



Issue 2

November 2011

Welcoming note

Dear readers,

We hope you enjoyed the first issue of the CRPF newsletter. In this edition we look at the progresses the forum made since the last issue in March 2011. similar to the first issue this newsletter presents the summaries of the presentations made at the monthly CRPF seminars as well as tips on upcoming monthly seminars and the full day workshop we are planning to organise at the beginning of 2012.

As always, feel free to forward your ideas on the newsletter or if you would like to know more about the forum and to contribute please contact Simret Yasabu, Young Lives Communications Officer on +251 116 29 47 89 or Simret.Y@scuk.org.et.

Update on CRPF

Since you received the first issue of the CRPF newsletter in March 2011 the forum has made progress towards achieving its objective of creating a strong connection between research, policy and practice.

Monthly seminars

The forum has continued organizing the monthly seminars every last Friday of the month. A total of 8 research presentations were made by different organization focusing on varies issues about children. In this newsletter six of the presentations are summarized and available for your reading.

Forum Coordinator

The other major undertaking is the recruitment of the Forum coordinator. It is believed that the forum could do a lot more that organizing monthly seminars and newsletters circulations. The forum is expected to play the role of linking research, policy and practice. To do

In this edition...

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- **Upcoming CRPF seminars**

this it was reached to have its own coordinator. Thus, with the financial support from the Oak Foundation the coordinator will be in Place soon .

Full day workshop

Preparation for a full day workshop is underway. The workshop is planned to take place in January 2012 with the over all objective of promoting and building a strong linkage better Research, Practice and Policy. the workshop will being a total of 70 participants from Government organizations, Donors, local and international organizations, Bilateral and Multilateral Organization, Networks, research institutions and the media.

The major focus of the workshop will be to update on the forum, share other networks experience and present selected papers which were presented during the monthly seminars on child protection focusing on Female Genital Mutilation and Child Migration to simulate discussion and dialogue.

Upcoming CRPF monthly seminars

- 25 November 2011: Children on the Move in the Northern Corridor of Ethiopia by through OAK foundation.
- 30 December 2011: BRIDGES Child protection in pastoral areas study-SCUK
- 27 January 2012 Violence against children within the family- ACPF

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Research Summaries of the CRPF Monthly Seminars

This section covers the summaries of all the presentation made at the monthly seminars which are held on every last Friday of the month . If you would like to get further information on the research please fill free to get back to us and will facilitate to get the authors.



Summary: School Improvement Programme:

Does it Work? LINK's Reflections from Wolaita"

By : Michael Daniel (LCD) and Zewdu G/Kidan (consultant)

Date presented: 25 March 2011

Background

Link Community Development (LCD) is a group of partner organisations working across Ghana, England and Wales, Ethiopia, Ireland, Malawi, Scotland, South Africa, Uganda and the USA. LCD works to improve rural education by running development projects with schools and educators, in partnership with local education departments and other non-governmental organisations. LCD is currently working with over 2500 schools, improving the life chances of more than half a million children in Africa.

LCD has been implementing the Woreda School Improvement Project in the Southern Nations and Nationalities Peoples' Regional State (SNNPRS) of Ethiopia since June 2007. The project is a partnership between LCD, the SNNPRS Bureau of Finance and Economic Development and the SNNPRS Education Bureau. The aim of the project is to improve the quality of elementary education in four woredas of the Wolaita Zone. Phase one has worked with Damot Gale and Bolosso Sore woredas. Student assessments are carried out to ensure that all interventions are affecting learning.

The assessments in phase one were carried out during the 2007 and 2010 Academic Years at Grades 4 and 8 in all the schools of Damot Gale and Bolosso Sore woredas of SNNPRS. The subjects tested were mathematics, English,

science, biology, chemistry, and physics. A total of 6000 students at Grade 4 and 4000 students at Grade 7 took the tests. The 2007 test scores were taken as baseline data to make comparisons in subsequent years.

Findings

Based on the 2010 data the mean score for each subject was found below the passing mark set by the Ministry of Education (50%) for both Grade 4 and 7. The only subject with a mean score slightly above 50% was biology. There existed a positive relationship between the tested subjects and the correlations were statistically significant in all cases, students performing well in one subject did the same in the others. The range of achievements in the five subjects and the average scores at Grade 7 showed that only 10% of the candidates scored 51% and above. On the other hand at the bottom 10% of the examinees scored 33% and below. Looking at comparisons across subgroups, in Grade 7, boys achieved mean scores that were higher by 7.3% in the average score and 4.4% to 7.1% in the five subjects than girls.

Based on the baseline and the 2010 data from Grades 4 and 7:

- There is a gain in the achievement scores in both grades, so LCD is impacting on the quality.
- The achievement scores in all the subjects were found below the expected in both grades, so though some progress has been made the quality is still low and should be worked upon more.
- Boys performed better than girls, and there is a need for gender-based interventions, and
- There existed wide variations in the scores within the school and between the schools, showing blanket-solutions will not bring about success, but rather detailed school-based interventions.

Summary: Breaking the silence: violence against children with disabilities in Africa

By:Saba Lishan, Africa Child Policy Forum (ACPF)

Date presented :24 June 2011

Background

Breaking the Silence: Violence against Children with Disabilities is a study conducted by ACPF to examine the situation of these often neglected and marginalised groups of children. The retrospective assess-

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ment into violence against children with disabilities in Cameroon, Ethiopia, Senegal, Uganda and Zambia documented the changing types of violence faced by children with disabilities throughout their childhood, from their heightened vulnerability to physical and emotional violence while young to their greater risk of being subjected to sexual violence as they reach puberty.

Findings

The study found that boys and girls with disabilities were both vulnerable to all types of violence, and identified a startling trend of sexual violence against boys. It also found that children with disabilities are vulnerable to abuse at the hands of their parents, carers, siblings, extended family members, other children and the wider community, and that there was frequently more than one abuser per episode of violence.

The low levels of reporting incidents of violence among respondents highlight their belief that complaining fails to get results, or that such abuse is natural: only a small percentage of respondents believed that the violence they experienced had been unreasonable or unjustified. Such findings demonstrate the harmful consequences of abuse on the entire psyche of those afflicted. The continued high incidence of violence even in the relatively more disability-friendly countries, such as Uganda and Senegal, warrants further investigation and indicates that there is still need to raise awareness of such issues in all countries.

They study revealed that males with physical disability were at a higher risk of violence than any other sample group. However, as documented above, the reality for many children with disabilities is that the violence they are subjected to is frequently initiated within the family unit.

Recommendations

To combat the extraordinary pervasiveness of physical, psychological and sexual violence perpetrated against children with disabilities within their familial environments, the study recommended that advocacy for their inclusion in society as equals is critical. Effective support networks and inclusive institutions will relieve the pressure and isolation felt by the families of children with disabilities that can cause stress and put children at risk of abuse. Education for carers on behavioural characteristics associated with sensory or intellectual disabilities – such as aggression, noncompliance or communication problems – will decrease a child's risk of abuse from frustrated family members while financial and emotional assistance would relieve tension

and provide support.

Increasing awareness among carers. Focusing media attention on mistaken traditional beliefs can educate both carers and wider society on children's with disabilities rights to the same opportunities as their non-disabled peers, and will raise awareness among children with disabilities of their own right to education and protection.

The study further recommend that governments, civil society and the international community work in partnership in fulfilling the human right of all children with disabilities on an equal basis with other children.

Summary: Teacher Training and Development in Ethiopia: Improving Education Quality and Student Achievement

By : **Workneh Abebe, Young Lives**

Date presented :29 July 2011

Background

Young Lives' school based research covered all rural and 50% of urban government schools attended by Young Lives children, a 15 years childhood poverty research in Ethiopia, India, Peru and Vietnam. Quantitative and qualitative methods were employed. This paper is based on qualitative data collected through in-depth interviews with 53 teachers (33 rural and 20 urban schools), 20 school directors (10 rural and 10 urban schools).

Objectives

The objectives of the study were to understand how teacher training/development programs affect student achievement in schools attended by Young Lives children; to document challenges that hinder teachers from delivering lesson to students properly, and draw some concluding remarks on how teacher development programs are being implemented, perceived and challenged at community level.

Findings

Indicators of teaching Quality

- The expansion of teacher training colleges has contributed to the improvement of skilled teachers;
- Teachers and school principals identified teacher-related indicators including: expanded pre-service college teacher training (for 1st cycle primary teachers); expansion of universities (for upper primary and secondary school teachers); and in-service teacher training.
- One of the key indicators of teaching quality is teacher motivation. Teachers believe that motivation is key in improving teachers' efficiency.

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Major challenges

- Rural teachers get absent from school which has significant impact on students achievement mainly in 1st cycle primary school where a single teacher teaches all the subjects; children are also molded by the behavior of a single teacher.
- Though the education policy (ESDP IV, and GEQIP) gives emphasis on special support to disadvantaged children, teachers still give little attention to academically poor children;
- In rural areas, less experienced teachers are assigned to remote schools without rewards ; these teachers are not happy to stay in hazardous environment with few facilities;
- Teachers reported that parents do not give recognition and reward to teachers;
- Primary schools have expanded faster than teacher training, meaning high teacher-student ratios (especially rural);
- Many primary school teachers lack necessary knowledge of languages.

Conclusion

- Lack of incentives has a significant impact on the quality of teaching;
- Parents and communities can play a key role in education improvement through: motivating teachers; achieving access/equity and reducing dropout;
- Teacher training programmes need to give more emphasis to pedagogical and language issues;
- At least two teachers are needed to teach in self-contained system;
- Teachers and school principals are to motivate vulnerable children.

Summary: 'A normal delivery takes place at home': a qualitative needs assessment of the reasons for the choice of location of childbirth in rural Ethiopia.

By : Anteneh Girma, Save the Children UK

Date presented : 26 August 2011

Background

Save the Children UK has worked in Ethiopia since 1984, and in South Wollo, Amhara Region, have recently started Maternal, Newborn and Child Health (MNCH) interventions.

There have been improvements in health services developments over the recent few years, however existing MNCH services continue to be under utilized by mothers. This report results from a qualitative needs assessment that aimed to provide a better understanding of maternal health seeking behaviour in relation to the socio-

cultural environment in South Wollo.

Methodology

Through qualitative (employed record review, IDI, observations and workshop) research data were collected from 46 pregnant & lactating mothers, HEWs, health workers in HCs, and experts in WoHO in Borena, Sayint, Legambo, Kelela and Wogodi woredas.

Findings

Before birth

- Most women had at least one ANC visit to confirm pregnancy. However, the visit was often not used for health education and is a wasted opportunity.
- Few women were told when their baby is due; there is no routine practice of dating the pregnancy. This makes birth preparation even harder.
- Childbirth is considered a normal process, and also considered as it can carry severe risks, & no one wants to scare pregnant women.
- Most mothers were told nothing about childbirth by their families, allowing no possibility of physical & mental preparation.

About delivery

- A normal birth was considered to be one that took place at home. There was a sense of shame about having to attend a health centre during labour, as if those mothers were not as successful as women who gave birth 'quickly and easily' and 'normally' at home.

After birth

- **Misconceptions and bad practice** during postpartum period still exist, especially around immediate breast feeding.
- Almost none of the interviewed women had a post natal check before 45 days postnatal period.

Recommendations

- The health system and its services and environment need to be structured in a way that encourages mothers' positive engagement. This involves managing levels of expectation (on the side of mothers and healthcare professionals alike).
- To increase the utilisation of facilities during childbirth, it is not sufficient to only channel resources into the expansion of services and access.
- Key socio-cultural factors need to be harnessed as positive drivers and their impact as barriers minimised.
- Socio-cultural determinants should be at the forefront of MNCH policy and programming, and actively incorporated in ways that encourage the utilisation of health facilities, even for routine deliveries.

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(Note: photos are not of Young Lives participants)