Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA)

Proceedings of the Fourteenth Annual Conference on ''Child Agency and Parenting: Building the Future Society''

Ras Amba Hotel; Addis Ababa

23-24 February, 2018

Table of Contents

PART ONE: PREFACE

1.1   BACKGROUND

The Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA) was founded in June 1996 and received its legal registration first in 1997 from Ministry of Justice, then from the Ethiopian Charities and Societies Agency as per Proclamation No 621/2009 in November 2009. ESSSWA has now reached its 22 years of existence. It strives to develop members' professional competence and enhance their contribution to the country's socio-economic development and assist government, civil society organizations, the private sector and communities in translating the various development policies and strategies into action.

ESSSWA is committed to build its center of excellence in *research and training* activities focusing on social issues such as child abuse, OVC and disadvantaged social groups. Its training activities give special emphasis on improving members' research competence and developing cadre of social workforce that provides basic services at community level to HIV/AIDS affected children and their caregivers.   ESSSWA has strong networks with social and child protection policy forums working closely with training and research institutions all over the country. Since its establishment, ESSSWA is devoted to shade light to the social wellbeing of the Ethiopian People **through policy debates using its responsive and proactive research findings.**

Currently, ESSSWA has about 2000 active members who are working in various organizations including higher learning institutions and universities, civil society organizations, government offices, UN organizations, bilateral donor agencies and grass roots institutions and communities. ESSSWA's presence is all over Ethiopia, in which its seven regional chapters are serving to promote its project activities.

1.1.1   Concept of the Conference

The fourteenth Annual Conference of the Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA) was held on **February23 and 24, 2018.** Previous annual conferences of ESSSWA have given adequate focus and coverage on broad areas of social development issues related to citizen's social protection, social change and culture, GTP 2 and social inclusion, social change and culture. This Fourteenth Annual Conference will advance a new theme - '**Child Agency and Parenting: Building the future Society"**, inviting specialized research abstracts from professionals in the fields of Sociology, Social Work and Anthropology and related fields.

Sociologically, agency is the capacity of individuals to act independently and to make their own free choices. By contrast, structure is those factors of influence (such as social class, social norms, religion, gender, ethnicity, customs, etc.) that determine or limit an agent and his or her decisions. Child agency implies that children are not passive agents of their circumstances; they are rather active and dynamic actors in situations that affect their well-being. However, this ability is affected by the cognitive belief structure which one has formed through one's experiences, and the perceptions held by the society and the individual, mostly, the socializing agent. Disagreement on the extent of one's agency often causes conflict between parties, e.g. parents and children.

Agencies of socialization are structured groups or contexts within which significant processes of socialization occur. Such agencies also influence gender socialization: the learning of male roles versus female roles. Primary socialization occurs in infancy and childhood and is the most intense period of cultural learning. Family is the main agent of socialization during this phase. We can also mention communities, schools, mass media and peer environment as secondary agents of socialization. Thus, our call for research abstracts was premised at encouraging researchers in the field to give due attention to social intangibles in analyzing specific research topics focusing at context-specific socialization practices, positive deviant parents in child-upbringing, social change and extended family system and community-based child protection

1.1.2 Expected Outcomes

This fourteenth annual conference will focus more on **''Child Agency and Parenting: Building the future Society".** It is expected that the overall outcome of the conference contributes to social development and guides policy implementation strategies.

In specific terms, the following are expected outcomes of the conference:

(i)   Created a Platform for **Thematic Papers** that helped to enhance academic and practitioners' debates on issues related to socialization, culture, positive and negative parenting, social norms and structure, with a focus on the following sub-themes: Socialization Role of Families and Parent's, Children's Wellbeing and Enabling Community Environment and Context-specific Socialization Practices in Ethiopia.

(ii)   Enabled more than 150 participants to reflect views and share good practices on inclusive socialization practices, societal norms, customary practices and perceptions.

(iii)   Familiarized ESSSWA members, in particular and other participants in general, about the opportunities and challenges of socialization and parenting

(iv)   Came up with responsive strategic directions and program recommendations that would further enhance societal development.

Accordingly, this high level conference has to provided participants with wealth of knowledge and information in three major focus areas, i.e. Socialization Role of Families and Parent's, Enabling Communities' Environment for Children's Wellbeing and Existing Context-Specific Socialization Practices in Ethiopia. This knowledge sharing activity was structured as follows.

Focus Area One: Socialization Role of Families and Parent's

- Child labor and family poverty
- Social change and extended family system,
- Social media and children's discipline
- Positive deviant parents in child-upbringing
- Step-parenting and child abuse

Focus Area Two: Children's Wellbeing and Enabling Community Environment

- Community-based child protection
- Influence of communities on the discipline of children
- Perception on children with disability
- Lessons from community-based services for children
- Communities' Care and OVCs

Focus Area Three: Context-specific Socialization Practices in Ethiopia

- Existing practices from Tigray
- Existing practices from Oromia
- Existing practices from Amhara
- Existing practices from SNNP
- Gender roles in socialization

1.2   OPENING OF THE CONFERENCE

After registration of invited guests and ESSSWA's members, the start of the conference was inaugurated by the following welcoming remarks and keynote addresses:

1.2.1   Welcoming speech by Ato Kebede Ayele, ESSSWA's Board Chairman.

Her Excellency Alemitu Omot

State Minister, Ministry of Women & Children's Affairs

Her Excellency Tadelech Dalacho

State Minister, Ministry of Labour& Social Affairs

Invited Guests,

Dear Members, Partners, Friends and Supporters of ESSSWA

Ladies and Gentlemen

It is my honor and pleasure to welcome you all to this 14th Annual Conference of the Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSSWA).

As we are gathered here, it is important to remind ourselves about ESSSWA's grand vision and the very reason why it exists, that is, its mission.

ESSSWA works with the **vision** to see *sustainable and positive social change in Ethiopia and to be an active participant in the country's transformation process*. Its **mission** is to *enhance the contributions of the professionals of Sociology, Social Work and Anthropology and advance the application of these disciplines for the wellbeing of the Ethiopian Society*.

Along this line, since its establishment 22 years ago, ESSSWA has accomplished remarkable achievements in terms of contributing to the social development of the country. It has conducted research on topics of relevance, such as human trafficking, migration, vulnerable children and early marriage; organized series of national and regional workshops, annual conferences and other knowledge sharing forums; provided capacity building support to members, new graduates, researchers and social service institutions; and supported training of community social workers, the first of its kind in Ethiopia. These are among the many noble works of ESSSWA worthy of mentioning here.

Excellencies,

Distinguished Guests,

Dear Members,

Ladies and Gentlemen

These days, we have so many things to celebrate at ESSSWA. Despite the challenging global funding environment and other issues, ESSSWA has recorded remarkable growth in various fronts. Currently, ESSSWA has more than 2,000 active members (29% being females) and more than fifteen institutional members and partners, notably; universities located in five regional states and two city administrations. Its seven regional chapters, in collaboration with the partner universities, are helping ESSSWA to advance its mission in all directions of the country.

Its geographical and societal coverage has increased due to the projects it is implementing in the country. It is currently implementing five projects funded by different donors. These are: USAID-funded project, which is named *Strengthening Social Service System in Ethiopia*; *Caring for Vulnerable Children Activity*, again funded by USAID; Oak Foundation funded *Child Abuse Prevention*; *Learning and Linking Good Practices on Early Marriage* financed by Plan International Ethiopia, and *Quarterly Knowledge Sharing Activity on Children and Gender issues* supported by UNICEF Ethiopia.

ESSSWA's annual revenue has grown by ETB 6.5 million (70%) as compared to the 2016 revenue, i.e., from ETB 9.2 million to ETB 15.7 million.

Its staff size has also grown from ten in 2016 to fifteen in 2017. Above all, it has managed to strengthen its regional presence by assigning its own staff to the four main operational regions, i.e., Amhara, Tigray, SNNP and Oromia.

Excellencies,

Distinguished Guests,

Dear Members,

Ladies and Gentlemen

These remarkable performances would not have been possible without the hard-work and dedicated leadership of the Executive Director. Please allow me to express my heartfelt gratitude and appreciation to the Executive Director, Ato Zelalem Anteneh and his team, who are also working very hard along with him. We all should be happy and proud to have Zelalem with us.

The close support and guidance of the ESSSWA Board has also been crucial in helping ESSSWA move on the right direction and stay course in this growth trajectory. I would like to thank my dear colleagues, the board members.

The roles that the regional chapters and their leaderships play also deserve recognition and I say "Thank you so very much".

The support of Ministry of Labor and Social Affairs (MoLSA) to ESSSWA and their engagement with ESSSWA's projects has intensified more than ever before. I am happy to inform you that we have signed memorandum of understanding (MoU) that provides a general framework for our collaborative efforts. In this regard, please allow me to express my deep appreciation and sincere thanks to the officials of MoLSA for their unreserved support.

We have also built strong working relationships with regional Bureaus of Labor and Social Affairs, TVET Agencies, TVETs and Universities. We are so grateful to all these institutions for their interest to work with ESSSWA, helping it fulfill its objectives.

We are cultivating similar partnership with the Ministry of Women and Children's Affairs and hoping to soon sign Memorandum of Understanding.

Excellencies,
Distinguished Guests,
Dear Members,
Ladies and Gentlemen

As I said earlier, ESSSWA has more than 2,000 members. However, the members' participation is below the expected level. What can you say when only 5% of the members pay their membership fees regularly and the remaining 95% fail to do so? Here, I just want to remind ourselves to fulfill our obligations and become active participants in **our own Association's affaires**. As much as it strives to benefit its members, ESSSWA expects all of us to actively engage in and contribute to its growth endeavors.

The theme of this 14th Annual Conference of ESSSWA is "*Child Agency and Parenting: Building the Future of Society*". Under this theme, carefully selected pertinent papers will be presented and discussed. I would like to express my heartfelt thanks to the resource persons who devoted their valuable time and expertise in preparing their presentations. Also, I thank you all for making the time and effort to attend this Conference.

This Annual Conference of ESSSWA is made possible due to the financial assistance of its generous donors, USAID and Oak Foundation. I am so grateful to them, as always.

Finally, I kindly request every one of you to actively participate in the conference to make it more lively and useful.

Welcome and thank you!!!!

1.2.2 Welcoming speech by H.E. Mrs. Alemitu Omut State Minister of Women and Children Affairs

Your Excellency W/ro Tadelech Dalecho

State Minister, Ministry of Labour and Social Affairs

Distinguished Guests

Honorable Representatives of Government and Non-Government Organizations

Honorable Management and Members of Ethiopian Society of Sociologists, Social Workers and Anthropologists

Ladies and Gentlemen!!

On behalf of the Ministry of Women and Children Affairs of the Federal Democratic Republic of Ethiopia and on myself, it is indeed a great pleasure and honor for me to express my profound

gratitude to Ethiopian Society of Sociologists, Social Workers and Anthropologists for inviting me to deliver a speech on this very important conference which is held under the theme **"Child Agency and Parenting: Building the Future Society".**

As we all know children constitute more than 50 per cent of the total population in Ethiopia. Children's rights are enshrined in Article 36 of the FDRE Constitution, which shows the Government's commitment to protect their rights and welfare in their journey to become responsible citizens and people of integrity. We are undertaking various measures to promote and protect children's rights and welfare, including signing and ratifying regional and international agreements, incorporating them into national laws and establishing the necessary legal and administrative arrangements.

The good news is that the Government has endorsed a comprehensive National Children's Policy to sustain its commitment to respect, protect and fulfill children's rights and enhance key partner's role in the healthy growth and personality development of children. This policy has given us a golden opportunity to invest on child development and integrate the efforts of all stakeholders, namely, family, community, government, Professional Associations, academicians, researchers, NGOs, regional and international organizations for the wellbeing of our future and ensuring children's rights at the desired level. Of course, the Agenda of this ESSSWA's 14[th]conference is a part of this.

As we commonly agreed, we must have been caring of our children with the noble notion of caring our FUTURE. Since they are recipients of the Future, we must invest our resources TODAY. Strategically Speaking, our investment should bring real differences on their lives through stepping up from rhetoric to action. Children must grow up with families care and better parenting skills. This is the REAL TIME to shape the future society and focus in ensuring children's rights and wellbeing across the nation.

At this Juncture, we must stand for building the new face of the nation. It is crystal clear that the government and other organizations have been exerting their utmost effort to bring changes on the lives of children. Indeed, the steps taken are commendable; however, we must trust the journey is still too long. At this point spot, it is needless to mention various activities carried out in various corners of the country in promoting and protecting children's rights. Of course, they could lay the

foundation, whereas, it is significant to ensure the foundation is firm enough taking care of our children.

According to EDHS 2016 **one** in **Ten** children under the age of 18 are not living with a biological parent and 7% of these children are orphan, with one or both parents dead. The percentage of orphan children rises rapidly with age, from 2% among children under age **5to 9** and **17%**among children age **15-17.** This is the assignment that has to be done if we really need to build the future society.

Excellencies,

Distinguished Guests

Ladies and Gentlemen!!
Family is the most and irreplaceable natural home for children. First and foremost, children learn about their environment, Culture, communal traits and ethics from their family. So their interaction with their surrounding and whatever love and care they gain or miss will have a positive or negative impact on their psychological and social development. Families therefore have responsibilities for children's healthy growth and personality form the prenatal stage.

I consider today's' conference as one important step made by the Ethiopian Society of Sociologists, Social Workers and Anthropologists in an effort to ensure the rights and wellbeing of children, by creating a platform for its members, academicians, researchers, the government and other parties to reflect and discuss on an important issues that would affect them.

Finally, I would like to express my gratitude to the Ethiopian Society of Sociologists, Social Workers and Anthropologists for their concern in child development and parenting, which is a key pillar of the National Children's Policy. The Ministry of Women and Children Affairs is also hopeful that this Conference would continue until we make sure that the future of our children is safe with better personality and integrity.

I wish you a fruitful deliberation!!   Thank you!!

1.2.3 Keynote Address by Dr Yeraswork Admassie (Associate professor of Sociology, Addis Ababa University)

Dear participants of the 14th congress of the Ethiopian Society of Sociologists, Social Workers and Anthropologists, your Excellencies, ladies and gentlemen,

I am honored and humbled by being invited to deliver the Keynote Address to this august body, the 14th Congress of ESSSWA. Looking down at the impressive attendance, how happy I am, and we all are, at the great strides that ESSSWA has made, particularly in its recent years. Having overcome the challenges it faced during its formative years, it is now in a position to sustainably deliver its services to the welfare of its members and the development of its three sister disciplines and the nation at large. My heartfelt congratulations go to all former and current leaders of the organizations who made this possible. Please join me in applauding their success!

Dear colleagues,

I will now turn to the main message of my address that relates to the theme of the conference, which is *"Child Agency and Parenting: Building the future Society."*

Let me begin by admitting that this is not an easy subject as it appears on the surface. We have to acknowledging that we are in deep and challenging waters here, both as academicians and concerned citizens of our nation and that of the world. While highly relevant, the subject is incredibly complex.

First and foremost, the practices of child agency and parenting are not straight foreword tasks. As many of those who pondered on the subject have remarked, few human challenges are greater than that of being good parents. As all parents who take their role seriously are tested by it, thinkers, researchers and commentators who give it a shot are often times flabbergasted by the contradictions in its constituent aspects and contents.

My reading of the concepts, issues and concerns that are central to the study and practice of child agency and parenting tells me that they are all rife with dualism. We can neither shun nor put under the rug the theoretical and practical dilemmas that jump to the eye every time we turn our attention to the related issues of child agency and parenting. These dilemmas are actual contradictory claims that academicians and researchers must grapple with and opposed injunctions that are directed at parents and children that are at a loss to follow.

Let me name a few of these contradictory pairs that I have in mind. They are things like parental guidance/rule Vs child decision making, obedience Vs noncompliance, control Vs autonomy, discipline Vs total freedom, parent welfare Vs child welfare, short-term child happiness Vs its preparedness for later in life, child freedom from household chores Vs active engagement and learning, too relaxed/lethargic childhood Vs active/vigorous one, and even non-corporal punishment Vs total refrain from corrective measures, etc, etc. Obviously, the kind of solution some can dare offer to these and similar dilemmas of child agency and parenting are not as straight foreword as many of us would like to believe. Even the seeming solution of keeping to the middle road, is only easier said than done.

Leaving aside the conceptual maze that this imposes on would-be researchers and analysts, let us turn our attention to the practitioners of child rearing. Parents are faced with problems of choice of action because the above-mentioned dilemmas are further complicated by being intertwined with one other. For instance, one of the most difficult parental challenges is to appropriately discipline children each of who are different and unique. Furthermore, avoiding the task of disciplining one's children at home with kindness and love might only leave them prey to learning it the hard way from society that imposes obedience on in unsympathetic and brutal manner through its law enforcement agencies. Furthermore, an essential aspect of disciplining children is that of inculcating in them the love for and the ability to work. The latter in turn relates to and becomes a source of an appropriate sense of responsibility; and with increasing capacity to work and to assume responsibility for different tasks, comes genuine independence and by extension, authentic child agency.

Notwithstanding the intricacies involved in studying the umbrella subject of *child agency and parenting*, I have no doubt that our three interrelated disciplines of social anthropology, sociology, and social work will stand up to the challenge by bringing in their respective competencies. Furthermore, a more inclusive interdisciplinary approach that is wide enough to embrace expertise from other related fields of study such as psychology and social psychology might be of crucial importance to the project.

Now, turning to a less contentious subject, I would like to add my voice to that of ESSSWA's in appreciating the importance of the study of and deliberation on the issue of *child agency and parenting to build the future society*. On a more positive note we observe that today more than at any time in the past, the world has come to realize that its future is dependent on the right upbringing and socialization of its children, and that this can be achieved only if its conduct is

guided by knowledge-based, critical and participatory approaches. Short of this, attempts at unraveling the problems faced by today's fast changing societies in appropriately bringing up and socializing their future generation would lead to naught. Therefore, congratulations ESSSWA for promoting the study of a subject crucial for the very existence of society, particularly those that are very much challenged by the requirements and demands of its children and youth such as our own.

I am not sure if our society is currently being shaken to its core more than at any other time in its long history, or if this is simply a perception that is brought about by a dark discourse driven by the powerful mass and social media of our time. Whichever way we look at it, one thing is very true: our country is going through a period of uncertainty and existential crisis that forces every serious thinker to be at a loss regarding what an appropriate socialization would be under such uncertain circumstances. I leave the answer to you.

Finally, a light hearted piece of advice: To those of you who have only recently acceded to the status of parenthood and to those of you who are on your way to do so in the near future, whom I believe are in majority here, I say, please don't think that the tasks of researching, analyzing, or commenting on parenting matters, are more difficult as compared to the practice of parenthood. They are not. Since the actors, that is to say every child and parent, and since the societal conditions within which they act are unique and ever changing, what you can aim at and may be achieve as parents is simply to do your best and do it with love and understanding for your children.

I wish you vibrant and fruitful deliberations over these two days. Thank you!

PART TWO: RESEARCH OUTCOMES AND PRESENTATIONS

Panel One: Socialization Role of Families and Parent's

2.0. National Children's Policy by Ato Hassen Mohammed (Senior Expert at MoWCA)

Ato Hassen's presentation was focused on six major sections of the National Children's Policy. The sections are:

1. General Situation of Ethiopian Children and Significance of the Policy
2. The Policy's Vision, Objective and Principles
3. Major Policy Issues
4. Policy Implementation Strategies
5. Role and responsibilities
6. Monitoring and Evaluation

Following his presentation, Ato Hassen received different comments and questions raised by the participants.

2.1 Exploring the Influence of Child Labor on Children's School Attendance and Academic Performance in Chilga Woreda, North Gondar of Amhara Region

By Abraham Eyasu and Getu Ambaye (PhD)

Abstract

This study was to explore the influence of child labor on children's school attendance and academic performance with particular emphasis to rural children in Chilga Woreda, Amhara Region. Studies indicate that child labor is a complex problem in most developing countries. Understanding the influences of rural child labor on children's primary school attendance and academic performance was the focus of this study which is little studied in Ethiopia. The study used the qualitative methodology that underpins the nature of the research questions and to interpret the lived experiences of study participants. The study participants were chosen purposefully and different categories of participants were involved in interviews as well as Focus Group Discussions. The data was analyzed and interpreted through thematic data analysis techniques. According to this study, the common forms of child labor are evident in a range of agricultural and domestic works. Among others, fetching water from far distance places, looking after calves, collecting fire woods and protecting field crops during ripening period are common forms of child labor. The main causes of child labor are poverty and traditional norms of the communities especially the wrong perception of the communities on child education in the study

area. The study suggests that enforcing the existing child protection policies and programs would address rural child labor in the country.

_____

Dr Getu's and Ato Abraham's presentation was focused on five specific objectives explored in qualitative methodology. The objectives are

1 . To identify the common forms of child labor in the study area.

2. To explore major impacts of child labor on school attendance and academic performance in the study area.

3. To explore the major causes of child labor in the study area.

4. To explore the supportive mechanisms of school principals and teachers to assist child laborers to be successful in their education.

5. To assess the levels of awareness of the local community and child concerned government bodies regarding child labor.

The researchers finally conclude that a protective system for child laborers and child labor at risk children should be creating and clear understanding to the community about the right of education to children as undeniable mandate to the parents. Social workers, education specialist and other professionals should provide professional support to the parents in the re- integration of children to school.

Following their presentation, they received different comments and questions raised by the participants.

Questions

- Why did you select Chilga as your study site?
- Why children of single parents are more victim of child labor>
- Is your study compared the two sexes? Which gender is more affected?
- You didn't compare the victims of child labor with non-victims?

Response

- According to respondents girls are highly affected in child labor than boys
- We selected Chilga because rural child labor is not more researched compared to urban child labor
- Children of single parents are more victim of child labor because of the need to support his or her mother or father

2.2 The Unheard Cries of Children of Menja Marginalized Minorities in South-West Ethiopia: Implications for Peace Building and Sustainable Development

By Ahmed Esmael

Abstract

Almost all states of the globe have one or more minority groups within their national territories characterized by their ethnic, linguistic or religious identity which differs from that of the majority. The Menja minorities are one of the socially ostracized and marginalized ethnic groups who are living in Kaffa, Sheka and Bench-Maji Zones for centuries. These people were subjected to have low social status due to various socio-cultural and religious reasons. The purpose of this study is therefore, to investigate the lived experiences of Menja children in and out of school environment and systematically examine legal and policy frameworks pertaining to protection of minority rights. Qualitative research approach, specifically, multiple case study method was employed. 18 Menja children, 9 teachers, 3 school principals as well as 6 community leaders had participated using snow ball and purposive sampling techniques. Data was generated via semi-structured face-to-face interview, Focus Group Discussion (FGD), observation and document analysis so as to capture wide range of data and ensure methodological triangulation. Data was transcribed, coded and categorized into themes and analysis was made using case by case as well as cross case analysis technique. The findings revealed that, despite the Government's attempt to socially integrate the Menja people into the mainstream society, Menja children are facing multifaceted problems in and out of school. Among others, continuous stigma and discrimination, lack of social support, negative attitude and exclusion by teachers and students, absence of affirmative action, lack of school materials, school zoning and absence of tailored intervention were among the major bottlenecks. Ultimately, the article concluded that, unless quick intervention measures are taken to curb the situation, ethnic tension will arise and the peace building process of the Zones remain at risk. This may further trigger a never-ending ethnic conflict between Menja and non-menja people.

Conversely, analysis and synthesis of country as well as cross country policy documents revealed that, there are pretty good policy frameworks aimed at protecting and ensuring the rights of minorities which could be taken as great asset to multi-ethnic and multi-cultural society like Ethiopia. Nevertheless, the study witnessed presence of gap in materializing the policies. Finally, based on the data generated and analysis made, awareness raising campaigns, inculcating tolerance for diversity, promoting values of cultural pluralism, enforcement of policies, emphasizing minority right issue under civics and ethical education curricula, providing psycho-social support, empowering Menja community and building hostels were suggested as practical recommendations.

Key words: Ethnic minority, Multi-cultural society, Multi-ethnic society, Peace building process

Ato Ahmad's Presentation was focused on addressing the following objectives through Qualitative, research method specifically, multiple case study method:

- To assess school based as well as community level intervention practices

- To investigating the psycho-social and educational experiences of Menja children.

- To analyze legal and Policy frameworks pertaining to protecting minority rights

- Suggest possible strategy to mitigate the problem and facilitate the social integration of Menja.

The researcher eventually came across with the following conclusion and recommendations.

Conclusion

- Centuries old practice of rejecting& looking down of the Menjas mainly due to their feeding habit is still vivid.

- The fact that Menja children are despised& underrated by their non-Menja school mates had adversely affected their psycho-social well-being leading to range of psychological problems.

- There was no any intervention& they are at-risk of Dropout

- Unless immediate intervention measures are taken, these children could feel a sense of deprivation of basic HRs & exposed to various forms of exploitation .

- This further may trigger ethnic tension and will cause a never-ending conflict between Menja and non-Menja people.

- Hence, the peace building process of the Zones remain at risk.

Recommendations

- Based on the data generated and analysis made;

- Awareness raising campaigns,

- Inculcating tolerance for diversity,

- Promoting values of cultural pluralism,

- Enforcement of policies,

- Emphasizing minority right issue under civics and ethical education curricula,

- School feeding program,

- Providing psycho-social support,

- Empowering Menja community and Building hostels are suggested as practical recommendations.

Questions and comments

- What are the changes and continuities in marginalizing the menja community? What are they doing to be free from such marginalization?
- The phrase "unheard cries" is not appropriate?
- The paper ignored the interventions of NGOs in reducing marginalization on the Menja community by .
- Marginalization can't be resolved through education policies and regulations rather than through economic intervention in the marginalized groups
- The historical causes of the Menja marginalization (their subsistence and cultural practices such as using cow dung as body ointment) should be explored well.
- What do you suggest about the representations of the Menja people in the policies

Responses

- In fact, there are NGOs working to empower the Menja but not sustainable

- Why I say "unheard cries" is because the Menja children are vulnerable to the marginalization

- In all this marginalization' there are resilient or successful individuals academically and economically. The shift from hunting to agriculture might bring significant change on the Menja people to be free from marginalization. However marginalizing practices are still takes place

2.3 The Migration Stories and Pre-returning Experiences of Ethiopian Unaccompanied and Separated Migrant Children (USMC) from Yemen

By Bekele *Molla and Zena Berhanu (PhD)*

Abstract

The growing reality of movement across borders has become a source of anxieties and uncertainties, especially when it is paired with children. The study aimed to explore understandings about the migration stories and the pre-returning experiences of Ethiopian Unaccompanied and Separated Migrant Children returned from Yemen. The constructivist research paradigm of qualitative hermeneutic phenomenological inquiry with a cross-sectional exploratory study design was employed in the study. Data collected through in-depth interview, FGD and observation from twelve returnees were analyzed thematically that consists of familiarizing to the data, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes, and producing the final report. The study indicated that the experiences and living situations of the participants before migration were diversified in the form of family's living condition, school dropout, previous migration, and marriage tracked divorce. Interconnected primary reasons such as migration as emerging fashion; family situation; absence guarantee for future; and desire for change were enlightened as rationales for international migration of Ethiopian Unaccompanied and Separated Migrant Children. In the process of migration, the migrants experienced strained foot journey, starvation, and physical and emotional problems. Dreadful experiences such as detention; bomb attack; physical abuses; emotional problems; imprisonment; starvation; health problems; military recruitment; loss of basic human rights; sexual abuse; and disputes were part of the returnee children lived experiences in Yemen. The study uniquely implied for comprehensive social work services; participatory policy implementation and evaluation; further research gaps; and primary level educations on migration

Key Words: Children, Unaccompanied, Separated, Migration stories, Pre-returning experiences, Ethiopian, Yemen

This research analyzed the following major issues: The Migration Stories and Pre-returning Experiences of Ethiopian Unaccompanied and Separated Migrant Children (USMC) from Yemen: Primary Reasons for Migration; Decision for Migration; The Process of Migration; Experiences in the Process of Migration; Experiences in the Destination Country; Networks of Human Trafficking; and Coping Mechanisms.

2.4 The Influences of Facebook on Youths' Pattern of Social Life: The Case of selected High School students' in Harar City

By Dame Dereba and GutemaImana

Abstract: In today's world, it seems what facebook and youngsters are destined for each other as both are young and fast paced. It has become very challenging to cultivate youngsters' with patterned social values due to the influences of facebook. Educators are challenged more seriously than ever before to teach youngsters as they are busy with facebook at school and home. Hence,this study was undertaken to investigate multifaceted influences of facebook on high school students' pattern of social life. Both quantitative and qualitative methods of data collection were employed to collectdata.Questionnaire, interview schedule and key informant interviews were data collection tools used to collect the information. The study found that facebook is a social medium that is encroaching in the fabrics of social life by debilitating face to face personal interaction on the one hand and enhancing online social networks on the other hand. Anonymous facebook users can meet in "chat rooms" and discuss on the issues of their choices with the persons they do not know which may eventually grownup to physical contacts. It is also revealed in the study that the time spent on facebook perhaps undermine virtual social intimacy manifested in the physical world. In nutshell, the study unveil that facebook became a platform for the youths to create online groups or communities, reduce the influences of "cultural institutions", discuss on the issues of mutual curiosity which could promote synchronization of friends on the one side and provocative cyber bullying on the other side.

Keywords: Facebook, patterns of social interaction, socialization, social life

This study analyzed The Influences of Facebook on Youths' Pattern of Social Life with a specific reference to selected High School students' of Harar City and come up with concludes as follow:

- From the study findings, the researchers concluded that:

- Everyday exposure to facebook competes and challenges the time dedicated for other social activities. It takes the place of face to face discussion and interaction with peers that leads to eventual social isolation and individualization.

- Facebook is intruding in the "fabrics" of social life in reducing the quality and quantity of face to face personal interaction. This could leads to stunted social development.

- On the other hand, Facebook is alternative means of social interaction among online friends or groups. facebook strengthens a social network among youths living apart from each other's.

- It also allows for the formation of new types of relationships. Anonymous facebook users can meet in 'chat rooms' and discuss on topics of their choices with the person they don't know before and this type of electronic friendship and interaction may grow up and leads to virtual physical face-to-face contacts.

Questions and Comments

- What was your definition of social life?

- What is the difference between social life and social relations?

- Which one builds our relationship (the actual or the social media)?

- Have you checked the impacts of fake Facebook profile pictures?

Answers

- Social life is the combination of Socialization and social interaction

- Facebook undermine the qualitative relationship

- Awareness rising on how children should use technologies (not to abuse it)

- There should be teacher-parent association so as to control the miss use of technologies by students

2.5 Intergenerational divides: exploring the opportunities and risk of social media use among adolescents in Ethiopia

By Guday Emirie (PhD), Kiya Gezahegne, Nicola Jones, Abreham Iyasu and Meti Kebede

This paper explores how and in what ways technology has emerged as a source of significant change in Ethiopia and the associated opportunities and risks for adolescent girls and boys. The paper draws on qualitative research with over 200 early (10-12 years) and older (15-17 years) adolescent girls and boys, their peers and caregivers in Amhara, Dire Dawa and Oromia in 2017. The data collection is part of the DFID-funded multi-country Gender and Adolescence: Global Evidence (GAGE) longitudinal research programme which aims to better understand what works to enhance adolescent development trajectories, including among the most marginalized, in diverse LMICs.

The finding of the study indicate that while adolescents' use of technology appears to be partially under the supervision of parents, older adolescents (and especially boys) are using technology in less positive ways, and this is contributing to the consumption of pornography and exposure to negative role models. Some adults are also concerned that adolescent girls are being lured into marriage with technology, sometimes by brokers. In the absence of adult guidance within families, schools or the community on appropriate use of mobile phone and internet technology (due to parents' limited literacy and their exclusion from the digital revolution) there are concerns by adolescents and adults alike that connectivity may not fulfill its positive potential as a source of information, empowerment and social connectedness. The paper concludes by drawing out evidence-informed policy implications as to how the new national Youth Strategy could be harnessed to improve positive use of ICT among Ethiopian adolescents.

Dr Guday's presentation focused on:

- The positive impacts of education on children (Parents—even uneducated parents—are increasingly committed to education-to send their children to school.
- Technology as a positive and negative force for children
- The impact of Peer pressure on the fate of children

Questions and Comments

- Displaying the pictures of children and other informants on the slides is unethical

- How it is possible to address these broader study sites (Amhara, Oromia, and Dire Dawa) in Qualitative research?

Response

- As long as their consent is asked taking the pictures of informants is not unethical
- Since specific sites were selected it was possible to employ qualitative research in the areas

Panel Two: Children's Wellbeing and Enabling Community Environment

2.6 The Role of family, community and preschool education in the socialization of children at early childhood age

By Alula Pankhurst (PhD), AgaziTiumelissan and KirosBirhanu

Abstract

Socialization of children at early childhood stage used to be the responsibility of informal institutions which include parents, family and the community as a whole. Since recently the government of Ethiopia and non-governmental organizations are working on the provision of preschool education, before children get enrolled in grade 1 at the age of 7 years. The coming of preschools could have a significant contribution in improving the quality of education as its main objective and also with some impact on the socialization of children at this age. The impact of the preschools highly depends on the quality of education provided to communities.

This paper used Young Lives data from 2017 study on early childhood care and education (ECCE).The study was undertaken in four regions of Ethiopia: Amhara, Oromia,SNNP and Tigray regions. The objective of the study was to assess the status of early childhood care and education services with particular emphasis on preschool education in the given sites.

This paper presents the general socialization practices for children at early childhood age. It will explore the contribution of parents, family and community members in early childhood socialization. The role of preschools in socialization practices will also be explored in terms of what had been intended and what has been achieved so far. The socialization practices will be explored in terms of age, gender and rural urban differences.

The main objective of the study was to assess the status of early childhood care and education services with particular emphasis on pre-primary school education. He employed **the study through focus group discussion** with mothers, fathers, Young Lives cohort children, community leaders and service providers and **Structured observation on** observation into the indoor and outdoor facilities of Kindergarten, O-class facilities and child-to-child centers.

His finding focuses on The role of parents in socialization of children; Means of socializing by parents, The role of community members, Role of pre-primary school education; and Challenges related to pre-primary school.

Finally he concluded by highlighting the following points:

- Parents transfer desired gender roles since early childhood.

- Parents socialize their children differently according to their children's age.

- Pre-primary schools are playing roles in the socialization of children in addition to teaching numerical and alphabetical skills.

- Parents transfer desired gender roles since early childhood.

- Parents socialize their children differently according to their children's age.

- Pre-primary schools are playing roles in the socialization of children in addition to teaching numerical and alphabetical skills.

Questions to the presenter:

Your research population lacks inclusiveness of the larger community that leads the research conclusion being generalized to the total population of the country. The research concludes that: (i) parents transfer desired gender roles and expectations, (ii) they socialize their children differently according to their children's age, (iii) pre-primary schools have contributory roles in the socialization of children in addition to teaching numerical and alphabetical skills, (iv) pre-primary school teachers are shaping children in behaviors acceptable in the community and also from their own perception of 'Good' and 'Bad' behavior, and (v) community members have big contribution in shaping the actions and behavior of children.

The research conclusion is not reliable when we relate its findings with the reality on the ground because our children are not shaped as we say rather they are shaped by unregulated medias. It is media that shape our children behavior for example "KANA TV". Neither school nor the community could shape their behavior to a comparable degree and extent the media does. Before twenty and thirty years, there was a great role played by communities and schools in socializing children but now the role is taken over by media and western civilization. Even fathers have minimal control and influence over their children. Therefore, it is better to revise the conclusion of the research and try to reconcile it with the reality on the ground.

Response: The primary concern of the research is to show socialization of children is on the shoulders of parents, schools and the community at large. Hence, we realize there is a very good socialization practices in those 3 rural and 1 urban community. But that does not mean media and

western civilization couldn't influence our children's behavior. Even though media has played a significantly role to influence our children, those four community members struggle to socialize children in a better and acceptable behavior. In line with your professional inputs, we accept not to generalize the issue to all community members like those living in Addis Ababa and other big town.

2.7 Learning from Adolescent Girls Programming in Refugee Camps in Ethiopia.

By Asham Assazenew

Abstract

The International Rescue Committee (IRC) Ethiopia Program implemented a Creating Opportunities through Mentorship, Parental involvement and Safe Spaces (COMPASS) project to increase adolescent girls' life skills, and access to social capital and quality health/social services in Sherkole, Bambasi and Tongo refugee camps located in Benishangul-Gumuz Regional State (BGRS) of Ethiopia. The project further aimed to enhance parents' knowledge and skills to respond to the needs, vision, and development stages of adolescent girls. The IRC worked closely with Colombia University (CU) and conducted baseline and end line assessments to build evidence-based designing and implementing meaningful adolescent girls programming in humanitarian setting. The objectives were to understand the feasibility, acceptability and effectiveness of COMPASS project to prevent violence against adolescent girls in diverse humanitarian settings.

Methods

The learning presented is drawn from the external mixed-methods evaluation led by Columbia University, as well as from monitoring data collected by IRC programme staff throughout implementation. CU led a two-arm waitlist cluster randomized controlled trial to evaluate the impact of COMPASS in the refugee camps. The trial was complemented by qualitative data collection from adolescent girls and parents.

Results

Adolescent girls reported some improvements in their relationships with their parents, including feeling more comfortable about discussing some topics covered by COMPASS. Parents also demonstrated strong levels of knowledge of programme areas. However, the attitudes of parents remained challenging: they retained a high acceptance of violence within relationships and a perception that adolescent girls were to blame if they experienced violence. This suggests

programming may need to make a more concerted effort to overcome entrenched gender norms among adolescent girls, parents and the wider community.

Finally he noted that the study reveals:

- Huge need for programming like COMPASS

- Alongside life skills programming, there is a need for more comprehensive programming that acknowledges and addresses the root causes of GBV

- A valuable contribution to the evidence but further programming and study is needed to build learning and improve the intervention more effectively in reducing GBV against girls.

Questions to the presenter:

Where and how did sexual violence happen to adolescent girls? Do they experience such kind of sexual violence inside the refuge or outside the refugee? What is adolescent girls' perception towards the perpetrators?

Response:

Most of all sexual violence occurred at the refuge community when adolescent girls went to fetch water. Hence harmful gender norms and attitudes were pervasive among the adolescent girls and their parents, and violence in the home was normalized: 71% of adolescent girls agreed with at least one statement deeming it was acceptable for a man to hit his wife in certain circumstances. Because of this, adolescent girls perceived their perpetrators as the future husband and marriage will be arranged between the two families. Besides, 58% of adolescent girls agreed that men should have the final word about decision in his home and another 58% of adolescent girls agreed females should tolerate violence to keep the family together.

2.8   Practices, Opportunities and Challenges of Domestic Adoption in Adama City
By Heran Ejara and NegaJibat

Abstract

Adoption is a childcare and protection measure that enables an unaccompanied child to benefit from a substitute and permanent family care which can be either domestic or inter-country. This study examined the practices, opportunities and challenges of domestic adoption in Adama city. In-

depth interviews, key informant interviews and document review were employed to gather information. A total of twenty five (25) informants participated in the study. These include six (6) adoptive parents and thirteen (13) community members for the in-depth interviews, and six (6) key informants from three adoption agencies. Thematic analysis was employed and the themes include perception of community members about domestic adoption, enabling factors and challenges of domestic adoption before and after adoption, and practices of adoption in Adama city. Conditions in which adoptive parents can adopt a child free of charge, normative attention given to domestic adoption (guidelines and legal frameworks in place), existence of indigenous adoption tradition (Guddifachaa), presence of adoption agencies or child care centers which facilitate domestic adoption and presence of children who are in need of adoptive families are among the opportunities to practice domestic adoption in the city. On the other hand, adoptive parents' fear of being open (secrecy), lack of support from adoptive family members, the tedious process of adoption, lack of transparency in some adoption agencies, preference of children based on socio-demographic backgrounds, troubling physical and psychological conditions of some adopted children and community's misconception about adoption are the challenges to the practice. Banning inter-country adoption by the government of Ethiopia as of January 2018 while there are sizable children in need of substitute and permanent family care proves the importance of cultivating domestic adoption practice. _____

Key Terms: Domestic adoption, Guddifacha, Practices, Opportunities, Challenges &Adama City

According to the researcher the main Opportunities for Adoption Practices in Adama include:

- Favorable conditions for adoptive parents include:
- Adopting a child is free of charge. No payment for the parents, government or the agency
- Normative attention and priority is given to DA (guidelines and legal frameworks in place)
- Favorable conditions for adoptive parents include:
- Adopting a child is free of charge. No payment for the parents, government or the agency
- Normative attention and priority is given to DA (guidelines and legal frameworks in place)

Challenges to the adoption practice:
- Adoptive parents' fear of being open during the process and after: secrecy and denial

- Lack of support from adoptive families: family disputes & unwillingness for visit and follow up
- The tedious process of adoption: complaints vs excuses
- *Preference of children based on socio-demographic backgrounds: sex, age, health status,etc*
- *Troubling physical and psychological conditions of some adopted children: disability*
- *Community's misconception about adoption: Negative attitudes for both adoptees and adoptive families*
- *Lack of transparency in some adoption agencies*

The study concludes

- There are fertile grounds in terms of access to children in need of adoptive families
- But poor practices of domestic adoption and weak institutional arrangements and
- The misconceptions about domestic adoption practices counteract against the highest need for the practice.
- There is a clear gap between vulnerable children (potential adoptees) and public response to the problem.
- Though Guddiffacha is culturally appreciated, its implication on economic relations among the adopted children and the adoptive parents (children as well) has become less tolerable.

2.9   Children in Exile: Exploring the Situation of Eritrean Unaccompanied Refugee Children in Ethiopia: -The Case of Mai-AyniRefugee Camp, Northern Ethiopia

By ShshayYhdego

Abstract

Though every refugee is exposed to various human rights violations and risks, unaccompanied refugee children stand at greater risk of all. Recently, Eritrean unaccompanied children are fleeing into Ethiopia and live in different refugee camps found in the Northern part. Nonetheless, a study about this group of refugees is very limited. Thus, this study is aimed at exploring the situation of these children in Ethiopia through the case study of Mai-Ayni refugee camp from a human rights perspective. Qualitative methods were employed to explore the situations of the children. In doing so, the data were gathered through in-depth interview with unaccompanied refugee children, key informants interview, FGD, and personal observation. Results of this study reveal that the children have fled to Ethiopia because of fear of the ongoing forced military conscription, economic

problem, educational problem, family reunification, peer pressure and hope of resettlement and transit into other state. The study also shows that most of unaccompanied refugee children decide to leave Eritrea by themselves without the knowledge of their parents and some by the decision of their parents using the service of brokers/smugglers. Further, results indicate that the children experience terrible challenges to escape from Eritrea principally caused by strong military surveillance on the Eritrean government side which operates on "shoot-to-kill policy" to those fleeing the state. Moreover, the results of this study show that children are afforded with basic facilities such as food, education, health and psycho-social support in Mai-Ayni refugee camp. However, they are affected by depression, longing and nostalgia for their parents and anxiety about the future. Durable solutions that end the children stress and anxiety are rather scarce, with only one option-resettlement. Consequently, unaccompanied refugee children involve into secondary movement to Sudan and through this route to Libya and finally reach Europe. During this second journey, the children are exposed to a multitude of human rights violation including sexual abuse to female children, sometimes extending to males, forced labor and other psychical damage.

_____

Key Words: Refugee, Children, Unaccompanied Children, Unaccompanied Refugee Children

2.10 Exploring the perspectives and experiences of adolescents with a disability in urban Ethiopia

By Workneh Yadete, Nicola Jones, NardosChuta and KassahunTilahun

Abstract

This paper explores the opportunities and challenges facing adolescents living with a disability in urban Ethiopia. It seeks to contribute to the very limited evidence base on adolescents and disability in the country. This paper draws on qualitative research in Amhara, Dire Dawa and Oromia with over 200 early (10-12 years) and older (15-17 years) adolescent girls and boys, their peers and caregivers in 2017. The data collection is part of the DFID-funded multi-country Gender and Adolescence: Global Evidence (GAGE) longitudinal research programme which aims to better understand what works to enhance adolescent development trajectories, including among the most marginalized cohorts, in diverse LMICs.

Drawing on the mixed methods GAGE baseline dataset, our findings indicate that in urban areas there are a considerable number of adolescents living by themselves due to their disability status,

attending Special Needs Education (SNE) classes only available in urban areas. While an important first step, SNE classes are chronically under-resourced and there is a dearth of follow on inclusive education programming. Challenges in the wider environment which hinder adolescents living with a disability from realizing their full capabilities include inadequate social protection, limited family support, and a dearth of education to employment pathways. The paper concludes by making evidence-informed recommendations as to ways in which the implementation of Ethiopia's National Plan of Action for the Inclusion of Persons with Disabilities 2012–2021 and the Master Plan for Special Needs Education/ Inclusive Education 2016–2025 could be strengthened so as to promote adolescent wellbeing and resilience.

Eventually the study reveals that

- Domestic adoption practices did not adhere to the guideline developed for its implementation.

- All adoptive mothers stated that they did not have plan to adopt a child. Their decision to take care of abandoned children were made for emergency care.

- Once adopted, adoptive mothers have a positive feeling towards their adopted children, considered them as their biological children.

- Favorable conditions for adoptive parents include:

- Adopting a child is free of charge. No payment for the parents, government or the agency

- Normative attention and priority is given to DA (guidelines and legal frameworks in place)

2.11. *Domestic Adoption Practices: The Case of Some Selected City Administrations and Woredas in South Gonder Zone.*
By Kerebih Asrese (PhD)

Abstract

Domestic adoption is considered as a favorable care option for abandoned children in need of stable family environment and it is suggested as the best alternative child care than fostering and institutional cares. However, little is known about its practices. This qualitative case study explored the adoption processes, reasons for adoption, and experiences of adoptive mothers in South Gondar Zone. Nine mothers who adopted a child were purposely selected and participated in the study. The findings revealed that formal adoption process accompanied by various problems, such as adoptive

parents' recruitment, case studies of children and adoptive parents, approval of adoption, and follow up mechanisms. Adoptive mothers' decisions to adopt a child were unplanned; the situation of abandoned children forced them to decide adoption as an emergency care for abandoned children and for religious reasons. Adoptive mothers discussed that their readiness to adopt-consultation with family members and others and sources of information from concerned bodies to adopt was minimal. Adoptive parents experienced feelings of sympathy before adoption, during the adoptive process, and after adoption**.** Nearly half of the adoptive mothers participated in the study described that being adoptive mothers increased their social acceptance and have positive feelings towards their adopted children. Others have unpleasant post-adoptive experiences, mainly from family members. Unsupportive family environment for caring adopted children was reiterated by these mothers. These findings imply that to use domestic adoption as a strategy for child wellbeing in the localities, concerned bodies should impart relevant knowledge on domestic adoption processes for potential adopters and work with institutions (e.g., religion) that may convince its members to take care of their descendants.

_____

Key words: abandoned children, adoption, adoptive mothers, domestic adoption

The findings of the study shows that

- Eritrean URC experience multitude challenge which is unbearable by their age
- First they have fled from their country of origin in fear of the NS, economic problem, educational problem among other things
- While in the journey to Ethiopia they are exposed to various challenges such as starvation, long journey, tiredness and fear of the Eritrean military personnel
- In the refugee camp, though they are afforded with basic facilities they are affected by depression, longing and nostalgia of parents, anxiety about future
- The limited opportunity of durable solution triggers the stress of the children & forced them to involve into secondary movement that in turn exposes them to multitude human rights violation. Favorable conditions for adoptive parents include: (i) adopting a child is free of charge. No payment for the parents, government or the agency, and (ii) normative attention and priority is given to DA (guidelines and legal frameworks in place)

Panel Three: Context-specific Socialization Practices in Ethiopia

2.11 Assessment on Proverbs, storytelling and folklore associated with parenting practices and Child Socialization in Tigray Region

By Binega Hailesilassie

Abstract

This specific project is intended to collect the folktales, stories, proverbs and sayings being told by parents for children across Tigray region which impacted either positively or negatively child socialization process. It attempts to examine the pattern under constant transformation, with regard to child development, modalities of parent-child interaction, and characteristic features of the interaction as expressed and embedded in proverbs, sayings, and maxims, and in the cultural practices of everyday interaction between caregivers and children. Interview and FGD with children, parents and old people were made. Besides, relevant literature review also made to substantiate the primary data.

As per our findings, there are positive stores, proverbs and maxims usually pronounced intending to enhance the social, psychological and cognitive development of children that tried to indicate as children are the future of the society where every societal traditions, values and customs must be learned by them to pass to the next generation. At the same time, we also identified folktales and proverbs that negatively impacted the children development.

Apart from the above, we propose and strongly recommend the traditions, folklore, storytelling and proverbs must be presented in a way that enhances the psychological, social and cognitive development of children. No intelligent can fail to realize the need of the rational education of the young children. The rearing of the child must become a process of liberation by methods which shall not impose ready-made ideas, but which should aid the child's natural self-unfoldment. The purpose of such education is not to force the child's adaptation to accepted concepts but to give free play to his and her originality, initiative, and individuality. Only by freeing education from compulsion and restraint we create the environment for the manifestation of the spontaneous interest and inner incentives on the part of the child. Such methods of education, essentially aiding the child's imitative quality and ardor for knowledge, will develop a generation of healthy intellectual independence.

This study from Tigray shows that

- As there are positive stories, proverbs and maxims usually pronounced intending to enhance the social, psychological and cognitive development of children. …. tried to indicate as children are the future of the society where every societal traditions, values and customs must be learned by them to pass to the next generation.

- At the same time there are also stories, proverbs and sayings that significantly affect children's psychological and social development.

2.12 Child Socialization through Oral Traditions in Amhara Region

By Mezgebu Belay

Abstract

This study deals with the role of oral traditions in socializing children "positively" and "negatively" in Amhara region with specific reference to South Wollo and North Shewa Zones. Since their early age, Amhara males and females in general and children in the study communities in particular are socialized according to gender stereotypes through the traditional verbal arts which associate certain activities and tasks with a certain gender. Tasks associated with men are highly valued because they demand strength and courage, whereas women's tasks are valued less because they are considered as to be 'harmless' and to demand 'less energy and strength'. Males are socialized to be brave, dominant, superior and courageous, while females are socialized to be shy, passive, submissive, etc. Children, equally boys and girls are less valued compared to adults. On the other hand, parents need both sexes of their children become successful, obedient and courageous. In general, this study explore how children in Amhara region are socialized through oral traditions (proverbs/ sayings, tales and idiomatic expressions) through which children are praised/discouraged to conform to the norms of the society (how those proverbs/sayings and tales are conveying messages of being obedient, gentle, submissive, dominant, subordinate, wise, patience, etc.). The study was conducted through qualitative research method. In the course of this study, the researcher predominantly employed key informant interview with elderly (men and women) and children (girls and boys) who have lived experiences in "positive and negative" child socializations as expressed through oral traditions (such as sayings/proverbs and tales/stories). In addition to key informant interview, the researcher consulted books and academic journals related to child socialization.

This study explored

- The Predetermination of Children's Destiny and Ability as expressed through proverbs/sayings

- Child Socialization and what Boys should do to be considered as a man

- Socialization through Proverbs that show negative images of Girls

- *Proverbs indicating positive Images of women*

- Child Socialization through story-telling

- Major barriers in inculcating discipline, social norms and values in the socialization process of Ethiopian children

2.13 Norms of Child socialization in Amhara National Regional State

By Dessalegn Mekuriaw

Abstract

This study explored local perspectives on norms of child socialization in Debremarkos, Burie and Woreta towns and their rural hinterlands focusing to unravel, traditions, norms and values in child socialization and their impacts on child development on the one hand and the expectations of parents and children from one another on the other. It employed eleven focus group discussions, six in-depth interviews, and mini-survey with a total of 104 participants drawn from parents, children, elderly, religious leaders, and experts from concerned governmental and non-governmental organizations using purposive and convenience sampling. Thematic and content analysis were employed to present the findings. Norms of child socialization are generally found to have negative psychosocial impact on children as they are parent led, less responsive to children's needs and aspiration in rural and urban areas. Specifically, parents have low parenting skills focusing on psycho-social development of children as evidenced from absence of formal parenting training; choice of media, drama and films for children; little or no time allotment to play and give time, love and care to their children and limits to be responsive to their children's questions and parenting requirements demanding socio-economic and technological dynamism in this age of

globalization. Furthermore, leaving psycho-social issues aside, rural parents in particular are found to focus on providing basic needs such as clothes, food and housing as the sole determinants in positive child socialization; and disciplining their children in variety of ways ranging from insults, undisclosed follow ups and biting to fumigation. Prevalence of negative folktales in child socialization, limited roles of school teachers, absence of child friendly recreation centers; negative role of media, films and drama and limits to act together among concerned bodies are found to negatively impact in child socialization and furthered gaps in child-parent interaction and expectations. Therefore, provision of regular short term and long term trainings to both parents and children; enhancing concerted action of stakeholders on child socialization; enhancing child friendly dramas and films and developing and implementing curriculum on the subject are found to be some of the key solutions.

_____

Key words: Context, norms, values, child socialization, Amhara region, Ethiopia

The findings reveal that

- There is increasing tendency of parents to be open, clear and respective of children's ideas.
- Yet, there are shared concerns that there is growing aggressiveness of children which ranged from confrontation of parents to leaving them to other places when their ideas are rejected.
- The role of media, education and government focus on child rights as additional factors that loosened parents' obedience to their children's thoughts.
- Some context specific folktales and sayings associated with positive child development.
- Child socialization processes practiced by most parents is in short of child development principles pursuant to children's humanity, needs and aspirations; and the dynamics and demands of time.
- Participants faced more difficulties to mention positive social norms than the negative ones.
- The role of father in child socialization was found low(extending from almost no role mainly among uneducated and poor families to some degree of influence among the educated). (survey: 73.33% of the respondents have indicated as the role of father is lower than that of mother).

- It was learned that feminization of child bearing and rearing; poverty and little knowledge of the impact of absence of adequate fatherly role on child development contribute to observed mal-practices.

2.14 Roles, Processes and Implications of Folklore in Socializing Children among the Oromo

By Dejene GemechuChala (PhD)

Abstract

This work focuses on the roles and processes of folklore and storytelling in socialization of children among the Oromo. Because the use of written material is a recent phenomenon among the Oromo, they have used and still use oral texts in socialization undertakings. Yet, in spite of some attempts, still systematic investigations of the role of folklore in child rearing practices are required. Countless folkloric practices which are directly relevant to socialization of children are still untapped. Thus this study tries to fill the gap. The study used purely qualitative approach. Data were generated from East Wollega, South West Shoa and West Arsi zones in Oromia. This was to distribute the research sites fairly within Oromia vis-à-vis feasibility of the research. Published and unpublished materials were also used as secondary data. The findings of this study indicate that the Oromo have been using folklore to socialize children in different aspects of their lives. Folklore elements are communicated in three styles: adults to children, among children and among adults in the presence of children. Through these approaches adults communicate to their children accepted manners ranging from simple toilet habit to important political and social responsibilities within their cultural contexts. These include: gender role, basic moral values, social and natural environments, critical thinking and problem solving, political life, developing fortitude, tolerance, prudence, alertness, self-confidence and language skills. Finally, to save the cumulative knowledge in folklore a thorough collection and analysis of folklore genres is recommended. Secondly, curriculum designers and schools better pay attention to local knowledge which also supports effective teaching and learning.

The study pinpoints the following issues:

- changes and continuities of folkloric elements are normal phenomenon

- the current situation is not in favor of socializing children through folklore and storytelling as it used to be

- The tendency of losing this wisdom of using indigenous way of inculcating cultural values increases with the natural loss of the older people

- parents do not take this wisdom as something important endeavor in building the personality of the new generation

- to save the cumulative knowledge in folklore a thorough collection and analysis of different genres is recommended.

- curriculum designers and schools better pay attention to local knowledge which also supports the effective teaching and learning (it is a fertilizer for the new and relevant ideas)

Questions/comments to the presenters

- You didn't explore the role of religion in child socialization,
- You missed riddling in child socialization
- From whose perspective did you classify child socialization as negative and positive practices?
- Do we need to eradicate the classification of masculinity and femininity?
- Are the proverbs mentioned in the studies still practiced for child socialization?

Responses

- Our focus was on the role of oral traditions in child socialization and this aspect can be another area of exploration for further researches
- As a result of modernization and the absence of sitting around the fire in the evening tales and riddling are forgotten.
- Both from the informants and the researchers point of view
- No culture should be eradicated. However, if such classifications hurt children or if it negatively influence the future destiny of children, the stereotype towards women and men can be modified through awareness rising to the parents and at societal level.
- Yes, most of the oral traditions discussed are practiced until today

PART THREE: ESSSWA ORGANIZATIONAL MATTERS

3.1   Strategic plan of ESSSWA for the year 2018

3.1.1   Objectives of ESSSWA

(i)   to develop professional competence in the fields of sociology, social work and anthropology and enhance their contribution to the country's development using applied researches,

(ii)   committed to improve the social well being of the Ethiopian people through using knowledge and skills in sociology, social work and anthropology,

(iii)   support training and education activities of the three interlinked disciplines,

(iv)   organize and facilitate workshops, seminars and exchange visits with sister associations locally, and

(v)   Establish networks with international and regional professional associations having similar objectives.

3.1.2   Rational and Context of the Annual Plan

❑ ESSSWA has a unique comparative advantage of serving as an umbrella association of the three reputed professions, which needs to be capitalized in a meaningful way.

❑ ESSSWA's new strategic plan will serve as road map.

❑ While most of the projects of ESSSWA (PI/FGMC, USAID FHI 360 and USAID/SSSSE) are relatively long-term, Oak Foundations Child Abuse project will phase out this year requiring tough grant-making effort for substitute.

❑ The NSPP and CP policies are considered as an opportunity for the engagement of ESSSWA and its professionals in various ways.

❑ ESSSW and MoLSA have mutually agreed to jointly enhance the implementation the policy and an MoU with MoWCA is expected to be signed soon.

3.1.3   Strategic Directions

The main strategic directions of ESSSWA are the following:

a) Long-Term

(i)   Image Building: Strengthen the socioeconomic contribution of sociology, social work and anthropology to the Ethiopian people through theoretical and empirical research

(ii)   Building ESSSWA's Centre of Excellence in the Sector: this is to be achieved through Knowledge Management Capacity building, research, training, learning & sharing to enhance public benefits,

b) Short-term

(iii)   Strengthening Membership: Support sociology, social work and anthropology professionals and like-minded organizations in training, information and knowledge sharing;

(iv)   Organizational Strengthening: of ESSSWA and its chapters, forging partnership and networking with national and international organizations, membership and volunter mobilization, and

(iv)   Partnership building with public sector social service providers, TVET and COC centers, engagement in NSPP platform

3.1.4   Regions of Operation and Membership

- ESSSWA's Secretariat Office is based in A.A.

- ESSSWA's registered members has reached 2000,

- There is a plan to establish one new regional chapters attached to Arsi University which will make the total eight.

- ESSSWA will have its membership base in more than 12 public universities in different regions of: Afar, Tigray, Amhara, Oromia and SNNP regions and also A.A. and D. Dawa Special City Administrations.

3.1.5   Projects

ESSSWA's 2018 Activity Plan is designed based on secured and expected grants. These include:

1) USAID financed Strengthening Social Service System in Ethiopia (SSSSE)

2) Oak Foundation's Child Abuse & Research Capacity Bdg Project, (ongoing until June 2018)

3) USAID financed and FHI360-led Caring Vulnerable Children's Activity

4) ESSSWA has also planned and received acceptance for a PCI support on: "Exploring and Tracing Change in FGM/C: Shifting Norms and Practices in Ethiopia.

1. **SSSSE Project has the following objectives:**

✓ *Provide technical support to MoLSA, Regional BoLSAs and BoWCAs of the four Regional States (Tigray, Amhara, Oromia, and SNNP) and two City Administrations (Addis Ababa, Dire Dawa) to Develop/ improve tools and resources to guide the practices of parasocial workers.*

✓ *Build capacity of the MoE's Technical and Vocational and Education Training (TVET) institutions to train and deploy 6,500 CSW/PSW and their supervisors (5,500 new CSW/PSW and 1,000 supervisors) in the target regions and city administrations.*

✓ *Enhance the Capacity of MoLSA, regional BoLSA and BoWCA as well as Community Care Coalitions to supervise and support CSW/PSW in their respective regions and woredas.*

2. **Caring for Vulnerable Children Activity (CVC)**

✓ *Support government structures have the capacity to facilitate high quality services this objective also encompasses:*

 - Producing A higher-performing social service workforce and

 - Support to improve coordination and referral mechanisms among service providers and specifically clinical and socio-economic service providers

Enhancing Institutional and Research Capacities to Prevent Child Sexual Abuse and Exploitation (EIRC – PCSAE)

❑ ESSSWA through Oak Foundation's has secured funding (2015-2018) to implement a project on: **"Enhancing Institutional and Research Capacities to Prevent Child Sexual Abuse and Exploitation (EIRC - PCSAE)"**

❑ This project is left with only three months and it is expected to improve capacities through building skills/ knowledge of practitioners that is expected to support about 200 members and professionals from government and non-government offices, academicians and students of Sociology, Social Work and Anthropology in training and research related activities.

3) **USAID financed and FHI360-led Caring Vulnerable Children's Activity**

This CVC project has the following four results and ESSSWA is expected to contribute largely in the first one:

- Improved planning, management, and financing for government structures, particularly at the community level

- Parents and caregivers have the capacity to access services

- High quality, developmentally appropriate services are available to OVC

- High-quality services are available to ''hard-to-reach'' OVC

4) **Exploring and Tracing Change in FGM/C: Shifting Norms and Practices in Ethiopian communities**

Obj. Train and engage young researchers to generate a robust body of knowledge and evidence that is widely available to key stakeholders, thereby leading to more effective FGM/C investments, policies and programmes.

Inception Phase:

- ✓ Identification of target Woredas and Stakeholders completed, and

- ✓ Synthesis report on FGM/C practices and gaps prepared,

- ✓ Proposal for implementation phase developed

- ✓ **Implementation Phase:**

Learning and Dissemination

3.1.6 Inputs: Financial and Human Resource Plans

    a. **Financial Plan:**

The plan for financial inputs for 2018 is to be secured mainly from the projects discussed above and from members' contribution minimal though.

USAID/SSSSE: --------------------------------12,465,275.00

USAID/CVC--------------------------------------5,094,131.00

OAK Child Abuse --------------------------------1,043,854.00

FGM/C PCI -- 799,152.00

ESSSWA (members)-------------------------------- 30,000.00

Total-- **Birr 38,061,840.00**

b. **Human Resource Plan:**

Ongoing and planned projects will have the following project-based and secratariat office staff to manage the respective projects:

- ❑ Executive Director (ED)

- ❑ Project Manager (1), Project Coordinator (1) and Project Officers including regions (6), MEL Officer (1)

- ❑ Finance officers (2)

- ❑ Secretary Cashier

- ❑ Publication, Documentation and Publication Officer (1)

- ❑ Cashier (planned 1)

1.   Assumptions and Risks

A. Assumptions:

- ❑ Stable Socio-economic Condition,

- ❑ Secured funds are released as planned,

❑ The existence of the two policies i.e. SP and that of Children's will add value to ESSSWA's contribution,

b. Risks

❑ If there is no conducive environment to execute ESSSWA's planned activities,

❑ Cancelation of promised funding,

Inflation-induced depreciation of Birr and high staff turnover

c. Risk Management Strategies,

❑ Confirm and cultivate smooth relations with ChSA, MoLSA and MOWYCA

❑ Aggressively engage in donor mapping.

❑ Diversify ESSSWA's income sources,

7. M&E Plan

❑ Ensure the implementation of an in-built MELs system in ESSSWA's projects,

❑ Ensure result-based management and apply indicators for project results framework,

❑ Use a robust database system to track ESSSWA's and partners workforce engagement as well as members profile,

❑ Ensure periodic reporting and lessons sharing for donors and government stakeholders,

❑ Undertaking mid-term and end-term evaluation for projects.

8. Sustainability Plan

▪ Renew ESSSWA's Strategic Plan for the coming years,

• Improve capacities of regional chapters and partner universities so that they own ESSSWA's missions.

• Work closely with MoLSA and MOWCA to institutionalize ongoing projects,

• Increase ESSSWA's visibility and networking both locally and internationally.

Closing Speech

Closing Speech by H.E. W/Ro Tadelech Dalacho, State Minister of the Ministry of Labour and Social Affairs of the Federal Democratic Republic of Ethiopia

Dear Participants of the Conference!
Dear members of ESSSWA!
Ladies and Gentlemen!

It is a great pleasure for me to close this very important Annual Conference discussed under the theme: **"Child Agency and Parenting: Building the future Society."**

I trust this Conference was conducted with the understanding and great concern on child wellbeing. Children are most precious resource that our society must altruistically invest on them to improve their well-being and to ensure our future sustainable development.

Ethiopia has been a young population that will remain same at least for the coming 20 years with quite significant number of children that require proper socialization.

Recognizing this fact, the government of Ethiopia has given due consideration to the wellbeing of children. Child wellbeing is a cross-cutting issue that touches almost every part of the social system.

Most of the topics on child labor, marginalization, migration, disability, child rights and the like discussed in this Conference were very important for researchers, policy makers and implementers.

Proper socialization, care and support to children at different levels is a foundation stone to prepare individuals to play their roles in society which is critical to build a society that accommodates multiculturalism and differences and that enhances tolerance and democracy in this dynamic world.

Dear Participants,
Ladies and Gentlemen!

The National Social Protection Policy of Ethiopia provides the framework for interventions, from the demand side, to address multidimensional poverty, vulnerability, marginalization and exclusion of all citizens including children.

These kinds of conferences are very important to exchange practical experiences and to generate credible evidence based information to substantiate arguments around child welfare. During the two days Conference, you were able to generate a wealth of information, conclusions and recommendations. You have also been able to identify through your researches about the risk, vulnerability and deprivation of children especially compounded by their care givers. Now we have gained useful knowledge and information from this Conference, we have to be able to take this in to action. We hope the way forwards and recommendations obtained from this Conference will be available to users. We learnt that ESSSWA has professionals and thousands of members that it can work more and more on relevant issues for our social development benefits.

I encourage also other concerned bodies to continue discussions on such important issues whose deliberations can feed in to policy and strategy formulations. It is also necessary for all of us to work together to put into practice the wealth of information generated as necessary.

On behalf of all of us, I would like to sincerely thank ESSSWA for convening this conference and putting the agendas related to social development for debates.

Finally, with these few remarks, we close this Fourteenth Annual Conference and I wish everyone all the best.

Thank you!

Annex

Annex-1. Conference Program

Time	Agenda	Guest Speaker	Facilitator
			Event facilitation
Day one: 23 February 2018Dr. RahwaMussie&Dr.BultiGutema			
8:30-9:00	**Registration**	**Organizers**	
9:00-9:10	Welcoming Remark	**AtoKebedeAyele**	
9:10 -9:20	Keynote Address	**Dr.YerasworkAdmassie**	**AtoKebedeAyele**
9:20 -9:30	Opening Remark	**MoWCA Officials**	
9:30 – 9:40	Program Introduction	**Dr. RahwaMussie**	
9:40 – 10:10	Child Policy	**AtoKibri (MoWCA)**	
	PanelOne: **Socialization Role of Families and Parent's**	**Panel Two:** **Children's Wellbeing and Enabling Community Environment**	Moderator
10:10-10:30	**Exploring the Influence of Child Labor on Children's School Attendance and Academic Performance in ChilgaWoreda, North Gondar of Amhara Region** *Abraham Eyasu and GetuAmbaye (PhD)*	The Role of family, community and preschool education in the socialization of children at early childhood age *AlulaPankhurst(PhD), AgaziTiumelissan&KirosBirhanu*	ESSSWA's senior members & ESSSWA's regional Chapters
10:30-10:50	The Unheard Cries of Children of Menja Marginalized Minorities in South-West Ethiopia: Implications for Peace Building and Sustainable Development *Ahmed Esmael*	Learning from Adolescent Girls Programming in Refugee Camps in Ethiopia. *AshamAssazenew*	
10:50 – 11:10	**Coffee Break**		
11:10 – 11:30	The Migration Stories and Pre-returning Experiences of Ethiopian Unaccompanied and Separated Migrant Children (USMC) from Yemen *BekeleMolla and ZenaBerhanu (PhD)*	Practices, Opportunities and Challenges of Domestic Adoption in Adama City *HeranEjara and NegaJibat*	ESSSWA's senior members & ESSSWA's regional Chapters

11:30 – 12:30	Discussion		
12:30 – 14:00	Lunch Break		
14: 00–14:20	The Influences of Facebook on Youths' Pattern of Social Life: The Case of selected High School students' in Harar City *Dame Dereba and GutemaImana*	Exploring the perspectives and experiences of adolescents with a disability in urban Ethiopia *WorknehYadete&NardosChuta*	ESSSWA's senior members & ESSSWA's regional Chapters
14:20 –14:40	Intergenerational divides: exploring the opportunities and risk of social media use among adolescents in Ethiopia *GudayEmirie (PhD) andAbrehamIyasu*	Domestic Adoption Practices: The Case of Some Selected City Administrations and Woredas in South Gonder Zone *KerebihAsrese (PhD)*	
14:40 – 15:20	Discussion		
15:20 – 15:40	Coffee Break		
	Context-specific Socialization Practices in Ethiopia		
15:40 – 16:00	Folktales and Story-Telling Traditions and their Role in Child Socialization among the *Gamo,Konso, SidamaandNyangatom*Peoples of South Ethiopia	KansiteGellebo TemechegnGutu	ESSSWA's senior members & ESSSWA's regional Chapters
16:00 – 16:20	Assessment on Proverbs, storytelling and folklore associated with parenting practices and Child Socialization in *Tigray Region*	BinegaHailesilassie	
16:20 – 17:00	Coffee Break		
	Day Two: 24 February 2018 Dr. RahwaMussie&**Dr.BultiGutema**		Event facilitation
Session one: Context-specific Socialization Practices in Ethiopia			
8:45 – 9:05	Norms of Child Socialization through Oral Traditions in *Amhara Region*	**Mezgebu Belayn and DessalegnMekuriaw**	ESSSWA's senior members &
9:05 – 9:25	Roles, Processes and Implications of Folklore in Socializing Children among the *Oromo*	**DejeneGemechu (PhD**)	ESSSWA'sregional Chapters
9:25 - 10:00	Discussion		
10:00 – 10:20	Coffee Break		
	Session Two: ESSSWA Organizational Matters		

10:20 – 13:00	Election: Board Member(s)		Page | 48
	2017 Annual Activity Report	**AtoKebedeAyele**	
	2018 ESSSWA's Annual Plan	**AtoZelalemAnteneh**	AtoShimelesAssefa
	2017 ESSSWA Audit Report	**Ato Simon Girma**	**W/roTigistTefera**
	Q & A and **Discussion**		
	Closing Remarks	**H.E. Tadelech Dalecho** **(State Minister,MoLSA)**	
13:00 – 14:00	Lunch Break		