

CURRICULUM ASSESSMENT ON THE INTEGRATION OF CHILD RIGHTS INTO

**THE CURRICULA OF SOCIAL SCIENCE GRADUATE
PROGRAMS AT ADDIS ABABA UNIVERSITY**

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**CENTER FOR HUMAN RIGHTS
ADDIS ABABA UNIVERSITY
JULY 2014**

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Contents

Acknowledgements	2
Table of contents	3
List of tables	5
Abbreviations and acronyms	6
Executive summary	7
 Part one: introduction	
1.1. Background of the Study	10
1.2. Objectives of the Study	10
1.3. Statement of the Problem	12
1.4. Significance of the Study	12
1.5. Delimitation of the Study	12
1.6. Limitation of the Study	13
1.7. Definition of Key Terms	13
 Part two: child rights in the curricula of higher education	
2.1. The concepts of curricula and curriculum integration	14
2.2. Child rights in Ethiopia: overview of the legal and policy framework.....	21
2.3 Purpose and rationale for integrating child rights into the curricula of higher education.....	26
2.4. Child rights in the curricula of higher education: experience of selected countries	
2.4.1. South Africa	29
2.4.2. Uganda	30
 Part three: research design and methodology	
3.1. Research Method.....	32
3.2. Sources of Data	32
3.4. Sample and Sampling Technique	33
3.5. Instruments of Data Collection	34

3.6. Procedures of Data Collection	34
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Part four: child rights in selected curricula of graduate programs of AAU

4.1. Background information of respondents	37
4.2. The extent of integration of child Rights into selected curricula of graduate programs of AAU	38
4.3. Major challenges identified	52
4.4. Ways for improving the situation	56

Part five: summary, conclusions and recommendations

5.1. Summary	60
5.2. Conclusions and recommendations	63
References	66

List of tables

Table 1: Components of a curriculum

Table 2: Sample instructor respondents to the questionnaire

Table 3: Number of interviewees and their respective organizations

Table 4: Number of FGD participants and their respective organizations

Table 5: Characteristics of respondents to the questionnaire

Table 6: Number of FGD participants and their respective organizations

Table 7: Summary of course syllabi analysis taken from Departments of Colleges/Schools

Table 8: Themes considered in the content analysis

Table 9: Respondents' views on the integration of child rights issues into the graduate programs their department/institute/school runs

Table 10: Respondents' views on the adequacy of contents addressed in the graduate programs

Table 11: Respondents' views on the mode of integration of child rights issues into the curricula of the graduate programs

Table 12: Respondents' views on the necessity of integrating child rights into the curricula of selected graduate programs of AAU

Table 13: Respondents' views concerning the relevance of the institution indicated in this table for integrating child rights issues in its curricula

Table 14: Respondents' levels of agreement

Table 15: Respondents' views concerning the major challenges encountered the integration of child rights issues into the selected curricula of graduate programs of AAU

Abbreviations and acronyms

ACPF: African Child Policy Forum

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

AVP: Academic Vice President

CRC: Convention on the Rights of the Child

CRIN: Child Rights International Network

EHRC: Ethiopian Human Rights Commission

EIO: Ethiopian Institution of Ombudsman

MOE: Ministry of Education

MOWCY: Ministry of Women, Children and Youth

SCN: Save the Children Norway

SCS: Save the Children Sweden

VPRTT: Vice President for Research and Technology Transfer

Executive summary

This assessment of the integration of child rights into the social science curricula of graduate programs of Addis Ababa University was the result of partnership between the Center for Human Rights and Save the Children International. The assessment aims to address the relative lack of awareness in Ethiopian society of both the African Charter on the Rights and Welfare of the Child (ACRWC) and the United Nations Convention on the Rights of the Child (CRC), as well as to initiate the integration of child rights issues into the Ethiopian higher education in general and particularly into the graduate programs of Addis Ababa University.

The research team first conducted extensive review of related literature, studies and reports of organizations promoting child rights in Ethiopia. Second, the team determined the research design and methodology. For this study descriptive survey design was found to be more appropriate to gather information from diverse sources. Third, mixed research methods that enable the researchers to use both quantitative and qualitative data were selected. Finally, data collection tools were determined. Accordingly, content analysis and the questionnaire were employed to gather quantitative information whereas qualitative data were obtained by using semi-structured interview and focus group discussion.

A total of 19 syllabi of social science graduate programs of Addis Ababa University (AAU) were analyzed. The number of chapters, topics and sub-topics, objectives and activities related to child rights were identified as units of analysis. Moreover, 40 instructors from relevant academic units were used as respondents to the questionnaire. Furthermore, semi-structured interview was conducted with 10 academic officers from Addis Ababa University and 10 key informants from governmental and non-governmental organizations outside the university. Finally, focus groups discussions were held with a group of senior instructors and a group of graduate students from the social science fields of study.

The findings revealed that from the total of 130 chapters analyzed through syllabi content analysis, only 4 (3.08%) raised child rights issues; from a total of 83 objectives of the courses, only 4 (4.82%) incorporated child rights issues; out of the total 511 contents (topics and sub-topics), only 30 (5.87%) were on child rights and out of 57 activities, only 4 (7.02 %) were on child rights issues. The great majority 34 (85%) of respondent instructors believed that the

following were mainly responsible for low level awareness and low level integration of child rights issues at AAU: lack of adequate number of professionals specialized in the areas of child rights, scarcity of research outputs on child rights at the University, and lack of awareness among the AAU community about the CRC and ACRWC. However, the assessment also indicated that the policy environment at AAU is conducive for establishing graduate programs that are responsive to societal needs. For example, the program review that the University has been undertaking could be seen as an opportunity to introduce new programs on issues such as child rights

Based on the major findings, it was concluded that the level of integration of child rights issues into the selected social science graduate programs of Addis Ababa University was low and this would negatively affect the implementation of child rights in Ethiopia. Furthermore, lack of adequate professionals of child rights at Addis Ababa University has negative implications for the dissemination of knowledge and research outputs in the general public and the academic community as well as on the realization of child rights recognized under the UN Convention on the Rights of the Child, and the African Charter on Rights and Welfare of the Child. Hence, Addis Ababa University is advised to address this gap through short and long term approaches indicated below

Integrate child rights issues in its graduate programs; revise existing MA program course syllabi and include child rights component from an international and national perspective (for instance in International Human Rights Law, African Union and Human Rights, and Ethiopian Human Rights System courses); host guest lecture sessions on selected child rights issues; create a program that supports child rights focused student and staff researches; organize annual child rights interdisciplinary research colloquium and publication; launch short term certificate training program for graduates and others interested in developing specialized knowledge on child rights; enhance the dissemination of the research outputs on child rights and as a long term target consider launching an M.A. Program in Child Rights that could be hosted in the Center for Human Rights

Part one: introduction

Children, due to their physical as well as mental development, belong to vulnerable groups. Hence, they need a special protection of their rights and interests. To give effect to such protection, the UN Convention on Rights of the Child (CRC) and the African Charter on Rights and Welfare of the Child (ACRWC) were adopted by the United Nations and African Union respectively. However, despite the existence of such normative frameworks, a lot of studies and reports indicate violation of children's rights in many African countries including Ethiopia. Particular challenges to the rights of the child in Africa include but are not limited to the cultural context, the negative values and practices with respect to children; the socio-economic situation, mainly poverty, socio-political conflicts at many levels and the fact that children are often viewed as objects

The Committee on the Rights of the Child recognized that legal framework alone, although essential, will not achieve the necessary changes in attitudes and practice within families, schools or communities. So it encourages use of a variety of other strategies for implementation including education or making the Convention widely known. It is generally believed that higher education plays a significant role in addressing societal problems through teaching, research and community service. Hence, this study is aimed at evaluating the extent to which child rights issues were integrated into the curricula of social science graduate programs at Addis Ababa University

The study consists of five parts. The first part deals with introduction and presents the background and objectives of the study; statement of the problem and the guiding research questions; and significance, delimitation and limitation of the study. Part two deals with the review of related literature and the rationale for integrating child rights into the curricula of higher education. Part three discusses the research design and methodology whereas part four deals with presentation, analysis, and interpretation of data. Finally, part five presents summary of the findings, and conclusions and recommendations drawn from the findings

1.1. Background of the study

The Center for Human Rights was established in October 2008 as part of Addis Ababa University's epistemological and structural shift from a primarily undergraduate studies

institution to a research oriented graduate University. The Center has the mission of advancing the rule of law, democratic governance and human rights in Ethiopia through high-end research, teaching and community service. Consequently the Center has been making an effort to promote human rights through teaching (education) and research

As part of its involvement in research, the Center for Human Rights in partnership with Save the Children International carried out this curriculum assessment on the integration of child rights in the social science graduate studies at Addis Ababa University. This research is part of the Center's aim to promote human rights, of which child rights is a part, through research and teaching-learning programs

1.2. Objectives of the study

This curriculum assessment has both general and specific objectives

1.2.1. General objective

General objective of this curriculum assessment was to critically evaluate the status of integration of child rights issues into the social sciences graduate programs of Addis Ababa University

1.2.2. Specific objectives

Specific objectives of the curriculum assessment are:

- To assess level of integration of child rights principles and standards enshrined in the United Nations Convention on the Rights of the Child (UNCRC) in the social science graduate programs of the university;
- To analyze the extent to which child rights principles, standards and issues set by the African Charter on the Rights and the Welfare of the Child (ACRWC), figure in the relevant social science graduate programs' of Addis Ababa University;
- To identify inhibiting factors that affected integration of child rights issues into the curricula of social science graduate programs of AAU; and
- To offer realistic recommendations that would help AAU to address child rights issues in its social science graduate programs

1.3. Statement of the problem

The Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child constitute "bills of rights" for all children, a code of binding obligations for governments, and a minimum standard of responsible conduct for communities and families with respect to children. Despite the existence of a legal framework to protect the rights of the child, a lot of studies and reports indicate the existence of violation of rights of children in many African countries including Ethiopia. For instance, Child Rights Information Network (CRIN) found out that despite its efforts to minimize the problems over the last two decades, Ethiopia is still struggling with the harmful practice of female genital mutilation (FGM), early and forced marriages as well as the existence of a large number of children who are engaged in the worst forms of child labor (CRIN, 2012)

Likewise, Getnet Tadele indicated in his study that child abuse leads to emotional imprisonment of the child which expresses itself in the existence of fear, mistrust, self-degeneration and isolation. (Getnet, 2007:87) He recommends the need to provide counseling and rehabilitation services by a multi-disciplinary team of professionals. Similarly, Save the Children Sweden (2006) underscores that there is a growing need in the country to combat internal trafficking and sexual exploitation of children, to strengthen appropriate juvenile justice, to improve birth registration, to combat domestic violence against children as well as any forms of discrimination against them. (Save the Children Sweden, 2006)

Though contribution of such researches for identification of challenges to implementation of the rights of the child is immense, to the knowledge of the research team, there was no curriculum assessment conducted on the integration of child rights issues into the curricula of social science graduate programs of Addis Ababa University. Hence, this research study would contribute to closing the existing research gap

To this end, the following research questions were set:

- (1) To what extent have child rights issues been integrated into the selected graduate programs of Addis Ababa University?
- (2) What are the major challenges that affected the integration of child rights into the selected graduate programs of the University?

- (3) How could integration of child rights into selected graduate programs of the University be achieved?

1.4. Significance of the study

The findings of this study would:

- Help relevant colleges/centers/schools of Addis Ababa University reflect on the possibility of integrating child rights into their graduate programs;
- Encourage governmental and non-governmental organizations working on child rights to promote mainstreaming of child rights issues/perspectives into the graduate programs of Addis Ababa University;
- Encourage other universities of the country to promote the integration of child rights in the undergraduate and graduate programs;
- Contribute to raising awareness of curriculum planners and decision-makers in the Ministry of Education; and
- Motivate other researchers to carry out related researches on the areas of child rights

1.5. Delimitation of the study

This study was delimited to five colleges and one teaching institute, namely College of Law and Governance, College of Social Sciences, College of Education and Behavioral Studies, College of Humanities, Language Studies and Journalism and Communication, College of Development Studies, and Institute of Peace and Security Studies. The assessment focuses on integration of child rights issues in graduate programs, and not the general human rights issues

1.6. Limitation of the study

The limitation of the study lies in the fact that respondents were selected by using purposive, availability, and snowball sampling techniques. Hence, this makes generalization difficult because of lack of randomization in the selection of the sample

1.7. Definitions of key terms

Child: It means every human being below the age of eighteen years unless under the law applicable to the child majority is attained earlier (CRC, 1989)

Integrated curriculum: It is a way to teach students that attempts to break down barriers between subjects and make learning more meaningful to students. It also adds problem-solving, real-world application and social consciousness to the learning process, making it more comprehensive way of educating and learning (Bean, 1977)

Violation: It is when a right has been either breached or simply not implemented

Part two: Child rights in the curricula of higher education

2.1. The concepts of curriculum and curriculum integration

2.1.1. The concept of curriculum

The term '*Curriculum*' refers to the sum total of the planned experiences of the education level that is both offered inside and outside educational institution. Curriculum consists of the following ten components that address ten specific questions about planning of student learning (Akker, Kuiper, and Hameyer, 2003:4)

Table 1: Components of a curriculum

Rationale	Why are they learning?
Aims and objectives	Toward which goals are they learning?
Content	What are they learning?
Learning activities	How are they learning?
Teacher role	How is the teacher facilitating the learning?
Materials and resources	With what are they learning?
Grouping	With whom are they learning?
Location	Where are they learning?
Time	When are they learning?
Assessment	How far has learning progressed?

According to David G. Armstrong (2003), curriculum acts as a filtering mechanism which allows some content to survive to be included in instructional programs and other content to be eliminated. Moreover, he postulates that curriculum should not be confused with simple listing of content. Instead, it must be thought of as a collection of decisions that relates to the selection, ordering, emphases, and breadth of the treatment of the content of elements chosen for the presentation to students and to the assessment of students' proficiency levels. Usually, the term curriculum is used in tandem with related term 'instruction'. The former could be thought of as the 'grand strategy' whereas the latter could be thought of as the 'tactics' one use to achieve the ends implied by the strategy (Armstrong, 2003:4)

Curriculum serves as a vehicle in conveying socially desirable knowledge, skills and values. Particularly, the knowledge-driven global economy of the 21st century emphasizes not only the production of competent and well skilled citizens but also that human beings could enjoy rights and freedoms as stipulated in a number of international and regional instruments. The rights-based approach has become widely popular in diverse literatures today. Curriculum issues are among the most influential agendas that shape the global trends. It is believed that the following are five global trends that are transforming the context of future generations (Jacobs, 2010:98-20)

- (a) **Economic trends:** Countries are increasingly forced to adapt their curricula to the demands of the global economy of the 21st century
- (b) **Trends in science and technology:** The interconnectedness of the world in general and the digitization of production since the 1990s have required from countries the ability to collaborate with people in different zones, across languages and cultures
- (c) **Demographic trends:** the change in the demographic situation of countries as the result of growing mix of individuals from different cultural backgrounds necessitated the learning of new skills and perspectives that would help them use the existing opportunities and cope up with emerging challenges of the global economy
- (d) **Trends in security and citizenship:** people of the world have been affected by effects of poverty, injustice, pandemic diseases, storage of energy and water, lack of education, environmental degradation, terrorism and the proliferation of weapons
- (e) **Trends in education:** in their aspirations towards the creation of competent and dynamic human capital which would help them take the advantage of the global market, countries have entered more and more into the state of competition for excellence in education. Owing to this in many countries of the world civic and ethical education or human rights education or peace education have become an integral part of the curricula of social science programs of higher education institutions

In other words, the global community is being forced to “integrate of international content into all curriculum areas.” This includes information and communication technology, human rights, democracy, gender equality, child rights, peace, information literacy and intercultural competence

2.1.2. Curriculum integration

The global trends indicate that modularization of curricula of higher education have become necessary. This in turn requires the integration of knowledge, skills and values from related fields of study. Hence, discussing the idea of curriculum integration paves the way for understanding how to integrate or incorporate courses or themes on child rights issues into the curricula

The following are some of the main reasons for dealing with the concept of curriculum integration:

- The "explosion" of knowledge;
- The increase of state mandates related to myriad issues;
- The fragmented teaching schedules;
- Concerns about curriculum relevancy, and
- Lack of connections and relationships among disciplines. All these have been cited as reasons for a move towards an integrated curriculum (Jacobs 1989)

In keeping with this thematic definition, Shoemaker defines an integrated curriculum as:

Education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive (Shoemaker, 1989: 5)

Within this framework there are varied levels of curriculum integration (Palmer, 1991:59) the practices of which are illustrated hereunder:

- Developing cross-curriculum sub-objectives within a given curriculum guide
- Developing model lessons that include cross-curricular activities and assessments
- Developing enrichment or enhancement activities with a cross-curricular focus including suggestions for cross-curricular "contacts" following each objective, developing assessment activities that are cross-curricular in nature, and including sample planning wheels in all curriculum guides

Many of the curricular innovations and reforms during the last decade of the twentieth century reflect shifts in emphasis:

(1) From learning goals that focus on mastery of content and content coverage to demonstration of broad competencies;

(2) From learning in disparate disciplines to integrative learning experiences across curriculum;

(3) From changes in subject matter as the primary means to improve learning to innovations in instructional methods and assessments as integral to curricular reforms. Issues on respect for diversity and global competency have emerged as major undergraduate curriculum issues, as well

(4) From content to competencies. At the structural level, this model is holding fast at most institutions. What has changed are the goals for learning—from emphasis on knowledge of disciplinary facts and concepts (what students know) to broadly defined competencies (what students are able to do with what they know) to ensure that graduates have the skills needed by citizens in the twenty-first century. Hence, practical and applicable knowledge that helps learners solve societal problems are more and more emphasized

(5) The expanding list of proficiencies. The expanding list of proficiencies commonly identified by colleges and universities include: critical thinking and problem-solving; multiple modes of inquiry in the natural sciences and mathematics, social sciences, humanities, and arts; communication skills, including writing, speaking, and listening; technology and information literacy; sensitivity to diversity, including multicultural and intercultural competencies for participation in a pluralistic democracy; civic, global, and environmental responsibility and engagement; interpersonal skills, including teamwork and collaboration; self-awareness; moral and ethical reasoning; and integration of knowledge from diverse sources

(6) Integration across curriculum. Institutions of higher learning indicate that general education is a high priority among administrators and faculty, and their institutions are actively engaged in reviewing their general education programs. Given the difficulty of learning all the aforementioned competencies within a general education program, many institutions are blurring the boundaries between general education and the major by infusing these competencies throughout the collegiate experience. This can be seen in the adoption of upper division writing requirements and writing-intensive courses in the major; integrative capstone courses that require collaborative teamwork and projects; courses in the major that emphasize ethics and civic

engagement; and the integration of technology, information literacy, and multiculturalism throughout the curriculum

Hence, transferable skills are given more and more emphasis in higher education institutions

- **Diversity learning.** There is no homogenous culture as such in the world of today. The living together of many cultures, ways of life, values and norms have necessitated that issues on diversity be included in the curricula of higher education. Diversity learning is a high priority, including multicultural and intercultural understanding. Although variably defined, *diversity learning* often refers to sensitivity to difference, including race, gender, socioeconomic class, ethnicity, religion, sexual orientation, and disability
- **Internationalization.** Global competencies are often identified as a valued goal of liberal learning, but lack of intercultural competence is still a major problem in many among students of well developed nations. Four elements commonly associated with internationalization include foreign language study, study abroad, global studies, and the presence of international students

- **Curriculum coherence and integration**

In response to mounting criticism that undergraduate curriculum is fragmented, burdened with too many isolated bits of information, and lacking coherence, institutions have developed strategies and structures to help students integrate the disparate elements of their college experiences. One strategy has been to clarify, tighten, and sequence requirements so they provide greater coherence. The 1970s and 1980s were characterized by reduced requirements. However, the trend was reversed in the 1990s with increased requirements and prerequisites. A second strategy has been to provide educational experiences calibrated to the developmental learning needs of students at different stages of their collegiate lives

Ways of integrating a course or themes into a given curriculum undoubtedly requires the knowledge of various approaches. The following diagram summarizes approaches to integrated curriculum

2.1.2.1. Approaches to integrated curriculum

	Multidisciplinary	Interdisciplinary	Trans-disciplinary
Organizing Center	Standards of the disciplines organized around a theme	Interdisciplinary skills and concepts embedded in disciplinary standards	• Real-life context • Student questions
Conception of Knowledge	• Knowledge is best learned through the structure of the disciplines • A right answer • One truth	• Disciplines connected by common concepts and skills • Knowledge considered to be socially constructed • Many right answers	• Knowledge is viewed as interconnected and interdependent • Many right answers • Knowledge considered to be indeterminate and ambiguous

(Source: Glatthorn (1994, pp. 164-165).

According to Shoemaker (1989), the following could be regarded as essential components of an integrated curriculum:

- **Core skills and processes.** These include basic skills, such as reading and mathematics, as well as social skills and problem solving
- **Curriculum strands and themes.** These are the organizing principles around which the curriculum is built
- **Major themes.** Each curriculum strand is further divided into major themes
- **Questions.** Questions are used to further define major themes and focus activities
- **Unit development.** From the major theme and the questions, knowledge, and skills related to the concepts, teachers plan activities that will lead to the development of knowledge and skills which will answer the questions. Teachers also collect resources and develop actual lesson plans and assessment strategies
- **Evaluation.** Through an assessment of student progress the unit is evaluated

Curriculum integration requires that the collaboration team needs to develop a list of learning objectives and course ideas, assignments, or topics. Integration may take a variety of forms, including single course integrated instruction, workshops for faculty, tutorials, or the

development of child rights course for specific disciplines. Each method is useful in an academic setting and may be tailored to meet the needs and goals of the institution. The process of integration may also lead to content development. For example, single course integrated instruction may include topics that are covered in the child rights curriculum and standards

One way universities can integrate child rights issues into the curriculum is by developing a course for a specific discipline. The child rights course for specific disciplines model is a fully integrated concept in which instructors identify the goals, content, and skills of the curriculum and then tie them to standards-based outcomes identified in association with relevant disciplines and institutions (Young & Harmony, 1999). Curriculum map is a useful tool for new course development or for expanding an existing assignment or child rights topic. If one wishes to integrate child rights program into an existing course, one should map the course to the existing curriculum development standards of the university

2.1.2.2. Models of curriculum integration

An interdisciplinary curriculum can be closely related to an integrated curriculum. Most educators represent the view that knowledge in interdisciplinary studies is a repackaging and, perhaps, enhancement of discipline-based knowledge (Kain, 1993). In Jacobs' (1989) definition, interdisciplinary means conscientiously applying methodology and language from more than one discipline to a theme, topic, or problem

Whether a curriculum is interdisciplinary or integrated is not the main issue. Rather, the focus should be on designing a curriculum that is relevant, standards-based, and meaningful for students. At the same time, the curriculum should challenge students to solve real world problems. Likewise, Franzie L Loepp (1999) stresses the need to develop integrated curriculum. Curriculum integration models include interdisciplinary, problem-based, and theme-based approaches. Successful implementation requires a shift to constructivist teaching, teacher professional development, teaching learning communities, skills to facilitate small-group and experiential learning, authentic assessment methods, and systemic reform

2.2. Child rights in Ethiopia: overview of the legal and policy framework

The Federal Democratic Republic of Ethiopia (FDRE) has a population of around 83 million people of which children below the age of 18 constitute more than 50 percent of the population. (Central Statistics Authority, 2007) Children belong to vulnerable groups due to their physical as well as mental development. Hence, they need a special protection of their rights and interests. To give effect to such special protection, the Convention on the Rights of the Child (CRC) was adopted in 1989 while its regional counterpart the African Charter on the Rights and Welfare of the Child (ACRWC) was adopted in 1999

Legal framework

Ethiopia has ratified the CRC on May 14, 1991 and the regional child rights document the ACRWC on 02 October 2002. In addition, the Ethiopian government has also ratified the ILO Convention No. 182 on the Elimination of the Worst Forms of Child Labour, ILO Convention No. 138 on Minimum Age of Employment and other international and regional instruments that have a bearing on the rights of the child. The FDRE Constitution provides a wide framework for the protection, promotion and fulfillment of the rights of the child. The Constitution made the CRC and other international agreements ratified by Ethiopia part and parcel of the national law (article 9 (4) of the Constitution). Moreover, as per article 13 (2) of the Constitution international human rights instruments, including the CRC and ACRWC, should provide standards for the interpretation of the constitutional provisions related to fundamental human rights and freedoms

In addition, the Constitution embodies principles pertaining to the rights of the child, which are enshrined as fundamental in both the CRC and ACRWC. The relevant constitutional provision in this regard is Article 36. It guarantees, inter alia, the child the right to life, the right to a name and nationality, the right to be protected against exploitative practices, the right to be protected from cruel and inhumane punishment, the best interests of the child to be the primary consideration in making policies and enacting laws, special protection measure for juvenile offenders and so on. Thus it can be asserted that the FDRE Constitution has incorporated both the CRC and ACRWC into the domestic system. (Seyoum Yohannes and Aman Assefa 2009) It has integrated them into the domestic laws of Ethiopia; accorded them the status of interpretive guidelines; and embodied some of the principles in the text of the constitution. (Ibid)

However, the country does not have comprehensive child law in the form of Child Act. In the absence of such law, the following laws serve as main instruments that address child rights issues in the country: The Revised Family Code, the Criminal Code, the Criminal Procedure Code and Employment Law. The Revised Family Code, 2000, has numerous provisions pertaining to the rights of the child such as laying out the duties of guardians and tutors of a child regarding the safety and welfare of the child's physical and intellectual development, paternity and adoption

The Criminal Code criminalizes most forms of violence against children such as rape, trafficking in children, prostitution of another for gain, abduction, female genital mutilation, early marriage, ill treatment and neglect by parents, legal guardians and other custodians. The Criminal Procedure Code also provides for special attention to cases involving children. The Employment Law, applicable to employment relationships within the private sector, prohibits the employment of children below the age of fourteen. It also provides protection to young workers between the age of 14 and 18 by prohibiting employment to perform work that may endanger their life or health or 'hazardous work'. The proclamation also sets the maximum permissible working hours for young workers

Policy framework

Ethiopia also has several policies addressing children's issues. These include the National Plan of Action for Children, the National Action Plan on Sexual Abuse and Exploitation of Children, the National plan of Action on Gender Equality, the National Plan of Action for the Elimination of the Worst Forms of Child Labour and National Plan of Action on Orphans and Vulnerable Children. In addition the Growth and Transformation Plan (GTP) gives due attention to children's affairs and its main objective includes (Zenebu Tadesse, 2011):

- The inclusion of child well-being indicators in the country's economic growth;
- Ensuring respect for child rights;
- Rendering necessary support and services to orphans and vulnerable children;
- Promoting children's rights to participation and
- Ensuring child protection from harmful traditional practices (HTP)

Institutional framework for the implementation of child rights in Ethiopia

Coordination of the implementation of child rights in Ethiopia is vested in the Ministry of Women, Children and Youth Affairs. The Ministry is mandated by Proclamation No. 691/2010 to

- Create awareness and movement on the question of women, children and youth;
- Collect, compile and disseminate to all stakeholders information on the objective realities faced by women, children and youth;
- Ensure that opportunities are created for women and the youth to actively participate in political, economic, and social affairs of the country;
- Encourage and support women and the youth to be organized, based on their free will and needs, with a view to defending their rights and solving their problems;
- Design strategies to follow up and evaluate the preparation of policies, legislation, development programs and projects by federal government organs to ensure that they give due considerations to women and youth issues;
- Undertake studies to identify discriminatory practices affecting women, facilitate the creation of conditions for the elimination of such practices, the follow up of their elimination;
- Devise means for the proper application of women's right to affirmative actions guaranteed at the national level and follow the implementation of the same;
- Ensure that due attention is given to select women for decision-making positions in various government organs;
- Coordinate all stakeholders to protect the rights and well being of children;
- Follow up the implementation of treaties relating to women and children and submit reports to the concerned bodies

The Ministry of Women, Children and Youth (Zenebu Tadesse, 2011) indicated that it has setup various working strategies to coordinate and monitor the performance of the Federal Ministries and Regional Bureaus in accordance with the principles of CRC and ACRWC

- (a) It collects annual plans and performance reports of Federal Ministries and Regional Bureaus, organizes common platforms for stakeholders to evaluate the

overall performance and identifies challenges and solutions on a mid-term and annual basis;

- (b) It builds the capacity of all regional, zonal and woreda level Women, Children and Youth Affairs Bureaus in order to respond to their duties and mandates concerning the protection of rights of children

Other government bodies involved in the implementation of principles and laws on child rights are the inter-ministerial committee at the federal level, inter-bureau committees at regional level and the CRC committees, which were established at *woreda* and *kebele* level. The federal inter-ministerial committee is composed of relevant sector ministries at the federal level while the regional inter-bureau committees are made up of relevant sector bureaus at regional level. The CRC committees are established at lower administrative organs of the government both in regions and those federally administered areas of the country. Members to these bodies are drawn from various sector offices of these levels of the government. Pertinent sectors that are included in these committees are education, labor and social affairs, health, justice, water resources, and finance and economy. (Seyoum Yohannes and Aman Assefa, 2009). However, government reports and as well as independent studies attest that due to problems related to lack of strong institutional base to guide and coordinate their activities , lack of clear mandate, staff and budget, these organs (both the federal and regional) never performed the way it was anticipated

The role of AAU in the implementation of child rights

As stated earlier, the Committee on the Rights of the Child recognized that legal framework alone, although essential, will not achieve the necessary changes in attitudes and practice within families, schools or communities. So it encourages a variety of other strategies for implementation including education or making the convention widely known. It is generally believed that higher education plays a significant role in addressing societal problems through teaching, research and community service

Higher education could play a crucial role in assessing the progress towards the development of an informed culture of children's rights; enhancing research on childhood, children and children's rights from multidisciplinary perspective; disseminating widely the results of research

relevant to children's rights issues and raising awareness of graduate students from the relevant disciplines about CRC and ACRWC

Addis Ababa University is the largest and oldest higher education institution in Ethiopia. It was established in 1950 and started with only 71 students. Currently it has 51,500 students (in regular and continuing education programs) and it runs 70 undergraduate and 225 graduate programs (AAU, 2013:1-5). Hence, it can play a vital role in research and education on children's rights and more importantly in bringing about necessary changes in attitudes and practices regarding children within the community through wide dissemination of knowledge about child rights among its staff and students. That offers the justification for considering integration of child rights into the curricula of Addis Ababa University graduate programs

2.3. Purpose and rationale for integrating child rights into the curricula of higher education

Higher education can play crucial role in:

- Assessing the progress towards the development of an informed culture of children's rights;
- Promoting the development of a core group of interdisciplinary scholars, on the basis of which a critical mass of academics capable of promoting child research within the framework of children's rights can be created;
- Enhancing research on childhood, children and children's rights in Ethiopia from multidisciplinary perspective;
- Promoting research capacity in the area of childhood, children and children's rights particularly at local level;
- Disseminating widely the results of research relevant to children's rights issues;
- Supporting the development of the culture of making evidence-based decisions with regard to policies, strategies, and programs on children;
- Raising awareness of graduate students about rights of children

A higher educational institution may be considered as a system composed of interacting sub-systems. It consists of five interacting sub-systems and diachronic sub-systems related to the influx patterns intersecting them. The five sub-systems pertain to institutional missions,

organizational structures, resources allocated and employed, institutional culture (its relational environment, operational procedures, practices and customs, standards, reflexes, etc.) and the sub-system of administration which covers the organization and management of all the sub-systems

Higher education is an increasingly complex phenomenon throughout the world. Key trends in higher education include (Altbach and Forest, 2006: 1):

- Worldwide growth in demand and the provision of access to higher education;
- Diversification and privatization of higher education institutions;
- Increasing global interaction and interconnectedness; and
- The growing use of technology

However, the massification of the system, widening participation and the falling unit of resource have been among issues contributing to concern about maintaining and enhancing educational quality (Fry, Ketteridge and Marshall, 2007).

According to Toohey (1999:21), graduates from higher education are expected to demonstrate the following desirable characteristics:

- **Generic skills:** These are skills that every graduate should be able to acquire regardless of their discipline or field of study. It would include knowing how to learn, to solve problems, to be able to think logically as well as laterally and independently, to be intellectually rigorous, to integrate information and to communicate effectively. Moreover, such important socially relevant qualities related to leadership, cooperation, and team-work, ethical practice, and critical/evaluative skills, and personal skills like intellectual liveliness and the willingness and capacity to learn and relearn
- **A body of knowledge:** the knowledge of the discipline and its theoretical base at a depth and detail appropriate for the level of the award. It also should act as a vehicle to inculcate the generic skills
- **Professional/technical or other job-related skills:** These refer to the professional, occupational or practical skills which graduates can apply immediately to their employment. Some of these skills will be occupation

specific; some will be more general such as an ability to work with minimum supervision in a specific field, to apply learning to the workplace and so on

Are there particular kinds of abilities – intellectual or professional – that we would like to develop in students? What are the goals of this program and its rationale?

Internationalization of Higher Education

The internationalization of higher education is highly influenced by the process of globalization which has accelerated the flow of technology, economy, knowledge, people, values, ideas cross borders

2.3.1. Rationales driving internationalization

Rationales	Existing	Of emerging importance
Social/cultural	National cultural identity; Intercultural understanding; Citizenship development; Social and community development	National level rationales Human resource development; Strategic alliances; Income generation/commerce
Political	Foreign policy; National security; Technical assistance; Peace and mutual understanding; National identity; Regional identity;	Trade; Nation building/Institution building; Social/cultural Development and mutual understanding
Economic	Economic growth and competitiveness; Labor market; Financial incentives;	Institutional level alliances International profile and reputation; Quality enhancement;
Academic	Extension of academic horizon; Institution building; Profile and status;	Alternative income generation; Student and staff development; Networks and strategic

	Enhancement of quality; International academic standards; International dimension to research and teaching.	alliances; Knowledge production
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(Source: Jane Knight, 2007:216)

The need for promoting the development of democracy, human rights and a world with a culture of dialogue requires, among others, equipping citizens with knowledge of not only general human rights, but also with child rights, women's rights, the rights of the disabled, etc.

Curricula in international perspective

Curricula are sites of social interactions. According to Lisa R. Lattuca (2007: 39-64), the intended purpose, content, and methods of instruction (including choices about what, when and how to assess learning) as well as what transpires when learners engage the curriculum. Understanding curricula requires understanding the institutions in which they are embedded. Contemporary universities derive their structure from Western models of higher education. Despite the national and cultural diversity throughout the world, universities and colleges are responding to a number of the same challenges:

- A university is no more a place only for a small elite population. Instead, it entered a new era in which the university is considered a resource that should (and will) be available to large number of individuals regardless of their socio-economic and cultural backgrounds
- Higher education institutions are challenged by economic globalization and they are expected to develop curricular responses to social, political, economic and cultural forces in a variety of contexts

2.4. Child rights issues in higher education: experiences of selected countries

2.4.1. South Africa

South Africa has a population of 49.9 million, with 18.6 million being children under the age of 18 years, and out of this, 11.9 children (64%) living in poverty. The South African Constitution provides a bill of rights that recognize and demands respect for equality and dignity of every person – children and adults alike

In this regard, Aida Girma, UNICEF country representative in South Africa, (2011) says:

South Africa ratified the Convention on Rights of the Child in 1995. The rights of children are entrenched in, and protected by, the Bill of Rights in the Country's constitution. The Government of South Africa has put in place a forward-looking system of laws and programs to ensure basic support for children. The country can truly be proud of its leadership in ensuring that laws are fully aligned with the provisions of the Constitution

South Africa has a vibrant higher education sector, with 23 state-funded tertiary institutions i.e. 11 universities, six universities of technology, and six comprehensive institutions. Many of South Africa's universities are world-class academic institutions, at the cutting edge of research in certain spheres. Although subsidized by the state, the universities are autonomous, reporting to their own councils rather than government (Mokate, 2011).

Concerning the emphasis given to the rights of children there is a Centre for Child Law in the Faculty of Law at the University of Pretoria. The official launch of the Centre was held in October 1998. The Centre contributes towards establishing and promoting the best interests of children in South African community through education, research, advocacy and litigation. In the academic arena, the center assists in teaching an undergraduate course in child law and the Masters degree in child law at the University of Pretoria. The Center also coordinates Annual Child Law Moot Court Competition. The Center's staff present conference papers and publishes articles and chapters in books on Child Law

2.4.2. Uganda

Makerere University in Kampala has about 95 percent of the total student population in Uganda's universities. The reminder of students is distributed among the more than 20 private

universities and a smaller number of non-university institutions (Makerere University, 2013). Uganda has made significant steps in economic and social development after emerging from the devastation of civil war in the 1970s and 1980s, yet still faces major challenges. Ugandan families and communities struggle to access healthcare, education and other basic services and young children often suffer disproportionately. Child protection activities in Uganda are mainly run by NGOs such as Save the Children. Furthermore, numerous youth clubs and trained peer educators were established to provide youth with reproductive health information and services in a ‘youth-friendly’ environment (Uganda Child Rights NGO Network, April 2005)

So as to make a contribution to the child protection activities in Uganda, Makerere University (2013) offers a short- term accredited certificate level training on child rights issues. The training comprised of five modules namely:

- Conceptual issues in child protection
- Legal, policy and planning framework for child protection
- Child protection systems
- Prevention and response strategies in child protection and
- Program planning, monitoring and evaluation for child protection interventions

The training targets social workers, peoples working with children and OVC programs. Trainees will be drawn from governmental departments responsible for planning and implementing child protection programs and policies

Part three: research design and methodology

3.1. Research method

In this curriculum assessment, mixed research methods that make use of both quantitative and qualitative methods will be employed so as to generate adequate information from diverse sources as well as to triangulate the information obtained by using various data collection tools. 19 syllabi of modules/courses of social science graduate programs (M.A. level) delivered in the social science graduate programs offered at AAU were analyzed by using content analysis so as to check the existence of units/chapters, topics and sub-topics related to child rights. In addition, a questionnaire was used to generate mainly quantitative information from respondent instructors from selected relevant academic units

The quantitative data obtained through the use of questionnaire and content analysis were then complemented with in-depth information obtained through semi-structured interview, focus group discussion and document analysis. The methodological triangulation was used to cross check pertinent responses obtained from various sources. According to McNeill and Chapman (2005:23), triangulation refers to the use of multiple methods to cross-check ideas, views and it verifies the reliability of a particular research tool and the validity of the data collected. It helps the researcher look at things from more than one direction

3.2. Sources of data

Sources of data were both primary and secondary sources. The primary sources of information were deans, instructors, graduate students, academic officers, and key informants from other relevant government and non-government organizations. For the purpose of clarity, the following tables were used to summarize respondents to questionnaire (mainly quantitative) and to key informants (interviewees and focus group discussants)

Generally a total of 40 instructors as respondents to questionnaire, 5 deans, 5 central academic officers as well as 10 experts/key informants from governmental and non-governmental organizations working in the areas of child rights were used as interviewees. Furthermore, 6 senior academic staff members, and 5 graduate students involved in a separate round of focus group discussions

3.3. Sample size and sampling techniques

Purposive, availability and snowball sampling techniques were used to select the social science disciplines of the graduate programs and the instructor respondents. More specifically, purposive sampling was used to select academic institutions running the relevant graduate programs and the respondents to the interview, and availability sampling was employed to select the course syllabi, the instructor respondents, and the FGD participants. Finally, snow ball sampling technique was employed to select the governmental and non-governmental organizations closely working in the areas of child rights

Table 2: Sample instructor respondents to the questionnaire

s.n.	Name of the institution at AAU	Population	Number of respondents	Sampling technique
1.	Center for Human Rights	9	5	Availability sampling technique
2.	Institute of Peace and Security Studies	7	5	Availability sampling technique
4.	School of Law	16	6	Availability sampling technique
	Center for Federal Studies	12	5	Availability sampling technique
5.	College of Education and Behavioral Studies (CTPDS, Ins Psy, SNE)	37	12	Availability sampling technique
6.	College of Social Sciences (Sociology and Philosophy)	17	7	Availability sampling technique
	Total	98	40	

Table 3: Number of interviewees and their respective organizations

Organization	Respondents	
	Number of respondents	Sampling technique
College Deans from AAU	5	Purposive sampling
AVP Office	1	Purposive
Office of the Graduate Programs	1	Purposive
Office of the Undergraduate Programs	1	Purposive
Office of the VPRTT	2	Purposive
Save the Children	1	Snowball sampling
African Child Policy Forum	2	Snowball sampling
Ethiopian Human Rights Commission	1	Snowball sampling
Federal Supreme Court (Children Justice Project Office)	1	Snowball sampling
Ethiopian Ministry of Women, Children and Youth	1	Purposive sampling
Ethiopian Institution of Ombudsman	1	Purposive sampling
Ministry of Education	3	Purposive sampling
Total	20	

Table 4: Number of FGD participants and their respective organizations

	AAU instructors/invited guests from other organizations		Graduate students	
	Male	Female	Male	Female
IPSS (AAU)	2	1	1	-
CHRs	1	1	2	1
CFS	1	-	1	-
Total	4	2	4	1

As indicated in table 7 above, the FGD participants were drawn from three academic units of Addis Ababa University. The FDG was conducted in two rounds; with a group of instructors and a group of graduate students. The group of instructors consisted of six instructors and the FGD with them was conducted during a morning session whereas the group of graduate students consisted of five members and the FGD with them was conducted in the afternoon on the same day

Both FGD groups:

- Appreciated the timeliness of thinking about integrating child rights issues into selected curricula of graduate programs; and
- Underscored that little or no child rights issues were treated in the diverse curricula of graduate programs at Addis Ababa University

3.4. Instruments of data collection

Data were collected by using the following instruments:

- (a) **Questionnaire:** A questionnaire that consists of many close-ended and few open-ended question items were prepared and distributed among 48 instructors from six academic institutions of Addis Ababa University
- (b) **Semi-structured interview:** A semi-structured interview guide was prepared and interviews were conducted with selected deans, directors, vice presidents of AAU as well as with experts drawn from seven governmental and non-governmental organizations dealing with child rights issues between the first week of August and end of September 2013
- (c) **Focus group discussion:** Guiding questions were prepared and a half day focus group discussion was conducted with two groups of discussants, namely a group of seven key informants and a group of seven graduate students
- (d) **Document analysis:** In order to generate adequate information on child rights at AAU, relevant documents and reports made by various organizations working in the areas of child rights were analyzed

3.5. Procedures of data collection

The team of researchers used the following procedure during the data collection:

- The team had series of meetings and held discussions on the purpose of the study as described in the Terms of Reference;

- The team agreed on types of data collection tools to be employed;
- The team agreed to use syllabus content analysis, questionnaire, semi-structured interview, focus group discussion and document analysis;
- The team developed and checked the tools for consistency and appropriateness and some modifications were made;
- Three graduate students from Center for Human Rights were selected as data collectors and they were given the necessary orientation by the team;
- Data collectors gathered data from Center for Human Rights, Center for Federal Studies, Institute of Peace and Security Studies and the School of Law whereas the curriculum experts collected data from the College of Social Sciences and the College of Education and Behavioral Studies. Finally, questionnaires were administered and data were collected

3.6. Ethical considerations

In any research, ethical dimension is critical for maintaining the validity of the data collected from respondents. Thus, in this study, the following ethical considerations were made:

- The informed consent of the respondents was ensured; meaning, the respondents were informed what the research is all about and it was with their full consent that information was gathered from them; and
- The respondents were clearly told that their privacy would be safeguarded; meaning, they were assured that their identity remains confidential

Part four: child rights in selected curricula of graduate programs of AAU

This section of the study deals with presentation, analysis and interpretation of data.

4.1. Background information of respondents

Table 5: Characteristics of respondents to the questionnaire

Years of service at HEIs	CHRs		IPSS		CFS		SL		CEBS		CSS		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1-5	-	-	-	1	-	-	-	-	-	-	-	-	1
6-10	-	1	2	-	-	-	1	-	3	-	-	-	7
11-15	2	-	1	-	2	-	2	-	1	2	2	-	12
16-20	2	-	-	-	2	-	1	-	4	-	2	-	11
21-25	-	-	1	-	1	-	1	-	-	-	2	-	5
Above 25	-	-	-	-	-	-	1	-	2	-	1	-	4
Qualifications													
PhD	1	-	1	-	1	-	2	-	8	2	5	-	20
MA/LLM/MSC	3	1	3	1	4	-	4	-	2	-	2	-	20

As indicated in table 5 above, 36 (90%) of respondents to the questionnaire were male and only 4 (10%) were female. It is generally known that the percentage of female instructors at Ethiopian higher education is still low. When it also comes to the selected fields for the purpose of this study, the number of female instructors was found to be very low. However, it was believed to be adequate to generate the required information concerning the inclusion of child rights in the selected curricula

In terms of work experience, 12 (30 %) and 11 (27.5%) of the respondents had between 11 and 15 years and 16 and 20 years' experience respectively. Moreover, 7 (17.5%), 5 (12.5%) and 1 (10%) of respondents to the questionnaire had work experience between 6 and 10, 21 and 25, and 1 and 5 years respectively. Finally, only 4 respondents to the questionnaire had work experience above 25 years at higher education institutions. Hence, one can conclude that the respondents possessed the required qualifications that would enable them to appropriately respond to the

questions raised concerning the integration of child rights into their respective fields of specialization

As indicated in table 3 above, out of a total of 20 interviewed respondents, 10 (50%) were from Addis Ababa University whereas the remaining 10 (50%) were from governmental and non-governmental organizations dealing with child rights issues. Hence, a balance was maintained in eliciting information from different sources

Table 6: Number of FGD participants and their respective organizations

	AAU instructors		Graduate students	
	Male	Female	Male	Female
IPSS	1	-	1	-
College of Education and Behavioral Studies	1	-	-	
CHRs	1	2	2	1
CFS	1	-	1	-

As indicated in table 9 above, the FGD participants were drawn from four academic units of Addis Ababa University. The FGD was conducted in two sessions i.e. with a group of six senior instructors/researchers and five graduate students

4.2. The extent of integration of child rights into selected curricula of graduate programs of AAU

The following syllabi of social science graduate programs were analyzed:

College of Law and Governance:

Center for Human Rights

- The Politics of Human Rights and Democratization /HRTS 631/
- Culture, Social Change and Human Rights /HRTS 625/
- International Human Rights Law /HRTS 601/
- African Union and Human Rights /HRTS 611/

School of Law

- Rights of the Child (E) /HRL – 657/

- Comparative Constitutional Law /CPL 633/
- Ethiopian Constitutional Development / CPL 632/

College of Social Sciences / Sociology, Philosophy, Social Work/

- Sociology of Health and Illness /SOCI- 531/
- Social Policy and Development /ScSw 701/
- Social Development and Models of Change / ScSw 672/
- Seminar in African Philosophy /Phil 632/

College of Education and Behavioral Studies

- Advanced Psychology of Childhood /PsyD 652/
- Theories and Practices of Inclusive Education /SNED 605/
- Early Childhood Intervention, Care and Education /SNED 606/
- Comparative and Intercultural Adult Education /ALLL 605/
- Selected Topics in Education – Multicultural Education /TECS 641/

Institute of Gender Studies

- Gender Issues in Ethiopia (IGS 621)
- Introduction to Gender Studies (IGS 611)

College of Humanities, Language Studies, and Journalism and Communication

- Media, Democracy, and Globalization /JOUR 608/

Generally, 19 syllabi of social sciences graduate studies were analyzed to identify the integration of child rights issues in the curricula of social sciences graduate programs of AAU

Table 7: Summary of course syllabi analysis

	Total number of chapters		Total number of contents		Total number of objectives		Total number of activities		Remarks
	F	%	F	%	F	%	F	%	
In the course syllabi	130	100	511	100	83	100	57	100	
On child rights	4	3.08	30	5.87	4	4.82	4	7.02	

As indicated in table 7 above, out of a total number of 130 chapters of the selected course syllabi, only 4 (3.08%) incorporated child rights issues. From a total of 511 contents, only 30 (5.87%) were on child rights and out of a total of 83 objectives of the selected courses, only 4 (4.82%) were concerned with child rights. Finally, out of 57 activities indicated in the syllabi, only 4 (7.02%) were dealing with child rights issues. This implies that level of integration of child rights issues into the selected graduate programs was very low

Table 8: Themes considered in the content analysis

	Theme	Total No. of Chapter	Total No. of contents	Total No. of activities
1	Theoretical and conceptual foundations of child rights (concept of childhood, etc.)	1	5	1
2	Normative frameworks (international and national conventions and national laws)	-	1	-
3	Basic principles on the rights of the child (non-discrimination, best interest of the child participation and right to life and development)	-	2	-
4	Child rights laws and national policies	-	-	
5	Government strategies to implement child rights	-	-	-
6	Strategies of NGOs to implement child rights	-	-	-
7	Partner with civil society to implement child rights	-	-	-
8	Civil and political rights of the child (birth	-	3	1

	registration, name, nationality, freedom from punishment or torture, protection from physical and psychological abuse, etc.)			
9	Economic, social and cultural rights (right to health, protection against harmful traditional practices, right to education, right to play, culture, child labor, etc.)	2	14	2
10	Other rights (refugee children, children affected by armed conflicts, child soldiers, abduction, sale and trafficking, etc.)	1	5	-

In the table above ten themes were identified and checked whether they were integrated into the course syllabus in the form of a unit/chapter, content of the course outline or an activity

Item 1 of the table was used to see incorporation of theoretical and conceptual foundations of child rights in the selected course syllabi. What was expected was the integration of concept of childhood because that will help graduate students develop clear understanding of basic terms in the context of child rights issues. It also significantly contributes to analyzing the way the concepts are understood in international and national contexts. For instance, the way childhood is perceived in the context of the Convention on Rights of the Child and how national constitutional frameworks and policies view them might vary from each other. However, out of 130 chapters, 511 contents and 57 activities, only one chapter, five contents and one activity respectively were found to be related to the conceptual frameworks

Item 2 of the table raises the issue of normative frameworks (international and regional conventions and national laws). However, neither a chapter nor an activity was found in relation to this. Only a single content pertaining to normative framework was found out of a total of 511 contents. This clearly indicates that integration of international, regional and national normative frameworks and policies related to child rights into the graduate programs were insignificant. Hence, it implies that graduate students from the relevant social science fields complete their studies without adequate knowledge, skills and values related to normative frameworks and policies on child rights. With regard to this, the representative of the Office of the Dean of the College of Social Sciences said:

It is really a pity that integration of child rights issues into the graduate programs of social science is highly marginalized. With socio-cultural and economic situations of the country, it has become necessary to seriously consider child rights issues in Ethiopia. Researches should be intensively carried out to enlighten the society on child rights issues. Domestic violence against children and their vulnerability to various social evils need to be addressed in the curricula of the graduate programs. If Addis Ababa University integrates child rights issues into its relevant graduate programs, other universities would also follow it. In this way, I think, it is possible to make child rights issues a concern of the society as a whole. (October, 2013)

Item 3 of the table investigates integration of basic principles on the rights of the child into the curricula of social sciences graduate programs. These may include the principles of non-discrimination, best interest of the child, right to life, and development. It was, however, found that out of a total of 511 contents, only two contents dealt with basic principles on the rights of the child

Child rights laws and national policies (item 4), government strategies to implement child rights (item 5), strategies of NGOs to implement child rights (item 6), and issues related to partnership with civil society to implement child rights (item 7) were found neither as chapters nor as contents of the selected syllabi of the graduate programs. The fact that these important issues on child rights were missing from the relevant graduate curricula of the University indicates the extent to which child rights issues were marginalized in the higher education programs of the country

Item 8 of the table raises the issue of integration of civil and political rights of the child into the relevant curricula of the graduate programs of Addis Ababa University. Such rights include the right to birth registration, name, nationality, freedom from punishment or torture, and protection from physical and psychological abuse. However, it was disclosed that only three out of a total of 511 contents of the syllabi deal with civil and political rights of children

In item 9 the table deals with economic, social and cultural rights (right to health, protection against harmful traditional practices, right to education, right to play, culture, child labor, etc.)

Concerning these issues, it was found out that from a total of 130 chapters and 511 contents, only two chapters and 14 contents respectively raised the issues of economic, social and cultural rights of children

Finally, item 10 of the table was used to investigate whether other rights like rights of refugee children and children affected by armed conflicts as well as issues of child soldiers, abduction, sale and trafficking were integrated into the curricula of relevant graduate programs. It indicates that only one chapter and five contents of the selected graduate programs syllabi were found relevant to these issues

The content analysis depicted that only one chapter and five contents out of a total of 102 chapters and 439 contents respectively were found in the syllabi of the selected graduate programs. This implies the integration of child rights issues into the curricula of the relevant disciplines of the AAU was very low

Table 9: Respondents' views on the integration of child rights issues into the graduate programs their department/institute/school runs

Do you believe that child rights issues were integrated in the graduate programs of your department/institute/school?	CHRs	IPSS	CFS	SL	CEBS	CSS	Total
Yes	5	-	-	5	2	2	14
No	-	5	5	-	8	5	23
I don't know	-	-	-	1	2	-	3

As indicated in the table above, 5 (100%) of the respondents from the Center for Human Rights, 5 (71.4%) of respondents from School of Law, 2 (16.6%) of respondents from the College of Education and Behavioral Studies and 2 (28.6 %) of respondents from the College of Social Sciences responded that child rights issues were integrated in the curricula of their respective graduate programs. However, 5 (100%) of the respondents from the Institute for Peace and Security Studies and that of the Center for Federal Studies replied that no issues of child rights

were integrated in their curricula. Likewise, 8 (66.6%) and 5 (71.4%) of respondents from the College of Education and Behavioral Studies and the College of Social Sciences respectively reported that child rights issues were not included in their respective curricula of graduate programs. Only 1 (14.2%) and 2 (16.6%) of respondents from the school of Law and the College of Education and Behavioral Studies responded that they didn't know whether child rights issues were integrated in their graduate programs. This data shows low level of integration of child rights issues into the graduate programs of Addis Ababa University

Table 10: Respondents' views on the adequacy of contents addressed in the graduate programs

	CHRs	IPSS	CFS	SL	CEBS	CSS	Total
How do you rate the extent of the integration of child rights issues into your graduate programs?							
High	-			1	2	-	3
Medium	2	-	-	2	-	2	4
Low	3	5	5	3	10	5	33

Summary of responses in the table above shows only 1(16.6) and 2 (16.6%) of respondents from the School of Law and the College of Education and Behavioral Studies rated the extent of the integration of child rights issues into their graduate programs as “high” whereas 2 (40%) and 2 (33.3%) of respondents from the Center for Human Rights and the School of Law respectively rated the integration of child rights issues into their graduate programs as “medium”. On the contrary, 3 (60%), 5 (100%), 5(100%), 3 (50%), 10 (83.3%) and 5 (71.4%) of respondents from the Center for Human Rights, Institute of Peace and Security Studies, Center for Federal Studies, School of Law, College of Education and Behavioral Studies and the College of Social Sciences respectively rated it as “low”. These responses indicate that integration of child rights issues were not given adequate consideration in these programs

An interview with the Dean of College of Social Sciences also revealed that integration of child rights into the graduate programs the college was insignificant. He said:

There are courses in the undergraduate programs of sociology and social anthropology where child rights issues are well integrated. However, in the graduate programs except in a sociology course “Sociology of Health”, child rights issues are not addressed

Answering to the question of whether child rights is being considered in the recently initiated program review processes representative of the Social Science Dean’s Office responded:

Curriculum review is not a onetime process. I hope the related fields of our graduate programs will incorporate them in the future. As child rights issues are raised in the society more and more, it will be theme of research for social science researchers and academics

In response to the same question Dean of the College of Education and Behavioral Studies asserted that child rights issues are areas of research for selected disciplines of education and behavioral sciences

Our College has already designed an M.A. Program in Early Childhood Care and Education based on the growing interest of the Ministry of Education to mainstream early childhood issues which also definitely encompasses child rights issues. In addition, programs like Developmental Psychology and Inclusive Education discuss child rights issues. Our College has also experience in doing research on early childhood care and education with UNICEF-Ethiopia and it contributed to the development of National Policy Framework for Early Childhood Care and Education (ECCE) in Ethiopia

Generally, the interview results, analysis of responses to questionnaires as well as the syllabus content analysis indicated that integration of child rights issues into graduate programs of Addis Ababa University was inadequate

Table 11: Respondents’ views on the mode of integration of child rights issues into the curricula of the graduate programs

	CHRs	IPSS	CFS	SL	CEBS	CSS	Total
As a module or course	-	-	-	1	-	-	1
As a content in a module or course	5	-	2	5	3	2	17
In both forms	-	-	-	-	-	-	-
Not included	-	5	3	-	9	5	22

Table 11 summarizes responses of instructors concerning mode of integration of child rights in the curricula of their respective programs. 17 (42.5%) of the respondent instructors asserted that child rights issues were integrated into their program as a content in a module or course whereas 22 (55%) of them replied that no child rights issues were integrated into their programs.

Table 12: Respondents’ views on the necessity of integrating child rights into the curricula of selected graduate programs of AAU

	CHRs	IPSS	CFS	SL	CEBS	CSS	Total
Yes, it is necessary	5	5	4	4	11	6	35
No, it isn’t necessary	-	-	-	-	-	-	-
I don’t know	-	-	1	2	1	1	5

Majority of the responses to this question believes in the importance of integrating child rights into graduate curricula of their institutions. Accordingly (87.5%) of the respondent instructors believed that it is necessary to integrate child rights issues into the curricula of the graduate programs whereas only 5 (12.5%) didn’t know whether it is necessary or not

Likewise, a statement of an expert from Ethiopian Human Rights Commission stated below agrees on the importance of integrating child rights:

It is necessary to integrate child rights issues into the relevant graduate programs of Addis Ababa University because this could facilitate the mainstreaming of child rights into the society in many ways. For instance, a lot of researches can be conducted on child rights issues, and graduates would also disseminate the issues of child rights in their respective institutions/workplaces. (July, 2013)

Table 13: Respondents' views concerning relevance of institutions for integrating child rights issues in its curricula

	Yes, it is relevant	No, it isn't relevant	I don't know
CHRs	38	-	2
IPSS	26	11	3
CFS	24	9	7
SL	36	-	4
CEBS	32	5	3
CSS	34	1	5
Total			

As indicated in table 13 above, 38 (95%), 36 (90%), 34 (85%) and 32 (80%) of the respondents asserted that the Center for Human Rights, School of Law, College of Social Sciences and College of Education and Behavioral Studies respectively are relevant institutions to integrate child rights issues into their graduate programs. And 26 (65%) and 24 (60%) of the respondents responded that the Institute of peace and Security Studies and Center for Federal Studies are relevant institutions for the integration of child rights issues into their graduate programs

Table 14: Respondents' levels of agreement (5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree)

	Item	5	4	3	2	1
1	Teaching issues related to child rights is the sole responsibility of the Center for Human Rights	-	-	2	5	33
2	I have adequate knowledge of the Convention on Child Rights	-	14	-	22	4
3	I have adequate knowledge of the African Charter on Rights and Welfare of the Child	2	9	-	8	21
4	Higher education plays a significant role in disseminating the ideas of child rights	28	9	3	-	-

As indicated in item 1 of table 14 above, the great majority 38 (95%) of the respondent instructors disagreed that teaching child rights is not the sole responsibility of the Center for Human Rights whereas only 2 (5%) of them expressed that they were undecided. In item 2 of the same table, 26 (65%) of the respondent instructors expressed that they didn't have adequate knowledge of the Convention on Child Rights whereas only 14 (35%) of them agreed that they have adequate knowledge of it. In item 3 of the same table, 29 (72.5%) of the respondents reported that they didn't have adequate knowledge of the African Charter on Rights and welfare of the Child whereas only 11 (27.5%) of them asserted that they have adequate knowledge of it. Finally, in item 4 of the same table, the great majority 37 (92.5%) of the respondents asserted that higher education plays a significant role in disseminating the ideas of child rights in Ethiopian society

4.3. Major challenges identified

Table 15: Respondents' views concerning the major challenges encountered in regards to integration of child rights into graduate programs of AAU

	CHRs	IPSS	CFS	SL	CEBS	CSS	Total
Lack of adequate number of professionals specialized in the areas of child rights							
Yes	4	5	5	2	7	4	27
No	1	-	-	4	4	2	11
I don't know	-	-	-	-	1	1	2
Scarcity of research outputs on issues of child rights contributed to low level of awareness on child rights issues at AAU							
Yes	5	4	3	5	10	7	34
No	-	-	-	1	-	-	1
I don't know	-	1	2	-	2	-	5

The table above indicates that absence of professionals with specialization in the areas of child rights was one bottleneck. Accordingly 27 (67.5%) of the respondents replied that lack of adequate number of professionals specialized in the areas of child rights was the major challenge that graduate programs have encountered whereas 11 (27.5%) didn't regard lack of adequate professionals as a challenge. Only 2 (5%) of the respondents replied that they didn't know whether lack of professionals could be a challenge or not

Regarding this issue, the team of researchers conducted interview with a dean of (Dean-1) one of the colleges included in the study. Accordingly, the interviewee reported:

Lack of adequate number of professionals in the areas of child rights is really a serious challenge. Many of the instructors teaching even human rights are emphasizing in the general human rights issues (September 2013).

Likewise, an interviewee from the Ethiopian Ministry of Education argued as follows:

I believe that there is lack of professionals specializing in child rights in this country. If we, for example, take the rights of children with disability such as the right to education, still several problems are observed. Specially, when one goes to peripheral areas of the country, one observes the seriousness of this problem. Hence, I am of the opinion that Addis Ababa University as the oldest and largest University of the country should develop a study program on child rights so that the scarcity of professionals specializing in child rights could be alleviated through time

On the other hand, 34 (85%) of the respondent instructors reported that scarcity of research outputs on issues of child rights contributed to lack of adequate awareness on child rights issues at AAU. Concerning this, one of the deans of the selected colleges (Dean-3) said the following:

Child rights issues as an integral part of human rights are raised by some graduate courses of legal education in the School of Law as well as in selected courses offered by the Center of Human Rights. However, I am not of the opinion that the contents and sub-contents are adequately dealt with. Both the Convention on Child Rights which was ratified by Ethiopia in the year 1991 and the African Charter on the Rights and Welfare of the Child are not widely known among the University community as well as in the general public.

Likewise, the interviewee from Save the Children explained the issue as follows:

Child rights issues were not well addressed in Ethiopia even though there are recent positive developments such as structural arrangement in the public sectors; for example, in relevant line ministries as well as some efforts on the part of civil society organizations working in the areas of child support (September 2013).

An interviewee from African Child Policy Forum expresses his on this issue as follows:

Child rights issues didn't get much attention at Addis Ababa University. In fact, some instructors raise child rights issues as part of the general human rights; however, it doesn't seem adequate. This led to the fact that graduates had less awareness about child

rights and could bring less impact at their respective work places on child rights issues
(September 2013).

Unlike the case at Addis Ababa University, some organizations working on child rights have conducted several studies on the situation of child rights in Ethiopia. The team of researchers came to know this during the interview sessions conducted with experts from selected organizations. One of these organizations was Africa Child Policy Forum (ACPF). To the question whether ACPF has conducted any research on child rights issues, the interviewee replied “yes” and provided the interviewer with relevant documents. Accordingly, the document analysis also revealed that ACPF has carried out many researches on child rights issues. Some of them are listed below (ACPF 2012):

- Laws, Policies and Reality for Ending Violence against Children in Ethiopia, Kenya, and Uganda (2011);
- ‘Children with Disabilities in Ethiopia: The Hidden Reality (2011);
- Educating Children with Disabilities: Ethiopia (2011);
- Violence against Children with Disabilities in Africa: Field Studies from Cameroon, Ethiopia, Senegal, Uganda and Zambia (2010);
- Child Poverty in Ethiopia (2009);
- Children in Prison and Detention Centers in Ethiopia: The Way Forward (2007);
- Perception and Practice: A Review of Birth Registration in Addis Ababa and the Regional State of Oromia (2005)

An interviewee from the Ethiopian Human Rights Commission asserted that the Commission has carried out a research with a title “A Survey on the Human Rights Aspects of the Ethiopian Primary Education” in 2006. Concerning the findings, he pointed out the following:

There is improvement in the last one and a half decades in the areas of children’s right to education as observed from increased enrolment and equity; however, still there is much more concern in the areas of the rights of children with disability and orphans.
(August 2013)

In a related issue an expert from Save the Children responded to the question whether there is a center or department that deals with education and training on child rights as follows:

Yes, there is a department that deals with these issues. The focus of the education and training is on capacitating partner organizations and institutions concerned with child rights, government authorities as well as advocates of vulnerable sections of society. However, child rights issues are not well addressed in Ethiopia. The reasons include: lack of adequate legal framework on child labor, lack of ratifications and publications of laws that Ethiopia has prepared and this situation makes the implementation laws ineffective (September, 2013)

Likewise, an expert from Ethiopian Human Rights Commission reported that there is a Directorate which is responsible for preparation of trainings on human rights issues as a whole whereby child rights issues are also dealt with. However, he added, “the training programs prepared by the Directorate are usually dominated by general human rights issues since there is no system which obliges the Directorate to plan and prepare training programs specific on child rights issues” (August 2013). Child rights implementing bodies were not sufficiently organized. This led to the fact that sometimes, budget allocated for child rights were shifted to carry out other activities. He added: “Lack of child detention rooms in the police stations as an example for prevailing structural problems” (August 2013). This coincides with the July 2012 report of Child Rights International Network (CRIN) that the conditions of detention of children were susceptible to violence against children because of lack of appropriate juvenile justice system

4.4. Ways for improving the Situation

The interview and focus group discussion results indicated that initiating and implementing capacity building activities are needed to improve the implementation of child rights in Ethiopia. The research revealed that there is low level awareness on child rights issues and lack of adequate professionals specializing in child rights in Ethiopia. Statements from an interview with an expert from Ethiopian Human Rights Commission testifies to this effect:

Conferences on child rights issues are rare in this country. General human rights issues were usually themes of trainings and conferences instead of specific child rights issues. However, recently, I participated in a conference organized by the Ministry of Justice and the Ministry of Women, Children and Youth on Child Abuse in 2013. Such kinds of conferences and capacity building initiatives ought to be strengthened in order to raise the awareness of governmental, non-governmental and private institutions on specific child rights, enhance their commitment and promote the development of their knowledge, skills and values (September 2013)

Findings of the research leads to the conclusion that building both the national and local capacity is essential for effective implementation of child rights. It is worth mentioning here the Johannesburg experience which has led to the identification of six action points to be considered when implementing children's rights at local level

- Mapping social exclusions to identify vulnerable groups, which should be part of a broader local situation analysis on the situation of children at local level;
- Making an inventory of on-going local actions to facilitate better coordination and augmentation of local actions;
- Setting 'do-able' local goals for children, based on World Summit and CRC goals and encapsulated in a local plan of action;
- Disaggregating local level, child-focused indicators (for example by gender, tribe, ethnicity or race) to ensure that local disparities are monitored between different locations and action is taken;
- Preparing an official Annual Child Development Report at local level to evaluate actions and to chart progress toward fulfilling child rights at local level;

- Establishing a local level Child Policy Coordination Team charged with following up overall results for children across sectors. This team would ideally complement a Local Forum for children in which the wider local public could participate and influence local actions to create a child friendly locality. These two complementary bodies should be separate from the various local line/sectoral implementation institutions/actors.

In the same vein, the representative of the Office of the AVP also underlined the need to build the capacity of the nation in the implementation of child rights when he said:

Addis Ababa University has the responsibility to launch need-based and responsive academic programs. I believe that child rights issues could also be one crucial thematic research area where researchers from diverse but interrelated disciplines could conduct research and disseminate the findings for societal consumption (October 2013)

Mainstreaming child rights issues into the curricula of social science graduate programs is suggested as one way to address problems identified in relation to promotion of child rights through higher education programs. Regarding this, one of the deans (Dean-2) reported:

Integrating child rights issues into the curricula of social science graduate programs is useful. It is possible to integrate child rights in the form of passages and the like into Language courses. However, it is more essential for graduate students of Journalism and Communication because they should know how to prepare and organize child-friendly reports, and even in their communication with children on certain rights issues. Furthermore, they need to know child rights when they communicate with the community (November 2013).

Growing globalization makes it necessary that graduates from higher education widen and deepen their global perspectives like human rights, child rights, social justice, inclusiveness, etc. With regard to this issue, it is worth mentioning the following views of Sue Grace and Phil Gravestock (2009:224):

Global citizenship involves supporting people and institutions so as to develop partnerships and curricular developments that:

- engage responsibly with complex local/global processes and diverse perspectives;

- negotiate change, to transform relationships;
- make accountable, informed and conscious choices;
- develop our cultural skills, to live and learn from difference and conflict and to prevent conflict from escalating to aggression and violence;
- establish ethical and responsible relationships within and beyond their identity groups.

The research indicates creating a unit for child rights in a relevant institution and program of the University is another way of promoting the implementation of child rights in Ethiopia. Representative of the Office of the Graduate Programs of Addis Ababa University stated the following during an interview session:

I believe that the implementation of child rights in Ethiopia could be promoted by creating a Unit of Child Rights in one of the relevant institutions. This kind of Unit can be entrusted with teaching and conducting research in the broad areas of child rights and thereby producing more professionals of child rights.

The research findings also suggest that enhancing cooperation with major stakeholders on child rights should be considered as one way of improving the situation and weaknesses observed in the promotion and protection of child rights. There are several stakeholders on child rights. An expert from the Ethiopian Institution of Ombudsman said during an interview session:

There are several stakeholders of child rights issues like the Institution of Ombudsman of the FDRE, the legislative organs, the executive organs, the judiciary organs, and the public mass media. All of them are expected to play their role in raising the awareness of the people on child rights issues by strengthening the structural setup of the children's parliament.

Part five: summary, conclusion and recommendations

5.1. Summary

The purpose of this study was to assess the status of integration of child rights issues in the curricula of selected social science graduate programs of Addis Ababa University. To this end, the following three research questions were set:

- To what extent have child rights issues been integrated into the graduate programs of Addis Ababa University?
- What are the major challenges that affected integration of child rights issues into selected graduate programs of the University?
- How could integration of child rights issues into graduate programs of the University be achieved?

To generate evidence and arguments on this research questions mixed research methods were employed. Data were collected from both primary and secondary sources. Data collection tools were content analysis, questionnaire, semi-structured interviews, focus group discussions and document analysis. The obtained data were analyzed and interpreted both quantitatively and qualitatively. The results were summarized below

1) The extent of integration of child rights issues into the curricula of graduate programs

- (a) It was found out that from the total of 130 chapters analyzed through syllabi content analysis, only 4 (3.08%) raised child rights issues
- (b) The study indicated that from a total of 83 objectives of the courses, only 4 (4.82%) incorporated child rights issues
- (c) The study indicated that out of the total 511 contents (topics and subtopics), only 30 (5.87%) were on child rights
- (d) The study disclosed that out of 57 activities, only 4 (7.02 %) were on child rights issues.
- (e) Out of the total of 130 units/chapters
 - Only one unit was on theoretical and conceptual foundations of child rights
 - Only two units were on economic, social and cultural rights
 - Only one unit was on other rights like refugee children, child soldiers, abduction, sale and trafficking

(f) Out of a total of 30 contents on child rights

- Nearly half of them (14 contents) were on economic, social and cultural rights of the child
- Five contents were on theoretical and conceptual foundations of child rights
- Other five contents were on rights line refugee children, children affected by armed conflicts, child soldiers, abduction, sale and trafficking
- Three of them were on civil and political rights of the child
- Two were on principles of child rights; and
- Only one unit was on normative frameworks (international and regional instruments and national laws)

The study also disclosed that Addis Ababa University has identified 26 research priority areas in 2013. However, none of these have targeted child rights issues. An interview with the academic officer from the Vice President for Research and Technology Transfer of AAU confirms this

Child rights issues are actually an area of interest for Ethiopian society. However, the great majority of the thematic researches are from the fields of natural and health sciences. So far I haven't seen any research proposal directly dealing with child rights. Both in the previous as well as the currently ongoing thematic researches, there isn't any research on child rights. The office of the VPRTT welcomes it if relevant departments and colleges come up with acceptable proposal on child rights

(2) It was found out that the policy environment at AAU is conducive for establishing graduate programs that are responsive to the societal needs. For example, the program review that the University has been undertaking could be seen as an opportunity to introduce new programs like Child Rights

(3) Existence of the Center for Human Rights at the University could be regarded as an opportunity for promoting child rights education either at an M.A. level or advanced certificate programs or to provide support in the development and implementation of the curriculum if it is hosted in other college/school/institute

(4) The study revealed that the following stakeholders could influence the initiation of a graduate program in child rights and/or the integration of child rights course (s) in relevant social science graduate programs of Addis Ababa University

- The AAU Community (academic and support staffs and the students);
- The Ministry of Education;
- The Ministry of Women, Children and Youth Affairs;
- The Ministry of Justice
- The House of Peoples' Representatives;
- The Ethiopian Institution of Ombudsman
- The Ethiopian Human Rights Commission;
- Save the Children International;
- Child Rights Information Network ;
- African Child Policy Forum; and
- Faith-Based Organizations;

(5) It was found out that the great majority 34 (85%) of respondent instructors believed that the following were mainly responsible for the low level of awareness on child rights at Addis Ababa University:

- (a) lack of integration of child rights issues/themes in the courses they teach;
- (b) scarcity of research outputs on issues of child rights at the University.

(6) Concerning major factors that inhibited the integration of child rights issues at AAU

- 27 (67.5%) of the respondent instructors believed lack of adequate number of professionals specialized in the areas of child rights was an inhibiting factor;
- Majority 34 (85 %) of respondents reported scarcity of research outputs on child rights at the University.
- Lack of awareness among the AAU community about the CRC and ACRWC;
- Lack of responsiveness of research to societal needs until recently

(7) It was found out that the following could be ways for integrating child rights into social science graduate programs of Addis Ababa University

- Initiating a discussion forum on child rights issues among relevant academic staff, graduate students, the University management team and stakeholders of child rights from outside the University;
- Conducting needs assessment for initiating an M.A. Program in Child Rights and/or for integrating child rights courses/themes into the existing relevant graduate programs;
- Develop a program and ensure that the program would be reviewed by international reviewers, or initiate the integration of child rights issues into relevant graduate programs;
- Conduct a validation workshop in the presence of both internal and external stakeholders

(8) The study revealed that the level of incentive for the academic staff as well as students to engage themselves in conducting research on child rights issues was low. This can be observed from the fact that

- 26 (65%) of the respondent instructors believed that they didn't have adequate knowledge of the Convention on Child Rights;
- 29 (72.5%) of the respondent instructors reported that they didn't have adequate knowledge of the African Charter on Rights and Welfare of the Child.
- 22 (72.5%) of the respondent instructors believed that child rights issues were not included in to the selected graduate programs of Addis Ababa University

(9) The study indicated that the M.A. and LLM programs of the Center for Human Rights and the School of Law respectively were designed in such a way that they could effectively contribute to addressing the needs for specialized expertise in the field and prevailing problems on human rights. However, when it specifically comes to the issue of child rights, the contribution of both programs was quite limited and inadequate

(10) The research finding suggests that the following could be possible ways that would enhance exposure of both instructors and graduate students to issues related to child rights

- conducting awareness raising workshops or conferences on child rights at the University;
- creating strong partnership with child rights implementing governmental and non-governmental organizations and practitioners;

- developing a common course on child rights issues for social science graduate programs

(11) The study showed the practice of engaging stakeholders outside the academic institutions, organizing public seminars and presentation of research outputs was low. However, in light of the extensive reform process, the current policy direction of AAU is promoting partnership with key stakeholders of academic programs and research projects from outside the academic institution

5.2. Conclusions and recommendations

The very low level of integration of child rights issues into the selected graduate programs of Addis Ababa University would negatively affect the implementation of child rights in Ethiopia. Furthermore, lack of adequate professionals of child rights at Addis Ababa University have negative implications for the dissemination of knowledge and research outputs into the general public and the academic community as well as on the realization of the child rights

Based on the data analysis and conclusions drawn from the research the following recommendations were made

1. Addis Ababa University is advised to integrate child rights issues in its graduate programs. That will enable it raise awareness of its graduates about child rights and enhance dissemination of research outputs on child rights. To this end it is advised that

- The Center for Human Rights and School of Law should offer an elective course on child rights;
- The College of Social Science, College of Education and Behaviourial Studies, College of Humanities, Language Studies, Journalism and Communication, Institute of Gender Studies should revise the syllabus of relevant courses to have adequate child rights components or introduce courses on child rights where there are none. To this end child rights should be on their agenda especially during periodic program or curriculum review; and
- All graduate programs offered by the colleges listed above should encourage staff and students to engage in child rights focused research and publication

2. It is advisable that AAU would launch specialized programs on child rights
 - 2.1. The Center for Human Rights would launch a short term certificate program or post graduate diploma on child rights;
 - 2.2. The Center of Human Rights would launch an M.A. program in Child Rights and hire the necessary qualified professionals and equip the program with adequate resources
3. The Office of the Graduate Programs of Addis Ababa University is advised to establish a task force that works on the integration of child rights issues into the curricula of graduate programs of selected departments

Then, the Task Force identifies:

- The right place for hosting a Program on Child Rights;
 - The possible cooperation between the governmental and non-governmental stakeholders and AAU;
 - The mode of delivery (regular, evening and distance learning program);
 - Resources required (human, material, financial and time resources);
 - Foreign universities which have experience in integrating child rights issues into their graduate programs and create opportunity for experience sharing.
4. Addis Ababa University is advised to foster cooperation with relevant stakeholders of child rights like the Ethiopian Human Rights Commission, the Ethiopian Institution of Ombudsman, Save the Children International, the African Child Policy Forum, Federal Supreme Court, and Ethiopian Ministry of Women, Children and Youth, etc., in order to integrate child rights issues into its relevant graduate programs and/or to develop an M.A. program in child rights

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