Assessment of Socio-Cultural Constraints

On Girls' Success in Education: The Case of Hadiya Zone,

Mirab Badawacho Woreda, Danema 01 Primary School

A DISSERTATION

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Addiss Abeba, ETHIOPIA

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DECLARATION

I hereby declare that the dissertation entitled **ASSESSMENT OF SOCIO-CULTURAL CONSTRAINTS ON GIRLS' SUCCESS IN EDUCATION: THE CASE OF HADIYA ZONE, MIRAB BADAWACHO WOREDA, DANEMA 01 PRIMARY SCHOOL.** submitted by me for the partial fulfillment of the M.A. In Rural Development to Indra Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

This is to certify that <u>Mrs</u>. <u>Etalemahu Muleta Fetula</u> student of M.A. (RD) from Gandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the Course MRDP-001. Her project work entitled **<u>ASSESSMENT OF SOCIO-CULTURAL CONSTRAINTS ON GIRLS' SUCCESS IN EDUCATION: THE CASE OF HADIYA ZONE, MIRAB BADAWACHO WOREDA, DANEMA 01 PRIMARY SCHOOL.</u>** Which she is submitting, is her genuine and original work.

Place:

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Date: _____.

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ACKNOWLEDGMENT

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ACRONYMS

⁰C: - Degree Centigrade

FGD: - Focus Group Discussion

GDP: - Gross Domestic Product

GER: - Gross Enrolment Ratio

HTPs: **-** harmful traditional practices

m.a.s.l.: - Meter above Sea Level

NCTPE: - National Committee on traditional practices of Ethiopia

NGO: **-** Non Governmental Organization

SNNPR: - South Nation Nationality People Region

UN: - United Nations

UNDPS: **-** United Nations Development Programs

UNICE: - F United Nations Children's Fund

UPE: **-** Universal Primary Education

ABSTRACT

In countries, such as Ethiopia, girls are at a disadvantageous position in terms of accessing and succeeding in their education. The objective for this study is to examine the socio-cultural factors affecting girl's education.

The scope of the study focuses on one Primary School where female students are enrolled and limited to grades 4 - 8 and in the age group of 12-18. The sample size of this particular study was 40 female students and 10 respondents for focus group discussion. The respondents were selected using the probability sampling technique and systematic random sampling method.

The findings of this study revealed that girls living in the study area had faced many socio- cultural problems hampering their enrollment and their success in their education. The perception of the community about female education, long distance of the school, early marriage, abduction and lack of role model in their

village, as well as, in their school are the major factors that hinders girls' enrolment and success.

Finally, it was suggested that the collaboration of the community, teachers, school leaders, parents, government and non-government organizations are very important to increase the participation and success of female's students in the study area.

CHAPTER I

1.1 Introduction

It is an established fact that education is the means by which society conveys its experiences, new findings, skills, attitude and values accumulated for many years, in its struggle for survival and development. It enables individual and society to make all-rounded participation in the development process by acquiring knowledge, abilities, skills and attitudes (Transitional Government of Ethiopia, 1994).

As a whole, education is a cornerstone of economic, political, social development and a principal means of improving the welfare of individuals. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps to reduce poverty by mitigating its effects on population, health and nutrition and by increasing the values and efficiency of the labor offered by the poor (World Bank, 1991).

Education is perhaps the single most essential measure to ensure a full participation of women in development. Women's participation in all sectors of profession has become significant.

The rate of enrolment of girls at all level of education and their success determine their income level, status, influence, degree of mobility and confidence. In addition to personal gains, education is considered to be the driving force behind economic, social and cultural development of a country. As a result, the issue of education in general and that of girls in particular has been underlined in many development institutions (Ethiopian Herald, Wendnesday.22, November 2006, page 6.)

In developing countries girls' education is now recognized as a cornerstone of development. Though Ethiopia has very good legal and policy provisions, as well as, various guidelines that promote education of women, studies had shown that compared to men women (girls) are at a disadvantageous position in terms of accessing and succeeding in their education (Ethiopian Herald, Wendnesday.22, November 2006, page 6).

According to Earth Trend (2003), in the year 2002,the rate of adult literacy for women was 34% while it was 49% for men. This gap between men and women is observed at all level of education. For example, during the acadamic year 2001/02,the gross enrolment ratio (GER) for primary enrolment was 64.4%. When this figure is aggregated by sex,we find that the GER for boys was 74.6% while it was 53.8% for girls. In addirion to this low enrolment of female students,we find that the rate of repetitiion for them to be hgher during the same academic year. The national figure for repetition of girls was 7.7% while it was 5.9 for boys.

In Ethiopia, at all level of education, both in rural and urban areas,and more so in rural areas, achivement of girls are much lower than those of boys(Genet,1998). Girl's enrolment and success to education is mainly dwindled by social and cultural related factors.These factors are not shared by male students. However, girls were sharing other factors, with boys on socio-cultural and school related factors for their dropout from school (Bereket B. and Dawit A; 2003).

Women act as mothers,wives and employees in urban and rural sectors. Inspite of all this important role women play, they are not fully recognized by the men-dominated society.

Education is one of the important mechanisms that promote the welfere of a given society. But in most traditional Ethiopian societies, people have a negative attitude towards girls education.What is widely held view in the society is girls role is to asssist their mothers in domestic chores and in taking care of younger children. This clearly demonstrates that Ethiopian women (girls) have not been benefiting from education as much as men.

According to Regional(SNNPR) Basic Socio-Economic and Demographic Information document(2000 E.C) girls enrolment rate and success in Hadiya Administrative Zone at both primary and secondary school level is less than that of male, i.e, girls enrolment rate was 42.3%: and that of boys 57.7%. At secondary school however girls enrolment rate was only 32.9%, while for boys it was 67.1% for the year 2000 E.C.

In general, girls face diferent challenges at all educational level. The low level of attention given to girl's education by the society and the cultural influence they face remains the major issue added in this research by taking Mirab Badewacho Woreda Primary School as acase study.

The following table demonstrates student enrolmant rate for both boys and girls for grades 4 to 8 at Danama 01 Primary school in the year 2001 E.C and 2003E.C. According to these data, though the participation of male students increases from year to year the participation of female students decreases as the class level increases, especially in 2001 E.C (Table 1).

Table 1, Danama 01 primary School Student Enrolment by grade and sex (2001-2002)

Grades	year									
	2001 E.C.					2002 E.C.				
	Male	Female	Total	Percentage (%)		Male	Female	Total	Percentage (%)	
				Male	Female				Male	Female
4	178	149	327	54	46	41	39	80	51	49
5	113	106	219	51	49	57	49	106	53	47
6	61	48	109	56	44	85	77	162	52	48
7	54	46	100	54	46	49	41	88	53	47
8	37	19	56	66	34	47	40	89	55	45
Average %				**56**	**44**				**53**	**47**

Source; Danama 01 primary school annual abstract,2001-2002 E.C.

1.2 Statement of the problem

Education is important for everyone, but it has special significance for girls. Education for girls is the key to the health and nutrition of populations; to overall improvements in the standard of living, to better agricultural and environmental practices, to higher gross national product, and to greater involvement and gender balance in decision-making processes at all levels of society. Girls' education can be particularly important in breaking the inter-generational cycle of poverty through family planning, leading to smaller familiy and more investments in each child's health and education, and greater earning potential.

The UNICEF's motto is "girls education benefits all". Even if it is a reality, the present status of women/girls in Ethiopia in general and in Mirab Badawacho woreda in particular, characterized by poor access to education services. The adult litracy rate for women has been very low as compered to men. Similarly the enrolment rate and success for girls at primery school level was also relatively lower than boys. According to Teshome (2000) studies, almost 90 percent of rural girl are forced to dropout of school due to socio- cultural problems before they complete primary schools.

These recurring problems of girls had not been given enough attantion in order to change the socio-economic and cultural diffculties girls face in the study area. Therefore, the purpose of this study was to understand the various factors of these socio-cultural problems on girls education and to suggest ways to promote their right to acquire education.

1.2 Definition of Important Termes

❖ **Girls:-** refers to girls who are in the age group of 12-18 in the Danema 01 Primary School.

❖ **Success:-** refers to achivement of girls in primary school education equally with that of boys and obtained better results and repitition and drop out rate is decreased.

❖ **Cultural factor:-** refers to all harmfull traditional practices that affect girls education, like early marriages and abduction.

    o **Early marriages: -** In this study, early marriage is taken as marriage carried out below the age of 18 years.

    o **Abduction: -** Abduction *(telefa)* implies the forcing of the girls for marriage without her consent.

❖ **Social factor:-** refers factors affecting girls education such as, household chores and community role that interferes with the girls' education and also the negative attitude of the community on girls' education.

1.3 Objectives Of The Study

❖ **General Objective**

The general objective of this study is to examine the cultural and social factors that affect girls' education in the study area.

❖ **Specfic Objectives:**

- to identify the cultural factors that affect girls' success rate in primary schools; and
- to assess the community and parental attitude towards girls education;

1.4 The Scope of The Study

The scope of the study was limited to girls who joined primary level education ranging from grades 4 to 8 at Danema 01 Primary School. The conceptual scope of the study was to focus at primary school level, family attitude and other enviromental factors.

1.5 Limitation of The Study

Due to various reasons , some of the respondents may not be willing to give the needed information.

CHAPTER II

LITERATURE REVIEW

2.1 Gender and Education

Gender refers to the socio-cultural perception of roles, responsibility and right of human being differentiated by sex and age. Such differences are determined by social, cultural, religious, legal, moral and economic norms on the bases of which society organizes itself. It is ecological, cultural and periodic specific concepts pertaining to the relation of power between men and women (Lila E. Engberg, 1999).

Gender has a pervasive influence whether we like it or not. If we see gender as the socially constructed attributes of an individual, related to his or her sex, there is almost always gender differentiation in any given context, where one is seen as either male or female and treated as such. Such differentiation of course does not necessarily always translate into discrimination or disadvantage.

There is reason to believe, for example, that the rights of some African women may have been safeguarded through careful gender differentiation. This was until the advent of modernization where the notion of gender differentiation was used, as in western countries, synonymously with sexism.

Sexism means negative discrimination, usually of females. Gender inequalities and sexism in education we now know continue to play a significant role in the slow development of African economies. Disregard for and discrimination against 50% of the population (females) contributes to slow and poor performance in most African countries.

Education is societal institutionalized set of practices. It plays a big role in the construction of learners' gender in that it passes society's dominant values. However, it is also in education where changes can be worked out.

Education is essential to economic and social development. There is debate that education is the main and basic element for any development in country without this element one cannot reach to the target that is intended to a successful achievements. To increase productivity and promote social equity, educational opportunities should be provided without distinction of sex, ethnic background or social and economic status (George P. and Mureen H., 1995: P.5).

According to Almedia there are five different benefits of education on women's autonomy.

1. Knowledge Autonomy: - Education typically enhances women is knowledge of exposure to the outside world.

2. Decision making autonomy: - Education strengthens women's say informally, on decision concerning their own lives and well being.

3. Physical autonomy: - Interacting with the outside world; educated women face fewer constraints on physical mobility and have more self confidence in dealing with the outside world and in extracting the most form of available services.

4. Emotional Autonomy: - Encourage a shift in loyalities to the conjugal family rather than extending in and allowing for greater banding intimacy between spouses and between parents and children.

5. Economic and social Autonomy and self reliance: - Education enhances women's self reliance in economic resources and increases their self reliance for social acceptance and status (Berket B and Dawit A, 2003).

Rural women have consistently lower literacy than rural men, but also lower literacy than urban women. Although girl's educational status shows greater rates of educational wastage than boys their wastage is more often due to repetition of grades, higher rate of dropout. There is, however, a commitment to the provision of equal education for girls and boys. As a result proactive policies and strategies are set to eliminate school based gender biases in the curriculum, feature attitude behavior, and school facilities and providing positive role model (Ethiopian Herald, Wendnesday.22, November 2006, page 6).

Traditionally, women's roles were restricted to those round the home. Public roles were men's domain. Although women of the developing nations have tried to break from this norm, the custom has no significantly changed and thus women are reluctant to seek more public roles. Feeling of shyness and inadequacy discouraged women from assuming leadership positions. When women compete for leadership and hold position they are often perceived as "rebels" and "bossy/ shameless" that has broken from the normative family authority structure, social attitudes concerning women's value, abilities, and proper roles. Often internalized by women themselves, are the single most serious barrier to women's entry and successes in small scale enterprises.

The compilation of these negative attitudes with women's commitment to rising a family further intensifies and strengthens the barrier (Ethiopian Herald, Wendnesday.22, November 2006, page 6.). Also, forced by various socio-cultural factors and practices, girls, especially rural girls are busy during most part of the day either working to earn or caring for younger siblings.

This result in apathetically low success of rural girls in schools either withdrawal of girls at puberty ,early marriage , school location, physical facilities and hours of instruction have been identified as a barriers to girl's education at primary level in most of the developing country (http://www.Pbs.Org/went,2007).

2.2 Girls Education in developing countries

Now a day, girls' education recognized as cornerstone of development. Educated mothers invest more in their children's schooling, thus improving both families, although there is a marked improvement in the women's status and role as a whole. Gender disparities are still evident in the participation and success of females in education. The main causes are cultural and social related (http://www.Pbs org/wnet, 2007).

Schools in same developing countries are insensitive girls' needs. Verbal and physical abuse a lack of sanitation, and long distance between home and school can all make schooling hazardous experiences and deter parents from sending daughters to school. Certain cultural practices also make sending girls to school less desirable. In many societies, girls are not expected to make economic contributions to their families.

Instead, they are expected to provide care to family members and carryout household chores, tasks for which education is not seen as relatively transitory assets not worth of long term investment as they leave their parents household up on mirage.

A vicious cycle is thereby created: girls are believed to be less worth of education so they receive less, which diminishes women's prospects of closing the gap on men in the future.

Even if women have the same education and experiences, they earn less than men in most of the developed countries, so the economic returns to individual that boys schooling is inevitable and seen as better investment. The disparity is magnified by that fact that women tend to have less access to financial capital and less secure.

This perspective does not, of course, take into account the benefits of girl's education, but economic gains are a powerful driver of family dissension, particularly in poor society. Promoting girls' education, therefore, involves changing attitudes across societies, as well as, spending many of increasing the numbers of school place available to girls (http://www.Pbs.Org/went,2007).

2.3 Girls' Education in Africa

In the 1960s, when most African states began gaining their political independence, there was considerable gender disparity in education. Girl's enrolment figures were very low throughout the continent.

In May 1961, the United Nation's universal declaration of human rights and UNESCO's educational plans for Africa were announced in a conference held in

Addis Ababa, Ethiopia. A target was set to achieve 100% universal primary education in Africa by the year 1980(http://www.Pbs.Org/went,2007).

The implementation in the 1970s of the free and compulsory Universal Primary Education (UPE) scheme in several countries for example, Kenya, Nigeria, Liberia, Zambia and Tanzania, which were signatories of that declaration, were in line with this UN Plan (http://www.Pbs.Org/went,2007).

Ever since, UNICEF and UNESCO among many other bodies have sponsored affirmative moves, research and conferences within Africa on the education of girls. One such conference was the Pan-African one held at Ouagadougou, Burkina Faso, in March/April of 1993(George P. and Mureen H., 1995: P.5). It was also noted that gender disparity existed in education generally and that there was a need to identify and eliminate all policies that hindered girls' full participation in education.

To explain the fact that more boys than girls participated in education, a host of constraints were identified. 'African tradition' was named as top of the list. 'African tradition' was explained as (what is generally observed in most parts of Africa) one that attaches higher value to a man than to a woman, whose place is believed to be the kitchen.

The imbalance in boys' and girls' participation in schooling was therefore linked to the age-long belief in male superiority and female subordination. This situation was further explained as aggravated by patriarchal practices which gave girls no traditional rights to succession. Therefore, the same patriarchal practices encouraged preference to be given to boys rather than to girls in education. Economic poverty tends to go hand in hand with low human capital resources (http://www-ccmc, 2000).

According to UNDP human development report (various issues), countries with low per capital gross domestic product (GDP) tend to have lower level of literacy. Particularly, women in developing countries, including Africa tend to have lower literacy rates than men. This is particularly so in rural areas, 52% of women in sub Sahara Africa are functionally illiterate (http://www-ccmc, 2000). Poverty has negative gender differentiation for girls' education. This is due to a variety of factors, such as increase in the burden of work on women, which tend to also increase the amount of work load allocated to children.

In most cases, children are required to perform more of the household chores, normally considered the domain of women or girls. Gender continues to play a major role in determining who goes to school, the level of enrollment, and performance in the education system. Girls do not enjoy the same level of schooling and academic success.

In general the primary school enrollment ratio for girls trails that of boys ratio by at least 10 percentage point in 66 countries, their attrition or wastage rate is greater, fewer complete the school cycle and few enter the more remunerative and perhaps productivefieldofstudysuchscienceandmathematics http://www.Pbs.Org/went,2007).

2.4 Girls' Education in Ethiopia

In Ethiopia, as in most developing countries, fewer girls go to, stay and graduate from school. Currently, the national gross enrolment ratio for grades 1-8 basic education is 68%, with 59% for girls and 77% for boys. The 18% gender gap persists despite various efforts by the government and non-government Organizations to promote equitable education for all (NCTPE, 1997, cited in NCTP, 2003:154)

Successful completion of education in Ethiopia, as in most African countries is characterized by gender inequality. Women are equal partners with men in bringing about development. Their education is the critical force in changing women's position in a society and in the bringing about effective participation in development. Women need to get equal access to education, as it is their right to exercise the positive effect of women's education on human capital development, paid labor force participation and agricultural production (Ethiopian Herald, Wenndnesday.22, November 2006, page 6).

The reason for gender disparity is complex and multifaceted: traditional beliefs, cultural practices and attitudes to gender roles, such as, girl's chance to marriage. Parents may also object to educating girls' on grounds of fear and abduction while going to and coming from school, and also the opportunity costs of sending girls to school.

The problem is two sided in reality. On one side, Families are reluctant to send their daughters to school, and on the other the schools reflect gender biases and are not necessarily girl friendly. Schools some times, are part of the broader social fabric and lack sufficient awareness and interest in girls' education (Berket B and Dawit A, 2003).

Therefore, communities – broadly understood as parents, teachers, head teachers and children – need to be convinced on the benefits of education in order to ensure more girls go to, stay in and graduate from school, at rates equal to those of boys.

There are favorable indications that school enrolments have been increasing in recent years. This is partly due to the restoration of peace and order, and to the commitment of the new government towards improving education and other social sectors. It is apparent, however, that the increase in enrolments is benefiting boys more than girls. In 1993/94, girls' enrolment was approximately 38 per cent of total enrolment in primary schools as compared with 42 per cent in 1991/92. (Ethiopian Herald, Wendnesday.22, November 2006, page 6).

Projections for enrolments over the following five years suggest that, the gender disparity worsen as total enrolment increases, resulting in girls' enrolment falling to 34 per cent of the total by 1998/99 (Rose *et al.,* 1997).The national figures mask regional and rural/urban differences in the gender gap. For example, in 1994/95, girls' proportion of total enrolment varied from 52 per cent in Addis Ababa to 29 per cent in South Ethiopia and Somali; and from 47 per cent in urban areas to 31 per cent in rural areas.

2.5 Challenge to Girls Education

Many empirical studies have been carried out in a number of developing countries to determine the reason for lower enrollment, persistence and performance of girls compared to that of boys. A number of factors contribute to this gender-gap in education. The major factors are related with social and cultural problems.

2.4.1 Cultural and social problem on Girls' Education

Harmful traditional practices(HTPs) which are widely exercised in Ethiopia that have devastating effect on health of women and young girls as well as on their education especially at primarily school level. Those practices are early marriage, abduction, female genital mutilation. There is also a cultural belief that educating boys is more necessary because of their role as family heads and bread winners.

The traditional division of labor also reflected at home as parents unequal treatment of their sons and daughters in terms of assigning chores. As shown the report by National Committee on traditional practices of Ethiopia (NCTPE, 2003) early marriage is a serious problem in Amhara, Benshangul Gumz, and Afar and Tigray state. Marriage by abduction is a highly prevalent practice in SNNPR (NCTPE, 2003:154).

Early Marriage

The acceptable age for marriage varies from country to country. According to the New Family Law of Ethiopia, the minimum age for marriage is 18 years for both girls and boys. In this study, early marriage is taken as marriage carried out below the age of 18 years.

Early arranged marriage results in multidimensional consequences. The most frequently mentioned harmful effect of early marriage is greater risk of domestic violence, poor health, divorce/abandonment/, early widowhood, psychological disadvantage, lower education and work skills, reinforced gender stereotypes and roles and a cycle of poverty and abuse in which children of young and illiterate mothers tend to face the same cycle of deprivation and abuse experienced by their mothers (Guday 2004, 2007).

In short, early childhood marriage has severe harmful effects on the well-being of the society at large in general on girls' well-being in particular.

Early and Forced Marriage: Early marriage, in its broadest sense, refers to "any marriage carried out below the age of 18 years, before the girl is physiologically and psychologically ready to shoulder the responsibilities of marriage and childbearing" (FMRWG, 2003).

Forced marriage entails mental and psychological coercion, bribery and harassment used to force a girl to enter into marriage. In this context, forced marriage differs from early arranged marriage in the age of betrothal for girls which might be even before birth takes place or after puberty. However, this can blur the fine line between forced and arranged marriage since the element of consent from the girl is usually absent (Guday 2004, 2007).

Legally speaking, marriage involves the consent of both spouses and entails a minimum age requirement. Consent should be the corner stone of any marriage. Accordingly, Article 7(1) of the Revised Family Code of Ethiopia (2000) states that "Neither a man nor a woman who has not attained the full age of 18 years shall conclude marriage". Article 6 of the same Proclamation states that "A valid marriage shall take place only when the spouses have given their free and full consent." Despite these stipulations, however, both early and forced marriages are prevalent in many parts of the country. Most customary marriages among the rural majorities of Ethiopia are early marriages arranged by parents, without free consent of the would-be-spouses, mostly without the consent of the would-be-young brides. In this context, very young brides have little negotiating power to protect themselves from early arranged marriage practices (Guday, 2005: 32-33).

School girls in urban and rural areas perform different activities. In most rural areas, school girls are engaged in household chores including taking care of the mother at the time of birth, which becomes a full-time job for school girls for the first 1-2 months. Girls in urban areas also participate in household chores. However, they generally tend to be involved in income generating activities to support their families economically.

Every society around the world assign gender based roles which direct activities and govern behavior for males and females of all ages. These gender roles are reflected at socioeconomic level and status, and exert various degree of constraints for both sexes.

In general, the more rigid the gender role in a society, the sharper the gender division of labour and the lower the status accorded to women.

The role of women has been minimized based upon a long tradition of exclusion from education and development. Their participation in the economic, social, political and cultural sectors of the country is seriously affected by cultural barriers and low expectations from the female.

Problems related to girls' school attendance are not unrelated to educational content. On the contrary, gender stereotyping, threats to girls' emotional security and curricula that are insensitive to gender issues directly conspire against the realization of the right to education. Nor is progress on gender equality separate from the quality of education, especially bearing in mind that girls' education is fundamentally associated with the promotion of social justice and democracy (Guday 2004, 2007).

Abduction

Abduction *(telefa)* implies the forcing of the girl for marriage without her consent. The girl is attacked and forcefully taken away. In most cases, she is raped by the man; subsequently negotiate with parents to be her husband. In many cases, the man's (abductor's) parents endorse the abduction because they cannot afford the dowry. Generally, it takes some amount of compensation paid to the girl's (abducted bride's) parents to get them to publicly acknowledge that their daughter is now married to her abductor. Following the compensation, the marriage is often formalized through the involvement of elders. Having been raped, the girl is no longer worth to be a wife to any other man, as perceived by the traditional society.

In many parts of Ethiopia, abduction is considered as one form of marriage. Marriage by abduction, also called marriage by kidnapping or by capture, occurs to a varying degree all over Ethiopia (NCTPE, 2003:154). The prevalence of marriage by abduction is 80 percent in Oromia Region, and as high as 92 percent in Southern Nations Nationalities and Peoples Region (SNNPR), with a national average of 69 percent (NCTPE, 1997, cited in NCTP, 2003:154).

Marriage through abduction appears to be on the increase, especially in some regions of Ethiopia. Although it needs to be verified through focused research, it appears that, currently, marriage through abduction is manifesting an alarming increase especially in some parts of Oromia Region and in SNNPR. In the SNNPR where the practice is widespread, community leaders are said to turn a 'blind eye' to abduction 'even when abuses are carried out under its guise' (NCTPE, 1997, cited in NCTP, 2003:154).

What seem to be happening are widespread cases of rape, which are then mediated by elders as marriages to avoid imprisonment and other punitive measures (Zenebework 2002; Heinonen 2002; Guday 2004, 2007).

Due to abduction, a significant number of girls are forced to enter into marriage at childhood age. Also a significant number of girls are abducted at adolescent age and before they complete their primary education. This shows that attention should be given to teenage girls in order to reduce abduction.

The Ethiopia demographic and health survey (2000), cited in Teshome, 2002) indicated that men generally marry more than seven years later than women in Ethiopia. The average at first marriage for all women in the age range of 24-29 is 16 percent and the average at first marriage for all men in the age range of 25-29 is 23 percent. Education is crucial in the struggle against harmful traditional practices (HTPs), as it empowers people, women in particular, as they are the ones to instill cultural values in their children, and thus enable them to withstand traditional pressures for conformity.

Sexual Harassment

Sexual harassment is any form of an offensive sexual drive that is uninvited and unwelcome. It can be a single incident or a persistent pattern of unwelcome behavior with the intention of gaining attention. Although it often occurs in relationships of unequal status as in student/teacher relationship or between peers (between school girls and school boys). The majority of sexual harassment is directed at school girls but also school boys can sometimes be a target. Sexual harassment can range from subtle behavior to explicit demands for sexual activity or even sexual assault (NCTPE, 1997, cited in NCTP, 2003:154).

Rape: Rape is the worst form of sexual violence committed against school girls. Its severity stems from the fact that it may leave scars on the body (like bruises, damaged body parts), psychological trauma and social stigma (e.g., lack of social acceptance) that are reminder of the horrors of rape. Rape is a severe expression of the dominance of males over females and occurs in unequal power relationships (NCTP, 2003).

Excessive Workload at Home: In Ethiopia children as young as 7 are required to perform various tasks related to domestic and farm activities. This is especially true of rural school children who have to work on farms before and after school and also during weekends. The situation of school girls in particular is worrying because of the double role they assume as helpers in the domestic unit and as a source of labour for the family farm. While working as such may not be harmful for school girls, excessive work both at home and on the farm is detrimental to their physical, emotional and intellectual development.

Excessive workload for the girls, mainly in their homes, has also been considered as an abuse of school girls. The factors contributing to this abuse are relatively simple. The households need the labour force from all members. Boys also work, though according to most findings, less than the girls (NCTP, 2003). Another underlying factor is the perception of traditional gender roles. Just as the virginity is important to ensure a good marriage for the girl so are her proven skills as a wife, cook and caretaker in the family. As girls marry early, they have little time to adopt the skills of their mothers. Thus their "training" needs to start at an earlier age. In Ethiopia out of 30 million women, only 16.7 percent are considered to be literate (NCTP, 2003).

Although education is open to girls, the negative social attitudes against women, and educating them in particular, is still being reflected in the educational system, as expressed at a recent meeting of the Women Educationalist Association (Berket B and Dawit A, 2003). Girls who happen to go to school are expected to take care of household chores as well as when they return to their homes, leaving them with no time to study or do their homework. This results in poor school performance, often resulting in failure.

Lack of Knowledge by the Parents

In many cases the girls cannot discuss with their parents the problem of harassment they face from the boys (and teachers). Although parents agree to send their daughters to school, they have not fully accepted that in doing so, they are exposed and become vulnerable to abuse. They have no experiences of their own to draw on and they had no way of preparing their daughters even if they wanted to.

The big difference between rural and urban settings in parents' is fear of violence and abuse against school girls which may confirm that the more "modern" the setting is the greater the fear from the parents – and possibly, greater lack of understanding of the society.

This assumption is also confirmed in a significant difference in the findings between educational level and overall knowledge of rules and regulations relating to girls education and prevention of violence and abuse against girls. More educated parents (predominantly male parents) are more aware of the rules and regulations and thus also more in favor of sending their girls to school. In other words: Parents, who have some knowledge and understanding of "modern"

protection system for their girls are more willing to send their girls to school than those parents, who lack this kind of knowledge.

2.5.2 Effects of Violence and Abuse on Girls' Education

In the preceding notes, the different types of violence and abuse against school girls and the root causes for these types of violence were identified and analyzed. In this section, the effect of violence and abuse on girls' access to as well as persistence in school will be explained and analyzed.

This section describes the effects of different types of violence and abuse on the following aspects of girls' education: access to education, educational participation, academic achievement, dropout from school and future life.

i. Effects of Violence and Abuse on Girls' Access to Education

The major indicator of gender differential access to education is enrolment rate in general and primary education (Grades 1-8) gross enrolment rate (GER) in particular. According to MOE (2007), the primary gross enrolment rate at national level has reached 85.8%, when disaggregated by gender, it is 78.5% for girls and 92.9% for boys in the year 2005/06. This indicates that girls' gross enrolment in primary education, is lower than that of boys. The combined gross enrolment ratio for Ethiopia is generally low compared to that of developing countries. According to CSA (2007), the combined gross enrolment ratio for the primary, secondary and tertiary levels of education is 36% for Ethiopia, while the average for developing countries is 63%.

ii. **Effects of Violence and Abuse on Girls'Educational Participation**

From all accounts, girls lag behind boys in their educational participation (MOE, 1999). For example, the net education participation rate at the primary level is 74% (70% for girls).

Regional disparities exist. Addis Ababa, Gambella, Harari, Benishangul-Gumuz and Tigray have over 85% participation rate, while Afar and Somali regions have 16%, and 27% respectively. The participation rate is lower for girls compared to that of boys in all regions with the exception of Addis Ababa and Tigray where the participation rate was in favor of girls (MOE, 2007).

Girls are less likely to attend school regularly than boys and if and when they attend class, they are less likely to concentrate and ask/answer questions. Any physical, sexual or psychological assault perpetrated against school girls is likely to exasperate their already low profile of educational participation thereby making them less and less visible in the school.

Violence negatively affects girls' school attendance, their concentration, classroom activity and completion of homework, all of which are closely linked to their educational participation.

iii. Effects of Violence and Abuse on Girls' Academic Achievement

School girls who had been sexually abused in childhood are more likely to drop out of school, to have unwanted pregnancies, and sexually transmitted infections, to engage in high risk sexual practices, and to suffer from depression, anxiety and suicidal thoughts. With respect to the effects of violence and abuse on school girls,

Human Rights Watch (2001) reported that violence and abuse on school girls has a profoundly destabilizing effect on the education of girls.

Girls who are victims of violence are more likely perform poorly in school, have problems of concentration on their academic work, and lose interest in school altogether, and dropout from school (Human Rights Watch, 2001).

iv. Effects of Violence on Girls' Dropout from School

The prevalence of violence and abuse in school, on the way to and from school and at home tended to affect girls' access to education partly because of parents' fear and concern for the safety and security of girls. Many Parents indicated that violence highly discourages them from sending their daughters to school.

This in turn contributes to girls' lower enrolment ratio compared to boys. Girls that experienced violence and abuse tended to be absent from school, have less concentration in class, reduced class participation, unable to complete homework. The combined effects of all these leads to lower academic achievement of girls compared to boys.

This in turn leads to higher grade repetition rate for girls as compared to boys and ultimately girls may dropout from school. In general, violence and abuse against school girls affect their future life in various ways, including their physical, psychological, educational, social, economic and general well-being. This contributes to extreme and persistent poverty, illiteracy and poor health which ultimately affect girls' future life (Berket B and Dawit A, 2003).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Descriptive survey research involving quantitative and qualitative assessment approaches was applied for this study.

3.2 Study Site

The study was conducted at Danema 01 Primary School, in Mirab Badawacho Woreda peasant associations, Hadiya Zone, Southern Nations Nationalities Peoples Regional State (SNNPR). It is about 352Km south of Addis Ababa and lies at 7^0 0.9′N and 37^0 50′E. The climatic condition of the Woreda is mainly characterized by cool sub-humid with altitude ranging between 1750 and 2100m.a.s.l., mean annual rainfall between 800 and 1200 mm, and mean annual temperature of 11 - 27^0C (WBARDO, 2008). The total population of the Woreda is estimated to be 107,000.

3.3 Study Population

The target population of this study was girls who attend at 4-8 grade level at Danema 01 Primary School in the age group of 12-18. The sample size was 40 female students who were selected by using the probability sampling technique and systematic random sampling method.

3.4 Sampling Design

The subject of the study was Danema 01 Primary School female students who are enrolled in grades 4 - 8 for the 2003 E.C academic year. The school was identified by purposive sampling. This target group was randomly selected.

3.5 Sampling Techniques and Procedure

The sample size of this study was 40 students, who were selected from the total number of students attending grade 4-8 classes (i.e.400). And, also there were 10 respondents for focus group discussion, who were selected from teachers and parent committee randomly. Two percent contingency female student was also added to the calculated sample, in case the selected students are unwilling to provide information or absent at the time of data gathering. Therefore, the total sample size was 40+10+8= 58 respondents. The calculated sample population was selected from a list of all female students in Danema 01 Primary School who joined 4-8 grades at the age group of 12-18 years. The name of female students was listed in alphabetical order from this list the required sample size (40) were selected using one of the probabilities sampling techniques, systematic random sampling method (i.e. every 10th student in the list was selected as a sample).

3.6 Data Collection Instrument

In this study the data collection instrument was self constructed and structured questionnaires and focus group discussion, which was conducted with teachers and parents committee by using open ended question in order to generate all the relevant data for this specific study to serve as a primary data.

And also list of primary school female students from the record office of Danema 01 Primary School was used as a secondary data. In order to see the appropriateness of the instrument a pre- test was conducted before the actual data collection was undertaken with 10 respondents who were not involved in the study sample.

3.7 Data Analysis

After data collection has been completed, the information from primary and secondary sources was cleared and organized separately. The collected data was analyzed by using statistical analysis, and the presentation was made with tables, and figures.

CHAPTER IV

RESULT AND DISCUSSION

The majority (80 percent) of the respondents' age lies between 14-17 years and they are 4-8 grade level students (Table 2).

Concerning their marital status, 15 percent are married while 80 percent are single and 5 percent are divorced. This study result shows early marriage was carried out below the age of 18 years (20%) before the girl was physiologically and psychologically ready to shoulder the responsibilities of marriage and childbearing. According to the New Family Law of Ethiopia, the minimum is 18 years for both girls and boys.

When it comes to religion 20 percent are Orthodox Christians, 75 percent protestant Christians and 5 percent catholic.

Among the respondents 95 percent of them have brother (s). The assumption in the society is that those only with brothers more likely be protected from any type of violence and less likely attacked (Table 2).

The traditional female's role is imposed on girls from very early age and their work in the household is often to help their mothers who themselves carry extremely heavy burdens.

The status, power, and patriarchal and dominant attitude of fathers being a key factor in encouraging their daughters' to go to or restricting them from it school (Berket B and Dawit A, 2003).

Table2, Demographic Characteristics of the Respondents.

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Age		
	12 years	-	-
	13 years	4	10
	14 years	8	20
	15 years	8	20
	16 years	10	25
	17 years	6	15
	18 years	4	10
2	Grade		
	4	8	20
	5	8	20
	6	8	20
	7	8	20
	8	8	20
3	Marital status		
	Married	6	15
	Single	32	80
	Divorced	2	5
	Other	-	-
4	Religion		
	Orthodox	8	20
	Muslim	-	-
	Protestant	30	75
	Catholic	2	5
5	Have brother (s)		
	Yes	38	95
	No	2	5

Parents Education status

When it comes to the educational status of the parents, respondents claim that 60 percent of their mothers were illiterate, 20 percent were able to read and write, 15 percent were 1-5 grades, 5 percent 6-12 grade and none of them are above the 12 grade level. However the educational status of their fathers was 40 percent were illiterate 10 percent are able to read and write, 20 percent are 1-5 grade, 25 percent 6-12 grade and 5 percent of them are above grade 12. This data indicate that the educational status of fathers was relatively much better than that of educational status of the mother (figure 1).

Regarding their parents income sources, the result shows 95 percent were engaged in farming and only 5 percent were depending on petty trading.
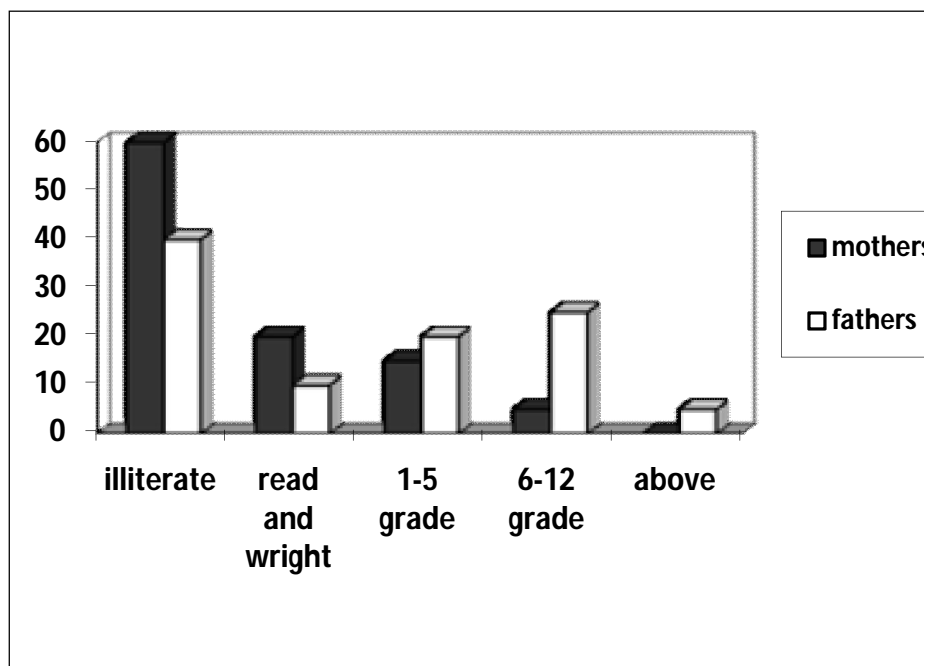
Figure 2, Parent Education Status

Support of parents to female students

Parents encouragement to their doughters were minimal. Girls are relatively given less time to study, provided less support morally and materially, and less engagement with fellow students. They seem to pursue education under stressful condition(Table 3).

This result has shown that education for girls had not been a priority within the community. Even if the families allow their daughters to go to school they do not give equal moral and material support with their sons due to cultural beliefs.

In Ethiopia children as young as 7 are required to perform various tasks related to domestic and farm activities. This is especially true of rural school children who have to work on farms before and after school and also during weekends. The situation of school girls in particular is worrying because of the double role they assume as helpers in the domestic chores and as a source of labour for the family farm.

As the above table indicates, among the respondents only 35 percent had enough time to study and the remaining 65 percent had not sufficient time for studying. Excessive workload for girls, mainly at homes, do not provide enough time for study. The factors contributing to this condition are relatively simple. The households need the labour force from all members. Boys also work, beet less than the girls.

Table 3   Female students Educational Support

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Material and moral support from parents		
	Yes	12	30
	No	28	70
2	Moral support from neighbors		
	Yes	8	20
	No	32	80
3	Equal moral and material support with brother from parents		
	Yes	7	18
	No	33	82
4	sufficient studying time		
	Yes	14	35
	No	26	65
5	Place of study		
	Library	-	-
	Home	38	95
	Class room	2	5
	Other	-	-
6	Freedom to study with friends		
	Yes	8	20
	No	32	80

Female Education In Relation To Their School Situation

From the total respondents only 20 percent were living close to school. The remaining female students travel a long distance to school. Means of transportation is either unavailable or not affordable, thus, all of them reach the school on foot. Sometimes walking takes more than an hour one way (Table 4). This indicates the location of the school from their residence was one of the factors hindering their education, as well as, exposing them to sexual harassment and abduction. Thus, distance from school can be one of the reasons for high dropout rate from their school.

The majority of female respondents (70 percent) replied that there is no club catering girls need in the school. However, 95 percent of the respondents knew that there are other clubs in their school where boys and girls use, but only 10 percent of them participate in the existing club.

The reasons given for less participation in the clubs has been lack of female role model, fear of speaking in public, the school did not encourage female students to participate in clubs and the club is male dominated (Table 4). This result indicates that girls need guidance and counseling like any other activity in the school.

Table 4, Female Education In Relation To Their School Situation

| No | Items | Total | |
		Frequency (f)	Percentage (%)
1	Distance of school		
	Very far from home	6	15
	Far from home	26	65
	Near to home	8	20
2	Means of transport		
	Car	-	-
	Animal power	-	-
	Bicycle	-	-
	On foot	40	100
3	Time consumed to travel		
	10-30 minutes	8	20
	31-60 minutes	26	65
	Above 60 minutes	6	15
4	Female club in the school		
	Yes	-	-
	No	28	70
	I don't know	12	30
5	Other students club		
	Yes	38	95
	No	-	-
	I don't know	2	5
6	Participation in the club		
	Yes	4	10
	No	36	90
7	Position in the club		
	Chair lady	1	25
	Casher	-	-
	Secretary	-	-
	Member	3	75
8	Reason for not participation in club		
	No female role model	12	30
	Fear to speak of	16	40
	No interest to join any club	2	5
	School does not encourage female student participation in any club	2	5
	Because of the club is men dominated	8	20

Source: own survey, 2011

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Factors affecting female students' participation in school activities

Among the total respondents only 15 percent had got moral support from fellow male students. Ironically, only 30 percent of them have got moral support from their male teachers, while only 20% got moral support and material support from the female teachers (Table5).

Eighty- five percent of the total respondents do fear to ask male students any question regarding their education. Similarly, the majority of the respondents (85percent) fear to ask their teachers any question in and outside of class on problems they face. This study reveals that there is a problem in the school to encourage female students to achieve better results (Table 5).

For the question raised whether they have a role model from among the female teachers or fellow female students the majority of respondents stated they have none from both groups (Table 5). Therefore, lack of role model might have contributed to low educational status of girls.

According to NCTPE (2003), the very limited or non-existent of female role model in the country-side hampers girls' aspiration to a better life. Therefore, women in the village should be good role model to female students.

Table5, Factors that affect Female participation in school activities

No	Item	Total	
		Frequency (f)	Percentage (%)
1	Getting Moral support from male students		
	Yes	6	15
	No	34	85
2	Getting Moral support from male teacher		
	Faire	12	30
	Good	-	
	Very good	-	
	Not at all	28	70
3	Getting support from Female teacher		
	Yes	8	20
	No	32	80
4	Fear of asking any question to male students regarding education		
	Yes	34	85
	No	6	15
5	Fear to ask teachers any question in and outside of class		
	Yes	34	85
	No	6	15
6	Having Role model of female teacher		
	Yes	14	35
	No	26	65
7	Having Female student role model in the community and school		
	Yes	4	10
	No	36	90

Factors for absenteeism of female students from class

Based on this assessment, 60 percent of female students do not seem to attend classes on time (Table 6).

The identified causes for being late were, lack of interest in education, domestic work load, lack of support from parents, lack of awareness of parents about the benefit of education, sexual harassment by men on the way to school, long distance from school and lack of motivation. To conclude, the above socio-cultural factors had led girls to missing of many classes and consequently became poor achievers in classes.

The findings from the study had shown that in many instances girls do not want to discuss with their parents the problem of harassment they face from boys and teachers.

Although parents agree to send their daughters to school, they had not fully recognized that in doing so, they are exposed to abuse. They had no experiences of their own. The big difference between rural and urban settings in parents' fear of violence and abuse against school girls may confirm that the more "modern" the settings are the greater fear from the parents.

This assumption is also confirmed in a significant difference in the findings between educational level and overall knowledge of rules and regulations relating to girls education and prevention of violence and abuse against girls. More educated parents (predominantly male parents) are more aware of the rules and regulations and thus are in favor of sending their daughters to school.

The findings suggests that increased knowledge and understanding among parents of the rules and regulations will enhance their willingness to send (and retain) their daughters to school. Indeed, the generation of boys and girls growing up to become parents themselves should have that increased knowledge and understanding.

Table6. Factors for absenteeism of female students from class

No	Item	Total	
		Frequency (f)	Percentage (%)
1	Reach school on time usually		
	Yes	16	40
	No	24	60
2	Reason for being late		
	Don't have interest to education	3	12.5
	Heavy work load	18	75
	Parents not knows the benefit of education	22	92
	Lack of support for parents	20	83
	Lack of teachers encouragement in the class	14	58
	Fear of abduction	8	33
	Sexual harassment by men on the way to the school	6	25
	Long distances from school	6	25
	lack of motivation	20	83

Cause for female student class repetition

In a society where there are strong male dominance and traditions such as abduction, it is not surprising that the boys use violent and abusive approach towards girls on the way to and from school as well as within the school. The boys, (unknowingly) see these girls as a major challenge against the traditional gender set-up within the society.

The prevalence of violence and abuse in school, on the way to and from school and at home tended to affect girls' access to education, partly because of parents' fear and concern for the safety and security of girls. Parent respondents indicated that violence highly discourages them from sending their daughters to school. This in turn contributes to girls' lower enrolment ratio as compared to boys.

Girls who experienced violence and abuse tended to be absent from school, have less concentration in class, reduced class participation, unable to complete home works. The combined effects of all these factors lead to lower academic achievement of girls as compared to boys. This in turn leads to lower grade and higher class repetition rate of girls (Table 7).

According to the data, 45 percent of the total respondents repeat class. The major causes for those who repeat classes are: work load at home, shortage of time to study, lack of moral support from parent and teachers, early marriage, abduction, fear of asking questions in and outside of the class, fear of rape, sexual harassment by men on the way to school, less effort of females, long distance of the school, socio-cultural behavior of the community about females in general, and absence of educated female role model (Table 7).

As Ethiopian girls grows up by taking certain responsibilities in the household, such as cleaning and fetching water, many girls' loss their chance of schooling (Culture and Change, 2000).

Table7, Cause for female student repetition

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Class repetition		
	Yes	18	45
	No	22	55
2	Causes for repetition		
	Work load	16	89
	Shortage of time to study	16	89
	Lack of enough support from parent	12	67
	Lack of encouragement from teacher	8	44
	Early marriage	4	22
	Fear of abduction	4	22
	Fear of asking question in and out of the class	14	78
	Fear of rape	2	11
	Sexual harassment by men on the way to the school	6	33
	Less effort of female	14	78
	Long distance of the school	6	33
	Back ward thought of the community about female	16	89
	Absence of educated female role model	14	78

Causes for dropout from school

School girls who had been sexually abused in childhood are more likely to drop out of school, to care for unwanted pregnancies, and sexually transmitted infections, which may lead them to suffer from depression, anxiety and suicidal thoughts. With respect to the effects of violence and abuse on school girls, Human Rights Watch (2001) reported that violence and abuse on school girls has a profoundly destabilizing effect on the education of girls (Table 8).

Girls who are victims of violence are more likely to perform poorly in school, have problems of concentration on their academic work, and lose interest in school altogether, and finally dropping out from school (Human Rights Watch, 2001).

Twenty-six percent of the total respondents were drop-out from the class and the remaining 74 percent were not drop-outs. As clearly indicated, the causes for drop-outs were work load in home, lack of enough support from parents, fear of abduction, early marriage, sexual harassment by men on the way to school, long distance from school, absence of motivation, fear of rape and back ward thoughts of the community about female(Table 8).

A high number of the total female respondents were forced to drop out due to many socio- cultural factors than that of boys.

Women residing in rural settings have consistently lower literacy rate than rural men but also lower literacy than urban women. Although girl's educational status shows that greater rate of educational wastage than boys, the wastage is more often due to repetition of classes and higher rate of drop out (Ethiopian Herald, Wenndnesday.22, November 2006, page 6).

Table8. Causes for dropout

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Drop out from school		
	Yes	11	26
	No	29	74
2	Causes for drop out from school		
	Work load at home	11	100
	Lack of enough support from parent	7	64
	Fear of abduction	2	18
	Early marriage	2	18
	Sexual harassment by men on the way to school	3	27
	Long distance of the school	6	54
	Absence of any motivation	5	45
	Fear of rape	3	27
	Backward thought of the community about females in general	8	73

Respondents view on measures to be taken

Almost all of the respondents suggest that efforts of girls themselves, parents support, teachers, communities, and the local government must be involved in bringing about the necessary change in attitude and outlook (Table 9).

According to Teshome S., (2002) girls' education was not appreciated by the community. Based on this negative attitude girls had less chance to attend school. They are forced to marry young and are exposed to raping before finishing their primary level education.

Table 9, Respondents view on measures to be taken to improve girls participation and success in school.

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Effort from female students	40	100
2	Parents should equally support females with both morally and materially	40	100
3	Change the back ground thought of the community regarding on female education through awareness creation	40	100
4	Encourage all the community members to discourage abduction, rape and early marriage	38	95
5	Technical support from the local government and regional office	36	90
6	Nothing should be done ever thing will become good in its time	2	5

Result Obtained From Focus Group Discussion

Focus group discussion was conducted with teachers and parents committee by using open ended questions in order to generate data for this specific study.

As the information obtained from the FGD with teacher and parents' committee (10) indicates, the participation and success of girls in education are lower than boys in this school. There were strong socio-cultural barriers that lower the enrollment and success of girls in education. Such problems are: work bourdon at home, less moral and material support to female education, backward thinking of the community on females, long distance of the school, early marriage, abduction and rape.

In Ethiopia, at all level of education, in rural and urban areas,and more so in rural areas achivement of girls are much lower than those of boys(Genet,1998). Girl's enrolment and success with in education has been lowered by social and cultural related factors.These factors are not shared by male students. However, girls were sharing other factors, such as,socio-cultural and school related factors for drop-out from school (Bereket B. And Dawit A. 2003).

The result of FGD also indicates that, the community had less appreciation to girls' education as compared to boys. Boys are given more priority to school enrolment by their parents and the communities as a whole, bearing in mind that female education are useful to their husbands, nothing much to her parents.

Women act as mothers,wives and employees in urban and rural sector. Inspite of all this important role women's play in a society, they are not fully recognized by the men-dominated society.

Education is one of the important mechanisms, that promote the welfere of a given society. But in the study area people have a nagative attitude towards girls education.What is widely held views in the society girls role is to asssist their mothers in domestic chores and in taking care of younger children. This clearly demonstrates that in the study area women (girls) have not been benefiting from education as much as men.

According to one of the discussants in FGD, and a teacher in this school and also working in Hadiya Zone Women's Affairs' office, said that the above mentioned problems are crucial and become obstacles for girls and women, led them to be poor achievers and performers in their education than male students. Based on this problem even if very few girls get a chance to attend school. They are forced to drop-out and become failers before completing their primary school.

W/o Amarech added that because of their low awareness, due to lack of education, girls and women were not able to struggle for change as they accept all burden imposed on them as natural and a normal duty given from God.

According to responses obtained from FGD respondents, there is less relationship between students, parents and teachers and less attention had been given to discuses on barriers to girls' education.

The possible solutions that were suggested by FGD respondents were to increase the female student's enrollments. Participation and success in education comprise, increase awareness of parents and community to understand the benefits of girls education and discourage early marriage and abduction through a joint effort with a government body, NGOs, community leaders, parents, teachers and students to

reduce the root problems, and also the school should provide education as a one subject to both female and male students to make female students became aware and of the usefulness of education, and be assertive in order to struggle for change through educating their parents and the community at large .

Generally, the result obtained from the FGD about the major problems that led them to be late, to school repetition, and drop-out from class were similar for all female students.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Conclusion

The findings of this study have shown that girls who were living in the study area had faced many socio- cultural problems to enroll and to succeed in their education by achieving a better academic result. As this study clearly illustrates parents' and communities' had negative attitude on girl's education and was considered as wasting family resources, parents need their daughters for household chores. Long distances from the school, early marriage, abduction and lack of role model in their village as well as in their school were the major factors that hinder girls' enrolment and success.

The reasons for dropout and low school enrolment among young girls and teenagers were a primary concern of states, a concern taken up not only in educational policy but in all social, cultural and family pursuits, since girls' education is inseparably linked to the promotion of social justice and democracy.

There were different measures that upgrade female education, such as, female clubs, getting support from the teachers, school facilities (library, extra-curricular activities, toilet, and books, learning and teaching processes, and so on). But the finding indicates that all these supportive facilities were inadequate in the school.

Even though, in this study the level of participation of girls in education increases year after year, the percentage as compared to male students was still lower. In addition, the participation of female students decreases as the grade level increases.

This indicates that girls are still facing violence and backward social and cultural factors to advance in education.

Due to severe constraints faced by girls and the negative impact on their future livelihood, the issues of girl's education have sparked serious attention. It is important to note that in most Ethiopian cultures there exists a traditional practice that is directly against sending girls to school. The findings from the field work also indicate that parents are generally reluctant towards sending their daughters to school.

New responses must be found in twenty-first century education to the patriarchal attitudes that have subordinated girls, women and groups discriminated against, so that human rights can point the way to the fashioning of egalitarian civic communities.

The fact that no country has succeeded in eliminating the gender gap clearly reveals how far educational commitment has fallen short. We live in a world where development has not brought about progress on equality, and inclusion continues to be a privilege. It seems that gender issues need to be tackled from different fronts. One such front is the policy level, another could be at the ground level (the school and community) where these gender issues are directly experienced and lived.

No culture is static and the findings from this study also suggest that girls has to fight back and begin to challenge the traditional role expected from them. Parents, communities and various non-governmental and government (like Ministry of Labor and Social Affairs, national committees and all the legal force of the government) must be held accountable to the resolution of these problems. In general, educating girls (women) is educating the society. Therefore, we all should work hard to improve the condition of girls' education.

The conclusion of this research was that gender identities are constantly constructed within the classroom and that these identities and classroom practices were influenced by what was within and outside the immediate walls of the class room: the wider society. It is however, in the classroom situation where teachers can be sensitized to be on the lookout for gender issues, as they are aware of the gender cultural practices (gender roles, beliefs, stereotypes) which could interfere with learning.

In short, teachers may be able to encourage their students to resist gendered notions that interfere with their learning.

Recommendation

A long list of recommendations were generated by respondents, amongst them were many practical suggestions for increasing safety and offering support to female students. This study strongly suggests that in order to improve female achievement in primary education the following points must be addressed

- The most important intervention for female participation in education is teaching the parents and community to increase their skill about the benefit of female education and to alleviate the problem of negative cultural practices such as abduction and early marriage;

- Reduce the burden of works on females by sharing the domestic tasks among all the family members;

- Teachers, school leaders, community, parents, government and non-government organizations, should encourage and work together with girls through constructing a number of schools close to them, forming school clubs and encouraging them to participate;

- Take legal, technical and administrative action necessary to comply with the first phase of the World Programme for Human Rights in Education, and provide high quality education based on the learning of human rights and their application to life in keeping with the principles of equality and non-discrimination;

- Develop and execute, informal and non-formal education, syllabuses on sexuality that promote respect for girls' and women's rights and fashion a sensitive and responsible male;

- Conduct research to evaluate the level of implementation of human rights in specific classroom activities and, based on the results obtained, take appropriate corrective action;

- Conduct specific experiments, projects and programmes to ensure that girls play an active part in identifying their educational, social and cultural needs, so that they can propose solutions based on their own knowledge and experience;

- Develop and apply qualitative and quantitative human rights indicators that make it possible to identify and address the causes of exclusion, discrimination, segregation and any other type of limit on girls' enjoyment of their right to education.

In general, educating girls (women) is educating the society. Therefore, we all should be work hard to improve the condition of girls' education.

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