# Chapter One

## 1. Introduction

### 1.1 Background of the Study

Problem of child protection ranges from abuse, neglect, exploitation, and violence to children in emergency situation and others. Poverty, high levels of unemployment, family break up, illness or death, unstable political situation, and limited access to social services are highly contribute to the violation of the right of children. Every failure to protect children has negative effects that continue into their adult life and also holds back a country's national development. By contrast, where children are protected, their health, education and well-being are improved as well as their ability to contribute to society as future citizens become significant.

Save the Children (2010) defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children. The goal of child protection is to promote, protect and fulfill children's rights to protection from abuse, neglect, exploitation and violence as expressed in the 1989 UN Convention on the Rights of the Child (UNCRC) and other human relevant competencies and rights, humanitarian and refugee treaties and conventions as well as in national laws.

Ethiopia ratified the UNCRC in 1991. Since then, the government has carried out numerous activities geared towards ensuring the protection and promotion of the rights and welfare of children. The Convention was domesticated through a national legislation (Proclamation No 10/1992) and then translated into 11 nationality languages

for dissemination. Further, other conventions such as the African Charter on the Rights and Welfare of the Child (ratification proclamation No283/ 2002) and ILO Convention 182 on the Worst Forms of Child Labor were ratified by the government. The children affairs department within the Ministry of Labor and Social Affairs is the leading organ to coordinate and spearhead the translation of the international commitment into concrete actions and results. This Ministry has counterparts in the regions. Under the supervision of the Federal and Regional labor and social affairs organs, child rights committees were set up at all levels to oversee the implementation of the Convention in the country. (MOLSA, 2005)

Children below the age of 18 years constitute 52.9% of the population of Ethiopia. (CSA National Census Report 2008, as cited by reports of FDRE to UN committee). Another report by save the children (2012) indicates, in the country there are more than 5.5 million Childers are categorized as orphan or OVC (other vulnerable children). We can understand from this is that the Child Protection concerns in Ethiopia are extremely widespread and comprise of all sorts of violence, abuse, neglect, and exploitation throughout the country. Save the children, through its Child Protection Programs, tries to contribute to the national efforts in addressing these gaps.

In May 2009, Save the Children launched its global Child Protection Initiative to strengthen children's right to be protected from abuse, neglect, exploitation and violence. The Child Protection Initiative focuses on children without appropriate care, child protection in emergencies and child labor. Increasingly, international organizations such as UNICEF, and  United Nations High Commissioner for Refugees (UNHCR) are turning to what is referred to as a systems approach in order to establish

and otherwise strengthen comprehensive child protection efforts. As guided by the Convention on the Rights of the Child (CRC), the systems approach differs from earlier child protection efforts, which have traditionally focused on single issues such as child trafficking, street children, child labor, emergencies, institutionalization, or HIV/AIDS. Although such efforts have produced substantial benefits, this diffused approach often results in a fragmented child protection response, marked by numerous inefficiencies and pockets of unmet need. (UNICEF, 2010)

It is obvious that Community plays a vital role in the protection of children. Children are surrounded by people (e.g. parents, siblings, neighbors, community leaders, school and government officials, children themselves, teachers, peers, etc.) who have (legal, moral, traditional) responsibilities for this protection. These actors make up an environment which should be protective of children and is conducive to fulfilling her/his rights and to achieve the maximum of her/his capacities, in other words to develop as a human being.

Charities and societies in Ethiopia have been playing a great role to decrease problems of child protection in various scopes. According to FSCE (2011) FSCE An indigenous not-for-profit, non-governmental organization established at the end of 1989 by a group of social development professionals who used to work in child-focused organizations. Its establishment is a response to the increased number of orphaned and abandoned children in Addis Ababa caused by the drought and famine of 1984/85.FSCE has working for children protection, striving for sustainable protection, growth and development of vulnerable children.

By understanding the importance of community based child care, FSCE uses the community based Multi Stakeholder Child Protection approach in its efforts to establish child violation free zones. This model is a system that promotes maximum partnership and participation of the community, government organs, NGOs, community based structures, families and children. The system engages relevant stakeholders and existing community structures towards improving situations of children. For implementation of the program, save the children has funded the project.

To this end, the rationale of this study will therefore to describe the contribution of FSCE towards child protection through community based multi-stakeholders council in the specify project area.

## 1.2 Statement of the Problem

For a wide variety of reasons, children are not always sufficiently protected. Sometimes the risks are present within the family sphere, when parents and other family members are either unwilling or unable to protect their children. Other times, the risks are found in the economic, social, and political externalities of the communities in which families live. At yet other times, the risks are situational, an artifact of the fact that children live in a world where emergencies both natural and man-made disrupt daily routines to such an extent that children are placed in harm's way. Moreover, any or all of these risks may coincide. (UNICEF, 2010)

Study by save the children, (2013) shows the extent of global child protection crisis as: it is estimated that 150 million girls and 73 million boys worldwide are raped or subject to other forms of sexual violence each year, since 1990, an estimated 90% of those killed in conflicts around the world have been civilians, and 80% of those have

been women and children, it is estimated that between 100 million girls in the world have undergone some form of female genital mutilation, among young women aged 15-24, 42% were married before the age of 18 in Africa, it is estimated that over 145 million children have lost one or both parents, Over 8 million children without appropriate care around the world live in residential care facilities, around the world 115 million children are involved in the worst form of child labor, three out of four children experience violent discipline at home, and 16.6 million Children have lost one or both of parents due to HIV/AIDS of which 90% of those children live in sub-Saharan African.

On the other hand, there are some report generated by MoFED and UNICE (2012) about the degree of violation of child protection in Ethiopia as: In 2001, a survey by the Ministry of Labor and Social Affairs, the Central Statistics Agency and the ILO showed that about 84 Percent of the country's children are engaged in activities that may be regarded as child labor and of which more than 80 Percent of them (12.6million) below the age of 15, in 2007, the Ministry of Labor and Social Affairs in a study supported by UNICEF estimated the overall number of children on or off the street at around 150,000 with about 60,000 living in the capital. In 2002, the Women's Affairs Department in the Ministry of Labor and Social Affairs estimated that 90,000 females were involved in commercial sex work; approximately 20 Percent of them were aged between 12 and 18 years and since then, the engagement of children in commercial sex work appears to have increased in urban centers, the International Office of Migration estimates that at least 1.2 million children are victims of trafficking in Ethiopia every year, research also indicates that over a quarter of nearly 50,000

women and children involved in prostitution are victims of trafficking, the National Plan of Action for Equality of Opportunity and Full Participation of Persons with Disabilities (2010-2015) estimated that there are about 2.5 million children with disabilities in Ethiopia, the Addis Ababa centre for delinquent children retention center is capable of hosting only 150 children which is insignificance from a number of delinquents in the country and it suffers from acute shortages of human and financial resources, Ethiopia has experienced many humanitarian emergencies, ranging from drought and floods, to armed conflict and  Somali Region in particular has seen localized instances of hostilities which could present risks for children in pockets of the region and this increase the protection needs of children, the report added, there is no legal framework, institutional structure, or system for birth registration in Ethiopia. More than 90 Percent of children remain unregistered so the country's birth registration rate is among the lowest in the world.

The aforementioned report clearly shows a great number of Ethiopian children are susceptible to violation of their human right and are in difficulties to meet even their basic needs. With this, child protection encompasses a broader concept and many children face multiple protection problems rather than just one. The focus on individual issues has sometimes resolved one issue while leaving others untouched meaning that the holistic needs of children doesn't address and these single-issue approaches often result in a fragmented and unsustainable child protection response. Moreover, undertaking child protection issues without participation of the community and those concerning stakeholders may end up with problem of sustainability. Here undergoing a comprehensive system of community based child protection program is very crucial.

Even though, the vulnerability, cause, consequence and protection of Ethiopian children to abuse, neglect, exploitation, violation and other problems of protection has been documented in a fragmented manner through studies conducted by various researchers (Firework, 2007; Ephrem, 2010; Ermias, 2007; & Emebet, 2009) ,with the limited knowledge of the researcher, addressing the problem in a comprehensive manner through community by using multi stakeholders' approach has got little research area.

Hence, it's essential to conduct a research on describing the role of one Ethiopian charities and societies as a model towards trying to address the thirteen indicators of problems of child protection by using community based multi stakeholder approach. With this, the researcher believes that the result will use a reference point for other researcher and also helpful to replicating the system for other charities and societies which are working on child protection area.

## 1.3 Objectives of the study

### General Objective

The general objective of the research will be to describe the contribution of FSCE towards solving the problem of child protection through community based child care system by using multi stakeholders[1]' approach.

### Specific Objectives

-To describe how FSCE implementing its program through multi stakeholders child protection council

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[1] Multi stakeholders means that the organizations that are operational at community level and government level could be active participants of the child protection activities in Addis Ababa FSCE project sites

-To demonstrate the contribution of multi stakeholder council under the initiatives of FSCE towards child protection at all the structural levels

- To assess challenges encountered by FSCE in implementing its program

-To understand the importance of community based care and support towards child protection using multi stakeholders approach

-to forward recommendations on findings which show gaps

**Research questions**

-what are the processes of implementing multi stakeholders' model?

-what are the contributions of multi stakeholders' council under FSCE towards a comprehensive child protection program?

-what challenges FSCE encountered in undertaking its program?

-what are the relevance of community based multi stakeholders approach to child protection program?

## 1.4 Significance of the study

Doing research to this regard will play a paramount role to share the experience of FSCE for others and replicate the system. Moreover, it will be use as a base idea for other researchers who are interested doing their study on this area.

## 1.5 Scope and Limitation of the study

Even though FSCE has various project areas within Addis Ababa and outside the city, this study will be conduct in Addis Ababa at woreda 8. This has done deliberately to make the study manageable. Time and information constraints will be expect by the researcher in the process of conducting the study.

## 1.6 Organization of the paper

The study will organize under five parts. The first part is the introductory section that deals with the background, statement of the problem, objectives of the study, significance of the research, and scope and limitation of the study; the second part will discuss the reviewed related literature. The third chapter will indicate the study approach and methodology. The fourth part will present the analysis, interpretation and discussion of the findings. Finally, the last chapter deals with the conclusion and recommendation of the study.

## Chapter Two

## 2. Reviewed literatures

### Definition of child protection

The term child protection is used in different ways by different organizations.Save the Children defines child protection (CP) as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children, On its part, the United Nations Children's Fund (UNICEF) defines child protection as preventing and responding to violence, exploitation and abuse against children, including commercial sexual exploitation, trafficking, child labor and harmful traditional practices such as female genital mutilation/cutting and child marriage. In simple terms, child protection addresses every child's right not to be subjected to harm and together with other rights ensure that the child receives that which they need to survive, develop and thrive. (Save the children, 2012)

### Definition of vulnerable child

As MoFED AND UNICEF( 2012) used the definition  of  Ministry of Women, Children and Youth Affairs (MoWCYA) of a vulnerable child as one 'whose survival, care, protection or development might have been jeopardized due to a particular condition, and who is found in a situation that precludes the fulfillment of his or her rights.

### Indicators of problems of child protection

Child protection comprises of a wider concept and according to UNICEF (2009), it has thirteen major indicators to be address in order to respect best interest of the child. These includes: birth registration, violence against children, child marriage,

female genital mutilation, child labor, sexual exploitation and abuse of children, child trafficking, migration, children with disability, children without parental care, children in justice system, children in emergencies, landmines, explosive remnants of war and small arms.

**Birth registration** provides an official record of a child's existence and nationality, and is considered a fundamental human right under article 7 of the Convention on the Rights of the Child. Birth registration should be free and universal.

**Violence against children -** The true extent of violence against children is impossible to measure because so much of it happens in secret and is not reported. Probably the broadest assessment of this statement is the data on physical violence compiled by the Innocenti Research Centre for the UN Secretary-General's Study on Violence against Children (2006), which led to an estimate of between 500 million and 1.5 billion children experiencing violence annually.

Although some violence is unexpected and isolated, most violence against children is carried out by people children know and should be able to trust, such as parents, stepparents or parents' partners, schoolmates, teachers and employers. Certain groups of children are particularly vulnerable, including children with disabilities, children belonging to minority groups, children living on the streets, adolescents in conflict with the law, and refugee and displaced children. Often children who face violence or witness it remain silent out of fear and stigma, and many children accept violence as an inevitable part of life.

**Child marriage-** More than one third of young women 20–24 years old in developing countries have reported that they were married or in union by age 18. The

proportions are highest in South Asia (46 Percent) and sub-Saharan Africa (39 Percent). In the six countries where child marriage is most prevalent, more than 60 Percent of women 20–24 years old married as children. Girls from poorer households are more likely to be married as children than girls from richer households.

**Female genital mutilation/cutting (FGM/C)-** Female genital mutilation/cutting is a form of violence against girls and women. It violates their physical and psychological integrity and thus their human rights. FGM/C is practiced in the belief that it will ensure a girl's or woman's marriage ability, chastity, beauty or family honor. It is upheld by a social norm that is so powerful that even when families are aware of the harm it can do, they are willing to have their daughters cut.

**Child labor -** Child labor is both a cause and a consequence of poverty, and it perpetuates impoverishment by severely compromising children's education. With early entry into the labor force, most children delay entry to school, fail to complete a basic education or never attend school at all. Where girls who labor are in school, they carry a 'triple burden' of housework, schoolwork and work outside the home, paid or unpaid, which inevitably reduces their educational attainment and achievement.

**Sexual exploitation and abuse of children**

Establishing reliable numbers for children and adolescents subjected to sexual abuse and sexual exploitation has proved to be a major challenge. The reason for this lack of data is the clandestine nature of these crimes, making them under-recognized and under-reported.

Studies show that girls are more often abused and exploited, although boys are also affected. Along with the trauma of sexual exploitation itself, child survivors often

miss out on attending school and are exposed to the risk of physical injury, sexually transmitted infections, HIV and unwanted pregnancy, the latter of which is potentially dangerous for adolescent girls.

**Child trafficking -** Children are trafficked both within and between countries for the purposes of forced labor, prostitution, forced marriage, domestic work, begging, use by armed groups and many other forms of exploitation.

Evidence from UNODC indicates that more than 20 Percent of victims of all trafficking, both within countries and across borders, are children.

**Migration -** The World Bank estimates that around one third of migrants from developing countries are youths between 12 and 24 years old. A number of recent studies highlight the vulnerabilities of children during all stages of migration. One recent study has found that although children of successful migrants tend to benefit in material terms, children separated from their parents due to migration are twice as likely to experience emotional distress.

In the destination communities, migrant children, especially those who are unregistered, may face discrimination and marginalization, including lack of access to education and medical services. Being outside their familiar social safety network also tends to weaken their normal coping mechanisms.

**Children with disability -** Children with disabilities are particularly vulnerable to physical violence and sexual, emotional and verbal abuse, and in some instances, the disability is itself caused by maltreatment. The issue of children with disabilities is cross-cutting. Children with disabilities are less likely than other children to be in school, and in some countries they have lower transition rates resulting in lower

schooling attainment. They may also have trouble using the health services they need, whether because those services are inaccessible, or due to discrimination or exclusion.

**Children without parental care -** Children without parental care are defined as "all children who are not living with at least one of their parents for whatever reason and under whatever circumstances." AIDS is one of many factors that contribute to loss of parental care, as are abuse, exploitation and neglect. Poverty is increasingly recognized as an underlying cause of overlapping vulnerabilities.

**Children in justice systems -** Deprivation of liberty remains a common form of punishment for juvenile offenders, in violation of the child rights principle that this should be a measure of last resort. UNICEF estimates that more than 1 million children are detained through justice systems worldwide at any one time, although this is likely to be a significant underestimate given the difficulties in obtaining data about the many unreported children in custody. Not only are data collected inconsistently, they often do not include children awaiting trial, young children detained with their parents or children held temporarily by the police.

**Children in emergency -** Children living in conflict-affected countries are more likely to suffer from poverty, under nutrition, poor health and lack of education. Social systems and networks often fall into disrepair in times of conflict, meaning that they are less able to protect vulnerable children. Although economic disparity and poverty can be major causes of conflict, similar by-products of armed conflict, including poverty and high unemployment, can lead to child recruitment, trafficking and sexual exploitation.

Children are also disproportionately affected by natural disasters, including earthquakes, droughts, monsoons and floods. Such disasters destroy homes and communities, create conditions in which disease can spread, keep children out of school and destroy the social systems that protect vulnerable children. Children may be separated from their families or may lose official documents necessary for them to gain access to humanitarian assistance. Separated and unaccompanied children, especially child-headed households, are inevitably more vulnerable to economic or sexual exploitation and abuse.

**Landmines, explosive remnants of war and small arms -** Landmines and explosive remnants of war violate nearly all the articles of the Convention on the Rights of the Child: a child's right to life, to a safe environment in which to play, to health, clean water, sanitary conditions and adequate education.

**Principles of good child protection system-** According to Munro (2011), principles of a good child protection system encompasses the following eight major areas:

1. The system should be child-centered: everyone involved in child protection should pursue child-centered working and recognize children and young people as individuals with rights, including their right to participation in decisions about them in line with their age and maturity.

2. The family is usually the best place for bringing up children and young people, but difficult judgments are sometimes needed in balancing the right of a child to be with their birth family with their right to protection from abuse and neglect.

3. Helping children and families involves working with them and therefore the quality of the relationship between the child and family and professionals directly impacts on the effectiveness of help given.

4. Early help is better for children: it minimizes the period of adverse experiences and improves outcomes for children.

5. Children's needs and circumstances are varied so the system needs to offer equal variety in its response.

6. Good professional practice is informed by knowledge of the latest theory and research.

7. Uncertainty and risk are features of child protection work: risk management can only reduce risks, not eliminate them.

8. The measure of the success of child protection systems, both local and national, is whether children are receiving effective help.

## Child Protection Systems: Global Context

Documents have shown that in current years there has been a growing recognition of the limitations of a fragmented approach to child protection, which traditionally focused on specific child protection issues. The report from the UN Secretary's study on Violence against Children recommended that 'all States develop a multi-faceted and systematic framework in response to violence against children which is integrated into national planning processes.' Since then, numerous agencies, such as UNICEF, Save the Children and the Office of the UN High Commissioner for Refugees

(UNHCR), have been investing considerable energy and resources in defining and implementing a systems approach to child protection.(world vision international,2011)

A systems approach to child protection requires a considerable conceptual shift from the traditional stand-alone programming focus on particular groups of children in need of protection, to the achievement of more sustainable, comprehensive and long-term responses to child protection issues. A systems approach addresses child protection more holistically, and its main aims are to strength the protective nature of the environment around children and to strengthen children themselves in order to bring their wellbeing and fulfill their right to protection from abuse, neglect, exploitation and other form of violence. These key actors include government, civil society, parents, caregivers, families and other community structures − which together provide formal, and informal child protection mechanisms and services. (world vision internatiotinal,2011).

The systems approach to child protection was advanced by UNICEF in its 2008 *Child Protection Strategy* and by other international organizations such as Save the Children. The UNICEF *Strategy* defined the child protection system as "the set of laws, policies, regulations and services needed across all social sectors especially social welfare, education, health, security and justice to support prevention and response to protection related risks"(Maestral international, 2011).

Maestral international further elaborate a child protection system in all of these approaches consists of the legal and policy framework, certain structures, functions and capacities, a process of care (promotion, prevention and response), data and information flows, and resource flows:

- Child protection is analogous to health, social protection and education, addressing its own set of identifiable *goals* (preventing and addressing violence, abuse, abandonment, and exploitation of children) through an array of formal and informal *structures and functions* (ministries, agencies, civil society, donors, multilaterals, etc.);

- To ensure the rights and welfare of the child, policy, legislation and institutions must be coordinated and act in concert *horizontally* across sectors (social protection, health, education, justice, and others) and *vertically* at the national, sub-national and community levels;

- The appropriate public response is to strengthen *national capacity* to manage and administer the child protection system over the long term, improving *coordination* under a common set of goals while strengthening the system's *human resources* and ability to meet *standards* of delivery;

- National capacity must be complemented by *community based approaches* that address the protection needs of the child and community at the front linesof service delivery, with an appropriate *continuum of care* (formal and informal) identified and addressed at this level; and

- Coordinating and increasing governmental and donor financial resources for child protection activities is a necessary part of the agenda in many countries

## Child protection system in Ethiopia

The Ethiopian child protection system is managed by the Ministry of Justice, the Ministry of Labor and Social Affairs, the Ministry of Women's and Children's Affairs, and the Federal HIV/AIDS Prevention and Control Office, but "the protection and care of orphan children has fallen largely upon private organizations" (Varnis 2001 as cited by Brittingham) and is characterized by a "lack of standards and uniformity in the services" (MOWA 2010 as cited by Brittingham)

The Ethiopian Constitution, in line with international and regional conventions on the rights of children, stresses the responsibility of the state to provide children at various age ranges with special protection. Thus, the government has undertaken policy reforms and put legal instruments and developed guidelines for the protection of women and children. With a view to backing such an imperative effort, the National Coordinating Body for Multi-Sectorial and Integrated Response to Violence against Women and Children was launched in 2009. It formulated a five-year strategy and action plan with a view to addressing juvenile justice and violence against women. Besides, the Ministry of Justice has set up units in Justice Bureaus to investigate and prosecute crimes committed against children and women in Dire Dawa and Addis Ababa.

The Child Justice Project Office within the Ministry has conducted a study on the compatibility of domestic laws with the rights of children. In Addis Ababa and States capitals, special benches within the courts have been established to deal with offenses committed against children and women. Federal First Instance Court has also introduced closed-circuit television monitors to protect child victims from facing the

perpetrator and public at the time of testimony.

The status of child protection, in the past few years, is getting improved though remained as one of the unfinished businesses. According to the National Plan of Action for Children, 2003-2010 and beyond, a large number of children have suffered from the ills of poverty, illiteracy, sexual abuse and exploitation. In addition to other measures, the government has put in place an ombudsman for children along with other ombudsmen. The role of the ombudsman for children is to serve as a trusted intermediary between the government and people concerned with issues regarding the protection of children, facilitation and provision of services that help further realize children's rights. However, the office needs further support to inform people of its existence and role and to help it in its task to serve as a place where issues can be raised and actions made.(the African child forum,2013)

## Major legislative framework on rights of children in Ethiopia

According to MOLSA (2005), the 1995 constitution of the federal democratic republic of Ethiopia indicates a number of laws address the different forms of violence against children. Being the supreme law of the land, the Federal Constitution provides the basis for the protection of children from violence. Firstly, it domesticates all international human right instruments, which Ethiopia has ratified by stating 'all international agreements ratified by Ethiopia are an integral part of the law of the land'. (Article 9(4) of the FDRE Constitution), Secondly, it has incorporated a specific provision on the rights of children.

Accordingly, Article 36 clearly stipulates Rights of Children as: section 1. Every child has the right (a) To life; (b) To a name and nationality; (c) To know and be cared

for by his or her parents or legal guardians; (d)Not to be subject to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being; (e) To be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children. Section 2. In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies the primary consideration shall be the best interests of the child. Section 3. Juvenile offenders admitted to corrective or rehabilitative institutions and juveniles who become wards of the State or who are placed in public or private orphanages, shall be kept separately from adults. Section 4. Children born out of wedlock shall have the same rights as children born of wedlock. Section 5. The State shall accord special protection to orphans and shall encourage the establishment of institutions, which ensure and promote their adoption and advance their welfare, and education. These section of the constitution demonstrate the child protection issues in the major UNCRC pillars of child protection, non discrimination, child participation and the keeping the best interest of the child.

## Challenge in child protection system in Ethiopia

The proclamation to provide for the registration and regulation of Charities and Societies (CSP) in Ethiopia has a number of adverse implications. Most of the child rights actors will find it hard to qualify for registration and operate as Ethiopian Charities and Societies due to reasons related to foreign funding and nationality. To make the situation even more complicated, there are restrictions related to domestic funding including limits on the solicitation of money before registration, need for

permission from the Agency to conduct public collections and limits on engagement in income generating activities, (SCS:2010).This will consequently force organizations to narrow down their operations in line with limited availability of local funding taking focus away from child rights mandate to continue using foreign funding, or even close offices in the case of foreign organizations having failed to secure the permissions of the Agency. More specific to child rights-based organizations, they could maintain their profile only where they have opted to and been accepted by the Agency as Ethiopian and by limiting their funding to local sources. (SCS Report: 2010, according to Save the children report of 2012)

## Theoretical explanation related to child protection
### Theory of social capital

Social capital- may be defined as 'social relations of mutual benefit that are characterized by norms of trust and reciprocity' (Winter 1999 as cited by Tomison & Wise, 1999). Specifically, it is the quality of the linkages and the supports or resources that communities provide to children and families (Fegan& Bowes 1999 as cited by Tomison & Wise, 1999), and the processes between people which lead to the establishment of interpersonal networks, social norms, and social trust that may facilitate coordinated and collaborative action for mutual benefit (Coleman 1988 as cited by Tomison & wise, 1999)

Tomison and Wise (1999) further added, being part of a healthy community that is strong in social capital may provide benefits via 'collective socialization' (Fegan & Bowes), where children and young people are taught norms and sanctions regarding acceptable social behavior and are positively affected by the community's expectations

for children (for example, the importance of education, of obtaining a 'good job'). Communities may also prevent maltreatment by setting norms of appropriate parenting behavior, supporting parents who are under stress, and by providing additional professional and lay resources (Garbarino & Crouter 1978). Importantly, people who feel part of a vibrant, healthy community are themselves more likely to see that they can contribute something worthwhile to that community (Kaufman & Poulin, 1994). This, then, is the beginning a cycle of positive support and enhanced community life where individuals and the wider social group reap the rewards.

**Ecological system theory**

The Ecological Systems theory states that human development is influenced by the different types of environmental systems. Formulated by famous psychologist Urie Bronfenbrenner in 1979, the theory has four major components: process, person, context, and time (Wachs & Evans, 2010 as cited by Krishnan).

**Process**

The *proximal*-or near-*processes* involve all sorts of transactions between the child and the immediate surroundings that are responsible for the child's competencies and general well-being. These transactions drive development. From a research perspective, examples of proximal processes, either protective or preventive, can be phrased in questions, such as: Does the child get lessons about appropriate behaviors? Does the child receive authoritative parenting (love in combination with strict rules)? Does the child get protection from physical and psychological harm (toxins, fire, etc)? Does the child get nutrition? Does the child get parental involvement in understanding religious or cultural practices?

In addition to the proximal processes, there are also *distal processes* at work. Distal processes include a family's own ability to support a child as well as interact with other environments, of which, the child is a part of (e.g., access to community resources, resources to enable integration with different people of different ethnic or social classes). However, unlike the proximate processes, the distal processes may have only an indirect influence on the child.

**Person**

The influence of family, caregivers, or peers is largely determined by the characteristics of the child itself. For example, children with disabilities can be at greater risk of experiencing negative social relationships. Similarly, differences between boys and girls in their maturity, coping skills, reasoning etc., contribute to differentials in social relationships and healthy functioning in terms of biology. In what follows, individual level variables, such as age, sex, temperament, disability and illness can be linked to development. Such variables can also influence proximal processes, either directly or indirectly. For example, child care practices (proximal processes) will differ based on a child's temperament, which in turn, impact growth and development.

**Context**

The best known component is the ecological *context*, and is perhaps, the most important of all four components in conceptualizing and designing studies on child development. Context refers to the multiple venues modifying the proximal processes, and they include environments in which the child is in constant interaction, whether it's

physical, social, or economic interaction. For example, the fewer children a caregiver has, the better he/she is able to provide quality care, which influences positive development.

The context, according to Bronfenbrenner, constitutes four distinct concentric systems: *micro, meso, exo*, and *macro*, each having either direct or indirect influence on a child's development the salient elements of the four systems are explored here. A fifth system, chrono, was later added to incorporate the dimension of time as it relates to a child's environment.

**Microsystem:**The *microsystem* is the innermost level, the one that is closest to the child that the child is in direct contact with. The micro system consists of such contexts as family, playmates, day care, school, and neighborhood. Wherein, the proximal processes occur. This layer has the most immediate and earliest influence on the child. The relationships at this level can be, as Bronfenbrenner called it, *bi-directional* since the child's family can influence the behavior of the child and vice versa.

**Mesosystem:** is the second immediate layer and contains the micro system. It focuses on the connections between two or more systems, essentially different micro systems, such as home, playmate settings, school, etc. For example, what happens in a micro system, such as the home in which a child lives, can influence what happens in the school or a play ground, and what happens in a school or a playground can influence interactions at home. More specifically, a parent's and a teacher's involvement in the child's education, if mutual, will result in mesosystem functioning.

The connection between other larger structures, such as a church or community, can also be expected to have distal processes at work because they help the family to provide the necessary support a child needs. For example, counseling services available to the family in times of need can influence the functioning of the mesosytem.

**Exosystem:** The *exosystem* is the third layer. Although the child does not directly encounter the system, it impacts his development. The system contains micro and meso systems, and thereby impacts the wellbeing of all those who come into contact with the child. Further, the policies and decisions that are made at a wider level can also indirectly impact the child. For example, a parent's workplace schedule (e.g., shift work) can influence the proximal processes that occur and consequently the development of the child. In cases where a parent cannot get time off to attend to a parent-teacher meeting, the parent will have limited interaction with the teachers, thereby influencing a child's development adversely. A school's policies on special needs children or children of different racial and ethnic background can all be considered as exosystem influences on the child.

**Macrosystem:** The outermost context layer is the *macro system*. This societal blueprint influences all lower layers of the ecosystem. Aspects of the macro system that influence other lower layers include cultural characteristics, political upheaval, or economic disruption, all of which can solely or collectively shape development. For example, cultures having more liberal divorce laws are more likely to have more single parent families. This, in turn, affects income, hindering the opportunities that are available to the child (e.g., participation in sports). Similarly, parents from different countries, who leave their homeland to start a new life in another country, may

encounter problems related to language, geography, employment, etc., contributing to an unstable environment where children can be at a greater risk of development.

The *time* component of Bronfenbrenner's model encompasses various aspects, such as chronological age, duration and nature of periodicity. An event has varying degrees of impact on development, and the impact decreases as time progresses. Events, such as a parent's debilitating illness, divorce, or change of residence can have a more profound impact on young children compared to older ones.

**Chronosystem -**This may involve internal or external changes, such as the physiological changes or events, such as the loss of a parent or the patterning of environmental events and transitions over the life course, as well as socio-historical circumstances. For example, divorces are one transition.

**Attachment theory**

As NSW(2006) explained the British psychiatrist John Bowlby pioneered the concept of attachment in the 1940s, and used the term 'attachment bond' to describe a warm, intimate and continuous relationship with a mother permanent mother substitute in which both find satisfaction and enjoyment.

The term attachment is most often used to refer to the relationship between an infant or young child and the infant or child's parent (usually the mother) or preferred caregiver. The theoretical basis most of the attachment research is that secure attachment in infancy will predict good social and emotional outcomes. However, attachment theory is continually evolving in the light of new research and the importance of attachment to developmental issues in middle childhood and

adolescence, such as a child's independent involvement in life experiences beyond the home (at school, with peers a in the community), is also recognized. Attachments are best thought of as mutually reinforcing patterns of behavior between a caregiver a child. Although children play an active role in developing and maintaining an attachment relationship what motivates a caregiver to respond to the child is as important to attachment as a child's behavior in moments of need. (NSW, 2006)

Having a caregiver who provides consistent, responsive care helps children to learn to recognize the nature of their own emotions, and to regulate their own behavior and emotional states. Through experiencing responsive and sensitive care giving a child also develops social competencies, empathy and emotional intelligence, and learns how to relate to other people and understand what to expect from them. When a caregiver is sensitive to a child's emotional needs and responds positively, it helps the child to develop a sense of being loved and lovable. This is how children learn that they will be able to rely on others for help in times of trouble later in life. Children are better able to cope with traumatic experiences when their earlier experiences are of being safe and protected. A child's confidence that a caregiver will be protective also enables the child to explore the world to learn new skills, using the caregiver as a secure base for exploration, play or other social behaviors. A child who feels that they are looked after and protected by reliable adults is freed from the fear and anxiety that accompany a sense of being alone or abandoned. The more secure the child feels the more energy and enthusiasm they have to be curious, to learn, to seek understanding and to try to make sense of the world. (Ibid)

Much of the early theory and research in attachment focused on mother-infant bonding, so the importance of other relationships is sometimes neglected in popular usage. However, current concepts of attachment theory accept that children form attachments to many caregivers at the same time. Bowlby assumed that mothers are attachment figures, but fathers, grandparents, day care providers and teachers are all considered attachment figures of typical children. (Ibid)

To sum up, the aforementioned theoretical explanations depicts the importance of proper care for the child at their childhood age and when we give concern about the best interest of the child, it is the coordination of its environment ranging from micro system to the bigger one .Besides children are better to grow around their family or the nearby kinship or within the community. If failure arises in the interaction of the system, children are in danger of their proper development which in turn has long lasing adverse consequence in their continuing life.

Moreover, those theories explain problem of child protection arises in all direction and network of good interaction between the parent/care giver and their environment helps to take action proactively or at least at its earlier stage. With this regard the importance of social capital and a role played by the community are much significant.

**Chapter Three**

**3. Research Methodology**

**3.1 Research Design**

The research will employ qualitative approach and descriptive research design. The qualitative researcher examines process, experience and meaning. Moreover, it is the researcher's aim to elicit the detail reality, as perceived by the research participants.

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. This means the qualitative research study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. (Denzin and Lincoln, 2005, as cited by Creswell, 2007)

**3.2 Research Method**

Qualitative researchers have a range of different methods at their disposal. These include structured interview, in-depth (semi and unstructured) interviews, focus groups and participant or non-participant observation. The study will use a mixture of case study, in depth interview, focused group discussion and a non-participant observation as a primary source of data. Case study methods involve systematically gathering enough information about a particular person, social setting, event, or group

to permit the researcher to effectively understand how it operates or functions, (Hamel, Dufom, and Fortin, 1993 as citied by Berge). The approach of case studies ranges significantly from general field studies to the interview of a single individual or group. Case studies may focus on an individual, a group, or an entire community and may utilize a number of data technologies such as life histories, documents, oral histories, in-depth interviews, and participant observation (Hagan, 1993; Yin, 1994 as cited by Berge). Extremely rich, detailed, and in depth information characterize the type of information gathered in a case study. In contrast, the often extensive large-scale survey research data may seem somewhat superficial in nature (Champion. 1993 as cited by Berge).

Besides, the study will also use secondary source from various documents, manuals, journal and reports as a supportive source of the primary ones.

### 3.3 Sampling Techniques

The researcher will use purposive sampling technique to undertake this study. According to Berge, (2001) when developing a purposive sample, researchers use their special knowledge or expertise about some group to select subjects who represent this population. In some instances, purposive samples are selected after field investigations on some group, in order to ensure that certain types of individuals or persons displaying certain attributes are included in the study.

With this, the study sample size will be determined as a function of being large enough to accommodate a wide range of different experiences relating to the model using and services delivery within FSCE, yet small enough to be manageable for qualitative analysis. The sample group will be selected from various multi stakeholders

of the program, key informants from the community, the benefiting children and their families and the employees and program manager of FSCE. Prior to the interview, respondents will be informing by the researcher and set a schedule together accordingly. With this life stories of the benefited children and  families that are relevant to the specific objective of the research will be gathered. An in depth interview will also conduct to strength the reliability and creditability of the data to be collect. An in-depth interview is a series of mostly open-ended questions that is used to obtain detailed or descriptive information from individuals about a research topic. (Kalof, Amy and Thomas, 2008).This in depth interview will be made with program officer, key informants ,multi stakeholders council, child protection manager of FSCE and concerning sectors officers.

To this end, the researcher will collect qualitative information using interview guide in a face to face interview by going directly to the respondents place. During this process, the researcher will become part of their world as much as possible.

**Focus group discussion** will also carry out with the benefited community of the project and this will help the researcher to triangulate the reliability of the information that has got on the case history and in-depth interview. Focus group scan be seen as a type of group interview, but one that tends to concentrate in depth on a particular theme or topic with an element of interaction. The group is often made up of people who have particular experience or knowledge about the subject of the research, or those that have a particular interest in it (Walliman, 2011).

It believes the discussion from focus group discussion will help in getting detailed information about the issue and the inner feelings of the community because

being in a group with others that have the same issues to discuss, may give confidence to speak about their experiences in a way this may not occur in one-to-one interviews.

**Triangulation** is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon. These lead to five types of triangulation; which are methodological triangulation, investigator triangulation, theoretical triangulation, analysis triangulation and data triangulation (Denzin, 1978); Kimchi, Polivka, & Stevenson, 1991 as cited by Hussein).Accordingly, the research will use data source triangulation for increasing the acceptability of its findings.

Moreover, a non-participant observation will also employ to see the activities and contribution of FSCE towards child protection using community based multi stakeholder approach. Observation can be used for recording data about events and activities, and the nature or conditions of objects, such as buildings or artefacts. It is also useful in the social sciences where people and their activities are studied. Observation can record how people react to questions, and whether they act differently to what they say or intend. They can sometimes demonstrate their understanding of a process better by their actions than by verbally explaining their knowledge. (Walliman, 2011)

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