

**SOCIAL AND ECONOMIC PROBLEMS OF INTEGRATED
FEMALE STREET CHILDREN IN REGULAR SCHOOLS
OF ADAMA TOWN**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
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DEPARTMENT OF PSYCHOLOGY



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ADDIS ABABA

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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Acronyms

CEDC	-Children in Especially Difficult Circumstances
CRC	- Convention on the Rights of the Child
CYFWO	- Children, Youth and Family Welfare Organization
DIC	-Drop in Center
FGD	-Focus Group Discussion
FSCE	- Forum on Street Children Ethiopia
FSCE -N	- Forum on Street Children Ethiopia, Nazareth Branch
GOs	-Governmental Organization
MOE	-Ministry of Education
NCC	- National Children's Commission
NGOs	- Non-Governmental Organizations
RAD	- Rehabilitation Agency for the Disabled
UN	- United Nations
UNESCO	- United Nations Educational Scientific and Cultural Organization
UNICEF	- United Nations' International Children's Emergency Fund

Abstract

This study attempted to find out the social and economic problems of integrated street girls in some regular schools of Adama town.

Qualitative method of study was employed to collect data. Participants were six street girls of day and night program attendants, who were beneficiaries of the organization, Forum on Street Children Ethiopia (FSCE), Adama Branch, three school principals, nine teachers (five females and four males), seven non-street students, the social worker of the Drop in Center and the Counselor of FSCE-Adama Branch.

The main method of data collection was interview. In addition, focus group discussion and informal talk were used to support the data obtained through the interview.

The study found out that the integration of the girls has both positive and negative impact socially, economically and educationally.

The main social problems of the children are prejudice established by the school community due to the pre-determined negative attitude of the society, Absence of friendship with non- street peers in the school, lack of understanding, trust and respect by staff are some of the problems. Revenge actions of the street children towards the negative attitudes of the school community are also found as problems.

Economic problems are also found to be obstacles of the integrated children to pursue their education. Lack of food, poor quality or absence of shelter, clothing, and school materials, inability to pay school related fees are related problems of the children.

It seems that the social and economic problems of the girls are highly interrelated. One leads to the other. Likewise, their social problems aggravate their poverty. This influences the girls to lead their life by begging and through prostitution and related problems.

According to the findings, the integrated street girls are facing many problems to pursue education. Thus, different intervention measures should be taken to overcome their social and economic problems.

CHAPTER ONE

1.1 Introduction

It is obvious that there are a number of children who are vulnerable and live especially under difficult circumstances worldwide. In Ethiopia also, even though, the data is either fragmented or unavailable it is recognized that different types of children are prevalent (Tedlla, 1996 and Tedlla, 1999). These same document reveal that, there are unaccompanied children, orphaned children, traumatized children, abused and neglected children, delinquent children, children with insufficient family support and street children in Ethiopia. Ritchie, (1999) also pointed out that street children are categorized as Children in Especially Difficult Circumstances (CEDC).

United Nations' International Children's Emergency Fund (UNICEF) (1991) cited in Habtamu (1996), estimates that one in every five children in developing countries live under especially difficult circumstances. In Ethiopia, one of the least developed countries in the world there is an estimation of 20-25% of CEDC (Fiseha 1993). The country is also becoming home for a number of street children who share the problems of CEDC. The problems of the children increased in the late 1980s and early 1990s due to different reasons (Tedlla 1999).

The children are denied of many of the social services of their society including education. As street children are among those who are CEDC, they share this problem. Burra (1989) states that for many children who are on the street, schools belong to another world that few touch and they often drop out before finishing school. According to UNICEF (2003) despite

the fact that all children need knowledge and skills in order to have self - esteem, most street children receive little or no formal education.

At present, a growing sense of discrimination concerning the idea of isolated special education for the pupils has led to call for more opportunities as an issue of human right and equal opportunity (Tilstone, Florian, and Rose, 1998). This initiative goes in line with the principle of inclusive education that was adopted at the Salamanca World Conference of Special Education. The principle of inclusive education was adopted at the Salamanca World Conference of Special Needs Education in 1994, and restated at the Dakar World Education Forum in 2000 (United Nations Educational Scientific and Cultural Organization (UNESCO), 2003). The document puts the full statement of the conference as follows. “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include ... street children, and working children, ... children from other disadvantaged or marginalized areas or groups” (p.4).

It is the right of children to be protected against discrimination based on any status of the child and child’s parents (Convention on the Rights of the Child (CRC), 1989).

According to UNESCO (2003) educational opportunities that discriminate children are unfair. It also states that discrimination excludes children from their various social needs outside the school life. As a result, they remain without the basic skills that are crucial to live in harmony with their social and cultural community.

This same document puts the aim of inclusive education as providing suitable responses to the extensive range of learning needs. It is an approach that comes across in to how learners with different special needs can be integrated in the mainstream education. It encounters how to transform education system in order to react to the variety of the pupils. Consequently, it aims to enable both teachers and learners to feel at ease with the differences of learners and to see it as a challenge and improvement in the learning environment rather than a problem. The above points make clear that educating children with different special educational needs and educating them together with their other peers has dynamic results in the life of all children.

1.2. Background of the Study

In relation to special needs education, the national constitution and educational policy of Ethiopia go in line with the international principles. One of the principles is the right to equal access to public education, which stresses the need to allocate accessible resources and offer rehabilitative support to the disadvantaged group. The Ethiopian Education and Training Policy (1994) requires:

...expansion of basic quality education and training for all, the development of physical and mental potential and problem solving capacity of individuals including for those of the children with special needs in accordance of their potential and needs. The policy is to be implemented in order to give due attention to the enormous number of (10-20%) of children and students with special needs. (MOE, 2005:12).

It is important to point out that inclusive education provides means to decrease disadvantages and remove barriers of broader social inclusion. On the other hand, exclusion from education increases disadvantages and contributes to broader exclusion in society (MOE, 2005).

As stated by MOE (2005), in school age populations of Ethiopia, (about 16 million), 1.6 million children or students have especial educational needs.

However, regular schools have a tendency to reject to enroll children with special needs (Baseline Survey (1995) and Mamo Mengesha (2001) cited in MOE (2005). A significant number of children and students are still excluded from education. MOE (2005) estimates that less than 1% of children and students with special needs get access to education.

The Ministry pointed out that the intensity of problems and needs of the children with special needs are not the same. Children with some types of special needs can be integrated easily in ordinary schools with out any prerequisites if teachers are properly aware on inclusive lines, if identification measures and support mechanisms are at hand in schools and in the community as well (MOE, 2005). According to the Ministry, a great number of children with special needs like those of the homeless children and children on the street are mentioned as children to be integrated easily (relative to those who are with different disabilities).

Nevertheless, experience shows that education right is denied to many of the street children in different parts of Ethiopia. Forum on Street Children Ethiopia (FSCE) (2003) reports that most of the street children are school aged (5 to 18 years old), but the majority of them never attend school due to several problems.

When comparing the extent of problems of the children, it is clearly seen that girls suffer more than boys do. In addition to the problems that are common to all street children i.e.

lack of food, shelter, family support, schooling and others, girls are exposed to sex abuse, child motherhood, commercial sex work (child prostitution) and other related problems.

Due to the prevalence of the above and other related problems, some non-governmental organizations are playing some roles in the prevention and intervention of the problems of street children in the country. For instance, Forum on Street Children-Ethiopia (FSCE), a child rights and advocacy organization that works for the respect of the rights of urban-disadvantaged children in general and street children, who are sexually abused and exploited and children in conflict with the law in particular, established a project in the year 2000. It is a “Drop in Center” (DIC), where sexually abused and exploited girl street children in Adama town can be assisted. Addis Ababa, Adama, Dessie and Diredawa are towns where the problem is serious. Because, these cities have had the largest number of street child population and there is a continuous rural–urban migration of people to the cities and towns with expectation of getting employment and other means of better life (Fiseha 1993).

Along with different other services provided for the girls, some assistance towards the participation in formal day and evening schools is facilitated by the organization. Girl street children are enrolled in regular schools in the day and evening programs of different schools in the Adama town.

Nevertheless, the integrated female street children seem to have a number of problems to pursue their education smoothly. Some children do not have positive relationship with some school community members, some attend class irregularly and some others drop out of

school. From this point of view, it can be inferred that the danger of illiteracy will also affect the well being of the large number of female street children.

Thus, the aim of this study is to investigate the socio- economic problems that girl street children face to attend schools .The study will be guided by the following main questions:

- Does the integration of the children in the regular schools have any social, economic, educational and other impact (negative or positive) on the street children?
- What is the attitude of teachers, students and other school community members towards the integrated female street children?
- What is the attitude of the integrated female street children towards the other students, teachers, and other school community members?
- Do the children have economic problems to pursue their education smoothly? If so, what are they?

1.3. Objectives of the Study

1.3.1. General Objective

- To investigate the social and economic problems that the female street children are facing in the sample schools at Adama

1.3.2. Specific Objectives

- Finding out the impact of the integration in the social, economic and educational life of the female street children;
- Finding out the attitude of teachers, non-street students and other school community

- members towards the integration of female street children in the schools;
- Finding out the attitude of integrated girl street children towards the teachers, students that are non –street and other school community members;
 - Finding out the social problems of the integrated female street children;
 - Finding out the economic problems of the integrated children;
 - Suggesting possible solutions to minimize the problems.

1.4. Significance of the Study

This study is believed to have the following importance: -

- Gives insight to governmental and non-governmental organizations on the importance of designing possible intervention program for female street children;
- Providing a clue to all concerned agents to act upon and minimize the problems;
- It could also serve as a spring board to others who want to study in the same area

1.5. Scope of the Study

The study does not attempt to find all kinds of problems of the children. It is limited to the social and economic problems to pursue their education.

1.6. Limitations of the Study

The study has the following limitations.

- ❖ Due to shortage of printed materials, the researcher mostly focused on the available internet sources to review some literatures.

- ❖ The researcher's intention to include female street children who dropped out of school failed due to time constraint of the research period resulted from political instability in the city.
- ❖ In addition, the researcher's plan to include non-street evening program attendants in the focus group discussion failed. This is because, they work in the day time, mainly as domestic workers and daily laborers. Thus, it was impossible for them to attend the discussion.

Definitions of Terms

- Child abuse – situation when a child may experience harm, usually as the result of failure on the part of care giver to provide appropriate care and protection
- Drop in Center _ a non residential facility located at a specific place which is managed for the purpose of providing basic services, and programs excluding overnight adjustment that include food, clothes, basic health care, trainings, formal /informal education and recreational opportunities, to street children who voluntarily attend the facility but who are free to leave.
- Neglect - constant or sever neglect of a child, or the failure to protect a child from exposure to any kind of danger that come through willful or otherwise.
- Physical abuse- An act of committed by some body that cause physical harm or a possibility of harm
- Regular school - any public school that is not specially prepared for particular type of students
- Sexual abuse - any exploitation of a child or young person including rape, incest and other kinds of sexual activity involving children
- Street children -Children that lack appropriate care of adults and mainly exposed to different activities on the street to survive, sleeping on the street or in a shelter either regularly or seldom with or with out their family because of different reasons.

CHAPTER TWO

Review of Related Literature

2.1. Profile of Street Children

2.1.1. Definition

Since every child in the street is different from other children in the cause of being on a street and his or her social circumstances after the incidence, the term street children does not describe each child well (Thsion 1988 and Brick 2002 cited in Thomas de Benitez, 2003).

Thomas de Benitez (2003) points out that unless a number of interpretations are used in common, there is no universal definition of the term “street children”. Some definitions represent population of children who live in the streets; others include the children who work on the streets and living with families at home.

Furthermore, Brick (2002) cited in Thomas de Benitez (2003) argues that the use of the term “street children” is, also uncomfortable because of some other reasons. He adds that it does not sufficiently represent how children see themselves, it has a stigmatizing label, and it draws attention away from other children in poverty and social exclusion. The author also argues that the term reflects social and political agendas more than children’s reality.

All the same, there is no widespread agreement on an alternative term for ‘street children’. Explaining this idea, Volpi (2002) cited in Thomas de Benitez (2003) says the phrase does not have any equivalent word to state both the exact nature of street life and its interconnection with other feature of vulnerability.

However, different writers and organizations define the term in many ways. According to the definition of Riley (1964) cited in Fiseha (1993):

Street children are those who materially or morally abandoned or neglected or who are exploited or who up on their choice for better chance of survival have joined street life either absolutely live and work on the street with out any kind of supervision or assistance from parents or relatives or those who work fully on the street but live together with their parents or relatives (p.4).

Burra (1989) defines street children as those who work in semi – urban and urban centers and live either in their employers’ residences or entirely on the streets. Human Rights Watch (2004) defines it as follows.

The term street children refers to children whom the street more than their family has become their real home. It includes children who might not necessarily be homeless or without families, but who live in situations where there is no protection, supervision, or direction from responsible adults (P.1).

As discussed above the term is collective in nature to take the differences between the children into account. Children on the street are not all abandoned and not all of them live on the street. Therefore, UNICEF distinguishes the term “street children” between the following four different groups based on their involvement in street life and family contact (Tedlla 1996 and Tedlla1999).

2.1.1.1. Children at High Risk

These children are those who are at high risk of going out to the street life because of extreme poverty and some sort of deprivation in their homes or poor care and those whose parents are working all day long and lack supervision of their children (Tedlla 1996 and Tedlla1999).

2.1.1.2. Children 'on' the Street

Children 'on' the street are children who work and have somewhat regular relations with their family. Even if they spend most of their time away on the streets and in market places as workers, they consider that they have a home and they live with their families by providing them economic support (Tedlla 1996 and Tedlla1999).

2.1.1.3. Children 'of' the Street

Children 'of' the street correspond to the group of children who consider the street as their home. For these children the street is a place where they do most of their activities. They eat, play and make friends and sleep on the street. Though they may have some relationship with their families, these children never go back to their parents. There are also conditions to these children to be abandoned or to be kicked out by their family from their home, while in other cases the children themselves choose to live on the street for good. These children provide food, shelter, and a sense of family attachment among their friends of the streets rather than their family (Tedlla 1996 and Tedlla1999).

2.1.1.4. Abandoned Children

These are homeless children because of the death of parents or rejection by their family mainly due to poverty and when the family is incapable to look after them (Tedlla 1996 and Tedlla1999).

2.2. Causes for Street Life

Many different causes can be said about the life of children on the street. Studies of different authorities put some socio- economic factors as the main cause for street life (National Children's Commission (NCC) 1988), cited in Gobena (1994).

Broken homes due to divorce or separation of parents for different reasons, or by death of one or both parents children receive very little or no care. These conditions expose the children to be vulnerable for some kind of abandonment and lead them to rush away from their home and start street life (Gobena, 1994 & Tedlla, 1999).

Family poverty caused by unemployment, insufficient income or other reasons is also found to be another major pushing factor for street life of children directly or indirectly (Gobena, 1994 & Tedlla, 1999). The summary report of FSCE, (2003) on eight towns of Ethiopia also shares this idea. It affirms that children those who start to street work to support them selves and their families due to poverty to contribute their share to the family income have the highest proportion. The document describes that there are also children pushed by their family to go out and work on the street in order to assist the family economically. As it can be understood from the above information, it is clear that poor economic background of family can be directly cause to street life of children.

As elaborated by Tsegaye (1988) cited in Gobena (1994) family disruption is common in families of poor economic conditions and leads children to be abandoned and go out from home. He states this based on the study of NCC (1964). According to the writer, the study was conducted on low-income community. The result shows that (28.8% of the studied population were divorced 19% separated 52% of them lost one of their spouses. The fact that divorce, separation of parents, and death of parent can be causes for street life, from this finding, the indirect effect of poverty to street life of children could be understood.

Migration of people for different reasons also contributes a lot to street life. It is common that children migrate with or without their families due to war or other unfavorable conditions, in search of better life. The Rehabilitation Agency for the Disabled (RAD'S) (1974) survey, as cited in Gobena, (1994) shows that out of the 5004 studied street children of Addis Ababa, 72.5% were migrants from the rural places. The study that was conducted in 1988, by the Ministry of Labor and Social Affairs and Radda Barnen-Sweden on 900 children of both sexes of age 9,10 and 13 also indicated that 33% of the children were migrants. The accumulation of displaced people in to main urban centers of Ethiopia after change of government and frequent drought and food insecurity in large part of the country can also be indicated as one of the major factors to street life of many Ethiopian children (Tedlla 1999).

Some authorities add several grounds that lead children to street life. A Civil Society Forum for East and South Africa on Promoting and Protecting Street Children (2002) cites some aspects like:

- Physical abuse such as corporal punishment by family or school,
- Psychological abuse such as humiliation
- Sexual abuse on children by family members
- Children's own perception of discipline or abuse and experience of violence,
- Cultural attitudes of some family or community like the belief that 'Children are to be seen, not to be heard',
- Lack of conflict –resolution skills in some families, and
- Peer influence

Supporting the above points, as factors for children's street life, the report of FSCE (2003) adds

- Child neglect in the family and
- Lack of access of education.

Human Rights Watch (2000) also found out that violence on children in schools result in children's street life since they stop to go to school.

The above and some other possible stressful conditions make children to live on the street and to be engaged in odd jobs and unnecessary activities. Some of them engage themselves in activities such as car guarding, petty trade, shoe shining, carrying goods, etc. while others are seen wandering, begging or stealing (Tedlla 1999).

2.3. Social, Economic and Educational Situation of Street Children

There is estimation that there are 38 million street children around the world. (Tsegaye, 1988, cited in Gobena, 1994). Most of them are found in the third world countries with more or less the same social, economic and educational status (Tsegaye, 1988 cited in Gobena, 1994).

2.3.1 Social Situation of Street Children

As street children are currently given nationwide and/or international consideration; social problems, economic problems and lack of education are among many issues that attention has been mostly focused on (Human Rights Watch, 2004).

When look at the social status of the children in many countries the publics have been found to have extremely negative attitude to the street children. "There is a tendency by some law enforcement personnel and civilians, business owners and their private security firms, to view street children as almost sub-human" (Human Rights Watch, 2004:1). Moreover, recognized as 'anti-social,' street children are viewed with doubt and fear by many people (Human Rights Watch, 2004).

Police violence against street children is also common in many countries. Human Rights Watch (2004) affirms that globally street children are subjected to physical abuse by police, or have been even murdered, as governments treat them as enemies to be eliminated rather than as children to be take care of and protected.

They are frequently and arbitrarily arrested by police, simply because they are homeless, or criminally charged with vague offences such as, vagrancy, or petty theft. They are tortured or beaten by police and often stay in prisons for unlimited period in poor conditions.

Having all these severe conditions, there are only few advocates concerned for the children. Besides, few street children have family members or individuals willing and able to intervene on their behalf (Human Rights Watch, 2004). In addition to these, the failure of law enforcement bodies to investigate cases of abused street children quickly and efficiently allows the violence to continue. The fact that they complain about police abuse only to the police itself is another discouraging factor. The report reveals that this results in revenge against the children for the reason that they show or make a complaint against a police officer rather than fair judgment (Human Rights Watch, 2004).

2.3.2. Economic Situation of Street Children

According to World Education Forum (nd), whether they are out-of schoolgirls, orphans or abandoned, displaced or refugee, children with disabilities, child laborers or in armed conflicts, all street children are at the bottom of economic condition. Economic problems have made many of the street children to take responsibilities by themselves that are normally suppose to be for adults. However, they are forced to work on the streets, satisfy their basic needs and support their families from the meager income they earn (Global Security 2000-2005).

2.3.3. Educational Situation of Street Children

The positive impact of education is unpredictable and cannot be measured or expressed in a single word or statement. It breaks the generational cycle of poverty, allows children to be full participants of their society (Human Rights Watch, 2004). It also enables them to exercise their rights and help them to be involved in civil and political life and essential to global development. Children who are in schools are less likely to come to conflict with the law and some exploitation like child labor (Human Rights Watch, 2004). Moreover, it is a right of the children to be educated (CRC, 1989 and Human Rights Watch, 2004).

Though different bodies such as the right of the child promise schooling to children, the reality does not seem guaranty for the commitment (Human Rights Watch, n.d.). Burra (1989) argues that lack of education is found one of the main difficulties for street children. Different bodies have provided a number of reasons for this.

The interrelated poor social, economic, and other discriminatory factors exclude large number of street children and those at risk from education. (World Education Forum n.d. and Human

Rights Watch n.d.). Due to school, related costs such as fee, uniforms, books, and transportation costs, costs for school maintenance and others became obstacles for the children not to get to school or drop out of school after sometime (Human Rights Watch, 2004).

On the other hand, the children cannot follow the learning speed of their classmates after they joined school. They usually become weak due to their poor living condition and other problems. These issues also lead children to drop out of school (A civil Society Forum for East and South East Asia on Protecting the Rights of Street Children, 2003).

Human Rights Watch (n.d.) and UNESCO (2003) report that, negative attitude and discrimination of the society in relation to their differences from non-street children are serious obstacles for schooling. Hence, as street children have negative attitude from most of their respective society (as discussed above), it is clear that they are likely to be discriminated and unable to get a chance to be enrolled in schools like that of their non -street peers.

The above statements give a clue that the possibility of education of street children is at high risk.

2.4. Historical Back Ground of Street Children in Ethiopia

According to the information of A Civil Society Forum for East and Southern Africa on the Promoting and Protecting the Rights of Street Children (2002), Ethiopia one of the most populous and least developed countries in Sub- Saharan Africa, has experienced massive challenges and human suffering due to major droughts and civil disorder. It discloses that the conditions create Children's vulnerability to street life. However, the dramatic increase of the

children in number is a recent phenomenon in the late 1980s and early 1990s due to civil strife, the demobilization of soldiers and the effect of structural adjustment policies on family unemployment (Tedlla, 1999).

According to the Global Security (2000-2005)

...the kinds of problems that is on the streets of towns of Ethiopia were not really problems. They were absorbed in the community, in the extended family. Since recently with draught, war, and so forth the extended family has broken down, the community has been trained not to spare any thing to any body. As a result, this problem has become a sudden problem (p.1).

2.4. The Current Situation of Street Children in Ethiopia

Currently, there is no accurate data that tell the precise number of street children in Ethiopia like that of the global. Estimates also differ from one study to the other. However, the UN news agency IRIN newsletter (April 2003) puts the estimation of street children in the country as about 100,000 to 200,000 citing the Ministry of Labor and Social Affairs (FSCE, 2003).

Studies conducted in eight major towns of Ethiopia, namely, Addis Ababa, Adama, Awasa, Dire Dawa, Mekele, Bahir Dar, Dessie and Shashemenie, by FSCE (2003) and UNICEF (2000) and the study in the Kombolcha town studied by UNICEF (2000) reveal that the children in respective towns live under difficult circumstances. They face enormous social, economic and other problems like that of the other world.

It is also found out that in most cases, street children in Ethiopia went to the street, in search of work due to family poverty, un favorable living condition due to step parents or other reason, parental push, parental death (one or both), peer influence or a combination of these (FSCE (2003).

Researches found out that, some children joined the street life as early as 4 years of age, whereas in most cases at age of 12-15 FSCE (2003). The age range of most observable children on the street is between eight and twenty (Global Security, 2000-2005). “They can be seen on any day, wearing torn and shabby clothes, wandering bare foot, and begging motorists and pedestrians...”(P.1). Some look through garbage for food and material to make a shelter. Others spend their time selling things or sleeping on sidewalks under plastic shelter or something that can provide them shade (Global Security, 2000-2005).

As they started street life some children engaged themselves in different jobs like shoe shining, selling food, and small items, selling news papers, securing cars, washing car, carrying goods, providing changes to taxi drivers, running errands, selling fruits, sugar cane, plastic bags, domestic works, prostitution, etc. while others beg or steal (FSCE, 2003).

It is found out that some children started working at age 5-9 in Awasa (UNICEF, 2000) and at age 7 in Addis Ababa (FSCE, 2003). The children talk and play with their friends only when they don't have customers (FSCE, 2003).

Despite the fact that most children earn a meager daily income, which also varies in amount from day to day, i.e. less than 5 Ethiopian Birr or less, which is around 0.58 US Dollar or less, they have enormous expenditures. They have to expend their money for food, clothes, house rent, school fee, family and sibling support (UNICEF, 2000 and FSCE, 2003). And to overcome this problem, some work at night in addition to daytime.

The social life of most of the children is also disturbed. The children face different kinds of abuses from different bodies; gangs in the towns, elder street children, police and the society.

Gangs in the towns snatch their money and beat them, when the children work at night (UNICEF, 2000 and FSCE, 2003). It is also found out that by the time the street children provide changes for taxi drivers some drivers mistreat them by beating, and even spitting on them UNICEF (2000).

The other challenge for the children is the abusive nature of police (UNICEF, 2000, FSCE, 2003 and Human Rights Watch, 2004). When children work on a street with out permission, police chase the children in offensive condition. Moreover, police simply beat or arrest the children while the children sleep or wondering on the streets (FSCE 2003). The report indicates that many children even don't know the reason behind their arrest. It also exposes that there is a 7 years old child that has been arrested in the case of Awasa. Some street children explained that police consider their problem as a crime and attribute street children with crime and assume that the street children have information about different crimes that are committed in the towns (FSCE, 2003). The report discloses also the fact that there are few lawyers, advocates or prosecutors to speak out for the children as in the case of Adama and Shashemenie. This, according to the document invites the situation for more violence against the children.

Furthermore, the children face trouble from the society. It has been found out that the society also has negative attitude towards most of the street children. FSCE (2003) found out that the society consider street children as thieves, troublemakers and depriving. The researchers

assumed that this might be due to the 'delinquent' nature of the children. However, according to the researchers the children believe that the negative attitude of the society towards them is due to unawareness of the real problems of the children. As a result, they are found depressed.

With regard to their education, many children are not attending school. 50%, 40%, 25% and 25% of the children in the towns of Awasa, Shashemenie, Adama, and Dessie in that order are not attending school or dropped out of school. In Mekele town, the number of children who are out of school are above half of the studied children. According to the study report of UNICEF (2000), 32% in Addis Ababa, 35% in Bahir Dar, 64.6% in Kombolcha, respectively do not attend school. However, some findings differ from one study to the other. For example, the findings of UNICEF (2000) and FSCE (2003) in the case of Dessie and Shashemenie differ i.e. 15% and 62.5% respectively.

It could be said that lack of shelter is one of the major problems of the children. Only a third of the children live at home as in the cases of Addis Ababa, Nathareth, Mekele and Dessie (UNICEF, 2000 and FSCE, 2003). According to the report of UNICEF (2000) in the case of Addis Ababa, Bahir Dar and Dessie, some children live in rented houses (one or two small rooms for the whole family and for all purposes) in monthly basis with or without their family (parents or relatives). However, the type of the house they live in is inconvenient due to poor sanitation, inadequacy of space, cracked walls, leaking roofs, and absence of latrine. Some even live in a plastic shelter.

Concerning the behavior of the children, most children are delinquent due to their life style. Some are addicted of different drugs. Some children in Awasa and Mekele, most of the

children in Dire Dawa, a fifth in Addis Ababa and 15%-16% of the children in Shashemenie are found to be abusers of different drugs such as chat (a locally growing drug to chew), cigarette (tobacco), and substance.

2.6. Particular Social and Economic Barriers for the Education of Female Street

Children

Out of the estimated 113 million children of the world excluded from education, 2/3 are girls and living in developing nations. Street children and child sex workers are at the extreme end of the scale (World Education Forum, n.d.).

From experience, it is known that in many parts of the world girls face more socio economic problems than boys due to many gendered problems. From this, it could be inferred that the same difference could be seen between the street boys and street girls. Beers (1994) agrees in this idea. As explained by the writer, girls are more “at risk” and are more under pressure by the particular problems of their life on the streets. The author says that street girls not only have to carry the burden of poverty, and different status issues (like that of boys), but also gender related problems that affect their education directly or indirectly.

Girl street children are to be seen facing different kinds of social problems not only by the other sector of society but also by their companions on the streets. According to (UNICEF, 2000 and FSCE, 2003) sexual abuse by the gangs and elderly street children is one of the main problems of female street children. In studies conducted by the above organizations, rape by street boys has been found the major problem among others in Awasa town for the girls.

Furthermore, the continuous need to get rid of poverty and starvation restrict the children to worry only about their daily existence. According to Human Rights Watch (n.d.), girls are preferred for certain kinds of child labor that draws them out of school. This same document discusses that, once they begin working, their long working hours makes it difficult for the girls to continue their education. This condition leads some girls on the street to unwanted sexual assault and prostitution at their very young age (Tedlla 1999, UNESCO, 2003 and FSCE, 2003). Thus, they become exposed to pregnancy, associated problems like childbearing, sexually transmitted diseases and the cycle of street life. Once pregnant they may be or with a baby to care for, the problems become worse. They may not find some one even to hire them. Therefore, in these kinds of complicated situations, it is unimaginable to them to attend school.

Beers (1994) adds that girl street children face negative attitude, rejection and condemnation from the public than boys for being on the street in relation to their gender. Since love and care are important for children, it is not difficult to infer that the absence of these create an obstacle for their education in one way or another.

The economic challenges of the children are interrelated to their social problems. As children can't get acceptance from the society, to the extent of unable to being hired, economic problem is expected. As a result, many remain in hopeless conditions and they suffer many faceted problems including inability to attend school. UNESCO (2003) also reminds that school fees and various indirect costs for education are among the major barriers of education for those incapable to afford.

2.7. Social and Economic Support for the Education of the Children

It is discussed above that most of the time female street children receive negative attitude from other parts of society. Some people seem to forget the importance of education for the children. Still others believe that street children should be far away from other children in order not to spread their 'anti-social' behavior to non-street children. A civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Street Children (2003) indicates that there are also some who view that allowing street children to educate as goodwill rather than a right. This shows that there is a mismatch between the attitudes of the community and education of children as a fundamental human right. If this is the case, one can predict that some sort of support is needed to educate the children.

2.7.1. Social Support

Based on more than twenty investigations, Human Rights Watch (n.d.) recommended the confirmation and enforcement for the policies that ban discrimination in education against children because of their social and other status and make sure that resources are allocated to make certain that all children have equal access to schooling. Therefore, different concerned bodies are required to identify educationally underserved children and including them in school.

A civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Children (2003) asserts that awareness should be given to society that education is a right as well as need for their children. Emphasis should be given to the awareness of the community especially in the importance of educating the girls. (A civil Society Forum for East and Southern Africa on Promoting and Protecting the Rights of Street Children, (2002). Other

authorities also support an emphasis for the education of the girls. For example, UNICEF, (2003) expresses that, the girls' education needs immediate attention. One of its justifications is that lag of literacy rates of girls behind those of boys. Moreover, gender-related problems multiply many other disadvantages disproportionately suffered by girls including higher levels of poverty UNICEF, (2003). Hence, by giving more emphasis to their education, ahead of fulfilling their rights, there is a vision to increase their future income.

According to UNICEF, (2003), this helps them to have better family living standard. If girls are educated, they get knowledge how to protect themselves from different kinds of social and economic problems. They also increase the participation of future women in development and political and economic decision-making through better capacity building of their personality.

Therefore, to address the needs of the children, schools must play an important role in promoting peace and respect for diversity, family culture, human rights and fundamental freedoms such as education (A civil Society Forum for East and Southern Africa on Promoting and Protecting the Rights of Street Children, 2002 and UNICEF, 2003).

Schools can attain this by facilitating support and training for the school community; teachers, administrators, and others. Parent and school meetings and activities are essential to improve parent involvement since it has a great role to children's education (A civil Society Forum for East and Southern Africa on Promoting and Protecting the Rights of Street Children, 2002).

Creating opportunities in teachers to try to organize discussions among them, regarding difficulties and possible solutions is crucial. This helps them, to enhance proper understanding

about the needy children like the street children in the school and act accordingly (A civil Society Forum for East and Southern Africa on Promoting and Protecting the Rights of Street Children, 2002). Other suggestions include: -

- Initiate community based interventions to develop systems and to identify children 'at risk' and intervene before they 'drop out' or become street children
- Strong net working among NGOs lobbying national and international institutions (A civil Society Forum for East and Southern Africa on Promoting and Protecting the Rights of Street Children, 2002).

2.7.2. Economic Support

As economic problems have been found to be major obstacles of female street children, they should be intervened. All concerned bodies should make an effort to minimize the challenges as much as possible for the benefit of the children, the society as well as the country.

Burra (1989), points out that supporting the children in their different cost needing areas in schools for instance books, construction fee, uniform, tutoring etc., improving parents economic standard make them to let their children to be educated. She further emphasizes that if this is done, even parents who have children that work on the streets would make their children to stop work and let them go to school. Supporting this, (Human Rights Watch, 2000) adds that facilitating the provision of school fee, free textbooks, and other learning materials attract the children to school.

Given the understanding of all economic problems, alleviating every problem may not be easy for such a poor country like Ethiopia. For this, some writers and concerned bodies provided some suggestions.

It is indicted at the World Education Forum in Dakar in 2000, that donor governments agreed to provide coordinated and increased financial support to developing countries. This commitment declares not to leave any country committed to education for all will be unsatisfied due to lack of resources (Human Rights Watch, n.d). This donation to be attained needs some body to make contact with the donor governments. A Civil Society Forum for East and South Asia on Promoting and Protecting the Rights of Street Children (2003,) asserts that, governments have a responsibility to lighten the problems and improve uncomfortable situations of the children in schools. This could be possible by identifying organizations; companies other willing parties and approaching them for long-term support, improve poor schools, and alleviate costs for the students.

As governments slow to hold, according to the forum, non-governmental organizations should provide the above supports to schooling to children in need. Sharing this idea, World Education Forum (n.d) suggests partnership between GOs and NGOs for more progress to be made.

CHAPTER THREE

Method of Study

3.1. Research Design

The main purpose of this study was investigating of the social and economic problems of integrated female street children who are integrated in regular schools in Adama town. In order to attain this, qualitative method of study was employed. This method is likely to treat small number of samples nested in their context and studied in- depth unlike quantitative studies that aims for larger number of context that seeks statistical significance (Best and Kahan, 1993). This study is also conducted through in depth analysis of the social and economic problems of sample female street children who are integrated in regular schools.

3.2. Population and Sampling Techniques

3.2.1. Population

The participants of this study were six targeted female street children, who are beneficiaries of Forum on Street Children Ethiopia Adama Branch who are integrated in regular schools, nine teachers, three school principals, seven students who are not street children, the social worker of the DIC and the counselor of the FSCE, Adama Branch. Therefore, twenty seven participants were included in the study.

3.2.2. Sampling Techniques

Purposive method of sampling was employed to select six girl street children from ten integrated children of the DIC in six different regular schools. Among the six children, three of them were day program attendants in three different sample schools. The remaining three were

evening program attendants and they were from the other three sample schools. The girls who can give better information were selected by the help of the workers of the organization.

Three available and volunteer school principals of three of the schools were included in the study.

In addition, nine teachers of the integrated female street children were selected purposely. This was done by the help of the school principals. Five of them were females and the remaining four were males.

Then, day and evening classes that sample female street children are integrated in were selected purposely by the help of the principals. Then, seven students that are not street children and who are believed to give better information were selected purposely by the help of their teachers. They were three females and four males.

The social worker and the counselor of the organization were also purposely included in the study.

3.3. Instruments

3.3.1. Interview

Interviews were used to gather data from the integrated female street children, the school principals, the social worker and the counselor of the children in the organization.

Six integrated female street children (three day and three evening program students) were selected using purposive method of sampling. The interview questions were prepared in

Amharic. It focused on their attitudes about their integration, the social, economic and educational impact of their integration in the schools, the attitude of other school community towards them, their attitude towards other school community, about the over all social and economic problems that affect their schooling and related issues.

The interview conducted with three school principals focused on their attitudes towards the integration of the female street children, their experience on the impact of the integration of the children in the schools, social and economic problems that the integrated female street children encounter to pursue their education and the kinds of support the schools give to the children.

The interviews that were conducted with the social worker and the counselor of the organization focused on the impacts of the integration of the female street children with other non-street children in the regular schools .In addition, the attitude of other school community members towards the girls and vise-versa, that affect their social life were talked about. Moreover, some economic problems of the integrated female street children that affect their education were discussed.

3.3.2. Focus Group Discussions

The focus group discussions (FGDs) were employed to enrich the data gathered through the interview. They were organized for seven sample students that are not street children and nine teachers of the integrated female street children.

Regarding to their sex, five females and four male teachers participated in the focus group discussion for the teachers. In addition, three girls and four boys participated in the focus group

discussion that was organized for the non-street children in the schools. The students were selected from the classrooms that female street children were integrated in.

The FGD with the teachers was on their attitude towards the integration of the female street children in their school, teachers' idea about the impact of the integration, the social life of the children in the school, economic problems of female street children, the academic performance of the female street children, teachers' idea to assist the children to pursue their education in a better way and the teachers responsibility in this regard.

The FGD with the students was about their attitude towards the female street children in their schools and the kinds of social life they have with them were discussed. Moreover, the students' idea about the social and economic problems of the female street children in the schools that affects the education of the female street children were talked about.

3.4. Procedure

Before the main study was conducted in the research site, pilot study was made at GOAL-Ethiopia a non- governmental organization in Adama Branch. Then, necessary improvements of the instruments were carried out.

After this, the researcher went to the organization FSCE-N, made contact with the administrator and discussed about the purpose of the study. Next, the researcher was referred to the social worker of the DIC. There, similar explanation was made to the social worker and the counselor of the organization. Then, the researcher requested both the social worker and the

counselor to cooperate for the identification of the children and for their participation in the study.

Following these, the identification of the children was made according to the criteria the researcher set up. Consequently, the researcher made contact with the selected children, introduced the purpose of the research, and asked their willingness to participate in the research. They agreed to be interviewed.

Following this, the researcher went to the respective schools of the selected students. Then, after the same discussion with the principals, like the above personnel of the organization, sample teachers and sample non-street children were selected. The researcher clarified the objective of the study to the selected teachers and students. She asked also their willingness to participate in the study, which they agreed.

After the above arrangements, data collection was carried out with the selected participants. Then, all the data was transcribed and analyzed.

CHAPTER FOUR

Results and Discussion

4.1. Results

The main purpose of this study was to investigate social and economic problems of integrated girl street children in some regular schools of Adama town. Out of thirty five children integrated in different schools, ten are still attending class. Among them, six were selected from six different schools. Three of them were day class attendants and the rest were from the evening division. Therefore, in this chapter, the findings from these children and other data sources are presented.

4.1.1. Social and Economic Problems as Reported by Integrated Female Street

Children

Table -1. Background Information of the Sample Integrated Female Street

Children

Child	Age	Duration on the street	Grade	Shift in the school
1	15	-	6	Day
2	15	3 years	6	Day
3	17	5 years	9	Day
4	17	6 years	5	Evening
5	17	6 years	4	Evening
6	17	7 years	7	Evening

Case-1

This is a 15 years old girl. She lives with her mother and two sisters (one elder and one younger) in a small rented room. She doesn't remember the exact time she became a street child. However, she reported that she used to sell 'kolo' (roasted barely) on the street and in

houses where people drink day and night, until she joined the organization, FSCE before two years. Now, she is learning in grade six in one of the government regular schools.

She was asked why she became a street child. She explained that her family became a female headed after the death of her father by accident. She told that they live in a very poor condition. Her mother was unable to cover a daily meal, house rent, clothing and schooling and others for the family, with a meager amount of daily income earned by selling small items in a 'Gulit' (a small informal open market place). Therefore, she went out on the street, started selling 'Kolo' in order to supplement the family's income.

Telling the present condition of her family she said, that her family is in a problem. Her seventeen years old elder sister dropped out school from grade four and works in a small private cafeteria. Her younger sister still sells 'Kolo' in different 'tella' and 'areke' houses (houses to sell a local home made beer and alcohol) to the clients of the drinking houses. The girl explained that sometimes her family shares a small loaf of bread for dinner.

When she was asked about the impact of her schooling, she said, if she hadn't been assisted to learn in the regular schools she would have remained illiterate, with no hope for her future and neglected by others.

She described that she has positive attitude about her integration with non-street children in the school. Street life for her is smoking cigarettes, drinking alcohol, chewing chat, watching video and the like; she does not like them. However, she said, school life includes studying, doing

tasks, getting new knowledge and playing. Therefore, her integration has an advantage to acquire these things.

The girl was asked whether her school community knows her background. The director of the school, she said identified her background, unfortunately on the day she was interviewed for this research. She told that the director came to her class and asked if there is a student learning by the support of NGOs and when she raised her hand, he identified her. She hesitates her teachers' knowledge (most of the teachers) about her background since the director did not know until that day. Speaking about the non-street students in the school, she told that some know her background since they are living around the area of the DIC of the NGO that support her.

Explaining about the attitude of the school community towards her, she said that other non-street children in the school have positive attitude for her since most of them do not know that she is a street child. She told that, when they observe her that she has friends of street children, they ask her "how you could interact with them?" She also told that the guard cooperates with her in many ways like when she goes to school with out wearing her uniform or when she gets to school late. She suspects that this is because he knows that she is a street child; since she mostly interacts with other street children that are supported by another organization.

Regarding her social life with peers in the school, she described that she prefers to interact more with street children in the school than non-street peers. Her reasons for this is that street children understand her problems, have no reservation to interact with her, and they are happy

to share her every “good and bad life experiences” and vice versa, which the non street children do not want to do.

Concerning her economic condition and her schooling, she explained that she has some economic problems to pursue her education. She told that the organization FSCE covers some payment if the school asks formally. It also provides her uniform, and stationeries. However, she said some expenses, which do not have receipts from the school like for group assignment and other contributions, the organization does not pay. Therefore, these generate a problem for her.

When she described her problem, she said that: -

I ask my mother to give me some money if I have to buy things for my assignments. If she cannot afford that the only alternative I have is to tell my group members in the class that I am unable to contribute the money. Then, I ask their cooperation to cover my part to buy the material to do the assignment and leave the remaining task for me, to compensate their money contribution.

She added that this situation is even better for her and described that things would be worse if the tasks are to be done individually. She also described that there are incidences when her group members sometimes refuse to cooperate.

In her further explanation about her economic problems for her schooling, this child indicated that the poor living condition of her family is one of the main obstacles for her education. According to this girl, however she gets a daily lunch from the organization and a break fast, when she attends the morning shift in the school. She feels hungry in the months when she attends afternoon shift. In this time, she gets only lunch. Describing this situation, she seriously

said “I simply feel hungry when I remember that I already ate my lunch from the organization and I do not have any hope of getting situation for food after class. Therefore, I hate to stay in a class for longer time.”

- In addition, she does not have time to study; as she carries out the remaining tasks at home, cooking, cleaning house, washing clothes etc.; because all the rest of her family members run outside for bread.

When she was asked if there is another means of coping up with the economic problems she faces, she told that with the provision of raw materials from the organization, she makes small bags with the assistance of the organization for the raw materials and finding market to sell the bags.

She was asked how she compensates the time she spends in making the bags, she replied that she doesn't go out to play and have a rest in break time in the school. Rather, she tries to do some homework and assignments in break times if she is making the bags in that period.

All the same, she told that, the school does not have any knowledge about her poor family background since there is no relationship between the school and her family.

When she told about her problems to schooling i.e. more of economic, she said lack of enough food is the main. She explained that, education is the only means to a better life in the future. However, she said the Amharic saying, “ኑሮ ካለበሉ ስይገፋም” which means there is no life without

food. She expressed that she would like to see some organizations to work on the education of street children.

Case –2

This is a fifteen years old girl. She is integrated in one of the government schools in the town. She is in grade five in the day shift. She started street life in the year 2003. At present, she is sleeping with her peers that are street children in the DIC.

The girl was asked how she became a street child. She replied that her mother abandoned the family who used to live in Assela (a town around 60 Km. from Adama), when she was a little girl. Then, her father brought her to Adama and left the girl to his sister and her husband. After some time she started selling 'Kolo' to generate income since the life situation of her host family was poor. She told that if she could not finish selling her 'Kolo' she used to stay late at night until 11:00 P.M. This situation created a problem in the side of her aunt's husband. He was usually quarreling with his wife now and then because of the girl. Finally, he obliged his wife to send out the girl away from home. Thus, she started street life in 2003.

When she was asked about the impact of getting to school in her life, she responded that it has a great positive impact. She replied that through education she sees a hope for the future. She also replied that she spends the day in a class rather than wondering here and there, chewing chat, and drinking alcohol.

Answering the question about the awareness of the school community about her background, she replied "yes". She also replied that she knows that some of her teachers and some classmates know that she is a street child.

She was asked to tell about the attitude of the school community towards her. She said that school principals and some teachers always complain about her in many ways. According to the girl, the principals in her school do not have positive attitude towards her. She said that when she some times faces conflict with others, they are always against her. She reported that they beat her severely. She amazingly described how the principal punished her physically for many days asking her why she didn't cry and never has tear as he was beating her using his maximum strength.

She also describes the negative attitude of some of her teachers. Among others, she discussed about one of her teachers, 'Oromifa' teacher (one of the local languages in Ethiopia). She explained that he even does not want to check her exercise books and doesn't want to answer to her when she asks him a question. As she put it, when she provides her exercise book for correction he always says "check it by yourself", and when she asks him something that she does not understand his replay always is 'I don't know'. She also told that he punishes her more, even if her fault is the same as that of the others. She also complained that if she gets a good mark in his subject the teacher always shouts at her saying she can never get that mark, rather she copied it from others. Therefore, she emphasized that such conditions are discouraging for her schooling.

Concerning the attitude of her classmates, the girl said that most street children are afraid of her. She also told that she sometimes gets conflict with some non-street children in the school. Because of this, she explained some students usually accuse her to the office.

When she was asked to compare her social life with the street and non-street children in the school, the girl prefers to have more relationship with the street children. The reason as she

puts it is that most non-street children don't understand her problem due to their different life style from that of hers.

Regarding to her economic situation and her schooling the girl said that the organization that is helping her is doing so many things for her. If the school asks her to pay some amount of money for a building, fence, repairing school materials etc, it pays for her. It also provides her a uniform, some stationery and sometimes school bags as an incentive. However, this girl explained about some of her economic problems to pursue her education smoothly. She described that she is facing a great problem in getting some textbooks that are not provided in the school. She explained that she has three books provided from the school. The remaining, five books she does not have. She explained that this is because of the shortage of books in the school. However, she said she does not have the alternatives that the rest of her classmates use. She said that some of them borrow the books they do not have from neighbors, and some buy from markets. As she explained the situation, she does not have any neighbor to borrow from or family to buy her textbooks. Therefore, she replied she could not do home works and other assignments regularly. For example, she said, her social studies teacher ordered the class to do assignments regularly. Now she said, the class is on chapter six; but she is doing assignments that are in chapter three.

She also said that lack of money to respond to her hunger when she is in a class is a problem for her. She told that the organization provides her break fast and lunch when she is a morning student for one month; and only lunch when she returns to the afternoon shift. As she described the situation, by the month she is attending the afternoon shift, she searches for food (break fast and dinner) since she cannot live only with one meal. In addition, she explained that she

sometimes faces a problem when assignments are given that need some amount of money to buy things to accomplish the task.

Moreover, she said that she could not buy a set square to do class work and home works. As she explained that, she always does her math class works late in the period since she has to stay until her classmates finish and borrow their set square to her. She described that the period may be over before she finish her work, and her exercise books remain unchecked.

When she was asked what she is doing to overcome her economic problems, the girl told that she asks the workers of the organization to give her some materials for her assignments, she begs for money on the streets and leftovers (in hotels and restaurants) at night. However, the amount of money she gets from begging could not surpass from her daily dinner. She said that some times she even goes to DIC to sleep with her empty stomach and with out money to contribute for some assignments if she needs it at that time. She also told that, she is ashamed of begging as she is growing up and hates the demand of some men to have sex with her.

However, she described that she does not want to drop out of school because of hunger; like some of her friends in the DIC who returned to a total street life.

When asked to explain more about her over all life situations and her schooling, she expressed that she used to perform better when she was at home, even if the situation at home was also bad. This, she explained, is because she had somebody to look after her at home. She added that though she likes her education, she sometimes loses attention in the class remembering her

friends who went to the video houses, chewing chat, smoking hashish and having fun. She noted that this feeling of her is aggravated when she feels some discomfort in her school.

Case-3

Case- 3 is a girl who is seventeen years old. She is a 9th grade student in one of the governmental schools. She mostly sleeps at her home with her mother and her younger sister and sometimes in DIC with other street children. She spent five years on the street.

When asked the cause for her street life, the girl told that her father died when she was kid and her mother used to prepare and sell 'tella' (a local beer made at home). She also used to support her mother by serving customers who come to drink. She told that life at that time was very difficult. She usually had conflict with the customers. When they get drunk, she faces physical and sexual abuse by the customers. Staying late at night until 3-4 A.M, serving customers and getting up early in the morning for school were some of the inconveniences that she explained. In addition to that, she said, repeated physical abuse (beating) from her elder brother when he gets drunk made her life bitter in that home. She sourly described that these problems combined with lack of adequate basic needs for her life forced her to run away from her home.

When asked about the impact of her schooling she replied that her life is getting better. She is getting some knowledge and being promoted to upper grades. Hence, she described that she is happy about that. In addition, she said, "When I go to school wearing uniforms and having my exercise books I feel I am equal to others. I know that the other students don't know what I eat and where I live, I feel proud and pretend as if I am equal to them in school."

She was asked concerning the awareness of her school community about her background. She said that the director of the school knows her background because of an incident that happened to her. According to the girl, one day she disturbed in the class and the director asked her to bring her parents to school. Then she said, she told him that she is a street child who is being helped by an organization and her mother is too weak to come to school because of sickness. That opportunity made him to know that she is a street child.

On the part of her teachers, she replied that she is uncertain about their knowledge of her background.

She also told that, only other street children in the school and her best friend know that she is a street child. Telling the reason, she said that, she usually hears non-street children talk about street children negatively. She explained that they tell her that street children are bad and spoiled ones. Due to this, she said, she feels that the same negative attitude will come to her if they know she also is a street child. As a result, she thinks that they may hate, discriminate her considering her as she is to spoil them, and decided not to tell them.

Concerning the attitude of the school community, the girl said that from the day the director recognized her as a street child, he mistreats her in different times and in different events. She told that he always thinks that she is mischievous. Therefore, the girl described, she does not want to go to him even if any problem happens to her. She also expresses her fear that the same thing will be happen if her teachers know that she is a street child. She described that this condition affects her relationship with her teachers.

Concerning her social life with peers in the school, she replied that she prefers to have a social life with street children. Because, she said, she likes street children more than non-street children since her problems and feelings are the same with them. She suspects that non-street children will undermine her down or neglect her one day when they find out that she is a street child.

In relation to her economic problems for her education, she described some problems. As she explained, some group assignments are her problems since she must contribute money to buy things from markets or stationeries. In addition to that, she could never attend tutorial class that helps her for better result because of economic problem. She noted that the organization also does not pay for it since the school does not have receipt for this.

She was asked what she does to solve some of her economic problems. The girl replied that she finds some sorts of jobs during vacations like making hand made plastic bags for sell.

In relation to the contact of her school and her family, this girl indicated that there is none.

In her description about her life and schooling, she told that any demand of money from her school is affecting her since her mother cannot cover the expenses of her and her sister that is also attending in that same school. She told that she needs somebody to solve her economic problems, and some social resistance in her school to have a free and livelihood environment to pursue her education smoothly.

Concerning her integration with other non-street children, she replied that she is very happy. She said that she could learn, share life with others, and learn to respect others, which is uncommon among street children.

In relation to the social life with others in the school, she told that she prefers to interact with the non-street children since they respect others than the street children. However, the girl told that some non-street children undermine and insult her let alone to interact with her. She said that this created a big problem in her schooling. She also told that some call her “Shoe shiner!” and “borko!” a jargon of street children to mean dirty.

Speaking about her economic condition and schooling, this girl told that leading her life by her own becomes a problem for schooling. This includes, fulfilling food, clothing, house rent and lack of adequate amount of money to buy textbooks. The girl said that the above economic problems are obstacles for her to do better in school. Exemplifying this, she explained that she does not attend school and could not do her homework regularly. Therefore, this girl would like concerned bodies to fulfill all the necessary facilities for her education to attend properly.

Case-5

This girl is seventeen years old. She is integrated in the evening division of one of the schools in grade four. She was engaged in street life since 2000.

The girl at present time lives with her mother and a ten years old sister. All work in an incense factory, in dividing the incense in to seven different pieces to prepare for market. They are paid in every two months. They earn from 50-200 Ethiopian Birr per two months each. They live in

a small rented room from their Kebele (a smallest government unit) paying 2.50 Eth. Birr monthly.

When telling how she became a street child she said that it was because of conflict with her stepfather. She explained that due to low living standard of her family she used to sell 'kolo' and cooked potato to support the family's income. After selling the 'kolo' she used to give the money to her stepfather. However, when she grew older, she started to refuse to give the money to him. This situation brought conflict between her and her stepfather. When the conflict became worse and worse she left the house and started a street life along with commercial sex work after some time. After four years of staying out side, she got back to home when her stepfather died. However, since her mother does not have the capacity to manage the family economically, she remained working outside.

When she was asked about the impact of her schooling in a formal school, she replied that, it gives her hope for her future.

Telling about the knowledge of her school community members about her life, she replied that some of her teachers and some students know her background.

In relation to the attitude of the school community towards her, she said that, some teachers encourage and advise her to continue schooling. In the side of the students, some have positive attitude towards her. However, she responded most non- street children in the school insult her 'borko' and do not want to interact with her.

The response she gave to the question regarding how she feels about her integration in a formal school with non-street peers, she responded that she likes it because she can create some friends in the school setting.

Regarding to her choice about her social life with others in the school, the girl replied that it is better for her to be with street children in the school. Because, she likes the cooperation of street children when she gets any trouble.

Explaining about her economic problems to pursue education, the girl replied that she has to cover most of the expenses of her family; such as food, clothing and house rent. She said that this is because her mother usually gets sick and her sister is too little to do this. Therefore, she said she has problems to buy textbooks and is unable to attend class regularly.

Talking about her overall situation of her living condition and her schooling, she said the poor economic background of her family and some social problems restricted her education. The girl explained that she dropped out from school previously for many times because of the above and other related problems. Consequently, she said that, she becomes new for subjects as she resumes schooling. She also told that since her works are tiresome, she usually becomes absent from school. She expressed that this situation resulted in weakening her results and discouraging her to learn. She also expressed that she worries of dropping out of school and need some concerned bodies to support her family and to enable her and her little sister to attend school well.

the school. On the other hand, she said that she prefers street children to share some problems, which are not related to schooling.

She was asked about her economic problems that affect her schooling. She said textbooks that are not provided by the schools and clothing are her problems for her education. In addition to that, her responsibility to treat her child becomes a big economic problem for her. Moreover, she told that bringing once child in the DIC is not allowed. Therefore, she is obliged to remain to her late mother's house whose rent is not paid for the last thirteen years and fear to be kicked out by the government.

To solve her economic problem this girl washes clothes for garage workers and earns about 40 Ethiopian Birr i.e. around 4.7 US \$ monthly. She also hires her bed for some outsiders (travelers) that need rooms with small amount of payment. Doing this, she sleeps on the floor in the same room with her baby.

When she was asked to tell about her overall life and schooling situation, she told that she is facing so many problems with her child. She said,

The organization gives me lunch and pays for school, and fulfills stationary for me. However, I have so many other needs to be fulfilled for my regular school attendance. I have also a responsibility to my child. What I want to say is that there should be some party that should try to understand the real problems of street children to help according to their needs.

4.1.2. Social and Economic Problems as Reported by School Principals

Table- 2. Background Information of Principals who were Interviewed

N ^o	Sex	Educational level	Service year	Service year in the particular the school	School
1	M	Diploma	28	2	Adama N ^o 5
2	M	BSC+Post Graduate Dip. in Edu. Planning and Management	19	4	Goro Secondary
3	M	12 th	30	30	Nazareth Fana Elementary

Concerning the attitude of the principals towards integration of the female street children with other non-street children in regular schools, all support the idea. They responded that integration helps street children to have social interaction with other non- street children and to have good social interaction with their community in the future. One of them added that since no body helps and treats most of the children of the street, we should accept them when they come to school. The other one also responded that street children have so many unacceptable behaviors in the school that arise from different problems they face. They come late to the school, become absent and even drop out of school. Therefore, he said this might have impact on the behavior to other children. However, he believes that still the street children should be integrated for their own benefit.

When asked to explain about the social, economic and educational impacts of the integration of the children, the principals put both the positive and negative impacts.

Telling the positive impact for their social life, one of them said that it has an impact to mix the children with their community in the school. Most street children have a character to sleep during the daytime and roam at night. This behavior departs them from their community. However, schooling has an impact to interact the community and the children including their peers in the school. There is also a chance that the community could better understand the 'free, relaxed and open nature' of the children.

In addition, one of the principals reported that street children are economically benefited from schooling since some NGOs, individuals including some teachers and students help the children in the form of food, clothing and finding jobs. On the other hand, the principals responded that many street children complain that schooling consumes their time to move here and there in search of work and food for their survival.

When responding about the other observed negative impact of the integration, they indicated the conflict of the street children with members of the school community. This situation according to them resulted from the deviation of the children from the socially accepted norm of the community in general and the rules and regulations of the schools in particular.

The principals were asked to explain about the social problems they observed in relationship of the female street children and the other members of the school community.

Concerning the relationship with the other non-street children, lack of positive attitude towards street children, insult that reflect the poor background of the street children, discrimination and undermining the street children are some of the social problems the street children face in the

schools. They also reported that street children consequently develop negative attitudes to non-street children and some times try to revenge the insult, the discriminatory and undermining actions using dirty words and physical violence by using even knives and other sharp materials.

The principals also reported that the observed relationship problems between the teachers and the female street children. They cited different reasons for this. One of the principals said that teachers do not know their students and their problems well due to the large class size. Because of this, it is difficult to understand the girls and their problems. It usually results in conflict. The principals reported that some teachers support the children in many ways. Others do not have positive attitude towards the children and even suggest a segregated school for the children. They told that these teachers use corporal punishment on the girls and complain to principals. The children also try to resist the measures by taking different actions like verbal assault on the teacher and rushing out from school.

Regarding the social condition of the children with other school community members, one of the principals responded that he does not want to tell others in the school about the background of the street children. He said that he believes this would be exposing the street children to discrimination and creating negative attitude by others. He responded that when the children face problems, he tries to solve their problems only by himself even with out the knowledge of his partners in the school.

The principals commented that the community at large should be aware of the problems of the children. They responded that the school is a reflection of the whole society. If the society understands their problems and supports the children, the school community would do the

same. They added that some parents go to the extent of commenting that street children in the school be imprisoned and expelled from the school whenever they make conflict with their non-street children. This shows the negative attitude of the society towards the girls.

When asked about the economic problems the integrated female street children face, one of the directors responded that since his school is a government school most students have economic problems. Therefore, he responded that, even though they have problems, he did not observe a marked difference between the female street children and others for schooling. The others responded that except those who are receiving some support by some NGOs for uniforms and some stationeries and school fee, most street children have so many economic problems that resulted in dropping out of school. The principals responded that shortage of food, lack of shelter and clothing are some of their major problems.

One of the principals reported that some female street children from the evening division usually ask withdrawal from the school for the simple reason that they cannot afford even for food, let alone school fee and related costs. He also responded that some children engage themselves in some kinds of jobs, which are beyond their age level and for longer hours in a day. He further said that these students become tired to attend class properly and regularly, which may lead them to dropout of school.

Regarding the support, the schools give to the children to solve their social and economic problems the responses of the principals are as follows. One of them replied that his school encourages the teachers to know the street children. This according to him enables them to deal with the children by advising and punishing non-street children who create problem on the

street children. One of the principals told that his school uses a suggestion box to create chances for the female street children to forward their problems. He also responded that his school organizes staff meetings every fortnight to discuss about some issues in the school. The other one also replied that the schools try to exempt the students from any payment charged by the school.

In relation to helping the children by making contact with their families, only one of the principals responded that his school tries to contact children's family (if they have) using homeroom teachers of the children. One among them said that the schools try to make contact with some organization that helps the children, considering the organization as a parent. However, he responded that the schools even do not know the whereabouts of the families of the children. One of the principals responded that making contact with the families of the children is some how impossible because it needs additional human power and time. He added that most of the parents or guardians of the children are not willing to come to school and discuss with the school community about the education of their children since they prefer to run for their daily bread.

Most of the time, the children are seen sitting idle on the street, walking with out purpose and doing socially unacceptable activities. Therefore, the principals suggest NGOs and other concerned bodies should have centers to the children to play, spend their spare time as well as to do activities to generate income to meet some of their needs.

4.1.3. Results of Focus Group Discussion (FGD) Held with Teachers of the Female Street Children

Table-3. Background Information of the Teachers who Participated in the Focus Group Discussion

Teacher	Sex	Educational status	School
1	F	Certificate	Adama N ^o 3
2	M	Certificate	Adama N ^o 3
3	F	Certificate	Nazareth Fana
4	M	Diploma	Adama N ^o - 2
5	M	Degree	Adama N ^o - 5
6	F	Certificate	Adama N ^o -1
7	F	Certificate	Nazareth Fana
8	M	Degree	Goro
9	F	Diploma	Adama N ^o -5

In the discussion, teachers had a chance to express their view towards the integration of the female street children in the regular schools. Most of the teachers replied that the system is good for the benefit of the female street children. According to these teachers, the children get opportunity to share relatively better behavior from the children who are non-street. Moreover, they exercise the accepted social norm that will help them in their future life-to live in harmony with their respective community.

They also discussed about the negative and positive impacts of their integration for their social life, economic condition and educational aspects of the female street children.

The teachers shared their experience that the integrated female street children show a tendency to change their socially unaccepted behaviors and to mix with their non-street peers. On the

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5	M	Degree	Adama N ^o - 5
6	F	Certificate	Adama N ^o -1
7	F	Certificate	Nazareth Fana
8	M	Degree	Goro
9	F	Diploma	Adama N ^o -5

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The teachers shared their experience that the integrated female street children show a tendency to change their socially unaccepted behaviors and to mix with their non-street peers. On the

other hand, the participants illustrated that some teachers, non-street children and others in the schools, misunderstand them and they usually face problem to be accepted by the community.

In relation to the educational aspect of the children, the teachers described the positive side of learning with the children from their community helping each other. They also reminded that, the street children could not compete with others because of certain facts. They discussed that the children mostly join school in their late age. In addition, most of them rejoin after long interval of dropping out of school and stay outside the academic environment and acquired unacceptable behaviors on the street. These conditions, the teachers described, discourage the integrated girl street children and lead them to dropout.

The teachers commented on the kind of relationship the female street children have in their respective schools. When discussing on the relationship of the children with their teachers, there were two different ideas among the participants. Most of the teachers expressed that the children do not want to obey their teachers, they do not respect them, respond using bad words, tell lie and hate when teachers try to control them. Some of them commented that the kind of relationship between the children and the teachers mostly depends on the way a particular teacher approaches them. The teachers explained that these children have a background that made them sensitive, rough, less patient, feel discouraged, and easily disturbed because of extreme poverty they face, and hopelessness they acquired from their life. Therefore, they said teachers should be wise, should develop patience as to how to treat the children as much as possible, even if it is somehow challenging. One of the teachers presented his experience in his school that many female street children changed their unaccepted behaviors and started to attend school peacefully. Reminding the importance of having patience on the part of the

teachers he reported that a girl who committed fault said to him “Teacher, why do you expect me to be a human being in an overnight”, when he became angry at her.

Another teacher also reported a case that one of the female street children in her school ran away because of harsh action by one of her teacher. The teacher also reported that if the teachers approach them positively, these children are “freer” than the non-street, easy to approach and discuss their problems.

Regarding the relationship with other peers in the schools, most of the teachers responded that the kind of the relationship of the children with their peers is not that much different from the kind of the relationship of the children with their teachers. They said that the children mostly act according to the other party’s action to them. Saying this they shared that most students in their schools consider the female street children as ‘savage’, they discriminate them, and even some insult them. In this situation, the female street children take an aggressive measure, either individually or some times in group.

In the case of other school community members, the teachers responded that most of the children face trouble with school guards. According to the teachers, the reason for this is lack of awareness on the part of the guards about the problems of the children. The guards mostly try to punish the children, some times physically when the children do not wear uniforms, come late to school because of so many problems related to their poor back ground. Therefore, a teacher commented that awareness should be given to school community, especially, to the guards about the street children and their problems.

Concerning the economic condition of the children, the teachers gave their idea that most of the children support themselves and some of them their families also. They responded that lack of fulfilling uniforms, textbooks and reference books are some of their problems of street girls mostly if no body sponsored them. The teachers also reported that there is a situation that the children could not attend class well due to hunger. Some even faint in the school of hunger and teachers and other students help them in order to recover. The teachers also described that the children cannot fulfill some important things as their peers like shoes, other things that are important for their good looking as their peers in the school, schoolbags for the safety of their school materials. Therefore, they are obliged to work more to compensate for the time they spend in their school. They also expressed that some children engage themselves in activities that may affect their normal living conditions in different ways, such as theft, begging, staying late out side in the night and prostitution. They also exposed to sexual assault. This is to fulfill their basic needs as well as to fulfill “some aesthetics” that make them similar to their peers in their schools. According to the participants, these situations hinder them to attend school regularly.

Regarding the academic performance of the children, one of the teachers gave his idea that “Since the children want to pass exam by copying from others rather than studying, they have poor performance.” The other one also described the female street children in her class saying ‘they are lazy’ with strong wording. Some of the teachers gave justification for lower performance of the children. They said that the children usually come from street with out any base; they learn doing jobs that shares their study time and energy; they have no body to give special attention. They also reminded that they have experience of some female street children

that are improving their performances as a result of special support and attention given by their teachers.

Discussing on the idea that what the school should do to assist the female street children to pursue their education well, the teachers suggested the following. They commented that the school should introduce the children to the teachers by giving their names to teachers. Therefore, they expressed teachers could prepare themselves how to treat the children in their social and economic condition before problems are created. They also suggested that the school management should give a chance to teachers of these girls and other school community in awareness raising programs by different NGOs. Supporting this idea, one of the teachers added that, it is mostly the higher officials, not the teachers and the children, who get access to recent findings, attitudes or ideas. Therefore, she commented that school administrations should recommend teachers and other members of the school community when NGOs try to provide awareness training to the school community.

They also expressed that the school should try to know the background of the families of the students in order to understand the problems of the students and try to help as much as possible.

The teachers gave their ideas that schools should organize income generation clubs in their compound that will involve female street children as well as others at least to minimize the problems of girl female street children. Moreover, the teachers commented that the school should form a focal body which comprises of teachers and other school community members that would connect the administration of the school, the students, donor NGOs and families of

the children to work in collaboration with the children and to have strong relationship with the NGOs.

The teachers also raised some points as to what they think they should do for the children regarding the social and economic problems. Some of the teachers emphasized that they can help the children mainly in the social part. However, a teacher concluded that she has tried her best to change the behavior of her student who is a street girl in collaboration with her other students. However, she failed to improve the 'bad' social behavior of the girl and she has been discouraged. Opposing this idea, some teachers commented that the girls could be helped to improve their social life and improve their performance by giving them love and concern, giving responsibility like monitoring their class or other tasks to show them that they are acceptable. One of the teachers reminded that teachers should not pre-determine the children, as they are 'bad' because of their background. She also emphasized that there are also students that come from families that have relatively better economic background, but create many problems in the school. Therefore, she commented, teachers should develop patience and try to make necessary follow up accepting the girls as children of the community as much as possible.

The teachers were asked if they have additional ideas in relation to the social and economic problems of female street children who are integrated in the regular schools. Accordingly, one of the teachers commented that, he never thought female street children as those who have special needs and as they could be supported in schools. He noted that bodies working in this area should fill the gap as much as possible, before they integrate the children in the regular schools.

The teachers added that even though the awareness of the school teachers is essential, awareness-raising programs are needed for the whole society. According to the participants, the society does not have positive attitude towards the children to support in any way. The community thinks that NGOs work simply to receive funds from abroad in the name of the children, but do not give due attention to the real problems of the children.

4.1.4. Results of Focus Group Discussion Held with Non-Street Children

Table-4. Background Information of the Non- Street Children Participated in the Focus Group Discussion

Student	Age	Sex	Grade	School	Shift in the school
1	16	M	9	Goro Secondary	Day
2	17	M	6	Adama N ^o 5	Day
3	11	M	5	Adama N ^o 2	Day
4	11	F	3	Nazareth Fana	Day
5	14	F	6	Adama N ^o 5	Day
6	13	F	5	Adama N ^o 3	Day
7	13	M	3	Adama N ^o 1	Day

The students were asked to express their view regarding the integration of female street children in these schools. They replied that they support the integration for the reasons that, the children should not be discriminated from other children; they can share ideas and thoughts with each other. One of the children commented that female street children could be good model for the rest of the students as they learn in spite of their poor living conditions and other problems.

When asked about the social life between female street children and the other, most of the participants (except one) responded that they do not have any friend that is a street girl. They also discussed that most of the students in their respective schools have the attitude that street children do not have any responsible person to take care of them. Therefore, according to the students, non-street children in their schools do not want even to borrow them educational materials for fear that no body would bear the responsibility if that particular thing is lost. One of the students expressed her view saying that even if she supports their education in her school, she never wants to have a friend who is a street girl child. Because, she continued, she fears that the girls may lead her to their 'bad' behavior. The students discussed that the street children are some how unique as compared to others. They are hyper-tempered, have a tendency to cooperate with each other and to attack others. They do not have interest to learn. Because of these reasons, they said, most students are afraid of the children and do not want to approach them totally.

The participants were also asked to give their view about the education performances, absences in the school, doing tasks like home works and class works, arriving in the school on time and others. Their comments are as follows. They discussed that most of the time the female street children become absent from class and usually come late mainly in the morning classes. The students added that the children are so careless that they do not do their class and home works and leave the class when a teacher enters to the class not to be asked about the home works. Commenting on the school result of the children, the students reported that some do well, but most are low achievers since no body controls and supports them in their education.

When asked about the social and economic problems of the children to pursue their education properly, the students forwarded some ideas.

Concerning the social problems of the female street children, the students commented that some teachers do not like the children and take harsh measures on them. They said that teachers purely discriminate them. One of the participants (a boy) commented that, there is a teacher, who punishes a street girl child more than other students even for a petty fault. The other participant (a girl) also commented that there is a teacher in her class, who warns others not to play and interact with a street girl child in her class. The girl discussed that the street girl child in her class knows his bad attitude to her and always conflicts with him and run out of class even insulting him or murmuring at him.

The students also reminded that some non-street children have negative attitude towards street children. They said some students call the children 'borko'. They also reminded that their parents warn them to avoid relationship with the street child students.

Regarding the economic problems, the students replied that female street children couldn't learn properly, chasing their daily bread. They responded that the children are obliged to be absent from the schools regularly, both if they have work (due to tiredness and lack of time) and if they do not have job and do not get money (due to hunger).

A student said that:

I remember that a teacher took my class to an educational trip to the hill called 'Kechema', a bit far from the town. That day I did not eat break fast refusing to eat other things except bread. As a result, I fainted on the hill and came back by a cart with many problems. Therefore, I failed to do my tasks in the trip. I remember street children how they could attend class with out getting food from that day on.

The other problems of the female street children that were discussed by the participants are related to their poor economic background were lack of textbooks. The students commented that there is a shortage of text books in their schools. However, they ask their families to buy the textbooks from markets. The participants pointed out that female street children do not have this chance, since they are from either the relatively poorest families or orphans or due to other problems. This situation prohibits the female street children to attend their subjects well.

4.1.5. Interview Result with the Social Worker and the Counselor of the Organization

Table-5. Background Information of the Interviewed Social Worker and the Counselor of the Organization

Participants	Sex	Educational Background	Service Year
Social Worker	F	B.A in Sociology	7 Months
Counselor	M	B.A in Psychology	17 Years

The social worker and the counselor were asked to tell their observation on the impact of the integration of female street children in the regular schools. They replied that, integration helps both types of children to develop their interpersonal relationship and helps the female street children to accept that they are part of the community. The counselor added that when the female street children spend time in the school with other students in different difficult circumstances such as orphans, children with disabilities, children from families of very low economic background etc. they become aware that there are children with similar or even worse condition than themselves. This situation, the counselor added, helps the children to think that they aren't the only children with problems on earth which they think (most of the time) and feel inferiority.

The counselor noted that sometimes there could also be economical support to the students from different school community members while in the school.

According to the interviewees, the integration of the children has impact to their education. They explained that both street and non-street children help each other academically if there is a positive approach and follow up for the female street children. The counselor explained the negative impact of the integration as well. He noted that absenteeism and dropout of school in the case of street children is markedly observed since the schedule of the schools is formal. He discussed that the female street children cannot attend school regularly like the non-street peers because of different restrictions. Moreover, he added that it is one of the causes for the mobility of the children from one town to the other, in fear of being asked about the cause of their dropping out of school by their teachers, and some concerned bodies.

These workers of the organization were asked about their observation on the attitude of the female street children to the school community and vice versa; i.e. non-street children in this school, their teachers and other school community members. They replied that, the non-street children (except few cases) do not want to interact with the street children. This, according to them, is the result of the opinion of the parents of the non-street children. They noted that parents of the non-street children tell their children not to be accompanied by street children. The social worker exemplified that there is an event; a parent of a schoolgirl came to the DIC to complain that her daughter became a friend of a street child who is a beneficiary of the organization. This shows, the social worker added, how much parents have negative attitude to the female street children, their friendship with their children and influence their children. They

tend to discriminate the female street children. This and other related situations made non-street children be afraid of and keep away from the female street children.

Therefore, the social worker and the counselor reported that the street children do not feel comfortable with the non-street ones in fear of discrimination. Because of this, they replied, street children usually form a group of their own. Then, they informed that, if the girls feel any discrimination from the non-street children or if they feel any unjust measure is done by the school officials during some conflicts with non-street children, they disseminate information to other street children both in the school and to the others in the town using their group members. Then, they told, the street children take very harsh revenge on the non-street children in the schools. They also cited an example whereby some integrated female street children hurt themselves to pretend that they are hurt by the non-street children (i.e., accuse them).

In the case of the relationship with teachers, they replied that, there are some teachers that have positive attitude, create healthy relationship with the female street children in the schools and help the children to their maximum effort. On the other hand, they told, there are teachers who have negative attitude and affect the education of the children in spite of some awareness raising supports from concerned organizations. Explaining the former ones, they said, some teachers encourage the children to learn, helping in all means they could. Some permit the children to resume class after many days of absence, due to different reasons, some closely work with NGOs that help the children. They elaborated that, the later ones, consider the children as non-respected. The counselor replied that some teachers even insult the female street children, punish them physically and discourage them. He reported that among some type of insults “እናትሽ እንሰራ የምትሰራበትን ጥቃ ትመሰደሰሽ፤፤ meaning, “you look like the mud your mother

makes a pot with.” “ይህን ክፍል በሲዝ የተመራሽው ይመስላል።፤” meaning, it seems you leased this class. “የዚህ ክፍል መታሰቢያ ሐውልት ነሽ።፤” meaning, “You are a statue of this class.” “ተምረሽ የት ስትደርሻ” meaning “you do not have any future via schooling.”

The counselor expressed that these types of remarks highly affect the children’s self-esteem; they make the children hate their teacher and the subjects he/she teaches, and subsequently push the children away from the school. Some do this in fear of the same actions by their teachers and the others to show simply their support to their dropout friends.

Regarding the relationship of the students with other school community members, the interviewees replied that some school community members have positive and some have negative attitude towards the children. The counselor informed, that some workers in the schools like record officers complain about the registration of the children in the school. He reported that they say to the children “you bother the school to learn for a month in a year.” He added some words of the librarian “you come to library to steal, not to study.” He also reminded that some check points in the libraries focus more on these children than the others. These situations, the counselor reported, serve as a negative stimulus that lead the children to think about dropping out of school after a month, to steal books from libraries. As the same time, the students feel inferior and rejected that may lead them to dropout from school.

The counselor and the social worker of the organization commented that, the attitude of the female street children to others in the school is highly dependent on the type of the attitude towards them and the nature of relationship the other party shows towards them. They

responded that, if any body approaches the girls positively, they respond positively. If they feel that somebody has negative attitude towards them, they also respond negatively.

The counselor and the social worker were asked how they see economic problems of the integrated female street children that affect their education. They responded that, a problem to fulfill their basic needs like food and clothing is main problems of the children. They added that lack of shelter is also a problem for those who are not targets of some NGOs. The children also have a problem of books and some stationery, especially if one provided by the organization is lost. Since some children also have no body to help them to borrow books from schools, to buy them from markets, they face a great problem.

According to the counselor lack of fixed budget in some of helping organizations is also a problem to fulfill some basic needs of the female street children for their schooling. In addition, if there is any demand of money that is required for schools, if it does not have a receipt the organization does not pay. Therefore, the children face a problem.

Moreover, the counselor explained, some children who do not have any responsible body to stand for them and do not have permanent address face problems in schools. These children cannot borrow books from the schools due to absence of sponsors. He also explained that, schools ask students for money almost throughout the year; for repairing broken doors, windows, desks, for the buildings of additional classrooms in the school compound, fences, cleaning materials such as brooms etc. Some schools according to him ask 90 Ethiopian Birr per family. This situation, he explained, is very challenging for street girls that have nothing even to fulfill their daily meal. Some children he said ran away when repeated requirement of

money is raised from the school administration. Other children of course may have classmates or other students who assist them to pay the required amount of money if the amount is affordable. However, this situation also exposes the children to feel inferior and to dropout of school.

Speaking about the over all social and economic problems of the female street children that affect their education, the social worker and the counselor explained that, the female street children are inferior both socially and economically. They do not attend school well for the simple reason that no body is to control them due to their isolated social life. They also noted that a sort of discrimination in the schools resulted in running away from schools. They told that, most children spend their time trying to find food and a place to stay. Therefore, they sometimes even do not remember their school. Telling the fact, the social worker told the researcher that from the thirty five female street children that were integrated in different regular schools in the beginning of the academic year i.e. September, 2006 only ten are learning. The rest dropped out by the time this interview was conducted in the month of April 2006. She told that, in this situation, one could guess what would be the number of the children by the end of the academic year and in the following years.

Giving their final comments the social worker and the counselor said that the children need love and more attention from the whole community. As they depart socially from the community, the counselor added, they go down and down economically. Thus, they need people to show their belongingness to them. The social worker commented that these children also need some body to teach them some sort of discipline that would help them to integrate within their community. Economically too, if they are attending school every facility should be

fulfilled at least to the minimum requirement. Otherwise, they said it would be a fruitless exercise. They also reminded that the education of the children is in danger and efforts should be made from different angles of the whole society. They commented that awareness training should be given to the family of students and all school community members. The counselor also reminded that some school community members are commenting that awareness training should be given to some concerned higher government officials about the problems so that appropriate supports be given to the needy children.

4.2. Discussion

In this part of the study, different data gathered from participants are discussed based on the research questions and in relation to different literatures and research findings. The discussion is made by triangulating different information from the participants.

4.2.1. The Impact of Integration of the Children in the Regular Schools

As education is very crucial for all human beings, educating children has an impact for their future. Learning important skills in the schools enables them to live in harmony with their community. It contributes most for their self-reliance and to lead independent life. In addition, it produces human power that guarantees the development of a nation. In addition, it is one of the fundamental rights of children (CRC, 1989).

However, some children remain away from educational services of their society because of many reasons. Some lack this opportunity due to mental retardation, physical characteristics, social status and the like. These children according to MOE (2005) need special attention from concerned bodies and be given the opportunity to get to school. As street children are among

these children, some concerned bodies gave them due attention and integrated the children in regular schools to get education to enable them to benefit from and many advantages of education.

Therefore, this study revealed different positive impact of the integration of the street girls. The obtained information shows that the children have benefited from the system.

The integrated girls have been found interacting with their community in the school environment. Thus, they are acquiring the socially accepted behaviors through the interaction of the school community; peers, teachers and others, which would be hardly possible with out their integration. It is through this interaction that both groups could be introduced to each other and have a chance for every activity to live in harmony. Human Rights Watch (2004) confirms that it is through integration that children in schools are likely to be involved in their society and less likely to exercise the unaccepted norms of their society.

In this study, the integration also has been found as the opportunity for the street girls to meet their peers and teachers to help them economically. Some peers of the girls and some teachers have been found helping the children in different ways.

In addition, the girls are improving their knowledge as they go higher in their grade. There is also a tendency that the children have a hope for the future to improve their life and to develop their nation as well.

On the other hand, the research found out that there are some challenges and unfavorable environment of the integration of the girls. Some participants in this study reported that the girls are exposed to discrimination by the school community. Some non-street children,

teachers and some other workers in the schools are mistreating and discriminating the girls knowingly or unknowingly. This can be a cause for the children to feel inferior, hate the school and drop out of school. This finding goes in line with the review of the literature. World Education Forum (n.d) & Human Rights Watch (n.d) support this idea that discriminatory situation in schools can be a cause for children to be excluded from education.

In addition to the above, the long hours in the school and its formal nature made the children to be engaged in some unaccepted activities at night. To compensate this long stay in the school during daytime, some children spend more time in the night outside to get money, begging and doing commercial sex work, which exposes them to different problems. This, according to the interviewed girls and the teachers who participated in the focus group discussion is to get some money for food, clothing, and some “cosmetics” that would enable them to compete with the rest of their peers in the schools.

Difficulties in the schools lead the girls who are sponsored by some organizations to migrate from one town to another in order to avoid follow up by concerned bodies.

4.2.2. The Attitude of the School Community towards the Integrated Girl Street Children

In a warm environment, children should have a healthy relationship with others. Unless they receive positive attitudes from others, it would be difficult to expect them to learn the intended behavior. The same could be thought in the school. Healthy relationship with the teachers, peers and others in the school creates conducive environment for their social life and better achievement in education.

of the presence of some teachers who show concern and try their best for the changes of the girls, there are others with negative attitude. Some even suggest separated school for the children; some generalize them as lazy, some belittle the girls, others insult and punish them corporally. The wordings “ኦናትሽ ኦንስራ የምትሰራበትን ጭቃ ትመስደሰሽ።” meaning, “you look like the mud your mother makes a pot with.” “ይህን ክፍል በሲዘ የተመራሽው ይመስላል።” meaning, it seems you leased this class. “የዚህ ክፍል መታሰቢያ ሃውልት ነሽ።” meaning, “You are a statue of this class.” “ተምረሽ የት ስትደርሻ” meaning “you do not have any future via schooling.” indicate the extremely negative attitude of some teachers and even are a bit difficult to accept that such statements are forwarded from teachers. This condition plays a role for the students to hate their class and run away from school. UNESCO (2003), gives emphasis to this idea and says, negative attitudes towards differences and the resulting discrimination and unfairness in the children manifests itself as serious barrier to learning.

Some teachers are also found rigid to accept a change of behavior of some of street girls and better academic results. They ignore the children and advice others to do the same. From this finding it seems that some orientation and awareness raising activities in relation to the children are not conducted or are not exercised in the part of the teachers. The teachers who participated in this research also commented that awareness-raising activities from different organizations mostly focus on the administrative staffs of their schools rather than the teachers. They explained that some of the school community members lack the awareness that could help them how to treat the girls in the school. The idea of some teachers regarding the poor school performance of the integrated girls also indicates either their pre-determined attitude about the children or lack of information about the real problems of the children. UNESCO (2003) states that if teachers have strong support for a certain activity; it is likely that they

could be devoted for the activities. Furthermore, A Civil Society Forum for East and South East Asia Promoting and Protecting the Rights of Street Children (2003) recommends, the training of teachers regarding difficulties and possible solutions for the problems of the children as an important issue.

The negative attitude is also observed in other school community members of the studied schools. Some workers are found to be obstacles for the smooth learning process for the street girls. It is revealed that some school principals, librarians, record officers and guards are mistreating the girls in different ways. One of the interviewed principals said that he solves problems of street girls by his own, with out the knowledge of other school community members including his partners for the fear of negative attitude towards the girls. This confirms the existence of negative attitude of the school community towards the girls.

In addition, to this, it is found out that teachers do not identify their students who are street children due to the large class size. This situation as the teachers explained bring about misunderstanding and conflict between them. It is clear that this kind of misunderstanding in schools leads the children to feel unwanted, unprotected and to lack interest in school and to drop out of the school (Human Rights Watch, 2004).

4.2.3. The Attitude of the Integrated Female Street Children towards Students Who Are Non-Street, Teachers and Other School Community Members

Children's attitude towards their school environment plays an important role to their social interaction with different people in the school and for their academic achievement.

In this research, it is found out that the integrated girls have they have a very tepid and sometimes poor relationship with their peers in the schools. This, according to different participants of the research, is due to the pre-determined negative attitude for the street children towards others in fear of discrimination.

On the part of the teachers, the female street children do not seem to have positive attitude for some. It is likely that the disobedience of the girls to their teachers, neglect, usage of bad words, etc, that are reported by the teachers come from the negative attitude of the children towards them. The determination of some of the interviewed girls, not to go to the school principals when they have problems also is an indicator of lack of positive attitude towards the school personnel.

The negative attitude of the girls towards their school community members prompts social problem for the integrated girls in the schools. They hide their background to the non-street peers, teachers and others in the schools. Instead of having friends from a child with whatever background, they prefer other street children & keep themselves away from others. This, according to different participants is to protect themselves from different possible attacks by others, not to be undermined and to take an aggressive revenge action. This situation is likely to make the entire school community feel unsafe and finally results in exclusion. Supporting this idea, UNESCO (2003) said that violence in school, bullying abuse between learners and others make schools difficult to learn.

However, according to the information from different participants, it is found out that most of the time the attitude of the street girls is highly dependent on the type of the attitude of others

towards the girls. If somebody approaches them positively, they develop positive attitude to that particular party and vice-versa.

4.2.4. Economic Problems of the Integrated Female Street Children that Hinder them to Pursue their Education Smoothly.

Childhood is a time for learning, playing and fun. In spite of this, many female street children work to support their families and themselves instead of attending school. According to the literature, one of the obstacles of these children to learn is economic problem. The results of this study also confirm this idea.

Shortage of adequate food has been found one of the problems. The girls become absent from school, get bored, tired in the class and sometimes collapse due to hunger. This idea is also supported by UNICEF (2003). According to the organization, many of street children in Ethiopia, even those who work for long hours are under-fed. This situation forces the children to drop out of schools.

Lack of shelter specially for those who are not beneficiaries of some organizations and poor quality of residential houses to perform some academic activities are also found to be a problem to the learning process of the children. In a situation where the whole family shares a single room, with possible poor quality of the room, it is unexpected to study and to do their homework.

A problem of getting appropriate clothing is also another barrier for the girls to attend school well. Some children may not have uniforms, especially, if they do not have support from

organizations or individuals. Those who are in the evening classes also face problem to fulfill clothing to go to school.

Furthermore, the girls are unable to have appropriate school materials and that hinders their education. They do not have adequate textbooks, reference books, and some other stationery, that have a decisive role for their school performance.

The poor family background of some of the girls has been found as one of the problems of the children. Instead of attending class regularly and studying, the girls engage themselves in activities to earn money and supplement income of their families or perform the household chores while their families work outside for subsistence. This also exposes the girls to drop out of school. The finding of UNICEF (2000) also supports this idea. According to its report, many street children are obliged to dropout of school since they have to support themselves and their families through work.

None of the schools established a relationship with parents. No school covered in this research is found to know the family background of the integrated street girls in the schools. In addition, the work time of the street children overlaps with their school time and thus, they can't manage schooling smoothly. This condition could be a cause for their low academic performance, class repetition and dropping out. Learners with low school performance have tendency to repeat classes, experience low self-esteem and are likely to develop negative attitude to education and eventually to dropout of school (UNESCO, 1998, cited in UNESCO, 2003). Therefore, World Education Forum (n.d) and A Civil Society Forum for East and Southern Africa on Promoting and Protecting the Rights of Street Children (2002) suggest parent involvement in education of the children. It is believed that making parents aware of the importance of the education of the

girls enables the schools to protect exclusion. Parents who are aware of the advantage of education and who are economically supported are also likely to send their children to school, because, this reduces the responsibility of the children to supplement the income of their family (Burra, 1989 and Chatterjee, 1992).

- Those who live alone hardly attend school regularly. They have to cover almost all of their living expenses, engaged in different activities to earn money. When the age of certain integrated girls is observed, it is not difficult to imagine that they face trouble to attend classes due to several problems.

The Civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Street Children (2003) discloses that, some street children cannot follow the learning speed of the class. Some become slow and some weak if they are not given additional support such as tutorial classes. Participant teachers of this research also informed that street girls in their classes are not competent compared to their peers in the class. However, due to the demand of the schools for fees, some street girls in the sample schools are not benefiting from tutorial classes that could help them to perform better. It is to be noted that one of the interviewed principals responded that the integrated street girls in his school are free from any payments required by the school. However, none of the respondents from the same school confirmed this information.

When we look at the economic barriers of education of the girls, the poverty of the children can be seen as one of the main factors. The problems of the girls are many and complicated because of the living conditions of their families. However, if they are expected to bring about change and live an independent life, their educational facilities need to be fulfilled. Supporting

this idea World Education Forum (n.d) says poverty denies schooling but exclusion from education can be a cause for the cycle of poverty; the only way to fight poverty of the children is through school.

Child motherhood is also one of the problems that hinder girls from attending school properly. In addition to covering their own expenses, they have to feed and take care of their kids. This exposes them to sexual assault and prostitution that aggravates their problems (Global Security, 2005).

CHAPTER FIVE

Conclusion and Recommendations

5.1. Conclusion

Educating female street children is important that they can support themselves, live an independent life as well as participate in every aspect of activities in their society. Nevertheless, different factors are affecting their education. Among many others, social and economic problems they encounter in their life play a great role.

Therefore, the focus of this research was to find out the social and economic problems of the female street children integrated in some selected regular schools. Depending on the findings of the research, the following conclusion has been drawn.

The integration of the children has positive impacts in their life. The students are benefited from the interaction with their community in the schools. They receive economic support from different members of the community. They are also improving their academic status.

On the other hand, their integration exposes the girls to discrimination and other associated problems in some school community members. They also face some economic problems that are related to schooling.

The study found out that some of the school community members have negative attitude for the children that they misunderstand the girls, mistreat them, and consider them as extremely uncontrollable. Some insult, neglect that can be cause for exclusion of the girls from the school.

The negative attitude of the street girls in response to the same negative attitude of others towards them is found affecting their social interaction among peers in the schools. The female street children hide their background to their schoolmates and teachers in order to avoid the above indicated social problems. They do not want to interact with non- street children in the schools; they form groups of street children, forward bad words, and show inappropriate behavior including harsh revenge action, which lead to violence in the schools. These make the school environment unfavorable for the school community in general and for the girls in particular. Therefore, they exposed to total exclusion from the school.

Poor background of family and or the girls also hinder the girls to attend school well. Lack of food, in adequate clothing, lack of shelter or poor condition of shelter, lack of adequate educational materials, repeated requirement of money from schools are found to be some of the main economic problems of the girls. These problems made the girls to attend school irregularly, to perform poor in the school, to be discouraged and finally to quit education.

Finally, this study found out that the social and economic problems of the children are highly interrelated. As their social problems push them to exclude themselves from family and school, they get deprived of economically. When they try to solve their economic problems their exposure to the worse social problems becomes high. They obliged to involve themselves to unacceptable activities such as commercial sex work, a condition that drive their life to child motherhood and related problems to follow the cycle of poverty with their children instead of thinking about education and leading better life.

Therefore, this study informs that the integration of the children in the regular schools needs a strong effort. The society, schools and other concerned bodies should give more attention in order to enable the girls learn and get out from their miserable life which is a result of their complicated social and economic problems.

5.2. Recommendations

- In order to minimize the possible social problems of the girls, timely awareness raising training should be given to the entire school community about the nature and problems of the children, method of solving the problems, and ways of understanding them better.
- The girls should be integrated in the schools as early as possible before they acquire some unacceptable behaviors on the street that need more time and energy to deal with.
- The children should be given the opportunity to learn some acceptable social norms of their society to help them create healthy relationship in schools.
- Effort should be made to organize some income generation activities to the girls in order to minimize their economic problems as well as to prevent them from long working hours and unaccepted activities they perform to get money.
- Some helping organizations of the children should introduce the girls to the members of the school community in order to prevent the possible problems that the girls face in the schools that are resulted from the lack of awareness of the school community.
- The relationship between the school community and other concerned bodies should be strong and continuous in order to intervene to the problems at their early stage.
- Further study should be done related to this area in order to find out the possible remaining problems of the children to learn.

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Appendix- A-I

በአዲስ አበባ ዩኒቨርሲቲ የሳይኮሎጂ ትምህርት ክፍል

በመደበኛ ትምህርት ቤት አይተማሩ ሳሉ ሴት የገዳና ተዳዳሪ ሕፃናት የተዘጋጀ ቃስ መጠይቅ አጥኝቶ በሚከተሉት መግቢያዎች ቃስመጠይቁን ይጀምራሉ።

ዓላማ: -

- የዚህ ቃስ መጠይቅ ዋና ዓላማ በመደበኛ ትምህርት ቤት የሚማሩ ሴት የገዳና ተዳዳሪ ሕፃናት ትምህርታቸውን በአግባቡ እንዳይከታተሉ ስለሚያደርጓቸው ማሳበራዊና ኢኮኖሚያዊ ችግሮች መረጃ ለማግኘት ነው።
- በዚህ ቃስመጠይቅ የምትሰጡ ማንኛውም መረጃ በምስጢር ይደቀዳል። በመሆኑም ትክክለኛ መረጃ እንድትሰጡ በአክብሮት እጠየቅሻለሁ።
- ቃስመጠይቁ በቴፕ ቢቀዳ ፈቃደኛ ነሽ?
- አመሰግናለሁ።

1. የግል መረጃ

1.1- ሰዎች ----- 1.2- የክፍል ደረጃ ---- 1.3- የምትማረበት ፈረቃ : - ቀን ማታ

1.4- የገዳና ተዳዳሪ የሆንንበት ጊዜ-----

2. የማደራደሪያ ስፍራዎች :- በቤት ውስጥ በገዳና በሳስቲክ መጠለያ ሴሳ -----

3. ከማን ጋር ትኖራለህ? ሰብቻ ከእናትና አባት ከአባት ከእናት

ከወንድምና አህቶች ከዘመድ ከወንድ ዳደኛ ጋር ከሴት ዳደኛች ጋር

ሴቶች-----

4. አብረኻቸው ስለምትኖራቸው ሰዎችና እና ስላንቺ አኗኗር ብትገልጧልህ? -----

5. የገዳና ተዳዳሪ ስትሆኑ የቻልሽው እንዴት ነው? -----

6. ወደ መደበኛ ትምህርት ቤት መግባትን በሕይወትህ ላይ ምን በጎ ወይም በጎ ያልሆነ ተፅዕኖ አለው ብለሽ ታስቢያለሽ? -----

7. የሚከተሉት የትምህርት ቤት ማሳበራሰብ አባላት የገዳና ተዳዳሪ መሆንን ማወቅ አስማወቃቸውን ብትገልጧልህ:-

- ርዕሰ መምህራን:- -----
- መምህሮች :- -----
- አብረው የሚማሩ ተማሪዎች :- -----

8. የሚከተሉት የትምህርት ቤት ማሳበራሰብ አባላት ላንቺ ያላቸውን አመለካከት እንዴት ትገልጧልህ?

- ርዕሰ መምህራን -----
- መምህራን -----
- የክፍል ተማሪዎች -----
- ሴሎች -----

9. በትምህርት ቤትክ ካሉት ሴሎች የገዳና ተዳዳሪ ከሆኑ የዕድሜ እኩዎችክ ጋር ያሰኙን ማኅበራዊ ግንኙነትና የገዳና ተዳዳሪ ካልሆኑ እኩዎችክ ጋር የምታደርገዉን ማኅበራዊ ግንኙነት ስታነጻጸሪ እንዴት ታደዋሰኑ? -----

10. በትምህርት ቤትክ ዉስጥ ትምህርትክን በሚገባ ከመማር የሚያገዱክ ማኅበራዊ ችግሮች አሉብክ? አሉ የሉም

- ካሉ ምን ምን ናቸዉ? -----

11. የምትማሪበት ትምህርት ቤት ያስከፍላል? ያስከፍላል አያስከፍልም

-የሚያስከፍል ከሆነ የሚከፍልክ ማነዉ? -----

12. ትምህርት ቤትክ የተማሪዎች የኒፎርም አሰዉ? አሰዉ የሰዉም

- መልስክ አሰዉ ከሆነ የኒፎርም የሚገዛልክ ማነዉ?-----

13. የትምህርት መሣሪያዎችን የሚያሟላልክ ማነዉ? -----

- በምን መልኩ?-----

14. በትምህርት ቤትክ ባንቺ የሚሸፈኑ ወጪዎች አሉ? አሉ የሉም

-ካሉ ለምን ለምን እንደሆነ ብትገልጧ። -----

15. ትምህርትክን በአግባቡ ለመማር የሚያገዱክ ኢኮኖሚያዊ ችግሮች አሉብክ? አሉ የሉም

- መልስክ አሉ ከሆነ ምን ምን እንደሆኑ ብትገልጧ። -----

16. ኢኮኖሚያዊ ችግሮችን ለማቃሰል የሚረዳክ ሰው ወይም አካል ካሰ ብትገልጧ። -----

- ኢኮኖሚያዊ ችግሮችን ለማቃሰል የሚረዳክ ከሴሰ በራስክ ምን ጥረት እንደምታደርገ ብትገልጧ። :- -----

- ኢኮኖሚያዊ ችግሮችን ለማቃሰል የምታደርገዉን እንቅስቃሴ ከትምህርት ሂደትክ ጋር እንዴት ታጣጥሟለክ? -----

17. ትምህርት ቤትክ ከቤተሰብክ ጋር ግንኙነት ካሰዉ ብትገልጧልኝ:- -----

18. በአጠቃላይ ስለ ኑሮክና ስለ ትምህርትክ ሁኔታ ተጨማሪ ሃሳብ ካሰክ ብትገልጧልኝ:-

አመሰግናለሁ

Appendix-A-II

English Version of the Interview Questions Prepared for the Integrated Girl Street Children

The researcher begins the interview by addressing the following.

Objective: -

- The main objective of this instrument is to collect relevant information from the selected integrated girl street children about social and economic problems they encounter to pursue education.
- All your responses will be kept confidential. Therefore, you are kindly requested to give your genuine responses.
- Permission to use tape recorder?

Thank you,

I/ Background Information

1.1. Age -----

1.2. Grade-----

1.3. The time you attend, school: - Day Evening

1.4. The time you engaged in street life -----

2. Where is your sleeping place: - At home On the street in a plastic shelter

Other-----

3. With whom are you living? Alone with parents with father
with mother with siblings with relatives with male partner
with friends others -----

4. Would you please describe about the living style of you and others you live with? ---

5. How did you start street life?

6. What positive or negative impact do you think your integration in the formal school has in your life?

7. Would you please tell the awareness of the following people in your school that you are a street child?

-The principals -----

-Your teachers -----

- Your classmates -----
- Others -----

8. How do you explain the attitude of the following people in your school towards you?

- The principals -----
- Your teachers -----
- Your classmates -----
- Others -----

9. How do you compare the social life you have with street and non-street children in your school? -----

10. Do you have any social problems in your school that hinder you to attend school well? -----

- If yes, what are they? -----

11. Does your school charges fee Yes----- No-----

- If yes, who pay your school fee? -----

12. Does your school have uniforms? Yes----- No-----

- If yes, who buys uniforms for you -----

13. Who provides you educational materials? -----

- Explain how. -----

14. Is there any expense covered by you in the school? Yes ----- No-----

- If yes, what are they? -----

15. Do you have any economic problems that hinder you to attend school well?

Yes----- No-----

- If yes, what are they? -----

16. Please explain if there is somebody that helps you economically-----

- If there is no body to help you economically, what effort do you make to solve your economic problems? -----
- How do you compromise your education and your activities to solve your economic problems? -----

17. Does your school have any contact with your family? -----

18. Please tell if you have any additional idea about your life and education -----

Thank you.

Appendix-B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES DEPARTMENT OF PSYCHOLOGY

Interview Questions Prepared for the Selected School Principals

The main objective of this instrument is to collect relevant information from the school principals about the socio- economic problems encountered by the integrated street children.

All your responses will be kept confidential.

Therefore, you are kindly requested to give your genuine responses.

Permission to use tape recorder?

Thank you, in advance for your cooperation.

Personal background

Years of experience----- Sex----- Educational level-----Years of experience in the school-----

1/ What is your attitude about the integration of the female street children with other non-street children in this formal school? -----

2/ Do you think that the integration of the children in the formal school has positive or negative impacts on the female street children?----- How?-----

• Socially-----

• Economically-----

• Educationally -----

3/ What social problems have you observed in the relationship between the street girl children and other school community members?

o Other non-street children -----

o Teachers -----

o Other school community members -----

4/ What are some of the economic problems that the integrated girl street children face? --

5/ How do you explain the over all effect of the socio - economic condition on their education? -----

6/ What is the mechanism used by the school to support the children in their socio-

economic problems? -----

7/ Does the school have any contact with the children's families? Explain how.

8/ Please make additional comment you might have related to what we talked about.

Thank you.

Appendix- C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Focus Group Discussion Questions Prepared to Teachers of the Integrated Female Street Children

Objective: -

The objective of the focus group discussion is to collect relevant information on the social and economic problems that the integrated female street children encounter.

The group members focus on issues raised by the researcher and actively participate in the discussion. All comments of the participants will be kept confidential. The group members will not be responsible for the research outcome.

Permission to use tape recorder?

Thank you, in advance

- Introduction of the researcher
- Introduction of participants

Background Information of the Participants (prepared in a separate sheet of paper)

. Sex ----- . Educational level----- . School -----

1. What is your attitude towards the integration of the female street children with Non- Street peers in regular schools? -----
2. How do you see the positive and negative impact of the integration of the children with other non-street children in regular schools in terms of the following?

- The social life of the female street children-----
- The economic condition of the female street children-----
- The educational aspect of the female street children-----

2. Would you please comment on the attitude of the street girls towards the following people?

- . Teachers -----
- . Peers -----
- . Other school community members -----

4. What economic problems of female street children have you observed that affect their schooling?

5. Do you think the above situations affect the academic performance of the street girl? How?

6. What do you think the schools should do for the children in order to assist them to pursue their education as smoothly as possible?

7. What do you think the teachers' should do in this regard?

8. What additional comments do you have in relation to what we discussed above?

Thank you.

Appendix- D-I

**በአዲስ አበባ ዩኒቨርሲቲ የሳይኮሎጂ ትምህርት ክፍል
የገዳና ተዳዳሪ ካልሆኑ ተማሪዎች ጋር የሚደረግ የቡድን ወይይት**

ዓላማ : -

የዚህ ወይይት ዓላማ በመደበኛ ትምህርት ቤት ውስጥ ያሉ ሴት የገዳና ተዳዳሪ ሕፃናት ያሉባቸው ማኅበራዊና ኢኮኖሚያዊ ችግሮች ላይ ተወያይቶ መረጃ ለማግኘት ነው።

- ❖ የወይይቱ ተሳታፊዎች በአጥኚዎ በሚነሱ ነጥቦች ላይ በማተኮር ይሳተፋሉ
- ❖ ተሳታፊዎች የሚሰጧቸው ሃሳቦችም ሆኑ አስተያየቶች በምስጢር ይያዛሉ
- ❖ ተሳታፊዎች ጥናቱ ለሚያሳየው ወጤት ተጠያቂ አይሆኑም

ወይይቱ በቴፕ ቢቀዳ ፍቃደኞች ናችሁ?

አመሰግናለሁ፤፤

- አጥኚዎ ራሷን ታስተዋወቃለች
- ተሳታፊዎች ራሳቸውን ያስተዋወቃሉ

1. የተሳታፊዎች የገል መረጃ (በተለይ ሰንጠረዥ የተሞላ)

1.1 ዕድሜ ----- 1.2 ፆታ ----- 1.3 የክፍል ደረጃ ----- 1.4 ትምህርት ቤት----- 1.5 ፈረቃ-----

2. ሴት የገዳና ተዳዳሪዎች በትምህርት ቤታችሁ ከናንተ ጋር ተቀሳቅሰው በመማራቸው ያላችሁ አመለካከት ምንድነው? -----

3. በትምህርት ቤታችሁ ከሴት ገዳና ተዳዳሪ ተማሪዎችና ከሴቶች የገዳና ተዳዳሪ ካልሆኑ ተማሪዎች ጋር ያላችሁን ማኅበራዊ ግንኙነት እንዴት ታይታላችሁ?-----

4. በሚከተሉት ነጥቦች ላይ በሴት ገዳና ተዳዳሪ ተማሪዎችና በሴቶች ተማሪዎች መካከል ምን ልዩነት ትገነዘባላችሁ?

- በትምህርት ወጤት -----
- ክፍል ባለመቅረት -----
- የክፍልና የቤት ሥራዎችን በመሥራት -----
- የትምህርት ሰዓትን በማክበር -----
- በሴቶች -----

5. በትምህርት ቤታችሁ ያሉ ሴት የገዳና ተዳዳሪ ተማሪዎች ትምህርታቸውን በአግባቡ ከመከታተል የሚያዳግቷቸው ኢኮኖሚያዊ ችግሮች ምን ምን ናቸው ብላችሁ ታምናላችሁ?

6. በትምህርት ቤታችሁ ያሉ የገዳና ተዳዳሪ የሆኑ ሴት ተማሪዎች ማህበራዊና ኢኮኖሚያዊ ችግሮች ላይ ተጨማሪ አስያሮች ካላችሁ ብንወያይበት-----

አመሰግናለሁ

Appendix D-II

English Version of the FGD Prepared for the Students who are Non- Street Children

Objective: -

The main objective of the focus group discussion is to collect relevant information on the social and economic problems of the integrated female street children who are integrated in the regular schools.

- The participants focus on issues raised by the researcher and actively participate in the discussion.
- Any information and comments of participants will be kept confidential.
- The group members will not be responsible for the research outcome.

Permission to use tape recorder: -

Thank you.

- Introduction of the researcher
- Introduction of participants

1/ **Back ground information (filled in a separated sheet of paper)**

1.1. Age ----- 1.2. Sex. ----- 1.3. Grade-----1.4. School----- 1.5. Shift in the school. -----

2/ What do you feel about the integration of the female street children in your school?

3/ How do you see the kind of social life you have with the integrated girl street children and non-street children in the school? -----

4/ What differences do you observe between the female street children and non-street children in the following issues?

- in educational performance -----
- in class attendance-----
- in doing class works and home works-----
- in punctuality of class time-----
- others-----

5. What economic problems of the integrated female street children have you observed that hinder them to pursue education well? -----

7. Please discuss if you have additional ideas and comments on the social and economic problems of integrated female street children in the schools. -----

Thank you.

Appendix-E

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Interview Questions Prepared for the Social Worker and the Counselor of the Organization

The main objective of this instrument is to collect relevant information from the social worker of FSCE-Nazareth about the socio- economic problems encountered by the integrated street children in regular schools.

You are not accountable for the result of the study.

Therefore, you are kindly requested to give your genuine responses.

Permission to use tape recorder?

Thank you, in advance for your cooperation.

I. Personal background

Sex----- Educational level----- Years of experience-----

1/ Would you explain your idea about the positive and /or negative impacts of the integration of the female street children with non-street children in the regular schools?

-Socially-----

-Economically-----

- Educationally -----

2/ What do you observe about the attitude of the female street children towards the following people?

▪ Other non-street children in the schools -----

▪ Teachers -----

▪ Other school community members -----

3/ How do you explain the attitudes of the school communities towards the integrated female street children?

• Other non-street children in the schools -----

• Teachers-----

• Other school community members -----

4/ What are some of the economic problems of the integrated girl street children that affect their education? -----

5/ What have you observed about the over all social and economic problems of the street girl children that affect their education? -----

6/ Please make additional comment you might have related to what we talked about.

Thank you.

Declaration

I, the undersigned declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.



Fasika Belayneh