is in the saying: 'every child is a special need child'. This period of childhood is also vulnerable for abuses whether it is physical, verbal, sexual, psychological and the like (CRC/C/GC/2005). Due to the above reasons early childhood care givers such as teachers, are expected to know the vulnerability of these groups and should be able to protect the children from any forms of violation. "People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them" (*Betsy Murphy, n.d*).

CRC and ACRWC comprised of "bills of rights" that are binding to the state to respect, protect and fulfil and duty bearers to fulfil their responsibilities for the protection and respect of children based on the needs of all children and also CRC put a binding obligations for "States Parties to undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike." And the general comment on CRC provides "states to undertake systematic child rights training for children and their parents, as well as for all professionals working for and with children that include teachers....." (CRC/C/GC/7/Rev.1 para41)

Ethiopia has a long history in early childhood education called 'kes Timirt bet' and also the Quranic School. And the modern early childhood education started with the construction of the railway in Dire Dawa about a hundred years back. The concluding observation on the combined 14 and 15 periodic review of Ethiopia it is reported that beating a child is acceptable to positive disciplining (CRC/C/ET/CO4-5, 2015). But CRC's best interest of the child does not go along with this attitude. There are a lot of traditional attitudes about early childhood among Ethiopian community that violates the rights that are constituted in the

instruments. Since teachers are part of the community and are the primary focus on children's wellbeing, their ideas of child rights should be constructed according to the instruments that grant children rights.

Moreover, researches revealed that on the curriculum and syllabus of the different professional and common courses, child rights contents were unnoticed in Ethiopia (Anderson et al, 2016). There are different courses like Civic and Ethical Education, Child development and Support /Developmental psychology, Educational psychology, Measurement and Evaluation, Special needs education, Fundamentals of Education and Teacher's Development, General methods of Teaching, and Action Research. These courses give too much emphasis on subject matter theory and concepts rather than child rights (Anderson et al, 2016).

## **1.2 Statement of the Problem**

Children as human beings are entitled to all human rights endowed to all human beings and rights which are specific to them. Major international human rights normative standards and child specific instruments recognize the rights endowed to the child. For the realization of rights incorporated in these instruments, there must be collaboration among different stakeholders. The education system is one of the stakeholders which contribute primarily for the realizations or violation of different child specific rights. Teacher's education as part of the education system can contribute for the protection and promotion of child rights (CRC/GC/2001/1). Studies show that teachers attribute 30 percent for the achievement of their students (Aurora, 2016).

Different studies demonstrate that one of the places where children's rights are violated is at school compound and the actors are especially teachers, (UNICEF, 2007). Researchers suggest that HRE should be given at school level starting from lower grades to children so that they would be able to know their rights (Buchanan et al, 2013). The researcher thinks this very promising as to minimize number and kinds of violation among children, but in most cases where the teacher does not know the rights of children and he/she becoming the number one violator, it is very hard to assume this overwhelming idea to be real. Even in the country where human rights are expected to be highly realized such as Ireland, primary teacher's knowledge of human rights is minimal. And also, in relation to teacher education, survey results indicate that states generally do not ensure that teachers are trained in relation to



human rights in general or children's rights in particular (Emerson, Jerome, Lundy and Orr, 2015).

HRE allows pupils to claim their rights at an individual and collective level in a way that recognises their responsibilities to respect about the rights of others (Kavanagh et al, 2011). States parties are encouraged to undertake systematic child rights training for children and their parents, as well as for all professionals working for and with children, in particular parliamentarians, judges, magistrates, lawyers, law enforcement officials, civil servants, personnel in institutions and places of detention for children, teachers, health personnel, social workers and local leaders.(The general comment on CRC Article 41)

In December 2011 the UN General Assembly adopted the *Declaration on HRE and Training*. This declaration defined HRE as comprising of the three aspects of learning: learning about human rights, learning through human rights and learning for human rights. Despite the inclusion of many professionals, the declaration on article 3 focuses about how strategic it is to train teachers and others involved in education in human rights principles (Resolution 66/137, A/RES/66/137, 2011).

Pre-service and in-service training for teachers to include training on human rights and human rights education methodologies is one of the ways to attain a sustainable, comprehensive and effective national strategy for infusing human rights education into educational systems. "No one should be licensed to enter the teaching profession without a fundamental grounding in human rights, especially the Convention on the Rights of the Child (CRC)" (Flowers, 2000). The research explains this by saying teachers should know the CRC principles to apply it in classrooms like the right of a child to express opinions and obtain information (CRC Article 13) and the right of a child to be disciplined without being abused (CRC Article 28). But knowing only the provisions in CRC are not enough for a teacher to practice a child centered approach. Teachers themselves should be trained in a right based approach to develop skills in applying human rights in classrooms. Froman (2015) found that though there is a HRE in the curriculum of teacher's training, the methodology and the values of human right education are still missing. HRE is not only harbouring the different instruments of human rights starting from the UDHR or in this research the CRC. But it

should create a human rights regime where the rights of human beings are respected in accordance with the provisions in the instruments (HR/PUB/12/3, 2012).

The constitution of Ethiopia provide the rights of children that are fundamental organizing principles of CRC like the right to life, best interest of a child and non-discrimination under article 36. By virtue of article 9(4) of the constitution, any international Conventions ratified by the country would be part of the law of the land. And Ethiopia has ratified Convention on the Rights of Child (CRC) in 1991.

In addition to limited researches made on the significance of HRE in Ethiopia, the concluding observations of the Committee on the Rights of the Child in 2006 recommends that

in the light of article 42, the Committee urges Ethiopia to make additional efforts to provide training on the Convention's provisions for professionals, inter alia law officials, teachers, civil servants in ministries with a significant impact on children, child welfare and development professionals and health workers. ”

As teachers are the main stakeholders for the implementation of child rights, teachers should be able to know child rights convention as mentioned above. One of the intended place to look for child rights to be implemented as knowledge and also as practice is teachers training (HR/PUB/12/3, 2012). This paper focused on the assessment of the inclusion of HRE focused on child rights in teachers training based on CRC which was the first human rights instrument to articulate the entire set of rights relevant to children and also the first that recognize children as social actors and active holders of their rights. So this paper focused on the inclusion of CRC principles in teachers training since teachers are front line professionals that spent a lot of time with children by looking at the different aspects of human right education in KMU.

For the purpose of this research trainee or student is used to refer to students in KMU preschool department, teachers for the teachers in preschool department and teacher educators to refer to the professionals that are present in the process of teaching of preschool teachers training.

### **1.3 Research Question**

- How applicable are the three aspects of human right education with a focus on child rights that is “*Education about Human Rights,*” “*Education through Human Rights,*” and “*Education for Human Rights*” in the University?
- How is HRE focused on child rights are integrated to the teachers training at KMU?
- What are the challenges that the teacher educators face in implementing the principles of HRE with a focus on Child rights?
- What is the general overview of the current kindergartens in the realization of child rights?

### **1.4 Objectives**

#### **1.4.1 General Objective**

The main objective of this research is to assess the practice of KMU in preschool teachers training in the infusion of the three aspects of human rights: “*Education about Human Rights,*” “*Education through Human Rights,*” and “*Education for Human Rights*”.

#### **1.4.2 Specific Objective**

The specific objectives are

- ❖ To assess the integration of Human Rights Education focused on child rights in the teachers training at Kotebe Metropolitan University
- ❖ To understand challenges that teacher educators face in implementing the principles of Human Rights Education with a focus on child rights

### **1.5 Significance of the Study**

HRE is central for development of a society that has human rights values. And teachers’ training is one of the important environments where the builders of next generations are trained. This research will show the gaps where HRE is not integrated in the teachers training. The findings of this study would encourage KMU and other stake holders to include HRE focused on child rights in the courses of teachers in all the three aspects, curriculum, methodology and practice. It would also encourage pertinent stake holders such as the Addis Ababa Bureau of education to integrate early childhood rights in the supervision and

monitoring of kindergartens and KMU. Moreover the finding of the research will help other interested researchers as a baseline for further research.

## **1.6. Scope of the Study**

According to the Federal Family Code the age of minority is under 18 in Ethiopia. But this paper focused on early childhood teacher's education from 3 to 7 years old children. This age group is chosen due to the reason that, it is characterized by the foundation of human beings, highest growth time, lowest in language development and expressing their views, and the like( ECCE Policy,2010). KMU has been teaching teachers for a long time. This paper has only assessed the practices of KMU teaching methods and practices of early childhood teachers. The integration of CRC is only considered due to the fact that it has a binding article on states to make the provisions widely known to adults but not ACRWC.

## **1.7 Research Design and Methodology**

### **1.7.1 Research method**

The study has utilized a case study design, a type of qualitative research with the assumption that qualitative researchers believe in the subjectivity of the reality. The case study was on KMU preschools teacher's training. This case is selected due to the long standing of the University in teachers training among Addis Ababa teachers training colleges. KMU has contributed a lot in teacher's education starting from 1954. Due to this it is one of the places where different organization contact when they need a course in teaching for their staffs. From the mini researches that the researcher made before conducting the research, it was found that, KMU not only teaches the teachers but also gives in service training for school teachers while they are teaching. It is found that private schools that do not incorporate students from KMU are given trainings from the KMU staffs on methodology. The other reason KMU is chosen as a case study is there is no other college that give preschool teachers training on diploma basis in Addis Ababa other than KMU. The certificate programme for the preschool education is still given in KMU but will be terminated soon. So KMU is taken as a case study in its training to preschool teachers.

### **1.7.2 Data Collection**

Data were collected in the forms of semi structured interviews, FGD, a non participant observation and review of secondary data. Data collection procedures included making

appointments with each individual persons after consent form were signed. As a primary data, the researcher utilized in-depth interviews and FGD with observations. The different persons in the different aspects were interviewed, and encouraged to discuss their ideas on the inclusion of child rights in the training. To make the interview process friendly and interactive note taking by the researcher was minimized in possible interviews that allow recordings during the interviews. But there were also interviewees that do not allow recording and the researcher discussed the note taking as important as the interview. The interview was held at different settings on May 21, 23, 24 and 25. The FGD participants were drawn from KMU trainee teachers and it was held in the compound of KMU on May 24 for an hour and half. As secondary sources of data, the researcher used academic books, course outlines, curriculums, annual reports, training manuals, international and regional human rights instruments, proclamation, directives and commentaries relevant on the issue of teachers' training and HRE in *Ethiopia*.

### **1.7.3 Interviews**

A semi structured interview guide was developed for this study. It consisted of demographic questions about the study participants and questions that are answered by the participants that need explanation based on their experience on the teaching learning processes.

### **1.7.4 Non-Participant Observation**

The purpose of the observation was to gain additional information about the situations in early childhood schools that are kindergartens during the practicum period where the trainees were assigned for block teaching by using a checklist. It was done during the classrooms and also on play grounds to gain information on the interaction of children and their teachers. The field notes have provided additional data for the analysis.

### **1.7.5 Sampling**

Purposive Sampling was employed for this research due to the types of the data that the research needs. The research participants especially regarding the curriculum were chosen intentionally from the MOE and the Bureau of Education since they are limited in number. To have a detailed knowledge on the evaluation of the teachers, supervisors of the curriculum were interviewed. In-depth interviews were conducted with three supervisors with duration of forty five minutes on average for each. The trainee teachers and teacher educators were

identified with the assistance of a gate keeper. A gate keeper in a research helps to refer to persons who are able to arbitrate access to a social role, field setting or structure. The gate keeper was selected based on prior acquaintance. The gate keeper and the researcher had several conversations about the trainee teachers and the teacher educators necessary for the research and the gatekeeper gave the lists of the teacher and the trainees with their phone numbers. The preschool teachers in KMU are seven. Out of this, five were interviewed using the semi structured based interview guide on the availability of the respondents. Two other instructors giving common courses in preschools are also interviewed. The duration for the in-depth interview ranges from 45 minutes to one hour and half. The setting for the interview was selected by the interviewees' preference and was different with the different interviewees. Among the settings, the office of preschool teachers in KMU, the kindergarten named Bole Addis and Addis Ababa University were frequently used for the interview.

The trainee teachers were chosen using predetermined criteria which is inclusive of all the trainees in the University in terms of gender, age, ethnicity and the like. In-depth interview and focus group discussion was used with the trainee teachers. In depth interview were made with six students due to data saturation out of which one is the student council. One FGD was held in the KMU cafeteria with 8 different in gender and academic achievement and school assigned for block teaching. Trainees teachers composed of Teachers graduated from KMU and are on the teaching profession were other participants of the research in order to see the existing practice. But only observation with a shortened interview was made with the kindergartens teachers that are already in the working force. And the professional in Addis Ababa Education Bureau and MOE was purposively selected in accordance to their professions in the institution that are directly related to KMU and the curriculum and supervision in the kindergartens.

#### **1.7.6 Data Analysis**

Before the data was analyzed, the researcher transcribed all the interviews, observations, and field notes. After transcribing all the data gathered through interview and FGD, translation from some Amharic words to English was done by the researcher. The researcher used the different elements on the aspects of HRE for the analysis of data. Then themes were developed based on the strength of the theme that are salient across participants and also those that were extremely different.

Organizing the data ;coding the data; immersion in the data ;generating categories and themes; offering interpretations through analytic memos; searching for alternative understanding; and presenting the study were steps followed (Patton, cited on Yin 2003).

### **1.8 Validity of the Results**

Qualitative research is critiqued for the validity of the studies that is used. So credibility for this study was achieved using the validation strategies of triangulation, reflexivity, thick rich description and peer debriefing. The data was triangulated with the various forms of data that were collected in this study (i.e. interviews, FGD findings, observation, analysis from document reviews and reflective field notes some of them based on video records from the Bureau of Education).

Thick rich descriptions were achieved by presenting the participants voices under each theme and by providing detailed description on each theme. Finally, after debriefing with students in centre for human rights the researcher inquired assistance from the advisor and incorporated the comment.

### **1.9 Ethical Considerations**

The study was conducted after getting support letter from Addis Ababa University to respective places, KMU, MOE, and Addis Ababa Bureau of Education. In addition informed consent was obtained from study participant to confirm willingness to participation in the study after explaining the objective of the study. The participants were notified that they have the right to refuse or terminate at any point of the interview after all it is a human rights research and follow a right based approach. The information provided by each respondent was kept confidential.

## CHAPTER TWO

### 2. Conceptual and Normative Frameworks on Human Right Education on Early Childhood Teacher's Education

#### 2.1 Conceptual Framework: HRE

The first step in dealing with the role and effectiveness of HRE is to have a clear understanding of HRE because the definitions that are given to HRE differ in different settings. The first two sections of this chapter present different definitions under consideration. The importance of HRE is treated in some detail, with specific emphasis on realities in school settings. Then broad discussion will be made on teachers training and its relation to human rights in addition to early childhood. Finally, the normative basis for HRE in international and Ethiopia legal framework is explained.

##### 2.1.1 Definition of HRE

HRE has no one single definition but diverse definitions due to the variety and extent of activities that is taken place in the name of HRE (Sisay,2004). Some of the types of education like development education, character education, gender education, civic education or citizenship education are interchangeably used with HRE. Especially citizenship education is often misunderstood as, it engulfs HRE and HRE a subset of it. (Sisay,2004)

In some cases, 'human rights' forms part of the list of “key concepts” in citizenship education (coe.nt, n.d). But still, HRE differs from other related educational activities because it takes its application from values enshrined in human rights instruments like the UDHR. Taking a holistic approach, “HRE can be taken as a process which involves teaching principles, norms, values and skills in an effort to enable learners to claim their rights and challenge or avoid violation thereof towards the goal of social order or social good” (scribd, n.d). Empowerment of individuals can be derived as the main role from the above definition and it can easily be withdrawn that HRE does not only know about human right but involve developing skills in the realization of human rights (Flowers, 2000)

According to HR/PUB/12/3 (2012), *HRE can be defined as any learning, education, and training and information efforts aimed at building a universal culture of human rights, including:*

- (a) The strengthening of respect for human rights and fundamental freedoms;



- (b) The full development of the human personality and the sense of its dignity
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and minorities;
- (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- (e) The building and maintenance of peace;
- (f) The promotion of people-centred sustainable development and social justice.

HRE is essential in building a human rights conscious society and can be defined as the spreading of knowledge about human rights in order to build a human rights regime by education, training and information (HR/PUB/12/3, 2012). Effective HRE is consisted of knowledge about human rights and the mechanisms that protect them (education about human rights), skills needed to promote(education through human rights), defend and apply human rights( education for human rights) in daily life. HRE also cultivates the attitudes and behaviours needed to endorse human rights for all human beings (HR/PUB/12/3, 2012).

Hence, incorporating all these definitions into one this paper will define HRE as teaching and learning the principles of human rights in human right friendly methodology and environment to enhance the learners' ability to respect and promote human rights.

Child rights education (CRE) as a subset of HRE is an education about child rights that are enshrined in CRC for children and adults. Children's rights are human rights and CRE is consequently a specific component of HRE (HRE). Like HRE, CRE involves education *about* rights, education *through* rights (using rights as an organizing principle to transform the culture of learning) and education *for* rights (taking action to realize rights), taken as a whole understanding *as a right* (Flowers,2000).

### **2.1.2 Roles of HRE**

Since the year 1948 when the UDHR was promulgated, HRE seems to be one of the very important means to expand the idea of human rights that are granted to human beings in the instruments (the preamble of 1948). HRE plays important role in spreading of knowledge about the different human rights instruments. But "HRE has been bounded by insufficient political will, shortage of resources and teaching materials even though the HRE movement

have been starting to move around due to the development of human rights in nongovernmental organizations and also the democratic transition in many countries especially in the Central and Eastern Europe” (Buchanan, Burrige, Chodkiewicz, Payne, Oguro and Varnham, 2013). Setting permanent goal for HRE in the United Nations advances the culture of human rights. The council of Europe elaborates that HRE as “educational programmes and activities that focus on promoting equality in human dignity, in conjunction with programmes such as those promoting intercultural learning, participation and empowerment of minorities”.

HRE is essential to help one on practicing participation, on the superiority of democracy and other related things (Kirchschlaeger, N.D). It plays an important role in enabling democracy and defining limits of it. It also supports individuals to think worldwide and directs the way to non-violent living together. Having HRE attributes an opportunity for people to have capacities to respect and promote human rights (Kirchschlaeger, N.D).

In addition people should know what kinds of acts and languages are abusive and violations of the fundamental elements of human existence and to fight against them. HRE helps to empower individuals in the concept of proper whistle-blowing in the midst of different violations of human rights. “Building a new society with human right values and serving the assessment of the status quo are the major factors in building democracy” (Kirchschlaeger,N.D).

According to HR/PUB/12/3, (2012), HRE enables to apply a right based approach to education. Rights based approach is a preferable way which ensures the need for education and applies strategies to integrate human rights in the out puts and on the essence of an education. A rights based approach can significantly add value to the processes and goal of education. “Using rights based approach stands hand to hand with the development of school environments which opens the door for children’s views and they feel that they are included and given place”(Aurora ,2016). It promotes peoples accepting of cultures rather than their own, and also encourages intercultural dialogues and gives respect to diversities and different cultures. It tries to understand diversity which may be caused by gender or race, ethnicity or faith, cultural or economic background, disability or personal characteristics (Aurora, 2016).

It's not only on diversities that rights based approaches depends on but also it contributes on having positive social transformation. It empowers children on being active participants in their communities. It motivates learners to be on track in respecting of their rights and the rights of others. HRE brings clarified and long termed acknowledgment of human rights (Aurora, 2016).

A right based approach to education serve the government to accomplish economically fit personnel. It decreases the amount of discrimination against women, disabilities, working children, children in rural areas, minorities and children of vulnerable groups which then consists on improving ones country in its economic performance (Aurora ,2016).

So infusing HRE is important in many aspects for a country to build a society that is sensitive for the respect of human rights. This importance will be intensified when HRE is integrated in one of the professions which are responsible for building up of the next generation.

### **2.1.3 Aspects of HRE**

“The right to education does not necessarily mean that getting everyone to school but the objective should be for them to acquire the skills, knowledge, values and attitudes that bring about responsible and active citizenship” (UNICEF, 2007). To ensure quality education in line with the Dakar Framework for Action (2000) which acknowledged the aims of education elaborated by the Committee on the Rights of the Child, attention must be paid to the “relevance of the curriculum, the role of teachers, and the nature and ethos of the learning environment, by which students can be free of violations and can acquire the desired outcomes from education”. The right to education in Article 29 of CRC illustrates that education as a right of a child should give power to him or her by developing life skills, learning and other capacities, self-esteem and self-confidence. The terms of a quality education commands concentration to the content of the curriculum, the nature of the teaching and the quality of the learning environment. It entails a need for the establishment of flexible, effective and respectful learning environments which are reactive to the needs of all children (UNICEF, 2007).

According to the world plan for HRE, HRE should aim at bringing a change in the knowledge, attitude and skill in human rights (HR/PUB/12/3, 2012). These three functions of human rights can only be achieved by using three aspects of HRE i.e learning about human

rights, learning through human rights and learning for human rights (*General Assembly, Resolution 66/137, A/RES/66/137, 2011*) which are discussed briefly below.

### **2.1.3.1 Learning about Human Rights**

This is the means of granting of knowledge and understanding of human rights values and the strategies to protect them besides knowing what they are and when they are violated and respected. Learning about human rights gives knowledge to people about their rights and responsibilities of only being human (Froman, 2015). This will let learners to be able to critically think, reason and reflect on deeds with respect to human rights. “It involves understanding why, when, and where human rights are violated and protected; being able to apply a “human rights lens” to all kinds of conditions; and being able to think through ethical challenges”. In short learning about human rights is all about the knowledge one should have about what human rights are. Aurora (2016) stated that curricula should always be reviewed in a regular basis to ensure the inclusion of human rights and their relevance and encourage sustainability.

The curricula (whether school based or for professional development of education personnel) should be intended to improve learners’ core competencies, including dimensions of knowledge and understanding, attitudes, values and skills, based on human rights standards and principles (Froman, 2015).

The school curricula should reflect the aims and values of education as articulated in international standards, including understanding and knowledge of human rights appropriate to age, background and context of learners, and this may require a fundamental and systematic revision of the curricula, textbooks and other teaching materials and technologies, as well as school policies. (HR/PUB/12/3,2012)

The curriculum should meet every learner’s cognitive needs. It should incorporate to enable the children to have the different life skills that they need in their life and the discipline any professional needs. Especially in the time of early childhood children are susceptible to acquire and hold skills that would help them throughout their lives (UNICEF, 2007). So the curriculum in addition to the academics that the children learn should also make sure that it incorporates “well-balanced decisions and developing a healthy lifestyle, good social relationships, critical thinking and the capacity for non-violent conflict resolution”. In short it

should include the human rights aspect specially the rights that CRC promotes in the right to education (article 29 a-e). The other thing that should be integrated in an inclusive curriculum with human rights framework is it should address the needs of children in different or difficult circumstances with a sensitive lens for gender, ethnicity and disability (UNICEF, 2006).

Hence, it can be concluded that the curriculum should incorporate human rights concepts, principles and standards in training every learner to acquire the knowledge and competency in applying the principles to his/her immediate situation in the context of society.

### **2.1.3.2 Learning through Human Rights**

Though often the curriculum is the first to be developed or reviewed using a rights based framework, it is not the only means by which human rights learning takes place in schools (Flowers, 2000). Learning about human rights also happens when human rights standard are implemented in practice.

Learning and teaching process should be done with respecting the rights of both the educators and learners. Having participation, inclusion, freedom of speech can be examples of being consistent with the human rights values (HR/PUB/12/3, 2012). This aspect of learning through human rights goes with the proverb “*action speaks louder than words*”. Some of the methodologies that are human rights friendly according to (UNICEF, 2007) are listed below.

- Respect for learner’s experience and recognition of a variety of points of view;
- Promotion of personal enrichment, self-esteem, and respect for the individual learner;
- Empowerment of learners to define what they want to know and to seek information for themselves;
- Active engagement of all learners in their own learning with a minimum of passive listening;
- Encouragement of non-hierarchical, democratic, collaborative learning environments;
- Encouragement of reflection, analysis, and critical thinking;
- Engagement of subjective and emotional responses, as well as cognitive learning;
- Encouragement of behavioural and attitudinal change;
- Emphasis on skill building and practical application of learning;
- Recognition of the importance of humour, fun, and creative play for learning (UNICEF, 2007).

On this aspect of HRE, the two processes of learning and teaching should be considered to follow a right based approach. The first one is the pedagogy that the teachers follow which most of it is provided above. Especially teachers who teach small children should be conscious about the pedagogy they follow. An inclusive broad curriculum is not enough in acquiring the children with the necessary skills but also it matters on how it is given. Traditionally children are expected to be vacant spaces that could be filled with whatever the adult has (UNICEF, 2007). But the vacant spaces in child's mind are no more correct with a new knowledge about childhood development. Children have always something that is developed due to the social interaction with their families before they come to school in addition to the natural knowledge and skills they acquire (UNICEF, 2007). Thus teaching children should be done by understanding that they could also contribute for their own learning. And this could not be achieved without using the right methodology. Rather than simply transmitting knowledge, educators involved in creating or strengthening learning opportunities should facilitate participatory learning (Westbrook , Durrani , Bro , Orr , Pryor , Bodd, &Salvi , 2013). Teachers need to acknowledge the differences between children and explore ways of capitalizing on the opportunities these provide (Westbrook et al ,2013).

One of the core principles of CRC is children's rights to express themselves. Every child has to be respected. A child's view should be taken seriously on the matters that are about him or her. And this does not depend on the identity of the child. The different instruments assure that states are responsible for the implementation of respect for identity. Article 12 explains about the participation rights of children, by explaining about children's freedom of expression, religion and association. This right establishes a foundation on the interaction of teacher or any other adult with a child. The relationship with a child should promote the child's interest to exercise their right and this only happen when adults or teachers are willing to allow the child to freely express his/her views and follow a right based approach in the classrooms interactions. In practice the provisions in Article 12 is not being implemented and UNICEF (2007) has put reasons for the factors that contribute to the continued use of violence towards children in schools

- Social and legal acceptance of violence against children.

- Lack of adequate training for teachers, resulting in poor classroom management and a consequent breakdown of discipline.
- Lack of knowledge of the benefits associated with positive discipline and how to promote it.
- A failure to understand the harmful impact of physical punishment.
- Lack of understanding of the different ways in which children learn, and the fact that children will differ in their development and their capacities to understand.(UNICEF,2007)

HRE should be practical, systematic and integrated into regular professional training in order to maximize its impact and sustainability. Such human rights training should itself use participatory methods. Professionals should therefore be equipped with the required HRE competencies enabling them to interact with children and young people in a manner that respects their rights, dignity and self-respect (Westbrook et al, 2013)

And the other one is the assessment which the learners are given. The assessment should be on assessment procedures consistent with respect for the dignity of the child and designed to promote self-esteem and optimum development (UNICEF, 2007).

Learning environments should always be safe, healthy and also welcoming according to the best interest of the child. Safe and healthy environment does not necessarily imply only about the physical health and safety though it is one point. The school environment should be always a place where children feel safe in their social interaction. Teachers are expected to give this state of restfulness in school in their interaction with the children and also among the children themselves. So teachers should give healthy and safe environment by considering the best interest of a child. But frequent and severe violence, including emotional abuse and humiliation in school, remains widespread in countries throughout the world.

HRE for professionals in the school environment helps to create child friendly safe and healthy environment (UNICEF, 2007).

Therefore, it can be concluded that teachers themselves should be trained within a peaceful atmosphere where their rights are respected and where they are given a chance to exercise their rights since they copy their teachers' action when they finally engage in work.

### **2.1.3.3 Learning for Human Rights**

Learning for human rights comes after people know their rights and develop the skills on human rights values and norms (Flowers, 2000). It can be concluded that if the above two

aspects of HRE are not fulfilled, this one could not be realized. It's one of the major processes which create a difference on the community. It empowers people to live their rights, to exercise and enjoy it by respect other's rights. "It's an applicable process which enforces the principles and values onto action" (Flowers, 2000). This aspect of HRE, the aim is to construct thinking and attitudes that are sensitive for the violations of human rights and making him/her think as a human right activist. At this step, it is expected that the individuals to be advocates against the violation of human rights and activists for the protection of human rights.

HRE should be multidisciplinary i.e. the concepts of human rights should be incorporated in all subjects at teacher education curriculum. Not only at the curriculum but also it is needed to include human right methodology in the teaching learning process (Froman, 2015). It is vital that teachers should be able to know their rights and act accordingly alongside a commitment to respect the rights of children. It is neither possible nor acceptable to demand that teachers respect children's rights when their own rights are violated and ignored (UNICEF, 2007). And one of the factors that would lead to this kind of personality is human right education as discussed elsewhere.

Strategies to measure the effectiveness of HRE initiatives are also required, as are strategies to improve professional development and training for teachers in the area of human rights (UNICEF, 2012). Teachers should be evaluated in their using of human rights methodology and recognition should be given for those teachers that follow human rights friendly methodology.

#### **2.1.4 Theoretical Models for HRE**

There are four kinds of theoretical models among others that encompass the three aspects of HRE (Leo Urinboyev and Wickenberg, 2016). These are transformational model, accountability model, values and awareness model and participatory model.

##### **2.1.4.1 Transformational model**

Transformational model: this model focuses on empowerment through the recognition and prevention of human rights abuses. This model best work when there are "violations of human rights and needed to develop learners developing autonomous thinking, critically



reflecting on their own experiences and changing their specific beliefs, attitudes and emotional reactions about the violations in the learners community”.

#### **2.1.4.2 Accountability model**

Accountability model: this model focuses on human rights and community activists and state officials to protect human rights via monitoring and advocacy. The focus of HRE here is on the ways in which professional responsibilities involve either directly monitoring human rights violations and advocating with the necessary authorities, or taking special care to protect the rights of people (especially vulnerable populations) for whom they have some responsibility.

#### **2.1.4.3 Values and Awareness model**

Values and Awareness model: this model emphasises transmitting basic knowledge of human rights issues. The main focus of HRE is to transmit basic knowledge of human rights issues and to cultivate its integration into public values. Public education awareness campaigns and School-based curriculum typically fall within this realm .The strategy involved is to continue to put pressure upon authorities to protect human rights through the creation of critical human rights consciousness

It is advisable that African countries and non-state actors working in Africa develop a comprehensive programme of HRE which takes all the above models in to consideration. Considering the degree of violation of human rights in many countries, the “transformational model” is very important. For violation should be stopped from its source, the “accountability model” is indispensable. As the general public can exert pressure which can affect the leadership style of governments, the “values and awareness model” is essential. Sisay( 2004)

#### **2.1.4.4 Participatory model**

Participatory model focuses on students taking action in support of human rights. For the purpose of this research, a participatory approach is considered since it constitutes both the pedagogical and whole school approaches. This approach focuses on transmitting basic technical knowledge of human rights issues, but also involves students working through an in-depth case study of a human rights violation (Ang, 2010: 8). The two basic approaches followed by the participatory model are discussed below.

### ***Pedagogical approaches***

Pedagogical approaches commonly help the learners to draw out their experience and knowledge and problem posing before coming to school. “The method used in this model is participative, dialectical that requires learners to compare their knowledge with those from other sources, and analytical hearing that promotes human rights in intra-personal and inter-personal relations” (Leo Urinboyev and Wickenberg, 2016). This model provides learners strategic thinking to set goals and organise actions in relation to their goals.

There are a set of important capacities that HRE programs need to foster, and they relate to students’ growth of responsibility and caring, particularly in response to human rights violations. The following five capacities were identified:

- Critical analysis of social conditions human rights violations and those that impede such violations;
  - Identifying social conditions that make the realization of human rights guarantees difficult to attain;
  - Identifying and publicising human rights violations or assaults on human rights;
  - Proposing actions to redress human rights violations and protect against future violations;
  - Organising and acting on behalf of human rights as individuals and within groups.
- (Tibbits & Kirchsclaeger, 2010: 6).

Many human rights educators also focus on the need to develop a “critical human rights consciousness” in students. Meaning to say that students should develop abilities on how to resolve conflicts and what their responsibilities are in protecting and promoting rights (Tibbits & Kirchsclaeger, 2010: 6)

### ***Whole-school approaches***

A whole-school approach to HRE has been defined as: *the means of creating an environment where everyone understands values and protects human rights (Amnesty International, 2012a: 1)*. A whole-school approach involves integrating human rights values and principles into all key areas of school life, including “governance: relationships among the school community as a whole, the way the school is run, how members of the school community

interact with each other, curriculum and extra-curricular activities, teaching materials and teacher training” (Amnesty International, 2012a: 1).

The two approaches are essential in the training of early childhood teachers because they are critical in analysing of human rights implementation in a compound not only on the curriculum but also in each situation in the compound which help the trainees to be critical about human rights.

## **2.2 Early Childhood Education**

### **2.2.1 Features of Early Childhood**

Definition of early childhood varies in different countries and regions, according to local traditions and the organization of primary school systems. In some countries, the transition from preschool to school occurs soon after 4 years old. In other countries, this transition takes place at around 7 years old (CRC/C/121). In its consideration of rights in early childhood, the Committee on the rights of the child wishes to include “all young children: at birth and throughout infancy; during the preschool years; as well as during the transition to school”. The Committee identified that most of the time when states report they usually exclude early childhood that is why in its general comment defines and discuss the rights of early childhood in a separate way. Accordingly, the Committee proposes as an appropriate working definition of early childhood the period below the age of 8 years (CRC/C/121, paras. 630-653)

One of the most crucial times in human life is early childhood. It’s in these times that most men and women today are built up and the time where they understand their rights and responsibilities. During early childhood, children are mostly sensitive to the environment that they are in. Due to their non communicating skills at the time of that age they start to have strong emotional connection with their parents or their care givers considering that they understand and give them attention while providing love, food, guide protection and helps them in their growth. Because of the reason that they have just joined the world that is new to them they start growing in every aspects like communication, mobility since their bodies starts to mature, their legs and hands begins to handle walking, standing and moving around. On this process of their growth, they start to create their own opinions due to the fact that their minds and reasoning powers rapidly increase. They tend to have their own unique interests and experience their own abilities. Growth in early childhood depends on their individual nature; however this individual nature is also built at this stage (CRC/C/121).

Individual natures of an early child is made consulting his or hers surrounding's like culture, friends of the same age, children who are younger than them or older than them, their care givers and their educational system. Their individual nature can also depend on their gender and the belief that the community have on that. Giving respect, time and place for their unique interests, feelings, emotions and challenges is the door to make children realize their rights at these crucial times (CRC/C/121).

According to article 12 of CRC, it is understood that a child has every right of freely expressing his or her views in matters that are affecting him/her and to have them be looked at carefully. Having this article ensures that a child is an active participant on the right that is given to him or her. Young children are seen as participants in family, community and society, however, this subject is not taken seriously by considering their ages and labelling them as immature and not fit as decision makers. In a majority of countries they are considered as the ones who are unable to understand and communicate which makes them powerless amongst families, communities and many large gatherings (UNICEF, 2006). They tend to be voiceless and completely invisible in the eyes of the society. For younger learners, the daily challenges of coming to school, working in groups and learning to write are made easier if there is a connection with the teacher and a sense of safety and security through close personal relationships (Birch et al., 1997). Zeller (Zeller, 2011) also argued "that when children feel more secure at school, they are more prepared to learn and more open to share how their lives are connected with the ideas and people they experience in the classroom". HRE is directed in a way that students know their rights and others rights during their interaction in their life times by emphasizing the skills of active listening, critical thinking, problem solving and conflict resolution (HR/PUB/2004/2,2011).

Teachers continue to occupy the central role in the whole teaching-learning process in the context of generating human rights awareness among students, though their role has been significantly transformed from mere transmitter of knowledge to facilitator of conditions that promote the process of knowledge construction (Aurora, 2016). Teachers have major duties in the education of children in addition to schools, curriculum and other similar factors in child's life. Teachers should follow the principle of inclusive pedagogy to incorporate every child. They should be alert of inequity and stereotype which are done deliberately and also without awareness. "Duties of teachers in respect to human rights are introducing practical

measures for inclusion, promoting a respectful environment, accommodating differing needs, balancing rights and responsibilities” (Mahmud, 2014).

### **2.2.2 Early Childhood Teachers Training**

Since early childhood teachers are substitutes for mothers or parents early childhood education could not be separated from the care. The concept of “Educare” is sometimes used to signal a shift towards integrated services, and reinforces the recognition of the need for a coordinated, holistic, multisectoral approach to early childhood (Mahmud, 2014). It is important to emphasise that specialised professional knowledge of ECCE is necessary, given the significant differences between this stage and future stages of education. Play is one of the most favourable approach in ECCE. A demanding set of professional competences is required to perform adequately in ECEC, and the assumption is that an adequate formal qualification is required (Kelley and Camilli, 2007; Whitebook, 2003).

Teachers’ relationships and interactions with pupils, parents and other teachers, positively, are crucial to programme quality in early childhood and are often much more important than material inputs (UNESCO, 2007). To develop these relations, there should be training approaches that help teachers become more absorbed about their teaching practices and the environments in which they work. Since early childhood education is becoming more popular across the globe, the need and the availability of pre-service training for early childhood educators is becoming common worldwide (UNICEF, 2014).

Teachers have two kinds of trainings. The first and the widely known training is pre service training by which a person is trained to be a teacher. Pre service training as it is training before entering to the profession gives a framework on how the profession operates (UNESCO, 2013). The second type of training is in-service training by which the teachers are trained while they are at work to develop their profession. Here it is simple to contextualize the environment with the theories ( Strukelj,Lipuzic, Lavtar, Arh and Klemen-Krek ,1996). As it is mentioned above lack of adequate training is one of the gaps that led for the violation of children’s rights (Leo Urinbojev and Wickenberg, 2016). It is necessary to check and balance both initial and in-service training and to develop a systematic programme to provide all teachers with training on children’s rights. Trainees learn pedagogical knowledge and skills in the curriculum through their initial education and training. “It is assumed that ECCE practitioners need a number of professional competences and skills to offer high-quality

learning opportunities for young children”(Leo Urinboyev and Wickenberg, 2016). Practitioners’ professional competences comprised of professional knowledge, pedagogical beliefs and orientations (rights based approach), emotional attitudes (empathy for children) as well as motivational aspects (interest for teaching).

Though professional development could not be as effective as pre-service training, it is important to keep teachers abreast of the recent developments. Through the training, educators should be introduced both to *the active learning methodology and human rights* (UNESCO, 2013). This prepares them to create democratic and respectful learning atmospheres in their classroom. “Bringing in HRE via pedagogical requirements, results in greater ingenuousness to HRE and tradition within schools, even without a separate human rights course” (Mahmud, 2014).

### **2.2.3 Gaps in Early Childhood Teachers Training**

In fact, everybody should know about ones rights and the rights of others. Teacher as a torchbearer must beware of the aspects of human rights in their day to day practice of teaching and learning. Any education hard work will not be successful, if it does not put the teacher at the centre, one of the most central stake holders of education (Mahmud, 2014). The role of teachers has been held enormous from time immemorial. “no nation could rise above the level of its teachers”( Patel,2010 ).

Regardless of the role played by teachers, majority of them do not have pre-service training before they begin their work in the rural, disadvantaged and remote areas and this fact is even more real among early childhood educators. Furthermore, majority don’t have access to in-service training opportunities (UNESCO, 2013). Therefore, both pre-service and in-service trainings should be given due attention. The skills required by pre-primary classroom curricula, pedagogies etc. should guide the content of teacher-training, including extensive practical experience (UNESCO, 2013).

A teacher has to perform two roles simultaneously: a conservator in order to conserve and preserve the continuity of traditions and secondly as an advocate for change in the realization of human rights and also nation development. The teachers therefore should be trained towards the constitutional goals of justice, liberty, equality and fraternity assuring dignity of an individual and integration of nation (Patel, 2010). Ensuring teachers to be able to teach about human rights issues has emerged as a major issue (Leo Urinboyev and Wickenberg,

2016). Teacher training provides training and support for teachers to incorporate human rights values and principles into their work (Amnesty International, 2012 (a): 6). Despite the fact that national legislation provides a basis for HRE in many countries, researchers have found that this legislation is usually not specific and there is little guidance at the formal policy level for HRE and initial teacher training (Tibbits & Kirchsclaeger, 2010).

Even in developed countries, teachers have low awareness about HRE. “A number of European studies indicated that teachers were not familiar with HRE content and could not answer knowledge-based questions about human rights” (Tibbits & Kirchsclaeger, 2010). They also found that there was a lack of professional development for teachers to develop their knowledge about human rights issues (Tibbits & Kirchsclaeger, 2010). The other key factor identified in teacher professional development and teacher education, in particular the lack of opportunities for teachers to learn about human rights issues, in either teacher education programs or through teacher professional development opportunities. “While many excellent resources have been developed to support particular human rights campaigns and address HRE issues it is evident that many high quality resources do not reach the key people in the school sector, such as librarians and teachers” (Mahmud, 2014).

*Modelling* in particular is an intervention which is described in the literature about teacher education. This principle is strongly highlighted by the idea that the teacher educator is an important role model for his or her student teachers (Loughran & Berry, 2005; Loughran, 2006; Swennen, Korthagen & Lunenberg, 2004). “‘Explicit modelling’ (Lunenberg, Korthagen & Swennen, 2007) means more than the traditional imitation of the master, although that can play a role in the student teachers’ development”. As a role model the teacher educator must describe and confirm the knowledge he or she has and the choices he or she makes carefully on the eyes of his or her students. Additionally, teacher educators must make the choices in order for students to know the reasons that the teachers act in such a way (Loughran, 2006; Lunenberg et al., 2007).

So teachers in general have low awareness about human rights in general and child rights in particular which might be the result of not learning it during their training. Even though they knew about human rights most of the teachers do not implement it because they lack the skills of human rights friendly methodology which might be the result of modelling their

trainers while they are in school. It can be concluded that teachers are overlooked during establishment of human rights frameworks.

#### **2.2.4 Early Childhood Teachers Training and Human Rights**

As it is discussed in the above sections HRE is should be incorporated in teachers' education. And the three aspects of human rights are also vital to effectively deliver HRE.

HRE is not just an addition to the school curriculum; it should underlay the teaching of all school subjects and permeate every aspect of school life. If such education is to be successful at all levels, it will be necessary to train teachers and provide them with proper facilities (Leuprecht, 1986)

HRE for early childhood teachers contributes for laying the foundations of tomorrow's society, a society which will be democratic and imbued with respect for the dignity and inalienable rights of all people (UNICEF, 2014).

Early childhood teachers should build on capacities and competencies on such issues as:

- Child-centred education.
- Evolving capacities of children.
- Learning through participation.
- Acting as a learning facilitator.
- Children's rights, including the principle of non-discrimination.
- Positive forms of discipline and class management.
- Teaching in inclusive environments.
- The participation of children at all levels in educational environments. (UNICEF, 2014)

Early childhood teacher educators are the gatekeepers of teacher's quality. According to modelling theory, educators' good practice and commitment can be transmitted to their students in developing essential skills and positive attitudes that they will need in helping children, through understanding, appreciating and implementing the changes in children developmental stages (Patel, 2010).

Education and training is central to equipping teachers with the knowledge and competencies to integrate a rights-based approach in the classroom (Aurora,2016,Leo Urinboyev and Wickenberg, 2016). Such training with right based approach for teachers in their training



time should be a privilege for all teachers to support their understanding and use of HRE or the above participatory methodologies in their teaching practice in order to promote equality, diversity and respect and to enhance the learning experience (Aurora,2016).

Early childhood teachers should have knowledge about the vulnerability of the age due to immaturity of self. The curriculum for teachers should include facts about the general characters that are expected during the time. Immaturity of this age leads to violation of rights as mentioned above which insights for the teacher educators to develop a framework which is sensitive for their rights. Not only the curriculum but also on how to teach preschoolers also should be in a human right sensitive methodology.

### **2.2.5 Child Rights Convention and Teachers Education**

During the latter part of the twentieth century, there was a growth of human rights consciousness, and of knowledge about and legislation to protect healthy child development. And these incline to construct a view of children as property of an adult to one of independent persons with dignity and basic rights of their own. During this time, recognition of the status of children as persons with rights increasingly was reflected in the incorporation of a children's rights perspective into new legislation, legal principles, and court decisions. That status received official recognition with the adoption by the General Assembly of the United Nations of the Convention on the Rights of the Child (CRC) in 1989, and with ratification of the Convention by virtually most countries of the world during the 1990s. The Convention is a landmark document in the history of childhood and of international law and public policy dealing with children. The rights enshrined in the UNCRC fall into four categories: the right to survive, the right to be safe, the right to belong and the right to develop.

No one should be licensed to enter the teaching profession without a fundamental grounding in human rights, especially the Convention on the Rights of the Child (CRC). What a difference might be made in children's lives if teachers consistently honoured the child's right to express opinions and obtain information (CRC Article 13) or imposed school discipline consistent with the child's human dignity (CRC Article 28).(Flower ,2000)

All rights are considered to be equal in importance and to reinforce (Save the Children, 2006) as mentioned above like HRE, CRE also have three aspects: i.e. education about child rights, education through child rights and education for child rights. According to Aurora (2016) CRE includes:

- inserting the CRC provisions and principles and the child rights approach in: children formal and non formal curricula and the training of professionals that are in contact with children
- awareness-raising of the CRC provisions and principles and the child rights approach
- To build capacity for both children and professionals that work with children as duty bearers. (Aurora,2016)

According to the international and regional human rights instruments, for full realization of fundamental rights and freedoms, additional to upgrading programmes and strategies in human rights, HRE is considered as one indispensable element. And one of the instrument that should be given in HRE is child rights in teachers training since teachers spent most of their times with children.

### **2.3 The Normative Framework of HRE**

The concept of HRE has been entrenched in different international human rights instruments in its different aspect. For the purpose of the study, in the section below human rights education is mainly discussed based on the standard set by major international human rights instruments. The instruments are selected for their detailed description about the scope and concepts of human rights education.

#### **2.3.1 International Normative Frameworks**

There is a vast body of international instruments for the promotion and protection of human rights since 1948. The right to education offers an access to the enjoyment of all these human rights. It includes HRE, the right to learn about those rights, and the ways and means to protect and promote them in our societies (Aurora, 2016) .HRE has a significant role for the realization of fundamental rights and freedoms incorporated in different human right standards. The concept and importance of HRE is provided as one aspect of the rights to education on the perspective of the each covenants. The right to education is presented, in

Article 26 (2) of UDHR. “Education shall be directed to the full development of human personality and for the strengthening of respect for human rights and fundamental freedoms...” *ICESCR* on the other hand provided that, Article 13. “...education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms...” The CRC Article 29 1 (b) “States parties agreed that the education of the child shall be directed to the development of respect of human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations.” Thus, education, including HRE is recognized as a tool to promote the respect for fundamental rights.

The concept of HRE is stated as “a training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes”. According to Article 2.2 of the United Nation’s Universal Declaration on HRE and Training, a human rights course must be comprised of Education about Human Rights (learning about Human Rights and mechanisms for their protection in reference to content), Education through Human Rights (*developing values and reinforcing attitudes and behaviour which uphold human rights it is a means to change values* in reference to the pedagogical practices reflecting human rights values), and Education for Human Rights (*take action to defend and promote in reference to Human Right orientation towards human rights advocacy*) (United Nations General Assembly, 2011). The overall objective of the human right education shall be directed to strengthening the respect for human rights and fundamental freedoms, full maturity of the human personality and the sense of its dignity; endorsement of understanding, tolerance, gender equality, and friendship among all nations, allowing all persons to partake efficiently in a free society; continuance of the activities of the United Nations for the maintenance of peace.

Considering the significance of HRE, the 1993 World Conference on Human Rights in Vienna reaffirmed the importance of HRE, training and public information, declaring it is “essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.” In response to statement of this Conference, the General Assembly proclaimed the period 1995 to 2004 the UN Decade for HRE. The general comment on CRC underlines that HRE should be a comprehensive, lifelong process and start with the reflection of human rights values in the

daily life and experiences of children.” Similarly, learning about the Convention needs to be integrated into the initial and in-service training of all those working with and for children.

According to the international human rights instruments, state parties to the covenant are at responsibility to ensure the protection, promotion and fulfilment of the rights incorporated in the instruments. For this particular case, States’ parties are obliged to develop training and capacity building programs to those engaged in the execution process including state officials, legislators and the judiciary and for all those working with and for children.

The CRC was the first human rights instrument to articulate the entire set of rights relevant to children: civil, cultural, economic, political and social rights. It was also the first United Nations human rights treaty to recognize children as social actors and active holders of their rights. The field of child rights and child rights education therefore includes additional specific rights, principles and approaches beyond the scope of HRE as applied to human rights in general (UNICEF 2014). Thus, the declaration and conceptual definition made for HRE by the human rights instruments can be applicable to CRE.

Training needs to be systematic and on-going preliminary training and re-training. The Committee on the rights of the child recommends that all efforts to provide training on the rights of the child be “practical, systematic and integrated into regular professional training in order to maximize its impact and sustainability” (CRC general comment, 2004). And the Committee asserts that human rights training should use “participatory methods, and equip professionals with skills and attitudes that enable them to interact with children and young people in a manner that respects their rights, dignity and self-respect”(CRC general comment, 2004).

The training would be effective if it give emphasis to shape children as right holders by developing attitudes and understanding of the Convention and to promote its provisions. For the purpose of achieving this, according to the general comment on CRC, states are obliged to ensure that early childhood professionals should be provided with thorough preparation and on-going training(CRC Art 42).

Teaching personnel have a major responsibility to transmit human rights values, skills, attitudes, motivation and practices, both in the performance of their professional responsibilities and in their function as role models. To this end, the recognition of and

respect for their professional status, as well as the provision of adequate human rights training, are essential by which the curricula of the training should be based on the CRC (world programme for HRE second phase plan of action 34). This is because, if the teachers and carers do not understand the implications of the Convention, and above all its confirmation of the equal status of children as subjects of rights, it is most unlikely that the rights set out in the Convention will be realized for many children. The Committee proposes that States should develop a comprehensive strategy for dissemination of the Convention (CRC, 42). HRE is provided as an integral part of the right to education it can be argued that integrating HRE has a binding effect.

### **2.3.2 The Legal Framework of HRE in Ethiopia**

Ethiopia ratified Convention on the Rights of Child (CRC) in 1991. Chapter three of the constitution gives much emphasis on human and democratic rights. Specifically, article 36 deals with rights of children. This article emphasis issues like the best interest of the child, the issue of corporal punishment, the child labor and the right to life, name, nationality and protection from any exploitative and harmful practices are stated. Thus it can be asserted that the FDRE constitution has incorporated both the international and the regional instruments that stand for child rights. Besides, article 9.4 of the Ethiopian constitution states that any international conventions ratified by the country would be part of the law of the land. Ethiopia also ratified the African Charter on the Rights and Welfare of the Child on October 2, 2002. Beyond ratification CRC and incorporation of CRC principles in to the country's constitution, Ethiopia has tried to create better policy environment to put the principles of CRC in to practices. To implement CRC principles, different policies, guidelines, and directives have been formulated.

The national child policy with regard to the early childhood education advocate for creating enabling environment to increase access, quality, equity and effectiveness in pre-primary education. And the policy implementation strategies promulgate to train professionals in various areas related to children, on children's rights to help change negative social attitudes on children and to so ensure their rights and protection (National children's policy, 2017).

In 2010 a new policy on early childhood was promulgated with the overall goal of the framework ,to promote early stimulation and the best start in life for all children from prenatal to seven years, and enhance the quality, accessibility and equitable distribution of

services for children through more efficient partnerships and capacity building programmes (ECCE policy, 2010).

In 1994 New Education and Training Policy inaugurated that reflects CRC principles. Following the introduction of the new Education and Training Policy and Education Sector Strategy in 1994 (TGE 1994), the Ministry of Education has designed and implemented a series of Education Sector Development Programmes (ESDP I, ESDP II, ESDP III and ESDP IV). The issue of quality is emphasised more in ESDP IV (MOE 2010a) which focuses on (1) improving student achievement, (2) designing new programmes to help disadvantaged children, (3) developing the capacity of the system, and (4) improving school management and administration (Workneh and Tassew, 2013). In 2010, the Government also launched the General Education Quality Improvement Program (GEQIP) with the objective of improving the delivery of quality education in five key areas (World Bank 2008 cited on Workneh and Tassew, 2013):

- curriculum, textbooks and assessment,
- teacher development,
- school improvement,
- management and administration,
- Coordination and monitoring and evaluation.

However, researchers have identified major challenges to the implementation of student centred teaching in Ethiopian schools. The top down imposed curriculum which does not involve important stake holders and western based curriculum which was donor driven are the major challenges with the curriculum (Workneh and Tassew, 2013). The other challenge is, “the deep-rooted Ethiopian tradition of using the lecture method, as well as a lack of institutional support and a lack of content knowledge on the part of many teachers have constrained teachers from applying this type of teaching” (UNICEF 2010, Workneh and Tassew, 2013).

Different guidelines and directives were formulated to protect child rights in school, family and community. Moreover, to materialize CRC, different institutions like Ministry of Women, Children and Youth Affairs, Human Rights Commission, and Ombudsman have been established. Although significant steps have been taken so far, the full realization of

child right is not yet done (Workneh and Tassew, 2013). And one of the reasons is the lack of knowledge about child right according to the CRC provisions.

One of the stake holders on the protection of child rights is teachers training through which teachers are trained what the right entitlement of children are. Teachers with low knowledge of child rights are not expected to be the parts of the solution. With this regard the Concluding observations of the Committee on the Rights of the Child recommends Ethiopia that the previous effort by the state for the training of the convention is not enough and the state should in the light of article 42, “make additional efforts to provide training on the Convention’s provisions for professionals, inter alia law officials, teachers, civil servants in ministries with a significant impact on children....”.

The human rights action plan of Ethiopia does not included teachers training, as one of the central point in implementing HRE though it states the importance of including civic education as “curriculum of the schools at all levels, i.e. from the lowest levels to the highest and research studies on human rights will be encouraged”. But the action plan gives emphasis for the listed below professionals as “In the course of training judges, prosecutors and other law enforcement officers, HRE will be given to a satisfactory level. Prosecutors and other law enforcement officers will be given consecutive series of training to enrich their knowledge and respect for citizens’ fundamental rights and freedoms”.

## CHAPTER THREE

### 3 Findings and Discussions

#### 3.1 Introduction

The previous chapters have shown the importance of Human rights education, and the different models and approaches to integrate HRE to teachers training. In order to conclude that HRE is integrated in school settings the three aspects of HRE should be present in the school that work on the trainees' knowledge, skill and attitude. This research based on the analysis and assumption of modelling theory in teacher's education. Modelling theory explains that the trainee teachers are influenced by their instructors unintentionally or informally for their future careers as teachers, adopting their instructors as role models. Due to this; the methodology that the instructors are using and the different activities in the relationship between the instructors and the trainees are analyzed besides the curriculum.

The focus of this research was Kotebe Metroplitan University (KMU) preschool teacher's training. KMU as one of teacher's training schools in Ethiopia has been training teachers since 1959 under different names. It is the only metropolitan university in Addis Ababa. It became under the Addis Ababa Bureau of Education in 1997. Now the university trains teachers in diploma and degree programmes in eight units. The number of KMU staff accounts about 710 of which 299 represents the academic staff. Preschool department is one of the units in KMU. It was operating in certificate level for so many years. But now it started the new department in preschool diploma level and graduated the first batch in 2017. This chapter will discuss the findings from the different data instruments. It give details about the general outline of teachers training in Ethiopia in its first section. Then the three aspects of HRE as applied in KMU will be discussed briefly. And finally the challenges and the strengths for HRE will be discussed.

#### *Teacher Training in Ethiopia*

In 2010, the government of Ethiopia has developed national policy Framework for early childhood care and education (ECCE). Early childhood is an important period that requires due attention and a great deal of investment (ECCE, 2010). Failing to provide children at this age of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute



to society's growth. As decision made by MOE (2014), the revised teachers and educational leaders development necessitates developing a curriculum framework for pre-school teachers training at diploma level (10+3).

Based on the guideline of Ministry of Education, teachers are required to be able to develop the skills of helping children, patience in dealing with children, good academic competence and possess behaviour that can make them be models for children.

The selection of teachers for primary schools has to focus on assessing the necessary academic competence, knowledge of child development, current trends in education and teaching, aesthetic ability and good communication skills. It is also very critical to assess the interest and commitment of the candidates to teaching in general and to work with children in particular while in secondary schools to focus on assessing academic competence, character and conduct, health and physical condition, communication skill (written and oral), respect to the people and the culture, interest to teaching profession.(UNESCO,2013)

The above statement clearly shows that there are different expectations between the teachers in the lower and upper grade levels. Though competency is taken as a base for any teacher at different level, lower grade teachers are also expected to have or develop skills in caring and being committed to the teaching profession.

The Ministry of Education has a detailed procedure on how to train teachers. To screen teacher trainees an entrance exam and interview administered in order to evaluate their competencies and interest in the profession respectively. The Different stakeholders involve in recruiting of new teachers: Regional Educational Bureaus involves in allocating the quota of new teacher trainees needed for each Woreda. The Woreda education office decides exam centres in consultation to coordinate the registration and preliminary selection candidates at Woreda level, prepare exam schedule and select exam centres in, collect the list of those candidates who have passed all the requirements and assign them to different Colleges. Schools are involved in ensuring that the documents they issue are true and allocate best teachers to participate in interviewing applicants (UNESCO, 2013).

In order to say that human rights education is infused in teachers training the three aspects of human rights education should be properly integrated. The main objective of this research

was to assess the three aspects of HRE in KMU. The following section will discuss about the infusion of these three different aspects of HRE: education about human rights, education through human rights and education for human rights.

### **3.2 Education about Human Rights**

The first aspect of HRE is education about human rights. This aspect is mainly about the inclusion of human rights principles, history, philosophy and meanings in the curriculum. On this aspect of HRE; the main objective is to develop knowledge about human rights. And this research focuses on the inclusion of human rights and child rights as a subject or a course in preschool department.

The curriculum for preschool teachers contains nine major courses and four pedagogical courses. These courses are given to the trainees in three years that includes practicum periods. The courses are based on specific features of preschoolers and the expected duties from teachers consequently. The seven courses out of the nine major courses educate about what early childhood needs are (syllabus for preschool teacher training, 2014). These are preschool arts and crafts, preschool music, early childhood development and learning, child play, early childhood education, mother tongue language development and health safety and nutrition. These courses incorporate the rights of children according to CRC and other human rights instruments in different ways. On the checklist that is used to assess the integration of child rights in the curricula of early childhood teachers training, child rights and human rights are not explicitly mentioned as standalone courses.

Tibbits & Kirchsclaeger, (2010: 7), point out that “despite the fact that national legislation grant a basis for HRE in many countries, human rights themes and content have been included as either thematic areas within educational policies or integrated into existing subjects, such as history, civics / citizenship, social studies and the humanities” (Tibbits & Kirchsclaeger, 2010). It has been found that the same is true in Kotebe preschool teachers training. Accordingly, human rights are incorporated as content in civics course and child rights in one chapter of the course called life skill. Even though most of the courses especially the pedagogical ones are based on the principles of children’s rights that are granted by the different international and national instruments, building the characteristics of these rights are missing. Human rights and children rights are not only moral values but have legal and political aspects. As an example, play course can be taken. The legislations that

grant children the right to play, the duty bearer, the teacher as an actor in promoting play and other same important aspects are not listed in detail. It has been found that, only one out of seven instructors said that they refer to various provisions of the law while they are teaching different kinds of pedagogies that base in children's rights (in-depth interview with, P5). Due to this the trainees miss out the main essence of the rights as the instruments consequently do not understand their responsibility in the realization of the right.

For the purpose of this research a few courses are assessed that are directly related to human rights or in specific child rights. Early childhood development and learning course teaches about the period's specific characteristics that are helpful for teachers to understand the children. As per CRC general comment the best interest of the child should be understood according to his/her need and also specific age (CRC/C/GC/2005). Early childhood development and learning course gives trainees to identify the behaviour of the children according to their age level.

Child play is the other major course that is given to early childhood teachers. As Erik Ericson expressed on "developmental psychology hand book", the period of early childhood is a time where children learn through play. Teacher of preschoolers are expected to know what play is and how he/she should guide the children on play. The preschool teacher's play course curriculum only states that children have the right to play without clearly determining the binding nature of it. According to human rights instruments, rights always come with obligation to the duty bearers and should be facilitated by the potential persons around the right holders. Thus, Ethiopia has an obligation to fulfil the rights of children to play as it's a signatory to CRC, and teachers should be reminded that play is a right of children. Play is incorporated explicitly as a course and mode of instruction for the other courses in the preschool teachers training. But in relation to the rights, it is not given due emphasis. The curriculum provides that "children likes to play. As they play:they learn, recreate and explore. Play is also helpful for children to reflect their feelings and also good for their motor skills. So using play as mode of instruction would be constructive for the teacher" (syllabi for preschool teachers, 2014). The above statement is directly copied and translated from Amharic syllabus of the preschool teachers play course. It shows that the implication for the right to play is not clearly stated in the curriculum. The results from the other mechanisms of

data collections also show that play are not given as a right of children. The general objective of the course play according to the syllabi is that: trainees will be able to;

- Develop knowledge and understanding of the importance of play in Pre-school education;
- Identify basic characteristics of play
- understand the theories of play
- Appreciate plays role and values in child development
- Use play as a practical and effective learning method
- Manage children's' play appropriately
- Recognize different types of play
- Understand different stages of play
- Knows their role in management of child play in preschools
- Use different play activities in different curricular areas in child learning (syllabi for preschool teachers,2014)

It is found that the practices in the kindergartens are not compatible with what trainees learn in theory while they were in trainings (FGD, 24). The teachers that are already teaching in the kindergartens do not use play as mode of instruction and the children in the kindergartens got used to their teaching methods that is mostly lecture. And unfortunately the children do not like the active learning through play of the teachers in apprentice since they got used to the lecture methodology of their main teachers (in-depth interview P 17, May21). Some of the trainees also agree that what the children say is true and do not like to teach them with too much focus on play. When the trainees were asked about their personal attitudes about the theory in the classroom and the practice they experience on the kindergarten, they said that the theory gives too much emphasis on play and that they do not prefer (In-depth interview P17, may23). On this aspect of HRE is to be on the same page about rights by developing knowledge about them but the response of trainees was different with each trainee about the necessity of play (FGD,24). It can be seen clearly that teachers give the time to play based on their personal willingness. But when trainees were asked about the health issue they all were on the same page. All of the trainees agree that children have a right to be in a safe and healthy environment (FGD, 24).

It can be understood that some of the courses incorporated human rights principles in a partial manner. Courses like life skill, mother tongue and civics have a human and child rights values. But still they do not give due emphasis in putting the trainee teachers as one of the obliged facilitator for the respect of child rights. Attitude is one of the parameter that the research used to check trainees understanding of different child rights that demands teachers' knowledge and skill to implement them. Attitudes about play are explained earlier and the other one is about the physical punishment of children. The trainee teachers have different views about using of punishment in class for positive disciplining. Some of the trainees argue that children can learn without corporal punishment but others strongly disagree with this idea. Research found that unless human rights issues are included in the curriculum, teachers might not give the same focus on the issues (UNICEF, 2007).

### **3.3 Education through Human Rights**

Learning through human rights or education through human rights is all about the actions that are being implemented in the classrooms taking values and principles of human rights. Learning about human rights cannot stand alone; it should be supported with the actions in congruent to the values of human rights since action speaks louder than words. This aspect of HRE emphasises on development of skills in human rights. As modelling theory explains that trainee teachers imitate the actions of their instructors on their future careers, trainees themselves should be trained in a human rights friendly approach. Therefore learning through human rights is the action of the teaching learning process. It can be divided into three sub-sections.

#### **3.3.1 A Broad, Relevant, Inclusive Curriculum.**

A national curriculum is prepared specifically on HRE starting from grade 5 in civics and education. But only the contents of human rights are given due emphasis not the learning methodology. In early childhood teacher's training child rights are not integrated though they learn human rights as a component in civics in the subsequent section. Child rights as an issue comes at the end of the course though different courses are based on the child right principles. The designed curriculum should at first give child rights course before they go to the practicum because the trainees will be assigned for block teaching for a month taking full responsibility of the children. This shows that the curriculum does not give due weight for child rights as other types of courses like methodology in the teacher training though the

syllabi put teachers to stand for the protection of child rights as an objective of the course called life skill as listed below in the table. The graduation requirement does not go with the objective in life skill since it does not give emphasis on the competency of a teacher to be respecting the rights of children. It just talks about the competencies of trainees in courses. But if the objective of the course life skill is to make the teachers advocators of child rights there should be a way to measure that. Critics have pointed out that the concept of competence in academic achievement is a weak one “because too often it still means either only contents, or some blurred abilities, or even only specific objectives”( Huber and Gailard ,2011). Teachers will need to be highly adaptable and teacher education will have to develop pedagogic as well as non-pedagogic knowledge, skills and attitudes including inclusive democratic values, respect for diversity and soft skills in the field of interculturality.

Specific Objectives	Content	Instructional Methodology	Instructional Material	Assessment Techniques
Identify their role in promoting child learning Select different plays for cooperative learning Mention basic child right provisions Stand for the protection of child rights	Role of preschool teachers in promoting children learning Supporting children to play and learn together Basic concepts of child rights and its implication to preschool teachers	Brainstorming Explanation presentation and facilitation conducting Students’ reflection and discussion Discussion/group activities Student independent work Role playing Gust lecture Think-pair-share	National and international child right documents, worksheet, fillip charts, selected readings	Assignment (individual and group), oral question, quiz, tests, project work, examination, reflection on assignment, attendance, class activity.....

Additionally the curriculum should be inclusive for all trainees to acquire the knowledge and skills in teaching. Methodology plays vital role in giving the knowledge to the trainees. The methodology part in the curriculum is designed in a way that the lesson should be student centered which includes brainstorming, explanation, presentation and facilitation , conducting students' reflection and discussion, discussion/group activities, student independent work, role playing, guest lecture, think-pair-share. But the finding of the research shows that both on the KGs and the university (since trainees follow their instructors), teachers prefer lecture methods which are against the models that this research used as a framework. Most of the university lecturers agree that they use the lecture method to with exceptions who teach the practice oriented courses like play (In-depth interview P5). But most of the trainees agree that the teachers use lecture methods during their lessons. This part will be discussed briefly later.

In the curriculum part, it does not involve those children who cannot hear or see. The research asserts that there are no deaf or blind teachers or students in the KG or KMU. But there is significant number of individuals with these kinds of disabilities in the university training for primary and secondary teacher's education. One interviewee answered that "teachers with these kinds of disabilities cannot teach kindergartens, because it includes not only teaching but also caring for the children" (in-depth interview P7, May23). But the curriculum engulfs special need as a course and the trainees are learnt not to discriminate disability theoretically and at the same time the curriculum did not consider disability in the design.

The curriculum for both the teacher trainees and the kindergartens should be multidisciplinary and interdisciplinary since early childhood is the basis for the whole life ahead of a person's life. It should involve professionals from many sectors in designing it. Not only many sectors in professionalism it should also has intersecting ideas integrated in the initial design because teaching pre-schoolers is not only about giving knowledge on maths or English but on building a person. To realise this, the Ministry of Education involves Ministry of Health in the curriculum design. But Ministry of Women and Children and other stake holders should also be involved in the inclusion of human rights and child rights in the curriculum. The early childhood policy gives the authority to protect child rights for MOWCA to minimize attitudes that violate children's rights. MOWCA must be included in the curriculum design to make the curriculum multidisciplinary and interdisciplinary. Even

though this research cannot be conclusive, this might be the reason that all the trainees have the same opinion about the health issue but not in the case of punishment and the rights to play (ECCE policy,2010).

To explain this better play can be taken as an example since it is one of the most important and frequently used methodologies in early childhood. Despite the fact that the different types of play are given to the trainees, it was found that the musical plays which are not gender sensitive are incorporated in the training. For example “Ete-Mete” and “Beza Bebege” . Some of the plays specially the music ones carry a strong message that negatively impact the rights of women and are not age sensitive for children.

Though for HRE the instruments are central, it should move beyond simply disseminating information about human rights law (Flowers, 2012). Learners should be equipped with critical thinking skills, which refer to thinking that involves analysing and focusing on what to believe or do in a particular situation. HRE should give enough room to the development of skills necessary to challenge existing systems and avoid violation of human rights (Flowers, 2012). HRE should also develop the skills of citizens to interact with each other, monitor the handling of issues by the government and duty bearers in addition to providing people to be conscious about the responsibility of themselves in respecting the rights of others (Flowers, 2012). The results from the in-depth interview with the teacher educators and the trainees reveal that the music plays are not critically viewed in perspective of violation of rights and the discrimination attached to it. So in the university these issues are not raised as a gap or do not even have an inclination to change as some elementary schools did. Since Kotebe is a higher institution it should be the place where solution has to flow to correct these kinds of sensitive issues to be addressed.

### **3.3.2 Right Based Learning and Assessment**

It is not only the curriculum that has impact but also the learning environment. Teachers should use participatory methodologies to involve their students. The traditional way of silencing children and teacher talking is not taken as a right methodology in human rights approach. As (HR/PUB/12/3, 2012, Aurora, 2016) illustrate one of the factors to make education child friendly is using participatory methods where the teacher acts as a facilitator. A good methodology of HRE should engage participants in attitudinal skills as well as knowledge development. It is accepted that educators should apply active learning



methodology of teaching or training as opposed to the lecturing method. Active learning methodology is an educational process which involves the active participation of the learners or trainees and aims at developing their problem-solving skills (Sisay, 2004). Different from lecturing method, which follows a teacher dominated spoon-feeding approach, active learning is a student-centred approach in which the teacher facilitates or supervises, of course with inputs, the exercises (case study, role-playing, and small group discussion) aiming at the development of knowledge, skills and behaviour(Sisay,2004). During the interview with the teachers and the trainees, it's found that the teachers in the preschool department use lecture methods most of the time in contrast to the syllabi and active learning. Most of the teachers said that they emphasise on the lecture methodology of teaching in addition to using the others methodologies listed. And even one teacher agrees that, time is one of the constraint that made him to use lecture method only. The finding of this study goes with the national challenge of following right based type of education. "The deep-rooted Ethiopian tradition of using the lecture method, on the part of many teachers have constrained teachers from applying right based type of teaching" (Tassew and Woldehana ,2013).

Assessments are supposed to measure student's understanding of the subject matter, though this does not seem to work in the preschool's teacher training. In KMU preschool teachers training assessments are different types that are similar to the types that are listed in the above table. But just like on the methodology part there are a few kinds of assessments that are usually given to the learners. Most of the time they took exams twice in one semester and assignments are given as an assessment.

The assignments that were given in groups were one of the findings that the research found that made the learners unhappy. Assignments are given in groups and the group members are assigned by their teacher which does not allow the students to choose a group by themselves. "The groups were too many, meaning to say that one person might be in five to six groups that made him or her not to grasp whatever is the objective of the assignment, to be there in all the groups (FGD, May25).The other student also said that "the teachers are autocrats that they do not want to know our opinions how it is not manageable" (FGD, May 25). Human rights friendly schools are supposed to respect the dignity of the learners and respect their views on issues that are affecting them (HR/PUB/12/8,2012).And the other important aspect that students in the FGD mention is "there are teachers who do not guide us on how to do the assignments and then give us bad grades".

After examination trainees said that they see their results before grading which is good to be transparent but it's not all teachers that show their results. And they say that they cannot insist that their teachers should show them. And most of the problems in relation to wrongly filled results are the outcomes of it. (FGD, May25).

The human rights educator in this case teacher educators should be exemplary by respecting human right values and child rights by implementing them. The trainee teachers have agreed on some teacher educators as aggressive not only by their tone of voice but by their approaches to them. They said that they were told to do assignments on some courses without telling them how to do it. "When we gave him the assignment, he threw our assignments on our faces and said I didn't tell you to do it this way". With the same token during the interview with an instructor she said that "I came across with one trainee that throw exercise books on children and one day the trainee told a boy to give bread for those children who are supported by the NGO. The way he threw the bread was the same with his teacher and I told her how it affects his personality". Teaching profession needs discipline whether it is in preschool or college. Modelling theory explained how trainees are susceptible to use the same methodology with their teachers. The above scenario shows similar action from the teacher in the University to the four year old pre-schooler. In order to create human rights friendly preschools or CFS educators should act as mediators to train the trainees by respecting the principles of human rights.

The educators here stand in relation to the young as representatives of a world for which they must assume responsibility although they themselves did not make it, and even though they may, secretly or openly, wish it were other than it is. This responsibility is not arbitrarily imposed upon educators; it is implicit in the fact that the young are introduced by adults into a continuously changing world. *Arendt 1961:184*(cited on Huber and Gailard, 2011)

Though the curriculum for both the methodology and assessment said that teachers should implement student centered approach, it is found in the interview and FGD with the trainees that the practice is different from the methodology that they were learning to teach the students.

In contrast, there are some instructors who are cooperative and are willing to hear their student's point of view. On the FGD with the trainee teachers one of them said that

“I talked to my teacher who does not come to class often why he is absent; he accepted my comment and affirmed that he was willing to take it into consideration and improve. He had no hard feelings about me”(in-depth interview P14,May25). These kinds of instructors avoid the hierarchical relationship between a teacher and student and develop trainees in the same manner consequentially leading to the respect of children’s views.

Right based learning and assessment can further be explained by Equal treatment, respect for participation rights and Problem solving approach of the instructor (UNICEF, 2007).

### **3.3.2.1 Equal treatment**

One of the core principles of human rights is non-discrimination. During the interview and the FGD informants provided that ethnicity and gender are not a basis for discrimination or disrespect. But there are things that interfere with the respect of the identity of the students. The performance of students was found to be the basis for the unequal treatment of students. Those students with high participation rate have the higher opportunity in being respected from the teachers and have relatively high opportunity to influence the whole class. On the FGD one student said that “though the highest grade in the class is mine, the teachers are inclined towards a male trainee who is very active in the classroom and agree with all the suggestions that he made” (FGD, May25).

### **3.3.2.2 Respect for Participation Right**

The democratic functioning of schools is a prerequisite for the genuineness and credibility of HRE. “Without it, human rights would be just a dead letter because it is separated from the life and reality of the social group with which it is concerned” (UNICEF,2007). Teacher educators should use these democratic settings in the classrooms. Also, the setting in which the education is conducted, for example, a school, should serve as a model of an environment where human rights are respected.

The learning environment is full of interactions between the different bodies in the school. Human rights valued learning also goes to the classroom interaction of the learner with the teacher. Preschool teacher trainees are told to respect children rights and to stand for children’s rights as illustrated above. As the curriculum uses international instrument for child rights, CRC entails participation rights of children on article 12. But before they join the teaching force in the kindergarten the trainees should model first learning or training

environment in which rights and responsibilities of themselves are respected. It would, for instance, be immature to teach about the rights of students to express themselves in a situation where there is tough school environment with respect to a dictator teacher-student relationship. As mentioned above one of the problems that are found in the participation rights is the type of methodology some of the teachers used. If the teachers used different pedagogical methods the trainees would have a chance to express themselves. Otherwise using only lecture method will only let the teacher talk and the learners listen. Thus the most appropriate methods for human rights teaching, place pupils in the centre of the educational process and stimulate them to think for themselves. HRE requires that teacher-student hierarchy be removed from the education setting.

The other thing that is raised with participation is the students do not involve in the extracurricular activities such as clubs of the College. Clubs in the college help the learners to relate to the practice whatever they found in theory and let them to practice what they are passionate about (UNICEF, 2007). The interview result shows that the department has not done anything on this aspect for the preschool teacher trainees. The instructors said that they don't have any information on the clubs. Two of the teachers out of seven said that there is no time to coordinate these kinds of activities. "If I could have some extra time I would prefer to do research's and not organize clubs" (in-depth interview P6, June5). And one of the trainee said that he wanted to join the club few times but they said that it is already full and he is informed late (in depth interview P16, May 23). But the other trainees explained that they have never heard of clubs in their entire stay in the university. And it was the same in the FGD that the trainees do not know whether there are clubs in the university or not.

During the interview with the student representative of the preschool department it has been found that the student representatives are not organized in a strong way to protect the rights of the students. According to him there are so many questions that are not answered due to unknown reasons (in-depth interview, P13).

### **3.3.2.3 Problem solving methods of the Instructors**

Some of the teachers insult the students during class time. They use heart breaking words whenever they are unhappy about the situations in the class. The research found out that there is no physical abuse on the learners except one scenario. " we have a friend who does not want to cut his hair short but academically who has a good achievement and there was a

teacher who always come to class and dap the duster on his hair” (FGD). In the FGD, it is found that their grades are not always transparent and they are in fear of repeating a course. There are so many students that fail due to the problems that occurred due to the department.

‘There was a girl who has a good performance but fainted on the exam and the department took her to Menilik Hospital after she came back from the medical leave , she asked for the exam but the department refuse to give her the test that let her spend another year in the campus.’

“there were two girls with similar names but different academic abilities and the teacher exchanged the results and the academically strong got ‘F’ and the weak one ‘B’ and when the strong one asked him he says sorry but it is already done.”

These all stories make up a story on the traditional view of the student to be voiceless. The FGD was on grown up trainees who can express themselves and expected to know their rights. Early childhood period is a period where children attach themselves with their care givers and have full trust on them. According to attachment theory if children could not positively attached themselves positively during the early ages ,there would be significant breakdowns when they grew up. Modelling theory relates the type of behaviours that the trainees would have will be influenced by their teachers since both of them are in the same profession. So it would be difficult to teach avoiding the hierarchical relationship between a preschool teacher and a child with all these experiences with their teachers in campus

### **3.4 Education for Human Rights**

HRE is all about creating a democratic situation in the school setting. Education for rights is the combination of both education about rights and education through rights. Education about right and education through right will lead to education for right. It’s one of the roles that HRE plays in the learning environment. On this aspect of HRE attitudes are expected to change in accordance with human rights. As the title shows education is used for the realization of human rights. This is done by the different activities from teacher educators on the realization and promotion of rights. On this level teacher educators are expected to involve trainees on how they should be sensitive about human rights of themselves and others.

This is one aspect that the research found to look intently to locate the work that is done. The two aspects of human rights that are discussed above are the bases for developing a right sensitive attitude. If one does not know what rights are to implement them, he or she could not advocate rights or be conscious about their violations (Flowers, 2012). And if a person is not educated through the learning process of human rights, he or she again might not even consider their actions of violations of others (HR/PUB/12/8, 2012).

In this aspect of HRE, it is evaluated what the department as a whole the university is doing for the realizations of human rights of all individuals that are residing in the University. As KMU is a higher institution, it would be evaluated for what it is doing for the realization of human rights for the neighbourhood community or community which can be reached through the university (for these research children).

The university does not have any communication or integration with the potential offices like NGOs and government offices which are parts of the child rights advocacy system (in-depth interview P (2&7)). The university is communicated by a few numbers of NGOs to give training on the pedagogy of early childhood. The Ministry of Women and Children, as it is one of the stakeholders in the respect and promotion of child rights, has no communication with the university. The university does not necessitate with NGOs for teaching human rights. As mentioned before it is only save the children that has given training on positive discipline in 2008 with the initiation made by 'save the children' itself. And the training was integrated in 2009 in early childhood education course on the methodology part (in-depth interview P (2&7)).

The department of preschool did not help trainees in their attitudes about their departments. Most of the trainees are in the department for the sake of getting a job or per dime in the time of the training. Even though the University put different criteria for joining early childhood education and interest is one, the trainees were located in the department in which they did not have any passion. An instructor interviewee once the selection committee member said that the selection criteria were done based on the entrance exam they took. "After all the students are selected based on the criteria that is mentioned in the beginning of the chapter, there was an entrance exam. And preschool teacher trainees are selected based on their average mark. Those who got above fifty joined the primary school teacher trainee and below fifty joined preschool teacher's training" (in-depth interview P7, May 24). It has been found

that the selection is based on the request from the Addis Ababa bureau of education, and should fill the requested number of trainees. This has an impact on the quality of education the preschools would have which is also a right for children. Preschool teacher trainees have negative feeling towards the department because they think that those who failed the entrance exam joined it.

One instructor said that even other instructors have a very low awareness about preschool teachers training. “I remember my students have an exam on play, and the instructor who gave them exam said [laughing] today I give a test on play. And they even think what we are doing is a joke.” (In-depth interview P2, June7). The other instructors with PHD and Masters do not have any information about preschool teachers training and wonder if it is relevant. So the trainees are observed of being ashamed to being preschool teachers because they relate the profession only to the caring of children in the cleaning processes (in-depth interview P2, June7). There were no attempts done in order to eradicate the negative feeling the trainees hold about preschool teaching in the compound by the department. An instructor asked trainees that how many of them were interested in the second year of their stay and she got only one trainee. The instructors agree that the department did not do any advocacy on the trainees’ in order to improve their feelings positively about their profession. Most of the instructors agree that the trainees are there in order to get the pocket money not with interest.

All the teacher educators believe that they are one and the most important stakeholders for the respect of child rights. But there is nothing done in awareness creation. For example, gender club is used to create awareness about gender sensitivity. And literatures talk about creating a child right club for awareness of child rights through the community. One of the parameter in UNICEF in child friendly schools is the creation of CRC clubs in schools that are advocates for the Convention. The recommendation for Ethiopia in the light of article 42 says that it is the state’s responsibility to let the Convention is known among the societies. Ethiopia has a responsibility to promote CRC and other international instruments besides the constitution for the society. As teacher training centres are focal points for the dissemination of CRC, nothing is done on this aspect to publicize the provisions of CRC for the society through any method (UNICEF, 2007). No one can talk alone child rights separated from the Convention so there is much to be done on the advocacy of the Convention in the University.

### **3.5 Practice of the Trainee Teachers in Different Kindergartens**

One of the expectations that a trainee should fulfil during training of teachers is to teach independently being supervised for a period of time practicing what he/she has learnt in class. At this time a trainee teacher is expected to teach accordingly with the methodologies of teaching and assessment of the students. So practicum time of the trainees was one of the situations that the different aspects of human rights are assessed. As it is mentioned at the beginning of the chapter trainees are not learnt about child rights before they go to practicum periods. Child rights are given to them after they finish their practice in the kindergartens. This is one of the findings that show that child rights are not given due emphasis in the department.

During practicum the efficiency of the teacher is seen as his or her capacity to silence the children. The teachers agree that violation exists though it's minimal in front of them. They were asked what they will do if they have ever faced violation which they agree that existed. They do not do anything except giving advice. Even there was an incident that a trainee saw a child of four being punished cruelly by his teacher and videotaped her while doing that. He turned and showed the department on the controversy of the practice and theory. Then the department head went to the school and told the school how they do this kind of violation on a four year old boy because the teacher who was beating the child was her previous student. After that the trainees in KMU could not be placed in that school for practicum due to the refusal of the director or the head teacher (in-depth interview P2, June7). There was nothing done except looking for another school for the practicum. But when the interviewee was asked why they do not inform the concerned body that is Addis Ababa bureau of education, she said that "it's not fair to interfere in person's life" (in-depth interview P2, June7), forgetting that the violation is also about a person's life.

It's been observed that the teacher educators do not take beating and insulting of the small children by their trainees as serious issues. The observation checklist that the teachers used to supervise the block teaching of the trainees do not talk about exactly the rights related to the children during the practicum time. In fact the trainees are considered to perform well when the children are silent in the classroom and are interactive during the supervision time. Due to this many trainees wanted to have scary tones and gestures to make the children fear them so that the children will not disturb when the supervisor come to class. Having the assumption



that the teacher should silence the students specially at early childhood open doors for corporal punishment. Especially

During the interview it is found that the kindergartens have different procedures especially in the aspects of punishment. The FGD in one school mentioned that the teachers use corporal punishment in the school. And it is very common to beat the children in the name of disciplining them. “At first I decided that I will not use beating for disciplining, but I lost respect with the children and decided to take stick in the class,” But the other FGD made in other school revealed that “the director first oriented us not to beat the children and warned us that she would terminate our practicum in case it happens but the children are used to the beating and we beat them”

### **3.6 Supervision and Inspection**

The Addis Ababa Bureau of Education is one of the stakeholders for the monitoring of the teachers in KMU. The first gap that is found is the selection criteria that the bureau is using as mentioned above. According to the MOE the teachers in the lower grades should be interested about the work they are going to have (UNESCO, 2013). But the trainees said that it is not their interest to be teachers in the preschools. The second one is Addis Ababa bureau of education as a duty bearer in children’s rights, all the professionals should be sensitive about children rights that are given to children through the instruments. In the interview with different professionals working in the bureau of education, beating of a child is not considered as violation of a child right. The women and children affairs in Addis Ababa bureau of education as mentioned before does not have any communication with KMU and even the data that are gathered by the bureau are not specific to school based violence(FGD). KMU from the different data gathered has no supervision made from the bureau of education on the processes of teachers training. There is no much to say about the inspection of the teaching learning process of KMU since there is no body that is concerned about it. Normally higher institutions are supervised by MOE which does not work for KMU since it is the property of Addis Ababa Bureau of Education.

### **3.7 Challenges for Teachers Educators in Implementing Human Rights or Child Rights in Schools**

So many challenges for the respect of child rights in the school setting and integrating it to the teachers college have been identified. The challenge in school setting for the respect of early childhood will be discussed first.

The early childhood programme is not resourced well according to the interviewee in Addis Ababa Education Bureau. And one of the reasons for this problem is kindergartens are operating under the administration of primary schools. They are open in demand of the preschools that are believed to influence the performance of the students in the primary schools in school readiness. Due to that the governmental kindergartens are built next to primary schools with the same management. Since the kindergartens are not in a system that has KGs alone, the director and the administration offices of the KG are the primary schools administrations. And one “assumed” best teacher would be assigned as a coordinator for KG to communicate with the director without any further training about the position who might be even have classes of her own (in-depth interview P 10). The director would be in the campus of the primary school and would be communicated through the coordinator on the need of the school. The kindergartens are open without the adequate infrastructure and human capital. ‘So respect for the rights of children as CRC entail may be a long time to achieve’ (in-depth interview P15.June15).

The second challenge is the minimum awareness of the parents and the community in the importance of early childhood education and the rights children have. The interviewees mention the high impact of the involvement of parents for the respect of child rights by their teachers. One respondent said that “if the teachers do not have to beat the children, it’s because they think that their parents may sue them...” (In-depth interview P2, June6).The active involvement of parents in their children lives have been considered as one of the protective factors for the healthy development of children. But as it is observed in the different interviewees in the College and also in the Bureau, parent’s involvement is minimal. One of the interviewee said that awareness on child rights is made before school starts in August by a meeting with parents every year. “Had parents involve the training on how to cooperate with schools for the respect of the rights of their children, there would be minimal

violation but only few parents are involved in the seminar since most of them are dependent on their daily per dimes (in-depth interview P10, June 15).

The third one that the Bureau found is most of the violators of the children rights are the old women that are in the work force without education. They were teachers while the school was operating as the community school and continue when the school is changed to the government with a minimum training (in-depth interview P15, June15). There is a perception that preschool teachers need a minimum knowledge to acquire to be a teacher. And this perception goes from the student trainee to the high officials in the Bureau. One interviewee said that during the first practicum period the trainees were so angry to see the children beaten but they end up like one. And the trainees agree that they experience different from the theories.

The other challenge is time constraint that the teacher educators have to use human rights sensitive methodology. They use lecture methods so that they would finish their courses on the intended time (In-depth interview P3, May21). And also there are no incentives that would let the teacher educator's desire to incorporate human rights sensitive methodology. It has been found that the teachers focus on researches that would let them upgrade in the University than dealing with HRE.

Attitude is also another challenge that has been found from the in depth interview with the trainees. Attitude can be seen from the teacher educator perspective and also from the trainees both on their students. The teacher educators of early childhood should act in a way that they expect their trainee teacher's act in the classroom filled with vulnerable children from three to six. One of the problems for this is there is no personnel trained in preschool teachers training except for two (In-depth interview P2). There is no preschool teacher's educators' training in the whole country. Two of the instructors took courses in Russia. There are some teachers that act aggressively that all trainees agree in the learning processes. Teaching the trainees to help the children develop their speaking skills and not letting themselves to exercise it in the University's class will not be a good model for the teachers to be in accordance with modelling theory.

HRE is geared to three interdependent areas of emphasis: learning, knowledge and concepts. The pedagogy avoids widening the gap that all too often exists between knowledge and

action. Rehearsing human rights and learning them by heart does not fit for education that is aimed at building attitudes of respect for other people and actions to promote the law and act accordingly. There is a good proverb in Amharic to express this ‘kefitfitu fitu’ mean to say that it does not matter on how tasty the food is but the way it is presented. (Flower,2000, General Assembly, Resolution 66/137, A/RES/66/137,2011,HR/PUB/12/3,2012 ).

The other important issue that the interviewees in the different settings raised in child rights issues are like flu or viruses that are the issues of one time. They said that it is not in a permanent way that issues about children’s right are given due emphasis. The interviewees all agree that the rights of children should be done in a permanent way. One teacher educator said that “child right is just like HIV which ones was the news in all the media and now everybody forgets” In-depth interviewP3,May21). The Addis Ababa Educational Bureau also believed that it is neglected issue in the settings where they believe that a lot has to be done (in-depth interviewP13, June16). The trainees also agree that they should learn about children’s right before they went to their block teaching with responsibility of fifty to seventy children (FGD, May 25).

### **3.8 The Practices in the Kindergartens**

The practices that are in kindergartens are not the main focus of this research but it is done in order to have insights about the current practices in the kindergartens in the respect of child rights, and to create a linkage between the teachers’ training and the kindergartens since trainee teachers follow the principles in their training . There are only five themes that the pre-schoolers learn during their 3 years of stay in the kindergarten. These all courses help the children to be active in their language and numeracy and also in their social interactions.

Even though these courses reflect the rights that are included in the CRC, they would be based on the teacher’s methodology whether they reach the goals of the CRC or not (UNICEF,2007). But just like the teachers’ training, the way they are thought is totally different from the values and standards in human rights. Though the main aim of the five themes is to make children able on the different aspects of life, the existing pedagogy that the teachers are using do not let them do that. It is because children are acutely aware of the gap between the precepts professed by adults and their attitudes, between what they say and what they do (UNICEF ,2007). They see this as a lack of sincerity, as not being fair and square with them, and this in turn leads them to lose their trust in adults and thus to doubt the

validity of what is said about human rights. This would result in their dissociation with the adult that in turn lead to the hatred to the subject. During the observation in the kindergartens and the analysis of the different data that are obtained from in depth interview and FGD, violations in children's rights have been identified. But this analysis will not include the data which do not have evidences like rape that has been performed by the director on three year old girl.

It is found that the public KG's show different positions in the safety. Three preschools were observed during the research and many have been observed through the video from Addis Ababa Bureau of education. Some of the schools that are observed are very clean and safe. But there are also some KGs which are not even to the minimum standard in order to consider it as school. One of the trainee teacher said that every children in her class vomits after lunch due to the heat of the class. "And how do you expect me to pass through each row to teach the children in a way my profession demands" ( in-depth interview P15, May 23 )

The general comment on Article 2(b) of CRC elaborates education as a means that particular groups of young children must not be discriminated against. Discrimination may take the form of reduced levels of nutrition; inadequate care and attention; restricted opportunities for play, learning and education; or inhibition of free expression of feelings and views. Discrimination may also be expressed through harsh treatment and unreasonable expectations, which may be exploitative or abusive. The kindergartens are observed to have the physical and verbal abusive treatments from the teachers on those little children. It is observed that it's very common to shout at children and hit them. The teacher educators even agree that having a stick with one hand is a very common phenomenon in the school. The teacher educators agree that the trainees also have a stick with their hands when they go to classes. And the trainees said that without physical punishment the children would not keep silent because they got used to the beating (FGD , May25).

Children not only receive messages from the teacher talks but also from actions that are never put into verbal form: if the teacher's voice or body language is aggressive, talk about peace and human rights will have little effect .One interviewee said that the verbal abuses are very common especially with those children who are from the economically poor families (in-depth interview P1,May 24).

Among the insults which discriminate the children and let them to be bullied by their fellow students, “ ሰዉ ኣትሆንም-you can never be a successful man” , “ደንጋይ ነህ-you are a stone head” , “ድርም ከጎዳና ላይ መጥተህ-it’s quite obvious since you have come from the streets”, are some of the rude words that the teachers use on the children which shows the discrimination of the teachers specially for those children who came from low income families.

### **Supervision and Inspection in the kindergartens**

The Addis Ababa Educational Bureau is responsible for the supervision and inspection of kindergartens to fulfil the rights of the children especially in the areas of infrastructure. Schools continuously been supervised by UNICEF WASH programmes. The Bureau is trying to create child friendly environment in the kindergartens. And some of the kindergartens even have sessions for parents on positive discipline, right to learn and health twice a month with collaboration with the bureau (in-depth interview P15, June 15).

Addis Ababa Bureau of Education is also responsible for the inspection of the quality of the kindergartens. Due to this result, one of the questions in the interview made with the officials with the Bureau of Education was how directors are assigned. The officials answered that directors are selected on the basis of their membership to the EPRDF political party. “but now a days there are directors that are assigned on the merit base which focus on the efficiency that the teacher has and the different courses that the teacher take like leadership and the like...”(in-depth interview P10,June 15) . The first supervisors for the children rights are the head teachers since they are there in the school compound. So the head teachers should not be selected because they are members of the ruling party and even not only on the efficiency of the teacher in teaching but respect for child rights should also be one of the measurement parameter for the teacher to be a head teacher. There should also be head teachers from the preschool compounds that have full knowledge on preschoolers and their environment.

There are supervisors in each woreda having five to seven schools for supervision in theory. But in practice it has been found that in some woredas they might even have higher numbers of schools to supervise (in depth interview P11,June 16). They supervise the schools with checklist. The programmes for the school supervision is planned during the first month of the

year and their plan are given to the schools to work on their schedules. There seemed to be unpractical supervision about the teacher's supervision. Only a few teachers are supervised which were told before about the supervision. For the supervision of the school, they have checklists that they are expected to fill which focus on the infrastructure and the material fulfilment of the school. Next to the directors, they are the ones who can be monitoring the violations of rights (in depth interview P9, June 15).

Addis Ababa Bureau of Education also monitors the quality of education with supervisors in each school quarterly again with a checklist that is similar to pre-primary, primary and secondary schools (in-depth interview 10 &15). They have found out violation of children's rights during the supervision periods. The officials in the Bureau said that especially those teachers with minimal knowledge of child rights are the number one violators in the school. But there are also incredible teachers especially among the currently graduating youths who are passionate about the children in kindergartens. There is no termination of teachers for the violation of teachers except for two teachers that are forced to retire. Teachers with good performances are given a chance to develop their careers (in-depth interview P15, June 15).

The officials in Addis Ababa educational bureau agree that pre-primary schools are infants in their stage (in-depth interview P15, June 15). The interviewee asserts that there is a lot of work that is expected from the bureau in order to create kindergartens that are human rights friendly since the kindergartens come to work urgently due to the gap that is found in the primary.

Parents are also one of the focal point that the research found on the protection of children rights. From the interview with the Bureau of Education, it is observed that some of the kindergartens are ruled by the parents of the schools. The parents' committee assigned two parents in the school each day for the protections of the children's rights (in-depth interview P15, June 15). And the parent assigned not only protects their children but also are part of the workforce specially in the caring of the children. There have been videos of parents while they are cleaning the classes with the janitors.

## CHAPTER FOUR

### 4.1 Conclusion

Human Rights Education plays a vital role in the fulfilment of rights that are enshrined in different international instruments for human rights. Child rights as part of human rights also has a significant role in child's life if it is implemented in a way as it is in the convention. Teachers as they are focal points in the respect of children's rights should thus have the knowledge and the skills to implement child rights in the class. Not only knowledge and skills that are needed to implement child rights but also they should be able to have attitudes to respect children's rights. Teachers pass through pre-service and in service trainings to have knowledge on what to teach and also on how to teach.

The curriculum for early childhood teachers does not explicitly put children right or human rights as one course by itself. But they are listed as chapters in courses called life skill and civics. In the designing of the curriculum only Ministry of health is involved. Ministry Of Women and Children does not involve in the curriculum in cooperation with ministry of education like ministry of health. But children's rights are incorporated in the different course of early childhood teaching courses not emphasizing on rights but as one part of the methodology. Addis Ababa Bureau of Education did not work on the promotion of human rights specially child rights in KMU as Ethiopia is one of the signatory of CRC. By article 42 Ethiopia has a responsibility to make known the provisions of CRC as per the convention for all but especially for professionals working with children.

HRE is not only what it is but how it is given during the training time. On this aspect of human right education it is found that the methodologies and the pedagogies that the teachers are employing are not congruent with human right standards and values. Trainees are not given a chance to experience human rights themselves during their stay in the University.

Due to the above two factors, it is clearly observed that education for human rights aspect of HRE is almost non-existent in the University specially in the preschool's teacher education department. The University as one of a stakeholder did not work in the realization of human rights and children rights.



In the different aspects of human right education, the research found that the same finding was discovered about children's right in the kindergartens. The challenges for early childhood teachers educators for not promotion of human rights are time constraint, lack of training, the pre-existed practice in the kindergartens, attitudes, and lack of attention from the government. But also the research found that if enough attention is given to this sector there are some strong points that would help children's rights to be respected in school. Since there are individuals struggling with all the above challenges and are fighting for the realization of child rights.

## 4.2 Recommendations

The recommendations are made for the relevant bodies based on the findings of the research.

- KMU as one of the teacher educator should think of the integration of child rights in each department as it is one of the stakeholders in the realization of child rights. There should be establishment of HRE focused on child rights with the three aspects of human rights. And also child right clubs should be planted in the university to create awareness on child rights for the University society and trainees. The university should assess the methodologies in accordance with human rights and the specific ages that the teachers are teaching. The University should create favourable conditions in communicating with different NGOs and governmental bodies that are concerned about child rights. Efforts should be made to show that EECE is not only for women. And finally the university should create awareness to trainees about the legal effects of omission and commission toward the application of CRC particularly in the case of corporal punishment.
- Addis Ababa bureau of education should work in a way that competent teachers are trained not only in the pedagogy but also in the respect and advocacy of early childhood education by helping the University in the selection criteria of preschool teachers. As it is an owner of the University should work in collaboration with University in giving rights based approach for the teacher educators. And also a serious of monitoring mechanisms should be implemented in the school setting and KMU to minimize violations in their infancy stage. Professionals that stand for the rights of children should be in schools on a regular basis. The kindergartens should be in a different setting than the primary schools with their own trained head teachers and administrations.
- Ministry of Women and Children as governmental office responsible for the fulfilment of child rights should involve in the curriculum design of the teachers training and also the kindergartens. It should involve starting from the initial stage of curriculum design and make sure child and women rights are implemented in the different settings. Gender clubs and CRC clubs should be initiated by the ministry in both the University and kindergartens. There should be collaboration on the inclusion of disable persons with MOE and the University. There should be awareness creation from the Ministry that among the University's community that early childhood

education is not only women's job. And the ministry should have a continuous assessment on the fulfilment of the rights of children in the schools.

- Ministry of education as a duty bearer should fulfil its responsibility of promoting child rights issues to the teacher trainees by focusing on the framework of HRE. It should collaborate with different NGOs and governmental bodies for the realization of child rights. As the national policy of ECCE mainstreams ECCE, HRE should be mainstreamed.

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**የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ የቅድመ መደበኛ ትምህርት መርሃ ግብር ትምህርት ሚኒስቴር (2001)**

# ANNEX I

Addis Ababa university

CENTER FOR HUMAN RIGHTS

Informed Consent Form

The inclusion of HRE on child rights in teachers training the case of KMU

Dear Participant:

You are invited to participate in a research study that will attempt to explore the inclusion of HRE on child rights in teachers training. You can decide not to participate. The following information is provided in order to help you make an informed decision whether or not you would like to participate. If you have any questions please do not hesitate to ask. You are eligible to participate in this study because you have been involved in the matters with KMU.

Project: explore the inclusion of HRE on child rights in teachers training: A Case Study in KMU

Purpose of the Project: This study will investigate the inclusion of HRE on child rights in teachers training

Procedures: You will be asked to participate in an interview and allow the primary investigator to observe you during a time when you are teaching and any time you are with the children. The interview will take approximately one hour to one hour and a half of your time. The interview will be audio recorded and will take place at school or any convenient place for you. During this interview you will be asked a series of questions. These questions are designed to allow you to share your experiences as a teacher of early childhood. Additionally, you will be asked to fill out a demographic sheet that will include demographic information and questions about what you feel about the psychosocial support. The observation will take approximately 3 to 4 hours of your time and will take place two days after the interview for three days. The observation will take place wherever you are with the children.



Risks: There are no known risks or associated with this research.

Benefits: The information gained from this study may help us to better understand the preschool teachers' perception and practices about the psychosocial support of children at early childhood.

Confidentiality: During the interview, you will be asked to provide a pseudonym to insure that your identity is covered . The audio-recording will be assigned the pseudonym that you pick during the interview. The demographic sheet will not identify you. The demographic sheet will only have the pseudonym that you picked during the interview. You will not be asked to write your name on the anonymous demographic sheets. Once all demographic sheets are entered in a database, they will be destroyed. The information obtained during this study may be published in scientific journals or presented at scientific meetings but the data will be prepared as aggregated data.

Compensation: You will not receive any type of compensation for participating in this study.

Opportunity to Ask Questions: You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the study.

Freedom to Withdraw: You are free to decide not to enroll in this study or to withdraw at any time without adversely affecting their or your relationship with the investigator or Addis Ababa University. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent: If you wish to participate in this study, you will be interviewed, observed, and filled out a demographic sheet .You are voluntary making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

---

Signature of Participant Date

I hereby give consent to audio record my in

---

Initials of Participant Date

In my judgment I am voluntary and knowingly giving informed consent and possess the legal capacity to give informed consent to participate in this research study.

---

Signature of Investigator Date

Selamawit Tesfaye: (251) 911246052

## **ANNEX II**

### **Interview Questions for KMU teacher trainees and teacher educators**

I am Selamawit Tesfaye, graduating student at Addis Ababa University Centre for Human Rights. Currently I am working on a Master thesis entitled: “**Assessment of human right education focused on the infusion of Child right convention in early childhood teachers training: the case of KMU**” I believe it would be quite useful to directly discuss with you and hear your thoughts on the subject of my inquiry. I assure that information provided and views expressed will solely be used for academic purposes and treated with utmost confidentiality. The interview is based on your voluntary and it can be terminated if you don't feel comfortable at any time. Thank you in advance for your attention and support.

### **1. Respondent Profile**

1.1 Name of Respondent (optional):

1.2 Sex: Male \_\_\_ Female \_\_\_

1.3 Age: \_\_\_\_\_

1.4 Educational Background:

1.5 Official capacity:

1.6 College represented

1.6. Duration of engagement with the College represented:

### **Interview question to teacher educators**

- 1) Do you know what CRC is? If yes can you tell me how you know it and what it is that you know about CRC?
- 2) Is CRC integrated in the training? Do you think that your training centre is one of the stake holders for the protection of the rights of early childhood? If yes how and if no why?
- 3) Again if your answer is yes can you tell me about the specific rights related to early childhood?
- 4) Do you think that the curriculum consists of child right issues specially rights of early childhood? If yes what are they?

- 5) What kind of teaching methodology you use during the lesson?
- 6) What rules and principles have been used as a guide? Why?
- 7) Is there anything done to implement the rights of early childhood like during trainees practice time?
- 8) Do you have any training or workshop designed to teach about CRC to the students and staff members?
- 9) Does your college collaborate with ministry of women and children and non-government organization in the implementation of rights of early childhood?
- 10) What do you think are the challenges to effective implementation of CRC principles in your college ( if they don't know the principles explain about CFS)?
- 11) What are the main legal, practical and operational challenges of infusing CRC principles to the training?
- 12) What do you suggest to improve the principles of CRC to be implemented in your college?

**Interview question to teacher trainees**

1. What kind of pedagogical methodology do you learn/acquire here to be applied on children?
2. Do you think the existing curriculum will able you to acquire the necessary skill and knowledge to teach children?
3. What gaps do you observe in the curriculum?
4. What special knowledge or skill do you think should be included in the curriculum and in the teaching pedagogy?
5. Do you have an opportunity to practice what you learn?

## **Interview Questions for ministry of education and Addis Ababa bureau of education**

1. Do the regulations concerning who is qualified to teach refer to child rights?
2. Are all teachers trained in children's rights and the CRC as part of their initial training?
3. How do you ensure CRC principles are incorporated?
4. Is there any regulation as to the content and methods of training of teachers?
5. Do you monitor that CRC principles or any national law on the rights of the child are incorporated in training curriculum and in teaching pedagogy?
6. Do your experts have expertise on the area?
7. Do schools face problem in getting a trained teacher with CRC principles or child rights?

### **Concluding Statement**

- Thank them for their participation
- Ask if they would like to see a copy of the results
- Record any observations, feelings, thoughts and/or reactions about the interview

## ANNEX III

List of participants in-depth interview from KMU and AAB of education

Respondent's name	Sex	Age	Position	Years of experience in KMU
1	M	33	Lecturer	4 KMU
2	F	60	Lecturer and former department head	7 KMU
3	M	33	Lecturer	2months KMU
4	M	34	Department head	6 months KMU
5	F	35	Lecturer	4 KMU
6	M	58	Department head	18 KMU
7	F	42	Work in managerial positions	8 KMU
8	M	38	KG supervisor	8 in AAB
9	M	52	Supervisofr	20 in AAB
10	F	36	Supervisor	4inAAB
11	M	33	Woreda supervisor	4in woreda
12	F	51	MOWCY	12 in AAB

Respondent's name	Sex	Age
13	M	21
14	F	21
15	F	19
16	M	20
17	F	20
18	F	20

## ANNEX IV

### Observation Protocol

school : \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_ Place: \_\_\_\_\_

The observation is made with special focus on the interaction between the teachers and the children and the whole environment.

Observation	Reflection
During classroom	
During play time	
Tone of voice	
Disciplining methods	
Participation of the students	
others	

## ANNEX V

### Evaluation of Trainee Teacher in Practicum

#### 4.3 የሕፃናት አስተዳደግና ትምህርት የዕለት ዕቅድ ናሙና

ቀን:-----

የአፀደ ሕጻናቱ ስም \_\_\_\_\_

የመምህርቷ ስም \_\_\_\_\_

ቡድን:- 5-6 ዓመት

ሰዓት	የዕለት ሥራ ይዘት	ይዘቱ እንዴት ተከናወነ?	የሚታረም ነገር
1:45- 3:00	<p><u>የመቀበያ ሰዓት</u></p> <ul style="list-style-type: none"> <li>• የህፃናቱን አለባበስ፣ ስሜት ጤንነት እያዩ መቀበል</li> <li>• ነጻ ጨዋታ እንዲጫወቱ ማድረግ</li> <li>• ማሰለፍና የጠዋት እንቅስቃሴ ማሰራት</li> <li>• የሕዝብ መዝሙር በማዘመር ሰንደቅ ዓላማ እንዲሰቅሉ በማድረግ ወደክፍል ማስገባት</li> </ul>		
3:05- 3:35	<p>1ኛ/ፕሮግራም</p> <p>ጭብጥ:- ሶስት</p> <p>ርዕስ:- የጠዋት ሪፖርት ማቅረብ</p>		
3:40- 4:10	<p>2ኛ/ፕሮግራም</p> <p>ጭብጥ:- አንድ</p> <p>ርዕስ:- በመዳሰስ የቁሶችን ባህሪ መለየት</p>		
4:10- 4:40	<p><u>የቁርስ ሰዓት</u></p> <ul style="list-style-type: none"> <li>- እጃቸውን በስነ-ስርዓት እንዲታጠቡ ማድረግ</li> <li>- ተረኛ ህፃናት በተረኝነት ሥራ ላይ እንዲሳተፉ ማድረግ</li> <li>- ምግባቸውን ተገቢውን የዓመጋገብ ሥርዓት ተከትለው እንዲመገቡ ማድረግ፣ መከታተል ማበረታታት</li> </ul>		



	- ሲጨርሱ እጃቸውን በስነ-ስርዓት እንዲታጠቡ ማድረግ		
4:40- 5:30	<u>የዕረፍት ሰዓት</u>  - ነጻ ጨዋታ እንዲጫወቱ ማድረግ - በመምህር የታቀደ ጨዋታን ከመምህር ጋር መጫወት - ለጥቂት ደቂቃዎች በምልክታ ሀሳባቸውን ማሰባሰብና ወደክፍል እንዲገቡ ማድረግ		
5:35- 6:05	3ኛ/ ፕሮግራም  ጭብጥ:- 5  ርዕስ:- አደገኛ ነገሮች ላይ መወያየት/ የመኪና አደጋ/		
6:05- 6:35	<u>የምሳ ሰዓት</u>  - እጃቸውን በስነ-ስርዓት እንዲታጠቡ ማድረግ - ተረኛ ህፃናት በተረኝነት ሥራ ላይ እንዲሳተፉ ማድረግ - ምግባቸውን ተገቢውን የዓመጋገብ ሥርዓት ተከትለው እንዲመገቡ ማድረግ፤ መከታተል ማበረታታት ሲጨርሱ እጃቸውን በስነ-ስርዓት እንዲታጠቡ ማድረግ		
6:35- 8:00	<u>የመኝታ ሰዓት</u>  - ጫማና ተደራቢ ልብሶቻቸውን አውልቀው በስነ-ስርዓት እንዲያስቀምጡ ማድረግና ማስተኛት - በመኝታቸው ላይ ጥበቃ ማድረግ - የመነሻ ሰዓት ሲደርስ ቀስ ብሎ ከእንቅልፋቸው		

	<p>እንዲነቁ ማድረግ</p> <p>- ተፀዳድተውና ፊታቸውን ታጥበው ወደ ክፍል</p> <p>እንዲገቡ ማድረግ</p>		
8:00- 8:30	<p>4ኛ/ ፕሮግራም</p> <p>ጭብጥ:- 4</p> <p>ርዕስ:- ቁሶችን በቅርፃቸው በመመደብ መጫወት/ማን ቀድሞ ይመድባል/</p>		
8:35- 9:05	<p>5ኛ/ ፕሮግራም</p> <p>ጭብጥ:- 2</p> <p>ርዕስ:- ተረትን ማዳመጥና መልሶ መናገር/ ውሸታሙ እረኛ/</p>		
9:10- 10:00	<p>የመሸኛ ሰዓት</p> <p>የምሳ እቃቸውንና ቦርሳቸውን እንዲያዘጋጁ ማድረግ</p> <p>ወላጅ ወይም የሚወስዳቸው ሰው ሲመጣ መሸኘት</p>		