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MA – Thesis

The Status and Challenges of Girls' Primary Education. The case of Dessie Zuria Woreda.

By: - Getnet Damte

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JULY 2010

THE STATUS AND CHALLENGES OF GIRLS' PRIMARY EDUCATION. THE CASE OF DESSIE ZURIA WOREDA.

A thesis submitted to the school of graduate studies, Addis Ababa University, in partial fulfillment of the requirements for the Degree Master of Arts in Curriculum and Instruction.

By: Getnet Damte.

July 2010

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Acronyms

AIR:	Apparent Intake Rate
CSA:	Central Statistics Agency
BOE:	Bureau Of Education
DR:	Dropout Rate
EFA:	Education For All
ESDP:	Educational Sector Development Program
ETP:	Education and Training Policy.
EWLA:	Ethiopian Women Lawyers Association
FAWE:	Forum for African Women Education
FDRE:	Federal Democratic Republic of Ethiopia
GER:	Gross Enrollment Rate
MDG:	Millennium Development Goal
MOE:	Ministry of Education
NER:	Net Enrollment Rate
NIR:	Net Intake Rate
PR:	Promotion Rate
PTA:	Parents-Teacher Association
RR:	Repetition Rate
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	Untied Nations International Children's Emergency Fund
WAD:	Women's Affairs Department

ABSTRACT

The main objective of the study was to investigate the current status and challenges of female's participation in primary education in Dessie Zuria Woreda. In order to attain the objective of the study a descriptive survey research method was used. The first sources of information used in this study include primary school teachers, female students of grade 7 and grade 8, school directors, woreda education offices, woreda women Affair head and parents. Secondary data was gathered from documents found in the South Wollo zone education department Dessie Zuria woreda education office and ten sample primary schools. Primary Data relevant to the study were collected using questionnaire and interview and secondary data were gathered from documents. Based on documentary analysis, through the gender gap has been observed to be narrowed, still there exists high drop out and repetition rates of females that aggravate gender disparity in the study woreda. Moreover, based on the results of the analysis traditional views of the society to girls' education, early marriage and pregnancy, low economic status of parents and household activities of girls at home were found to be major challenges of females' participation. Thus, it is recommended that the education sector at the regional, zone and woreda level should exert maximum effort to attune provision of education with the national commitments and international agreements.

CHAPTER ONE
INTRODUCTION

1.1. Background of the study.

Education is considered as the basic right for every one by the international community. In December 1948, the UN General Assembly adopted the Universal Declaration of Human Rights, in which Article 17 states that access to primary education is the fundamental human right. Moreover article 26 of the same declaration states that education shall be free at least in the elementary stages (World Bank, 1980, cited in Shimelis 2005).

Many and successive educational conferences were held at regional and international levels to universalize primary education. In 1961 the conference of African nations on the development of education in Africa was held in Addis Ababa. The conference adopted what was named the Addis Ababa Plan for Educational Development which aimed at achieving universal primary education of high quality for Africa by 1980. However, African states remained far behind achieving their goal (Mehrotra, S, M, and Vandermortele, 1990, cited in Takele 2008).A decade later 155 Governments and 150 non government organizations attended the historic World Conference of Education in Jomtien, Thailand and adopted the World Declaration of Education For All that should be achieved by the year 2000(Lockhead and Verspoor, 1993; cited in Takele, 2008).

The EFA Mid-Decade meeting of 1996 was held in Amman, Jordan to evaluate progresses and achievements so far made. UNESCO (2000) reported that two important milestones intervened in 1996, the Mid decade Conference held in Amman, Jordan, noted that considerable progress had been made. Its weak reporting underlined the need for in depth assessment. The report to UNESCO of the International Commission on Education for the Twenty-first Century promoted

a holistic view of education consisting of four "pillars": learning to know, learning to do, learning to be and learning to live together. The Dakar World Education Forum of 2000 under took the most in depth evaluation of the Jomtein commitment and participants re-committed to achieve UPE in 2015. The Dakar Frame Work for Action Education for All documents commits governments to achieving quality basic education for all by 2015, with particular emphasis on girls' schooling and pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resource. Meanwhile, in September 2000, one hundred nine Governments have committed to Millennium Development Goals (MDGs), of which goal-3 states the issue of gender equality; promotion of gender equality and empowerment of women. The target for this goal is eliminating gender disparity in primary and secondary education.

While most of the Millennium Development Goals put a deadline of 2015, the gender parity target was set to be achieved ten years earlier- an acknowledgement that equal access to education is the foundation for all other development goals (UNICEF, 2009). Yet recent statistics show that for every 100 boys out of school, there are 117 girls in the same situation. Until equal numbers of boys and girls are in school, it will be impossible to build the knowledge necessary to eradicate poverty and hunger, combat disease and ensure environmental sustainability. And millions of children and women will continue to die needlessly, placing the rest of the development agenda at risk (UNICEF, 2009).

Goal-2 of the Millennium Development Goals is about "Achieving Universal Primary Education by 2015.It is inextricably linked to goal-3(gender parity), as universal primary education by definition requires gender parity. Gender parity in primary education; meanwhile, is of limited worth if few children of each sex participate in the education system.

In most developing countries women and girls are disadvantaged compared to men and boys as regard to access to education and services as well as influence and control over decision making processes and social or political institutions that determine quality of life (Eshiwani, 1993; cited in Kassahun, 2006).

The problem may even be severe in Ethiopia for a number of reasons. According to Gemeda(2008); in Ethiopia female participation in education is behind that of males. The number and grade level of female students are inversely related. It means that the number of female students decreases as the level of education increases. Thus, much effort is expected for Ethiopia to eliminate gender disparity in the education system.

1.2. **Statement of the Problem**

As noted by Lynda (1991), we live in a society in which there is substantial inequality; and some of these inequalities based on gender. This inequality in educational provision reflects deep-rooted traditions and values within the ideological, political, economic and socio-cultural fabric of societies (Kasente, cited in Takele, 2008).

Education; specifically free primary school for all children, is a fundamental right to which governments committed themselves under the 1989 convention of the rights of the child. However, as of 2001 estimates, around 115 million children of primary school age, the majority of them girls, do not attend school (UNESCO, 2003). The right to education is considered as one of the most fundamental human right recognized by many international human right instruments and if it is exercised it is the only human right that allows a person to full employment and self-realization. Any individual regardless of his origin, race, color, age, sex, nationality, or economic situation or social status can receive the possibility to meet his educational needs from the education system, if and only if the right to

education is assured for all, inclusively for disabled persons disadvantaged groups, the minorities, women's and girls"(UNESCO, 2003).

As a foundation of human development the right to education enables individuals to make genuine choices about the way of life they want to lead. This human right is denied, however, for millions of peoples out of which most of them are women. In this regard currently statistical data indicate that a great majority of students who are in time of their school age, dropping out of school or never reach school are female students. With regard to the low status of women and girls in the statistics, starting from its establishment the organization of United Nations deserves its effort in order to improve the disparity of women and men in the field of education thereby increasing their position and role in education and science (UNESCO, 2003).

Between 1999 and 2006, world wide the number of children not in school declined rapidly from about 100 million to 75 million. However, girls still constitute 55 percent of all out-of-school children, down from 59% in 1999. World wide, for every 100 boy's out-of-school there are 122 girls. In some countries the gender gap is much wider. For example, for every 100 boys out of school in Yemen there are 270 girls, in Iraq 316 girls, in India 426 girls and in Benin 287 girls (UNESCO, 2007). However, many low in come countries have registered improvements in primary school completion rates, with an average increase of 6 percent (from 63 percent in 1999 to 74 percent in 2006) (World Bank, 2008).

Gender differential access to school is usually caused by poverty adverse cultural practices, schooling quality and distance to schools. However, there are emerging challenges that reduce girl's enrollment in primary, secondary and tertiary education. These are HIV/AIDS, orphan hood, conflicts, emergencies and other fragile situations, gender based violence, and information technology gender gap.

In the vast society of Ethiopia females constitute half of the whole population. Ethiopia has committed herself to universalize basic education. The FDRE Constitution Article 13 sub-article 2 states that fundamental rights and freedoms specified shall be integrated in a manner conforming to the principle of Universal Declaration of Human Rights. One of the fundamental human Rights that Ethiopia committed to is the convention of the rights of the child. Article 35 of the constitution of FDRE also recognizes that women have equal rights with men. Due to the historical legacy of inequality and discrimination suffered by women, the constitution also goes beyond recognizing their equality and entitled them to affirmative action. The purpose of such measures is to enable women to compete and participate on an equal basis with men in political, social and economic situations. However, in practice the conditions of young girls and women, especially in the rural areas, remain extremely difficult (BERCHI, 2007).

Even if one of the government's objectives in the education policy is the reorientation of society's attitudes and values pertaining to the role and contribution of women in development, the 2007/08 Education Statistics Annual Abstract of MOE revealed that there exists significant gender disparity at all levels of education nationally. MOE (2008) revealed that the national gender parity index (GPI) far 2006/07 at primary level was 0.87 with a wide difference among regions. GPI is highest in Addis Ababa (1.27) and Tigry (0.97) and lowest in Somali (0.71), Afar (0.72) and Gambella (0.66). For both cycles of secondary education (grades 9-12) the GPI for 2006/07 is 0.5. This means that for every three students enrolled in secondary education, only one is a girl. Thus, minimizing the level of gender gap is a timely issue. To this end, identifying the challenges of females' participation, drop outs, repetition and low performance in Dessie Zuria and indicating strategies to close the existing gaps is the rationale for this study.

1.3. Objectives of the Study

The general objective of the study is to assess the status and challenges of girl's primary education in Dessie Zuria Woreda of Amhara Regional State.

The specific objectives of the study are to:

- Investigate the participation of girl's primary education in the study woreda.
- Investigate the challenges with respect to girls' primary education
- Investigate the efficiency in relation to girls' primary education;
- Propose appropriate strategies; in accordance with the specific features and characteristics of the Woreda to close the gender gap.

To achieve the objectives of the study, the following basic questions were raised.

1. What is the status of girl's participation in Desire Zuria Woreda in Primary Education?
2. What are the challenges encountered in the provision of primary education in the woreda?
3. How efficient is the education sector of the woreda with respect to girls' primary education?
4. What strategies should be intervened to achieve gender equality in the Woreda?

1.4. Significance of the study

The study would be significant on the basis of the following points:

1. The findings of this study would help to know the status of girls' participation in Primary schools.
2. It would help to feed valuable suggestions for policy makers, authoritative officials and planners to take an action on gender inequality in the education system.
3. The information gained from this study would stimulate researchers for further investigation on the problem of females' primary education.

4. Finally, the result of the study would be added to the existing literatures.

1.5. **Delimitation of the study**

The study is delimited to the participation, efficiency and challenges of girls' education in Dessie Zuria Woreda. Moreover, in order to have more comprehensive information it would be good if the study could include all primary schools in the study woreda. However, for the sake of making the study more manageable, it was delimited to full cycle (grade 1 to grade 8) primary schools of Dessie Zuria Woreda.

In addition to this, among the many challenges that may deter females' participation in primary education, the study was delimited to challenges like traditional views of the society to girls' education, early marriage and pregnancy, economic status of parents, house hold activities of girls and distance from school.

1.6. Limitations of the study

The study would have achieved more information than the present had it not been for the limitations encountered during the study. The occurrences of frequent meetings in the woreda education and women's affair offices and timely agricultural activities of parents were some of the challenges encountered during the data gathering for the respondents failed to give enough time to respond to the interviews.

Moreover, data on repetition and drop out of students in some of sample schools were not available. However, secondary data have been used as necessary from woreda education office and zone education department.

1.7. Definition of Key Terms

▫**Access:** - the extent to which learning resources can be made available to students who are unable to use them at normal or specified terms. It is measured by enrollment and number of schools built.

▫ **Challenges of girls' education**: refers to the factors that deter girls' schooling.

▫**Disparity**: in general refers to inequalities in some quantity between two or more groups.

▫**Full cycle primary education**: it is the level of education in Ethiopia education system that covers grades one to eight.

▫**Gender disparity**: refers to statistical differences in the possessions, status, and opportunities between men and women.

▫**Gender parity index**:-refers to the ratio of females to males' enrollment rates.

▫**Primary Education**: in the context of Ethiopia is eight years, offering basic and general primary education to prepare students for further general education and training (TGE, 1994).

▫ **Status of girls' education**: refers to the extent or degree of girls participation.

▫ **Universalization of Primary Education**: making educational opportunities available to all children.

1.8 Organization of the study

The study was organized under five chapters. The first chapter deals with the introduction part, which includes the background, statement of the problem, objectives, significance of the study, delimitation, limitation, definition of terms and organization of the study. It is followed by chapter two which deals with review of the related literature. Chapter three focuses on research design and methodology. Following this, chapter four is about data presentation and analysis. Finally, chapter five, incorporates the summary, conclusion and recommendation of the study.

CHAPTER TWO
LITERATURE REVIEW

This chapter deals with reviewing related literature of international and national trend of girls' education. The first discussion was international trend of girls' primary education and why is girls' education important? After that, girls' primary education in Ethiopia (general interview, enrollment rates at primary level, intake rates, gender parity index and repetition and dropout rates) were discussed. Finally, constrains of girls education; Ethiopian context(traditional views of the society to girls' education, early marriage and pregnancy, socioeconomic situations like economic status of parents and household activities of girls and distance to school were discussed respectively.

2.1. The International Trend of Girls' Primary Education

Although women constitute half of the world's population and produce 70 % of the labor, they earn only one tenth of the world's income and less than one hundredth of the world's property. Interims of education, women comprise two thirds of all the illiterate people. At present, it is estimated that about one third of all the households in the world are headed by women. The vast majority of these women suffer from all forms of structural injustices including lack of access to education and training (MOE, 2004).

There is general consensus among educators and researchers that education is the cornerstone of economic and social development, and primary education is its foundation. Education improves the productive capacity of society aimed at reducing poverty by mitigating its effects on population

The abundant evidence available suggests that educating women has much more social return. In view of this, increasing equal access to education has been a major policy and goal for most developing countries in the past three and four

decades. Despite all this, women's participation in education and development still lags behind in many countries.

The elimination of gender gaps in all levels of education is an internationally agreed development goal not least since the Dakar Declaration on Education for All in 2005. Educating girls is a powerful lever for their empowerment, as well as for reducing poverty. Girls who are educated are likely to marry latter and to have smaller healthier families. Education helps girls to know their rights and claim them, for themselves and their families. Education can translate in to economic opportunities for women and their families.

According to UNESCO (2007), girl's enrollment tends to go upwards. Thirty years ago, girls represented 38 percent of primary enrollments in low-income countries and boys, 62 percent. Today, the gender gap has narrowed with girls representing 48 percent and boys 52 percent of primary enrollments. Gross enrollment rates of girls in some low-income countries have gone from 54 percent to 94 percent over the same period. These averages, however, hide sharp differences among regions and countries.

According to the same source, between 1999 and 2006, the word wide number of children not in school declined rapidly from about 100 million to 75 million. However, girls still constitute 55 percent of all out-of-school children, down from 59 percent in 1999. World wide, for every 100 boy's out-of-school there are 122 girls. In some countries the gender gap is much wider. For example, for every 100 boy's out-of-school in Yemen there are 270 girls, in Iraq 316 girls, in India 426 girls and in Benin 287 girls (UNESCO, 2007). According to UNESCO (2007) the major reasons for gender differential access to school is usually caused by poverty, adverse cultural practices, schooling quality and distance to schools. However, there are merging challenges that reduce girls' enrollment in primary, secondary and tertiary education. These are HIV/AIDS, orphan hood, conflicts, and

emergencies and other fragile situations, gender-based violence, and information technology gender gap.

Gender disparities still remain in both primary enrollment and school completion rates. However, many low income countries have registered improvements in primary school completion rates, with an average increase of 6 percent(from 63% in1999 to 74% in 2006), (World Bank, 2008). According to the World Bank Education Statistics of 2008, the completion rate for girls rose by 9 percentage points, from 57 in 1999 to 70 percent in 2006, where as the primary school completion rates for boys increased only from 63 percent to 70 percent during the same period.

The MDG goal of gender parity in primary and secondary education by 2005 was not met in most regions; however, there is substantial cause for optimism. Most of the developing countries are on course for closing gender gap in primary enrollment by 2015 if they continue at present rates of progress in enrollment and attendance rates. In order to achieve gender equality by 2015, more attention will need to focused on access to include provision at the secondary and tertiary education levels, retention, quality, learning outcomes and relevance of education at all levels. Strategic directions for accelerating gender equality in education also include emphasis on monitoring and evaluation of the effectiveness of interventions as well as their impact.

2.2. Why is girls' Education Important?

There are several compelling benefits associated with girls in education, which include the reduction of child maternal mortality, improvement of child nutrition and health, lower fertility rates, enhancement of women's domestic role and their political participation, improvement of the economic productivity and growth, and protection of girls from HIV/AIDS, abuse and exploitation.

The World Bank Group 2009 stated that; girl's education yields some of the highest returns of all development investments, yielding both private and social benefits that accrue to individuals, families, and society at large by:

- Reducing women's fertility rates. Women with formal education are much more likely to use reliable family planning methods, delay marriage and childbearing, and have fewer and healthier babies than women with no formal education. It is estimated that one year of female schooling reduces fertility by 10 percent. The effect is particularly pronounced for secondary schooling.
- Lowering infant and child mortality rates. Women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished.
- Lowering maternal mortality rates. Women with formal education tend to have better knowledge about health care practices, are less likely to become pregnant at a very young age, tend to have fewer, better-spaced pregnancies, and seek pre-and post-natal care. It is estimated that an additional year of schooling for 1000 women helps prevent two maternal deaths.
- Protecting against HIV/AIDS infection. Girl's education ranks among the most powerful tools for reducing girl's vulnerability. It slows and reduces the spread of HIV/AIDS by contributing to female economic independence, delayed marriage, family planning, and work outside the home, as well as conveying greater information about the disease and how to prevent it.
- Increasing women's labor force participation rates and earnings. Education has been proven to increase income for wage earners and increase productivity for employers, yielding benefits for the community and society.
- Creating intergenerational education benefits. Mother's education is a significant variable affecting children's education attainment and opportunities. A mother with a few years of formal education is considerably more likely to

send her children to school. In many countries each additional year of formal education completed by a mother translates in to her children remaining in school for an additional one-third to one-half year.

Girl's education and the promotion of gender equality in education are vital to development, and policies and actions that do not address gender disparities miss critical development opportunities.

2.3. Girls' Primary Education in Ethiopia

2.3.1. General over view

Ethiopia has a population of about 77 million people (CSA, 2008).The CSA 2006 demography and house census indicates that the majority of the Ethiopian population has little or no education. The survey indicates that 62% of the males and 77% of female population have no formal education.

According to the same source less than 3% of males and 1% of females have completed primary education. This indicates the need for rapid transformation of education both qualitatively and quantitatively. Ethiopia has experienced many changes and reforms in its education system. Currently, education occupies a central position in the country's development policy. The constitution of FDRE (1994) states that access to public health and education are priority and the state has the obligation to allocate increasing resources for these services.

The Education and Training Policy (1994), The First 5-Year Educational Sector Development Program (ESDPI) (1997/98-2001/02), The Five Year National Education Development Plan (2000/01-2004/05); ESDP II (2002/03-2004/05), and ESDP III (2005/06-2007/08) all clearly state the country's commitment to provide access to quality learning opportunities for all children. However, low enrollment, high dropout rate and low achievement in educational sector are still prevalent.

Due to the limited access and attrition, and inefficiency of Ethiopian primary education, female children's participation is very low by international standards and even lower compared with neighboring African countries (MOE/WAD, 2005). It is also mentioned in the document that the task of significantly reducing and eventually eliminating the gender gap in enrollment rates at different stages of primary education continues to be another major challenge.

2.3.2. Enrollment Rates of Girls' at Primary Level

The Ministry of Education (2009) stated that primary education is absolutely critical to a nation's development, providing on average the highest public returns to investment for the state, and the critical underpinning for latter education and economic growth. In Ethiopia, primary education, defined as education in grades 1-8, has had a systematically increasing enrollment rate.

The Amhara Regional State Education Bureau (2008) stated that enrollment rates are access indicators used to measure the extent to which the education system has succeeded in bringing to school all those who have the right to attend primary schools.

The Gross Enrollment Rate (GER) for primary is defined as the proportion of pupils in primary level, expressed as a percentage of the population of seven to fourteen years.

According to MOE (2009), the Gross Enrollment Rate (GER) in the country had shown an impressive increase of 13.2 percentage points from 2004 (which was 68.4%) to 2008 (which is 95.6%). While there remains a gender gap in terms of enrollment of girls and boys, with girls still lagging by about 10 percentage points (the GER of boys being 100.5% in 2008, where as it is 90.5% for girls in the same year).

The Net Enrollment Rate (NER) is the proportion of primary pupils aged seven to fourteen years, expressed as a percentage of 7-14 years old.

According to MOE (2009),the Net Enrollment Rate (NER) at primary schools had also increased from 57.4 percent in 2004 to 83.4 in 2008.There is 5.3 percentage points difference between boys and girls in terms of NER. The Net Enrollment Rate for boys in 2008 is 86%, while it is 80.7% for girls.

2.3.3 Apparent Intake Rate (AIR) and Net Intake Rate (NIR)

AIR is the percentage of new entrants (irrespective of age) in grade one out of the total number of children of the official primary admission age (age 7 for Ethiopia) in a given year. NIR is the percentage of new entrants in grade one who are 7 years old, out of the total number of children at official admission age (age 7 in Ethiopia) in a given year. The Education Statistics Annual Abstract of MOE (2009) mentioned that the trends of both AIR and NIR show an increase of significant percentage points for the past years. However, the gender gap still remains unclosed.

2.3.4 Gender Parity Index (GPI), at primary level

Gender parity is frequently an important indicator of balanced programs to boost enrollment and participation in education. The GPI is the ratio of female to male enrollments in all levels. In a situation of equality between boys and girls enrollment rates, GPI is 1, while 0 indicates the highest disparity. According to the MOE 2008 education statistics, the national gender parity index is 0.9.

2.3.4. Repetition, Dropout and Survival Rates

Repetition and Dropout Rates help to understand how the education system works in terms of the use of available resource and time. A student has three paths in a particular academic year, i.e. promotion, repetition or dropout. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level.

Repetition rate indicator measures the proportion of students who have remained in the same grade for more than one year. Any repetition reduces the efficiency of

the education system. According to the Ministry of Education report repetition rate of girls decrease from 7.7% in 2004 to 5.9% in 2008, while that of boys show an increase of 0.7% (from 5.9 in 2004 to 6.6 in 2008).Similarly the dropout rate of girls is lower than boys.

According to the MOE (2008), survival rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. Since the completion of at least 4 years of schooling is considered a pre-requisite for a sustainable level of literacy. Survival rates approaching 100 percent indicates a high level of retention and low incident of dropout. The Ministry of Education, Education Sector Development Program and Policy Analysis Department (2008) stated that the survival rate to grade 5 for girls increased from 39 percent in 2002 to 58 percent in 2006. Moreover, with in the same years, the survival rates to grade 5 of girls are found to be better than boys.

2.4. Constraints of Girls' Education- Ethiopian Context

In the case of Ethiopia, right from the outset the system of education had never been encouraging for women due to the influences of religion and culture. That is, education policies were highly influenced by religious, cultural and other values, which discourage girl's participation in education. For instance, though formal education started as far back as 1908, girls' school participation rate had remained very low except in recent years where have been some changes introduced by the government to ameliorate the situation. This includes the drafting and implementation of favorable policies, creating awareness in general public and identifying major issues regarding the problem. Having recognized the problems associated with the participation of girls, ESDP II has expressed its concern in the following way. "The admission, completion and transition rates of girls shall be made to increase equal to those boys." Special attention should thus be given to narrow the existing gender gap. However, the gender gap in school participation is

still significant. Many factors affect girls' enrollment, persistence and performance. Some of the basic ones are discussed below.

2.4.1 Traditional Views of the Society to Girls' Education.

According to FAWE; there are long standing traditions in the world, which are most prevailing in Africa, that emphasize the home as the place of learning for many important lessens. Parents in Africa feel that sending a girl to school takes too much time in which it is needed for cultural traditions and practical skills. Girls in Africa are believed to be culturally competent and have a great deal to learn from their parents, the extended family and the community (FAWE). However to cope with the modern world, women need to have the skill of literacy and science which formal schooling provides.

The FDRE constitution recognizes that women have equal rights with men. Due to the historical legacy of inequality and discrimination suffered by women, the constitution also goes beyond recognizing their equality and entitles them to affirmative action. The purpose of such measures is to enable women to compete and participate on equal basis with men in political, social and economic life, as well as in public and private institutions.

However, in practice the condition of girls and women, especially in rural areas, remains extremely difficult. According to Berchi (2007), women and girls are usually subject to traditional harmful practices, early marriage, unequal division of labor, and consequent heavy work load both in and out of the household. This problem affects women and girls throughout the country. In most parts of Ethiopia girls are less favored than boys and eat after everybody has finished eating. Moreover, parents usually prefer to have a boy than a girl child.

Even if one of the government's objectives in the education policy is the reorientation of society's attitudes and values pertaining to the role and

contribution of women in development, cultural barriers continue to prevent girls from going to school.

2.4.2. Early marriage and pregnancy.

According to Gemeda (2008), of the 27 million people living in absolute poverty, women comprised the majority because of different reasons such as lack of access and control over resources, many discriminating traditional customs, and early marriage. Gemeda mentioned that seventy-five percent of women are illiterate as a result of early marriage. Social indicators showed that 75% of Ethiopian girls marry before the age of 17 and 13% marry between the ages 17 and 21 as a result of which girl's dropout of schools more than boys.

The existing social attitudes did not support the education of pregnant students (Rose, 2003, cited in Takele 2008). Social attitudes towards pregnancy and marriage continued means that girls didn't complete school. Even though a change in policy increased the official age of marriage of girls to 18 years, in some parts of Ethiopia girls continued to get married when they are below 10 years of age. Thus, some girls were married before they have the chance of attending school at all.

2.4.3 Socio-economic situations

2.4.3.1 Economic status of parents

A strong hindering factor that incapacitates parents not sends their daughters have been low household income or economic status. MOE/WAD (2005), said that, on average, an Ethiopian household is poor. Even if tuition is free, the indirect costs of schooling are burden to the household. The average yearly income may not be enough to sustain the households' life let alone help cover school expenses. The MOE/WAD stated that the low economic status of household, which is in fact a common denominator for all non-mechanized agrarian economies, is the main

reason for households not to send their children to school. More importantly, their low-income position is likely to cause high expenditure on girls.

2.4.3.2 Household Activities of Girls.

In rural societies, girls are made to perform household and agricultural activities. This is one of the many factors that limit girls' education. As stated by Takele (2008), cleaning the house, preparing the food, looking after their siblings, the elderly and the sick, grazing the cattle and collecting fire wood are some of the key tasks they have to perform.

Tena (2006) stated that men and women have different roles and responsibilities most of which are socially constructed. Women's numerous responsibilities ranging from house management to productive activities to child care is still giving hard time to women in the rest of their time. Such a burden limits their acquisition and full implementation of new knowledge, hampers the education of their children, limits their income, and affects their health and their participation in the socio-economic development and political activities.

2.4.4 Distance from School.

Distance between home and school as a functional variable plays a part in whether children, especially rural girls enroll, stay in school and perform satisfactorily. According to MOE/WAD (2005), distance is especially an obstacle for female students in so far as it means expending much needed time and a consequent fatigue or exhaustion, impinging on actual school time expenditure. Fatigue may mean reduced academic effectiveness because of travel exertion and a compensatory need for relaxation.

For rural Ethiopia children, the day usually begins and ends with a walk of several kilometers which brings a particular problem especially on female students who are older than age 10. This long distance that girls travel to get school is found to limit their school participation (Tena, 2006). Many research results indicated that

school location (long distance) is the most determinant of primary school enrollment and dropout rates in the rural areas, especially for primary school age girls (Kinyanjui, 1993; Lockhead and Verspoor, 1991; cited in Dereje, 2008). According to Shimelis (2005), in rural areas the distance to school are negatively affected both the aspirations of parents for their children's education and the probability of children's attending school. This is usually happened in most of rural areas of our country. Absence of school within not more than a distance of 3 kilometers from their home limits girls' enrollment as compared to boys because of parents' concern about their daughters' safety where they are vulnerable to harassment, abduction or rape (Dereje, 2008).Gemeda (2008) mentioned that, in rural areas where schools were far from resident areas, there was a difficult situation for girls who were found threatened by the dangers of rape and to pregnancy.

In general, a series of studies have shown that distance to school location is found to be a barrier and has considerable impact on the enrollment of both boys and girls. It is more serious in the case of female students.All the research results cited above have documented that distance to school is directly correlated with low enrollment of girls at all educational level.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The purpose of the study is to assess the current status and challenges of girls' primary education in Dessie Zuria Woreda of South Wollo Zone. To achieve this objective, descriptive survey method was used. According to Best and Kahn (1989) and Gemeda (2008), descriptive survey method is more effective in assessing performance under their natural settings. Both qualitative and quantitative data were used to under go the study.

3.1 Description of the study area.

Dessie Zuria is found in South Wollo Zone of the Amhara Regional state. The Woreda is 580 km far from Bahir Dar, the capital of the region, and 400km away from Addis Ababa to the north. According to the Population and Housing census conducted in 2006, the total population of the woreda is 178 000. There are 41 primary schools, of which 19 are full cycle primary schools (grades 1 to 8). Thirty nine thousand one hundred twenty eight students are attending primary school in the woreda for the year 2009/10.Out of these, 22066 are boys and the rest 17062 are girls. The number of students in the upper grade (grades 5-8) is 21245, of which 9153 of them are girls. In addition to the regular primary schools, there are 55 alternative basic education centers that serve for children who are unable to join the regular school. Moreover, there are two secondary schools (grades 9 and 10) in the woreda. The number of primary school teachers in the woreda is 768, out of this 524 of them are teaching in the 19 full cycle primary schools. Forty one principals are leading the teaching-learning program of the primary school through out the woreda. Among these, 19 principals are assigned to the full cycle primary schools. The Parents-Teacher Association (PTA) is established at all primary schools. The educational activities of the woreda is mainly managed by the woreda education office and supported by the zone education department.

3.2 Sampling Population and Sampling Procedures.

Sampling is closely linked to the external validity or generalizability of the findings in an enquiry; the extent to which what we have found in a particular situation at a particular time applies more generally (Robson, 1995).This study had employed both probability and non-probability sampling procedures.

3.2.1 Sampling population.

The number of full cycle primary schools in the woreda, as described above is 19 in 19 kebeles. The study had selected 10 full cycle primary schools (grades 1 to 8) by simple random sampling technique. The woreda women' affair head and education experts, full cycle primary school teachers, principals, Parents-Teacher Association members, and female students of grade 7 and grade 8 were taken as a source of data for the study. Grade 7 and grade 8 female students were selected because of the belief that they could give the apropriate data for the study. In addition different documents from zone education department, woreda education office and sample schools were used as a source of data.

3.2.2 Sampling Procedure.

3.2.2.1 Woreda education and woman affairs offices.

The woreda education and woman affairs heads were selected as a source of data by convenience sampling technique. This study select the woreda education office head by this technique because, woreda education office is responsible to lead the educational activities of the woreda. Moreover, the woreda women's affair office has some concern with respect to girls' education. In addition woreda education workers like supervisors, planners and program coordinators were selected by purposive sampling technique to get an appropriate respondent who has close relation to the schools.

3.2.2.2 Parents.

10 parents who are members of PTA were selected by availability sampling technique. The study selected this technique to make an interview with one of the parents from PTA members of each sample school. Moreover, the study selected parents because these persons (parents who are members of PTA) are assumed to represent the community in their respective locality.

3.2.2.3 Schools

The study used quota, simple random and availability sampling techniques at school level. A quota of ten and twenty was given to full cycle primary school teachers and female students of grade 7 and grade 8 respectively to make the distribution fair and evenly with in the sample schools. And again, a quota of ten female students for each grade (i.e. grade 7 and grade 8) was given at each sample school. Then, 100 teachers and 200 female students were selected by simple random sampling technique. Ten principals were selected by the availability sampling technique, that is, principal of each sample schools were taken as respondent for this study.

3.3 Tools and procedures of data collection

The main data collection instruments in this study were questionnaire, interview and document analysis. Primary data were collected from teachers and female students through questionnaire and from woreda education officers, woreda women's' affairs head, principals and parents through interview. Secondary data from zone education department, woreda education office and sample schools were taken for document analysis. The questionnaire for female students and interview question of parents were prepared in Amharic to minimize language difficulty. The questionnaire was distributed to the respondents and submitted to the researcher through five primary school teachers nominated for this purpose.

Brief orientation was given for the nominated teachers how to handle their activities by the researcher.

All the questionnaires out of 100 copies were returned from teacher respondents and 196 questionnaires were returned from female students. Moreover, interviews were conducted with woreda education officers, woreda women's affair head, principals and parents by the researcher.

3.4 Method of data analysis

Data analysis of this study had covered dealing with both qualitative and quantitative data. Quantitative data analysis was performed for those data obtained by questionnaires using percentage and mean. Those data gathered through interview were analyzed qualitatively for the purpose of cross checking. Data collected from documents were analyzed both qualitatively and quantitatively.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with presentation and analysis of data gathered from sample population and documents from the woreda education office, zone education department and schools. The sample population was taken from woreda education and women's affairs offices, school teachers and principals, female students of grade 7 and grade 8 and parents.

Most of the data gathered were analyzed by using tables followed by discussions. For the sake of convenience, related questions were treated together. Responses from interviews conducted with woreda education officers, woreda women's affair head, principals and parents were incorporated to substantiate the data obtained from teachers and female students.

Three hundred copies of questionnaires were distributed to female students and teachers, of this (200 copies distributed to grade 7 and grade 8 female students and 100 copies to primary school teachers).
Hundred (100%) copies of questionnaire returned from teachers' respondents and 196 (98%) copies of questionnaires were returned from female students. In general, out of 300 copies of questionnaires distributed to respondents 296 (98.67%) were returned.

In addition, documents from woreda education office, zone education department and sample schools were used to obtain secondary data.
Accordingly, the respondents' characteristics and some challenges of girls' primary education were presented and interpreted as follows.

4.1 Characteristics of the respondents

As it was already described in chapter three, the main subjects of this study were woreda education officers, full cycle primary school teachers, principals, female students of grade 7 and grade 8, parents and woreda women's affair head.

4.1.1 Background information of female students' respondents.

As it was already described in chapter three, large number of the data resource for the study were sample teachers and sample female students of grades 7 and 8 selected from 10 full cycle primary schools. Some of the characteristics of grade 7 and grade 8 female students as indicated by them in the questionnaire are shown in table 1 below.

Table 1: Characteristics of sample female students

	Grade		Age				Marital status		
	7	8	Below 12	12-14	15-17	above 17	Married	unmarried	Divorce
Total	99	97	-	164	23	9	10	151	35
Percent	50.5	49.5	-	84%	11%	5%	5%	77%	18%

A total o 196 female students (97 from grade 7 and 99 from grade 8) were to the questionnaire. Concerning the age of female student respondents, 164 (84%) of them were in the age range of 12 to 14 and the rest 32 (16%) were with age above 15. This shows that considerable number of female students were over aged students in the sample schools. Regarding their marital status 151 (77%) of them were unmarried and the remaining 35 (18%) were married and divorced. This shows that there is an early marriage in the woreda that can deter girl's school participation.

4.1.2 Background information of teachers', principals' and woreda education officers' respondents.

The characteristics of hundred primary school teachers', ten principals' and five woreda education officers' responses are presented based on the responses of the respondents indicated on the questionnaire and during the interview session as follows.

Table 2: Characteristics of teachers, principals and woreda education officers.

		Sex			Academic qualification			Service years			
Respondents		M	F	T	TTI	Diploma	BA/ BSc	1-5	6-10	11-15	Above 15
Teachers	No	49	51	100	39	61	-	28	35	23	14
	%	49	51	100	39	61	-	28	35	23	14
Principals	No	6	4	10	4	6	-	-	5	3	2
	%	60	40	100	40	60	-	-	50	30	20
woreda education officers	No	4	1	5	-	2	3	-	1	2	2
	%	80	20	100	-	40	60	-	20	40	40

As shown in table 2 above, hundred (100%) primary school teachers gave their response through questionnaire issued to them. fifty one (51%) of these respondents were females. Regarding the academic qualification of teacher respondents, sixty one (61%) of them was diploma holders and the rest were TTI certified. Considering the service years of teacher respondents, twenty eight (28%) of them had served up to five years, fifty eight (58%) had served from six to fifteen years and the remaining fourteen (14%) had served for more than fifteen years.

Regarding the characteristics of the ten sample school principals interviewed showed in table 2 above, four (40%) of them were females. By qualification, six (60%) of them were diploma holders and four (40%) were with TTI certificate.

Five (50%) of the principals had served from six to ten years, three (30%) had service years ranging from eleven to fifteen and the remaining two(20%) principals had served for more than fifteen years as a school teacher and principal in the education sector.

Regarding the personal details of the five woreda education officers shown in the same table above, one (20%) respondent for the interview was female and four (80%) of them were males. By qualification, three (60%) of them were B.A graduates and two (40%) were diploma holders. Considering the services of the woreda education officers four (80%) of them had served for more than 10 years in the education system and only one (20%) of them had served from six to ten years.

4.1.3 Background information of woreda women's affair head.

The other respondent for the study was woreda women's affair head. The women's affair head is a diploma holder having a total of 15 years service years. She served as an elementary teacher in different woreda for 11 years and as a head of women's affair of Dessie Zuria woreda for 4 years. As a result, she had contributed valuable information about the general trends and challenges of females' school participation in the woreda.

4.1.4 Background information of parents' respondents.

A parent from each sample school was interviewed in the study. Totally ten parents who are members of PTA of sample schools were taken as respondent. The characteristics of these parents are summarized in table 3 below.

Table 3: Characteristics of parents

	Parents		Educational level				Occupation	
	Male	Female	Writing and reading only	Grade 1-4	Grade 5-8	Above grade 8	Farmer	Merchant
Number	8	2	4	5	1	-	10	-
Percent	80%	20%	40%	50%	10%	-	100%	-

As it is shown in table 3 above, a total of 10 parents were interviewed. Out of these parents, 8 (80%) were males and 2 (20%) were females selected from PTA of each sample schools. Regarding their educational level, 4 (40%) of them were able to read and write, 5 (50%) o them have education level ranging from grades 1- 4 and 1 (10%) has an education level ranging from grades 5- 8. Regarding the occupation of these parent respondents, all of them were farmers. In addition, all the parents interviewed had indicated that they served the community as a member of PTA for more than three years in their respective kebeles.

Finally, the following table has summarized the types and numbers of sample population used in the study.

Table 4: List of the sample population of the study.

	Full cycle primary school	Number of teachers			Number of students by grade			School principals			Parents			Education office			Women's affairs		
		M	F	Total	7	8	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Berera	7	3	10	10	10	20	1	-	1	1	-	1	4	1	5	-	1	1
2	Cherecha	6	4	10	10	10	20	1	-	1	1	-	1						
3	Degamote	5	5	10	10	10	20	-	1	1	1	-	1						
4	Gelisha	5	5	10	10	10	20	1	-	1	-	1	1						
5	Gilbte	4	6	10	10	10	20	-	1	1	1	-	1						
6	Getera	5	5	10	10	10	20	1	-	1	1	-	1						
7	Guguftu	3	7	10	10	10	20	1	-	1	1	-	1						
8	Kedijo	4	6	10	10	10	20	-	1	1	1	-	1						
9	Mechela	5	5	9	7	10	20	1	-	1	-	1	1						
10	Mote	5	5	10	10	10	20	-	1	1	1	-	1						
Total		49	51	100	99	97	196	6	4	10	8	2	10	4	1	5	-	1	1

4.2. Access and Efficiency Indicators

Enrollment rates and intake rates are some of the indicators related to access in primary education. As stated by the Amhara Regional State Education Bureau (2008), enrollment rates are used to measure the extent to which the education system has succeeded in bringing to school all those who have the right to attend primary schools. The NER is more precise as compared to the GER since it excludes the under aged and over aged pupils.

According to the same source, the Apparent Intake Rate (AIR) for a given area is the percentage of the new entrants (irrespective of age) out of the population who are 7 years old. And the Net Intake Rate (NIR) is the percentage of new entrants to grade one who are 7 years old out of the total population of 7 years old children. To summarize, a high NIR for primary education indicates a high degree of access to primary education for the official primary school entrance age children.
Some of the indicators of internal efficiency in primary education are drop out, repetition and promotion rates. The promotion rate increases as the repetition and drop out rates decreases and vice versa.

At this end, the following discussion is based on the above access and efficiency indicators.

Table 5: Gross and Net Enrollment Rates and Gender Parity Index in Dessie Zuria Woreda Primary Education for the years 2004/05 to 2008/09

Year	Enrollment of all age			Enrollment of age 7-14			GER (%)			NER (%)			GPI
	M	F	T	M	F	T	M	F	T	M	F	T	
2004/05	18501	16302	34803	14907	14531	29438	114.3	99.8	106.7	92.2	89.0	90.1	0.97
2005/06	18730	16560	35290	15086	14840	29926	114.7	100.2	107.1	92.4	89.8	90.8	0.88
2006/07	19250	17266	36516	16090	15593	31683	114.8	102.0	108.3	95.9	92.1	94.0	0.89
2007/08	19263	17801	37064	16998	16320	33318	113.0	103.4	108.2	99.7	94.8	97.3	0.92
2008/09	18254	17102	35356	16813	16503	33316	105.3	97.8	101.5	97.0	94.4	95.6	0.94

Source: South Wollo Zone Education Department.

The above table indicates trends of primary school participation and the extent of gender gap in five years (200405 - 2008/09) in Dessie Zuria Woreda. As can be seen from the table, GER shows little increment for both boys and girls successively from 2004/05 to 2006/07 for three years. That is, GER had grown from 106.7% in 2004/05 to 107.1% in 2005/06 and to 108.3% in 2006/07 for both sexes. But, it declined to 108.2% and 101.5% for the years 2007/08 and 2008/09 respectively. Considering the GER of girls as compared with that of boys with in the five years under consideration, their primary school participation was found to be lower.

Similarly, the net enrollment rate of females was found to be lower than males with in the five years under consideration in Dessie Zuria Woreda.

Generally, the primary school participation of girls was found to be lower than boys in the woreda under study.

The Gender Parity Index (GPI) at primary level in the woreda shows an improvement from 0.88 in 2004/05 to 0.94 in 2008/09. That is, the gender gap at primary level is narrowed. Though the gender disparity has shown an improvement from 2005/06 to 2008/09, the inconsistence and fluctuations (up and

downs) of GER and NIR obviously hampers the over all effort being made by the woreda not only to achieving gender parity but also UPE by 2015.

Table: 6 Apparent and Net Intake Rates at primary schools in Dessie Zuria Woreda (2004/05 -2008/09).

Year	New entrants of all age			New entrants of age 7			AIR			NIR		
	M	F	T	M	F	T	M	F	T	M	F	T
2004/05	2670	2008	4678	1892	1584	3476	122.1	88.7	105.1	86.5	67.0	78.1
2005/06	2741	2132	4873	1970	1624	3594	121.9	90.8	106.7	87.6	70.3	78.7
2006/07	3309	2954	6263	2105	2076	4181	143.4	124.3	133.7	91.2	87.4	89.3
2007/08	2474	2180	4654	1873	1770	3643	105.5	90.3	97.8	79.9	73.3	76.5
2008/09	2017	1891	3908	2073	2001	4074	84.6	77.0	80.8	87.0	81.5	84.2

Source: South Wollo Zone Education Department.

As can be seen in table 6 above, neither AIR nor NIR steadily grow with in the five years under consideration in the woreda. The AIR of both boys and girls, which was 106.7% in 2005/06 sharply increased to 133.7% in 2006/07, has been lowered to 97.8% in 2007/08 and to 80.8% in 2008/09. That means, the apparent intake rate trend of primary schools in the woreda under study was not consistent with in the five years.

Similarly, the net intake rate trend of primary schools was not consistent. It was observed that NIR has grown from 78.1% in 2004/05 to 89.3% in 2006/07and decreased to 76.5% in 2007/08 for both sexes.

Regarding the intake rates of girls, it was found that the number of girls entered to primary schools with in the five years under consideration was lower than boys in the woreda.

In general, a high NIR for primary education indicates a high degree of access to primary education for the official primary school entrance age children. Moreover, the countries which have subscribed to the policy goal of universal primary education, a net intake rate of 100 percent will be a necessary condition. However, the NIR of primary education in the woreda under study was not exceeding 89.3% for both sexes with the five years. Moreover, the NIR of primary education for girls was not exceeding 87.4% with in the same years.

Table 7: Promotion, Repetition and Drop out Rates by gender at primary level in Dessie Zuria Woreda (2004/05- 2008/09).

Year	Promotion Rate (%)			Repetition Rate (%)			Drop out Rate (%)		
	M	F	T	M	F	T	M	F	T
2004/05	82.4	81.0	81.7	2.6	2.3	2.5	15.0	16.7	15.9
2005/06	85.5	82.0	83.8	3.4	2.7	3.1	11.1	15.3	13.2
2006/07	82.4	81.1	81.8	2.8	2.7	2.8	14.8	16.1	15.5
2007/08	87.9	85.5	86.7	1.8	1.4	1.6	10.3	13.1	11.7
2008/09	86.7	84.2	85.5	2.1	1.8	1.9	11.2	14.0	12.6

Source: South Wollo Zone Education Department.

As can be seen in table 7 above, all the promotion, repetition and drop out rates show fluctuation from year to year (some times increasing and some times decreasing) for both sexes. For instance, the promotion rate which was 81.0% for females in 2004/05 increased to 82.0% in 2005/06 and decreased back to 81.1% in 2006/07. Similarly, the repetition rate which was 2.3% for females in 2004/05 was grown to 2.7% in the next two years (2005/06 and 2006/07) and lowered to 1.4%

in 2007/08. Regarding the drop out rate, it was 16.7% for females in 2004/05 and decreased to 15.3% in 2005/06 and increased back to 16.1% in 2006/07.

On the other hand, the repetition rates of females are relatively lower than boys with in each of the five years under consideration. However, the drop out rates of females is higher than boys through out the five years.

In addition, the promotion rate of girls was found to be lower than boys with in each of the five years under consideration. As discussed in chapter three, promotion rate increases as repetition and drop out rate decreases and vice versa. Hence, even though the repetition rate of females was found to be relatively lower than boys, their promotion rate was lower than boys because their drop out rate is much higher than boys with in each of the five years under consideration.

Table: 8 Enrollment, Repetition and Drop out Rates in Primary by Grade (2007/08).

Grade	1		2		3		4		5		6		7		8		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Enrolled	2501	2205	2890	2650	3654	3387	3149	3051	2838	2868	1437	1488	1293	1016	1501	1136	19263	17801	37064
Repeaters	28	25	31	19	22	13	41	59	28	20	21	36	26	19	160	62	357	253	610
Drop outs	286	310	257	280	180	218	125	193	140	158	371	407	370	406	284	352	2013	2324	4337
RR(%)	1.11	1.13	1.07	0.70	0.60	0.38	1.30	1.93	0.98	0.69	1.46	2.41	2.01	1.87	10.7	5.45	1.85	1.42	1.64
DR (%)	11.4	14.1	8.9	10.6	4.9	6.4	4.0	6.3	4.9	5.5	25.8	27.4	28.6	39.9	18.9	30.9	10.4	13.1	11.7
PR (%)	87.5	84.8	90.1	88.7	94.5	93.3	94.7	91.8	94.2	93.8	72.8	70.2	69.4	58.7	70.5	63.7	87.8	85.5	86.7

Source: Dessie Zuria Education Office.

As can be observed in table 8 above, the repetition rate of both boys and girls was found to be highest at grade 8 (i.e.10.66% for boys and 5.45% for girls). Regarding the drop out rate, large number of both females and males leave from school in grades (6, 7 and 8). The drop out of females at these grades was 27.4%, 39.9% and 30.9% respectively. Hence, the participation of females decreases as

the grade level increases in primary education of the woreda under study. Accordingly, the promotion rate of girls decrease as the grade level increases by the reason that large number of them are dropping out off school. Similarly, the drop out rate of females was high at grade 1 and grade 2 as compared to the next grades (3, 4 and 5). Accordingly, their promotion rate was found to be lower at grade 1 and grade 2 compared to grades (3, 4 and 5).

Table: 9 Percentage of females' enrollment and Gender Parity Index (GPI) in 10 full cycle primary schools of Dessie Zuria Woreda in the academic year (2009/10)

Scools		M	F	F%	GPI
1	Berera	629	569	47.5	0.90
2	Cherecha	790	602	43.2	0.76
3	Degamote	482	313	39.4	0.65
4	Gilbte	546	460	45.6	0.84
5	Gelisha	564	532	48.5	0.94
6	Getera	622	512	43.9	0.82
7	Guguftu	613	563	47.4	0.91
8	Kedijo	896	840	48.3	0.93
9	Mechela	642	477	42.6	0.74
10	Motte	654	557	45.9	0.85
Total		6438	5455	45.8	0.84

Source: Dessie Zuria Education Office.

Table 9 above indicates the current status and trends of females' school participation in 10 full cycle primary schools in Dessie Zuria woreda of the Amhara Regional State. As can be observed from the table, the participation of girls in these sample schools is relatively lower than boys. The enrollment rates of girls is found to be less than that of boys .The total GPI in these sample schools is 0.84 indicating the existence of gender gap in school participation among boys and girls. GPI less than one always indicate that the participation of girls in education

is lower than boys. Out of ten full cycle sample schools, Berera, Kedijo and Guguftu registered the highest female participation (47.5%, 48.3% and 48.5%) respectively and lest female participation was registered in Degamote (39.4%).

4.3. Challenges of Girls' Participation in the Study Area.

It has already been indicated that girls' school participation is lower than boys in the sample schools. Moreover, the dropout rates of girls are relatively higher than that of boys through out the study woreda. This low enrollment and relatively high dropout rates of girls shows that there could be some challenges that particularly deter the participation of females in primary education. Thus, the following section deals with some of these challenges.

4.3.1 Traditional Views of the Society to Girls 'Education.

The FDRE constitution recognizes that women have equal rights with men. Due to the historical legacy of inequality and discrimination suffered by women, the constitution also goes beyond recognizing their equality and entitles them to affirmative action. The purpose of such measure is to enable women to compete and participate on equal basis with men in political, social and economic life, as well as in public and private institutions. However, in practice the condition of girls and women, especially in rural areas, remains extremely difficult. According to Berchi (2007), women and girls are usually subject to traditional harmful practices. In most parts of Ethiopia, especially in rural areas, girls are less favored than boys and eat after everybody has finished eating. Moreover, parents usually prefer to have a boy than a girl child. Thus, the following discussions are based on the above views.

Table 10: Traditional views of the society to girls' education.

Item			Very high	high	low	Very low	Undecided
Traditional views of the society to girls' education	Responses of female students	No	21	138	22	10	5
		%	11	71	11	5	2
	Responses of teachers	No	18	43	37	2	-
		%	18	43	37	2	-

As shown in table 10 above, 11% of female student respondents indicated that traditional views of the society to girls' education has high influence on girls' participation and 71% of them revealed that the extent of traditional views of the society to girls' education to deter their enrollment is very high. Moreover, as shown in table 10 above, totally 61% of teacher respondents revealed that the extent of traditional views of the society to girls' education in the study area is the measure factor that deters females schooling the interviewee, school principals, woreda education officers, woreda women's affairs head and parents have explained that lack of awareness and traditional views of the community in the study area is an important factor influencing the enrollment of females in school.

This result coincides with the research finding reported by Berchi (2007). Berchi has reported that even if one of the government's objectives in the education policy is the reorientation of society's attitudes and values pertaining to the role and contribution of women in development, cultural barriers continue to prevent females from going to school.

In general, the results of this study indicate that traditional views of the society in the study woreda do not encourage the education of females.

4.3.2 Parents attitude to girls' education.

The attitude of parents to girls' education emanate from the socio-cultural make up of the society they live. According to Odaga and Heneveld(1995), cited in Dereje, (2008), in rural areas of the country, where the majority of the people are illiterate, girls' school enrollment and dropout from school depends on the socio-cultural practices end beliefs of the society. Thus, the following discussions are based on these views.

Table 11: Parents' Attitude to Females' Education.

Items		Respondents									
		Female students					Teachers				
Parents' priority to their son's education than that of daughters		Very high	High	Low	Very low	Un decided	Very high	High	Low	Very low	Un decided
	No	24	132	31	6	3	11	62	21	6	-
	%	12	67	16	3	2	11	62	21	6	-
Most of the parents believe that girls should be prepared for good house wives and mothers at early age by their mother at home	No	13	109	58	11	5	14	58	25	3	-
	%	7	55	30	5	3	14	58	25	3	-

As shown in table 11 above, 67% and 12% of student respondents noted that priority given to son's education compared to girl's education is high and very high respectively. In addition, 62% and 11% of teacher respondents noted that priority given to son's education compared to girl's education is high and very high respectively. Moreover, the interviewees; (parents, school directors, woreda education officers and woreda women's affair head) explained that due to many reasons parents give more priority to the education of boys than girls. Among these; lack of awareness of parents, lack of trust on competence of females in education, unwanted pregnancy before marriage and girls' special need for

physical protection are the most important reasons indicated by the interviewees that leads parents to give priority to son's education than girls.

The same table also shows that most of the parents believe that girls should be prepared for good house wives and mothers at early age by their mother at home. Totally 62% of female student respondents and 72% of teacher respondents confirm this practice. Moreover, school principals, woreda education workers, woreda women's affairs head and parents in the study area argued that most of the parents believe that girls should learn at home from their mothers. Most of the parent respondents in particular underlined that, parent's early wish of marriage for their girls, unwanted pregnancy before marriage and fear of abduction are the major reasons that makes parents possess such believe. This result coincides with the research finding reported by Dereje (2008). Dereje has noted that in societies where patriarchal thinking dominates the culture, people believe that men are superior to women and it also institutes division of labor by gender. Thus, the attitude that education is not necessary for females are eminent in patriarchal societies since it is believed that education has no role of preparing women to be good housewives.

In general, the results of this study indicate that parents have not got fully realized the importance of educating females. Their attitude towards girls' education as discussed above is no encouraging as they prefer to invest on boys' education and prefer early marriage of their daughters.

4.3.3 Early marriage and pregnancy.

Several studies in Africa and developing countries have shown that early marriage pregnancy have considerable share in retarding females school participation. In Ethiopia, most rural parents are positive about marriage and feel that girls are born to be married and to have children. As a result, they arrange marriage for their

daughters as the right before they reach puberty stage (Anbessu and Junge, 1988; cited in Derje, 2008).

As noted by Berchi (2007), even though a change in policy increased the official age of marriage of girls to 18 years, in some parts of Ethiopia girls continued to get married when they are below 10 years age. Thus, some girls were married before they have the chance of attending school at all. Thus, the following discussions are based on the above views.

Table: 12 early marriage and pregnancy on girls' education.

Item			Very high	High	Low	Very low	Un decided
Early marriage and pregnancy	Responses of students	No	7	143	35	9	2
		%	3	73	18	5	1
	Responses of teachers	No	11	59	30	-	-
		%	11	59	30	-	-

As shown in table 12 above, 73% and 3% of student respondents indicated that the contribution of early marriage and pregnancy to girl's low participation is high and very high respectively. In addition, 59% and 11% of teacher respondents indicated that the contribution of early marriage and pregnancy to low girls schooling is high and very high respectively. Moreover, school principals, parents, woreda women's affairs head and woreda education officers explained that early marriage and pregnancy is the common problem for the low enrolment, dropout of school and repetition of females in the study area. Parent respondents underlined the problem as the most deterring factor for girl's education.

The result of this study concerning the issue of early marriage coincided with the research finding reported by Berchi (2007). The report noted that, the education of

young girls and women, especially in rural areas, remains extremely difficult, they are usually subjected to early marriage.

In general, this result implies that early marriage and pregnancy is one of the factors that account for low rate of females' participation.

4.3.4 Socio-economic situations.

4.3.4.1 Economic status of parents

Shimelis (2005) noted that in most of Ethiopian schools, economic pressures affect the provision of education and the ability of parents to pay fees for all of their children. In this regard poverty becomes another barrier to education. Therefore sending children to school results in loss of income or help at home, in this situation parents need, to choose in putting what they have into the education of male children, in which they consider it as long-term investment.

A strong hindering factor that incapacitates parents not to send their daughters to school has been low house hold income or economic status (MOE/WAD, 2005). MOE/WAD stated that, on average, an Ethiopian house hold is poor. Even if school tuition is free, the indirect cost of schooling is burden to the household. The average yearly income may not be enough to sustain the house hold life let alone help cover school expenses. The MOE/WAD stated that the low economic status of house hold, which is in fact a common denominator for all non-mechanized agrarian economies, is the main reason for house holds not to send their children to school. More importantly, their low income position is likely to cause high expenditure on girls. Thus, the following discussions are based on the above views.

Table 13: The influence of low economic status of parents on girls' schooling.

Items	Response of female students	
	No	%
In your locality, do you think that parent's economic limitations are an obstacle to send their children to school?		
Yes	172	88
No	24	12
If your answer to the above question is "Yes", which sex is more affected?		
Female	117	68
Male	55	32

As shown in table 13 above, out of 88% of female students who revealed economic status as obstacle to girls' education, 117(68%) indicated that the problem affects schooling of females more. Moreover, some of the interviewed parents noted that, for most parents, who have more than two school age children, it is high burden to provide all the necessary educational materials to all of them. Hence, they usually prefer sending boys to school than girls.

Table 14: low economic status of parents by teacher respondents.

Item		Very high	High	low	very low	undecided
Poverty (low economic status of parents)	No	13	68	19	-	-
	%	13	68	19	-	-

Table 14 above shows that, low economic status of parents is an obstacle to female's education in the study area. As indicated in the table, 14% of teacher

respondents mentioned that the effect of low economic status of parents to females' education is very high and 68% of them have said the impact is high. This response is similar with the response given by female student. Parents and school principals had also said that, because the area is draught pruned, low economic status of parents is the major factor that deters girls' education.

In general, low economic status of parents in the area under study does have a considerable influence on the participation of females.

4.3.4.2. House holds activities of girls.

As noted by Shimlis (2005), studies of the obstacle to the education of women and girls show that scio-economic factors are decisive. The work of girls and women is a necessary and its loss is not considered counter balanced by long-term benefit of education.

According to Takele (2008), in rural societies, girls are made to perform house hold and agricultural activities. This is one of the many factors that limit girls' education. Thus, the following discussions are based on the above views.

Table 15: the influence of parent's need for females' labor at home on school participation.

Item			Very high	high	low	Very low	undecided
Parents need for their daughters labor at home	Responses of students	No	54	121	16	5	-
		%	28	62	8	2	
	Responses of teachers	No	35	53	12	-	-
		%	35	53	12	-	-

As shown in table 15 above, 121 (62%) and 54 (28%) of student respondents noted that parents need for their daughters' labor at home is high and very high respectively. similarly 35(35%) of teacher respondents have indicated that parents need of their daughters labor is very high and 53(53%) of them revealed that the

need of parents for their daughters labor at home is high. moreover parent interviewees said that parents in the study area need the help of females at home and outside home for different activities such as gathering fire wood fetching water, cooking food and so on. In addition to the parent interviewee the school principals have also explained the home labor burden to be more for girls. This result also coincides with the research finding reported by Tena (2006). He has noted that men and women have different roles and responsibilities most of which are socially constructed. Women's numerous responsibilities ranging from house management to productive activities to child care is still giving hard time to women in the rest of their time. Such a burden limits their acquisition and full implementation of new knowledge. Thus, household activities of girls are a serious deterring factor for female's school participation.

As a whole, the results of this study indicate that household activities of girls in the area under study do have considerable impact on the school participation of females.

4.3.5 Distance from school.

Distance between home and school as a functional variable plays a part in whether children, especially rural girls enroll, stay in school and perform satisfactorily. Absence of school within not more than a distance of 3 kilometers from their home limits girls' enrollment as compared to boys because of parents' concerns about their daughters' safety where they are vulnerable to harassment, abduction or rape (Kelly, 1989; cited in Dereje, 2008). Moreover, MOE (2005) stated that distance is especially an obstacle for female students in so far as it means expending much needed time and a consequent fatigue or exhaustion, impinging on actual school time expenditure. Again, Gemeda (2008) has mentioned that, in rural areas where schools were far from residential areas, there was a difficult situation for girls who were found threatened by the dangers of abduction and to pregnancy. Thus, the following discussions are based on the above views.

Table 16: Time traveled to school.

Item	Responses of female students	
	No	%
How much it takes you to travel from your home to school.		
Less than 1:00 hour 1:00 to 1:30 hours 1:31 to 2:00 hours more than 2:00 hours	147 31 18 -	75 16 9 -
Total	196	100

The above table shows that 147 (75%) of student respondents have to walk for less than an hour and 31 (16%) have to walk for 1:00 to 1:30 hours. Only 18 (9%) of the respondents should walk for 2:00 hours. This shows that though 9% of the students are forced to walk 2:00 hours to rich to school the majority of the students 91% need less than 1:30 hours for a single trip to school. Moreover school principals and parents who were interviewed have said that distance from school cannot be considered as the major obstacle in the study area.

Table 17: Safety to travel to school.

Items	Responses of female students	
	No	%
Do you think that there is safety problem(s) on the way to/from school for girls?		
Yes	61	31
No	135	69
Total	196	100
If your answer for the above question is "yes' what is the nature of the problem(s)?		
A. Abduction	17	28
B. Sexual harassment	42	69
C. Others	2	3
Total	61	100

As shown in table 21 above, 61(31%) of respondents mentioned that there were some problems which they had to face on their way to/ from school.

In the same table above, out of the respondents, who indicated that there were some problems which they had to face on their way to/from school, 17 (28%) of them mentioned that rape or abduction is one of the problem, and 42 (69%) of them also mentioned that sexual harassment is another problem committed on female students on their way to/from school. The rest 2 (3%) of the respondents who indicated safety problems on the way to/from school. said that they some times are in danger of crossing river during rainy season Moreover, school principals and parents indicated that abduction and sexual harassment were prevalent in the study area. Thus, female students have suffered from safety problems like abduction and sexual harassment, and this intern causes high dropout rate and low enrollment of females.

In general, the results of this study indicate that safety to travel to school is one of the major factors that account for low rate of female's participation.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The study was aimed to assess the current status and challenges of females' primary education in Dessie zuria Woreda of the Amhara Regional state. The study also tried to identify the major socio-cultural and socio-economic factors that may deter the participation (enrollment) of female students in the primary schools of Dessie Zuria Woreda. In order to attain the desired objectives, relevant documents were assessed from various sources to clearly set basic questions. Following these, tools for data collection were developed and distributed to sample population and finally the data was analyzed and interpreted.

The study was carried out in ten full cycle primary schools in Dessie Zuria Woreda of the Amhara Regional State that were selected using simple random sampling technique. School teachers, female students of grade 7 and grade 8, principals, parents from PTA, woreda education officers and woreda women's affair head were taken as the subject of this study.

Questionnaires were distributed to school teachers and female students of grade 7 and grade 8; and structured and unstructured interviews were made with principals, parents, woreda education officers and woreda women's affair head. Moreover, the status and trends of females school participation (enrollment), dropout, repetition, intake and survival rates and the gender parity index (GPI) in the primary schools of Dessie Zuria Woreda was assessed from documents of Suoth Wollo education department and Dessie Zuria education office.

Hence, the following are the major findings of the study.

1. The assessment of different documents available in South Wollo education department and Dessie Zuria education office has indicated the following:

a. Gross enrollment rate for both sexes varied from 106.7 percent in 2004/05 to 105.0 percent in 2008/09. GER primary schools in the woreda have shown an increment from 2004/05 (which was 106.7%) to 2006/07 (which was 108.3%) and declined in the years 2007/08 (which was 108.2 percent) and 2008/09 (which was 105.0 percent). Similarly the GER of girls has been observed to grow from 2004/05(99.8%) to 2006/07 (103.4%) and declined in the in the year 2008/09 (97.8%). The trend of NER has been found to show similar pattern as the pattern of GER through out the years 2004/05 to 2008/09 in the woreda. That is, the NER has shown continuous increment from 2004/05 (90.1 percent) to 2007/08 (97.3 percent) and decreased in 2008/09 (95.6). Like wise, the net enrollment rate NER) of girls has been observed to increase from 2004/05 (89.0%) to 2007/08 (94.8%) and decreased to 94.4 percent in the year 2008/09.

b. The gender parity index (GPI) in the study woreda indicated that the gender gap in the primary schools has been narrowed.

c. Regarding the AIR and NIR, the trend has shown an increment from 2004/05 to 2006/07 and a decline in the years 2007/08 and 2008/09 in both cases for both sexes in the woreda. Similarly AIR and NIR of female students has increased from 2004/05 to 2006/07 and declined in the next two years (2007/08 and 2008/09).

d. Though the repetition rate of girls is lower than boys in primary schools of the study woreda, because of high drop out rate of girls compared to boys, their promotion rate was found to be lower than boys.

e. The current (2009/10) percentage of females' enrollment and gender parity index (GPI) in ten sample primary schools indicated that, females' school participation is lower than boys and there existed a gender gap too.

2. The major findings of the study with respect to some selected socio-cultural and socio- economic factors such as traditional views of the society to girls' education, parents priority to boys' education compared to that of girls, parents attitude to girls' education, early marriage and pregnancy, economic status of parents, the

need of girls' labor at home or agriculture and distance to school were considered as reasons for low females' school participation (enrollment) and dropout.

a. Traditional views of the society to girls' education were found to deter females' primary school participation in the study woreda.
b. Other socio-cultural factors such as parent's attitude to girls' education and early marriage and pregnancy were found to be major barriers to hinder females' school participation. These socio- cultural factors deter females' school participation and are found to be the main reason of females' dropping out of school and low performance.
c. Parent's priority to their sons' education compared to that of daughters was found to be another factor to influence females' primary school participation in the study woreda.
d. Similarly, parents believe that girls should be prepared for good house wives and mothers at early age by their mother at home were found to be an obstacle to female's primary school participation in the study woreda.
e. Socio-economic situations such as low economic status of parents and the need of girl's labor at home and agriculture activities were found to be the major barriers to hinder females' primary school participation, dropout and low performance in Dessie Zuria Woreda.
f. The study has shown that distance from school was not a major barrier for girls' primary education participation, whereas, safety of female students on their way to/from school was found to be one of the obstacles for their primary school participation.

5.2. Conclusions

On the basis of the findings of the study the following conclusions were drawn.

As the result of this study confirmed, females' participation (enrollment) was found to be lower and their drop out rate was found to be higher than males. Among the factors that contributed to such low participation and high dropout of

school for females are traditional views of the society to girls' education, parental attitude towards girls' education, early marriage and pregnancy, parent's priority to their sons' education, low economic status of parents and house hold and agricultural activities of females. Moreover, though distance from school has limited impact on girl's primary education participation, safety to travel to/from school was found to be a major obstacle for their school participation.

To conclude, the result of the study indicated that still there is a problem of female participation in primary education in Dessie Zuria Woreda as a result of the challenges identified above. Thus, it is concluded that the Amhara Region Education Bureau, South Wollo Education Department, Dessie Zuria Education Office and Kebele Education Desks should give due attention to improve females' participation in primary schools of the woreda.

5.3. Recommendations

On the basis of the findings of the study and the conclusion drawn, the following recommendations are forwarded.

- The findings of this study revealed that traditional views of the society to girls' education was the major impediment to promote females' participation in the woreda. Thus, Dessie Zuria Woreda Education office in-collaboration with woreda women's affair office and woreda administrators ought to raise the issue of girls' education as a main concern of the woreda and thoroughly discuss with the community. Moreover, continuous community awareness should be done at the kebele level about the holistic advantage of females' education in the over all development endeavor.
- Moreover, parents' attitude to girls' education were found to be the major barriers for females' participation. These problems emanate from the traditions and customs of the society. Thus once again, awareness creation of the community at the kebele level should be the main task of the woreda officials.

- The findings of this study revealed that low economic status of parents was found to be another factor for low school participation of females. Thus, the regional education bureau, zone education department and woreda education office should devise intervention mechanism, such as feeding program and delivering stationary materials, to support female students of low income house holds to keep them in school.
- In this study, parents' need for their daughter's labor at home and agriculture was also found to be the major barrier to promote females' participation in the woreda. What is deemed to be appropriate education and schooling for girls and boys is closely tied up with prevalent notions of femininity and masculinity and with the sexual division of labor. That is, the social norm accepted household activities as a given duties of females. Thus, attrition on the community's attitude about injustice work burden of females is crucial in the woreda.
- The findings of this study indicated that distance of school from the residential place has limited influence on females' participation. But, safety to travel to/from school was found to be serious problem on girls' school participation. Hence, the woreda education office in-collaboration with other stakeholders should take protective measures for girls and alleviate the problem within the community.
- In general, guaranteeing of complete and the same opportunity of education to females as males should be considered as a central building block for empowering females, a necessary instrument to achieve equality between women and men. Thus, education planners at the woreda and zone level and policy makers in the region should give due attention and search mechanism to improve participation and minimize their dropout rates. Moreover, the education sector at the woreda and region has to do more closely with community to assert the advantages of females' education for all kinds of development. The education sector at the woreda and region should exert

maximum effort to attune provision of education with the national commitment and international agreements.

- Lastly, this study had tried to portray the current status and challenges of females' primary education in Dessie Zuria Woreda and socio-cultural and socio-economic situation of the community, which were discussed earlier, were found to deter girls 'primary enrollment. However, since it is practically difficult to exhaust every thing in area of females 'participation in primary schools in the woreda, further study should be carried out to investigate other challenges and come up with possible remedies.

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Annexes

Annex-I

Addis Ababa University

College of Education

Department of Teachers Professional Development Studies.

A questionnaire set on " The Status and challenges of Girls 'Primary Education in the Context of Dessie Zuria Woerda of the Amhara Regional State.

This questionnaire is to be filled by primary school teachers. Dear respondents, this questionnaire is intended to collect information about the present status of girls' education, and trends of females school participation as well as to identify the underlying factors that may influence girls' education at primary schools. So you are kindly requested to complete the questionnaire carefully and honestly. You don't need to write your name. Your response will be kept confidential.

Thank you in advance for your cooperation.

Getnet Damte

2009/10

Part I. Personal information.

1. Name of the school ----------

2. Kebele----------

3. Educational qualification

A. Certificate ☐ B, Diploma ☐ C. Degree ☐

4. Service years. A. Below 5 ☐ B. 6-10 ☐ C. 11-15 ☐

D. Above 16

5. Sex. A. Male ☐ B. Female ☐

Part. II. Questions to be completed by teachers.

Please give your opinion by putting a tick " ✓ " mark in the specific space provided for each question.

1. As various literature suggests, the following are some of the factors that might contribute for low enrollment (participation), dropping out from school and repetition of females. Indicate your opinion that the extent to which these factors play their role in your locality by making a tick "✓" mark corresponding to the following statements.

Factors that might contribute to low Enrollment rate, dropping out of school and repetition of females.	very high	high	low	very low	undecided
1.1 Early marriage and pregnancy					
1.2 Parents need for their daughters' labor					
1.3 Poverty (low economic status of parents)					
1.4 Traditional views of the society to girls' education					
1.5 Parents priority to their boys' education than that of girls.					
1.6 Most of the parents believe that girls should be prepared for good house wives and mothers at early age by their mother at home					

Annex-II

Addis Ababa University

College of Education

Department of Teachers Professional Development Studies.

A questionnaire set on " The Status and challenges of Girls 'Primary Education in the Context of Dessie Zuria Woerda of the Amhara Regional State.

This questionnaire is to be filled by primary school female students. Dear respondents, this questionnaire is intended to collect information about the present status of girls' education, and trends of females school participation as well as to identify the underlying factors that may influence girls' education at primary schools. So you are kindly requested to complete the questionnaire carefully and honestly. You don't need to write your name. Your response will be kept confidential.

Thank you in advance for your cooperation.

Getnet Damte

2009/10

Part I. Personal information.

1.1 Name of the school---------- kebele----------

1.2 Age A. Below 12 B. 13--14 years C. 15 - 17 years.

D .Above 17 years

1.3 Present grade level----------

1.4 Marital Status A. Un-Married B. Married C. Divorced

Part II. Questionnaire to be completed by female students.

Please give your opinion by putting a tick " ✓" mark in the given specific box at each questions.

1. Do you face any safety problem on the way to/from school from your residential place or in the school compound in relation to your sex?

A Yes ☐ B No ☐

2. If your answer to question number "1"is yes, what is the nature of the problem?

A Abduction ☐ B. Sexual harassment ☐ c. Other specify--------

3. How much it takes you to travel from your residential place to the school?

A. Less than 1:00 hour ☐ B 1:00-1:30hours ☐ C 1:31-2:00 ☐ hours D. More than 2: 00 hours ☐

4. Do most parents in your locality give equal chance for their daughters and sons schooling? A. Yes. ☐ B. No ☐

5. If your answer to question number"4"is No, for which sex parents give more chance of schooling?

A. Female ☐ B Male ☐

6. In your locality, do you think that parent's economic limitations are an obstacle to send their children to school? A. Yes ☐ B. No ☐

7. If your answer to question number "6"is yes to which sex educational opportunity is economic limitation of parents is more serious?

A female ☐ B. Male ☐

8. As various literature suggests, the following are some of the factors that might contribute for low enrollment (participation), dropping out from school and repetition of females. Indicate your opinion that the extent to which these factors play their role in your locality by making a tick "✓ "mark corresponding to the following statements.

ctors that might contribute to low Enrollment te, dropping out of school and repetition of males.	A Very high	B High	C Low	D Very low	E Un decided
.1 Early marriage and pregnancy.					
2 Parents need for their daughters' labor					
3 Traditional views of the society to girls' ducation					
4 Parents priority to their boys' education an that of girls.					
5 Most of the parents believe that girls should e prepared for good house wives and mothers early age by their mother at home					

በአዲስ አበባ ዩኒቨርሲቲ
የሥነ ትምህርት ኮሌጅ

የካሪኩለምና ኢንስትራክሽን ትምህርት ክፍል ለአንደኛ ደረጃ ሴት ተማሪዎች የተዘጋጀ መጠይቅ ::

የመጠይቁ ዓላማ ፣

የዚህ መጠይቅ ዓላማ የሴት ልጆችን ትምህርት ተሳትፎ ወቅታዊ ሁኔታ ለማወቅ፣ እንደዚሁም የሴት ልጆችን የትምህርት ተሳትፎ የሚገድቡ፣ መሰረታዊ እንቅፋቶችን ወይም ችግሮችን ለመለየት፣ በተጨማሪም የሴት ተማሪዎች ከትምህርት ገበታ እንዳቋርጡ በየክፍሉ እንድወድቁ / እንድደግሙ/ መንስኤ የሚሆኑ ምክንያቶችን ከደሴ ዙሪያ ወረዳ ነባራዊ ሁኔታ በመነሳት ለማጥናት ነው ::

ስለዚህ ውድ ተማሪዎች መጠየቁን በቅንነትና ታማኝነት በመሙላት ለጥናቱ ስኬታማነት የበኩላችሁን አስተዋጽኦ እንድታደርጉ በቅድሚያ በአክብሮት እጠይቃለሁ ::

ስለሚደረግልኝ ትብብር አመሰግናለሁ ::

ጌትነት ዳምጤ

4. የአንችም ይሁን የሌሎች ልጆች ቤተሰቦች ለሴትና ወንድ ልጆቻቸው እኩል የትምህርት እድል ይሰጣሉ ብለሽ ታምኛለሽ?

ሀ/ አዎ ☐ ለ/ አይሰጡም ☐

5. ለጥቂ "4" መልስሽ አይሰጡም የሆነ ወላጆች ቅድሚያ የትምህርት እድል የሚሰጡት ለሴት ወይስ ለወንድ ልጆቻቸው ነው?

ሀ/ ለሴት ☐ ለ/ ለወንድ ☐

6. በምትኖሪበት አካባቢ ወላጆች በኢኮኖሚ ችግር ምክንያት ልጆቻቸውን መደበኛ ትምህርት ከመላክ ይታቀባሉ ወይ?

ሀ/ አዎ ☐ ለ/ አይደለም ☐

7. ለጥያቄ "6" መልስሽ አዎ ከሆነ በቤተሰብ ኢኮኖሚ ችግር ምክንያት መደበኛ ትምህርት የማግኘት ችግር የሚበረታው በሴት ወይስ በወንድ ልጆች ላይ ነው?

ሀ/ በወንድ ☐ ለ/ በሴት ☐

ሐ/ በሁለቱም ጾታዎች እኩል ነው ☐

8. የተለያዩ ጽሁፎችና ጥናቶች የሴት ልጆችን መደበኛ ትምህርት ተሳትፎ የሚገድቡ፣ እንዲሁም ሴት ልጆች ከመደበኛ ትምህርት እንዳያቋርጡና በየክፍል ደረጃው እንዲደግሙ ምክንያት ናቸው ያሏቸውን እንቅፋቶች ወይም መሰናክሎችን ይገልፃሉ ከነዚህም ውስጥ የተወሰኑትን እንደሚከተለው ያቀረብኳቸው ሲሆን አንች በነዚህ ምክንያቶች ላይ ያለሽን አመለካከት በምትመርጭው ደረጃ ላይ የ "✓" ምልክት በማድረግ ግለጭ።

ለሴት ልጆች ትምህርት ተሳትፎ ማነስ፣ ከመደበኛ ትምህርት ማቋረጥና መድገም ምክንያት የሚሆኑ መንስኤዎች	ሀ በጣም ከፍተኛ	ለ ከፍተኛ	ሐ ዝቅተኛ	መ በጣም ዝቅተኛ
8.1 ያለዕድሜ ጋብቻ እና እርግዝና።				
8.2 ወላጆች የሴት ልጆችን ጉልበት ለቤት ውስጥ ስራ መፈለግ።				
8.3 ህብረተሰቡ ለሴት ልጆች ትምህርት ያለው ባህላዊ አመለካከት።				
8.4 ወላጆች ከሴት ልጆቻቸው መደበኛ ትምህርት ይልቅ ለወንዶች እድል መስጠት።				
8.5 ወላጆች ሴት ልጆች ከሚማሩ ይልቅ ጥሩ የቤት እመቤት እንዲሆኑ መፈለግ።				

ክፍል አንድ

መጠይቁን የምትሞላው ተማሪ የግል ሁኔታ መረጃ

1.1 የት/ቤቱ ስም _____

1.2 የተማሪዋ እድሜ

ሀ/ ከ12 ዓመት በታች ☐ ለ/ ከ13-14 ☐

ሐ/ ከ15-17 ☐ መ/ ከ17 ዓመት በላይ ☐

1.3 የተማሪዋ የክፍል ደረጃ _____

1.4 የጋብቻ ሁኔታ

ሀ/ ያላገባች ☐ ለ/ በትዳር ላይ ያለች ☐

ሐ/ የተፈታች ☐

ክፍል ሁለት

በሴት ተማሪዎች የሚመለስ መጠይቅ

ለሚከተሉት ጥያቄዎች በአንች አመለካከት ትክክል ነው በምትይው ምርጫ ላይ የ "✓" ምልክት በማድረግ አስተያየትሽን ግለጭ::

1. ወደ ትምህርት ቤት በምትሄጅበት ወይም በምትመለሽበት እንዲሁም በትምህርት ቤቱ ቅጥር ግቢ ውስጥ ከሴትነትሽ ጋር በተያያዘ የሚደርስብሽ ችግር አለ?

   ሀ/ አዎ ☐ ለ/ የለም ☐

2. በተራ ቁጥር "1" መልስሽ አዎ ከሆነ የሚደርስብሽ ችግር ምን አይነት ነው?

   ሀ/ አስገድዶ መድፈር ☐

   ለ/ ጾታዊ ትንኮሳ ☐

   ሐ/ ሌላ ካለ ይገለጽ _____

3. መኖሪያ ቤትሽ ከምትማሪበት ትምህርት ቤት ምን ያህል ሰዓት ያስጉላል?

   ሀ/ ከ1:00 ሰዓት በታች ☐ ለ/ ከ1:00-1:30 ☐

   ሐ/ ከ1:31-2:00 ☐ መ/ ከ2:00 ሰዓት በላይ ☐

Annex-III

Addis Ababa University

College of Education

Department of Teachers Professional Development Studies.

Interview guidelines for parents.

A. Sex--------

B. Educational level----------

C. Age----------

1. In your locality, is there a security problem(s) for female students on their way to/from school, if so, what is/are the nature of the problem(s)?

2. In your locality, how is the awareness of the community to girls' education?

3. In your locality, whom (females or males) are preferred to give priority for secular education? Why?

4. Could you mention the major factors that you think which contribute for low enrollment, dropout and repetition of girls in your locality

5. What do you think that can be done to promote females' school participation, and improve their dropout and repetition rates?

በአዲስ አበባ ዩኒቨርሲቲ

የሥነ- ትምህርት ኮሌጅ

የካሪክለምና ኢንስትራክሽን ትምህርት ክፍል ለአንደኛ ደረጃ ተማሪ ቤተሰቦች የተዘጋጀ የቃለ ምልልስ ጥያቄ ፣

የግል ሁኔታ

- የትምህርት ደረጃ ----------
- እድሜ ----------
- ጾታ ----------

1. የሚኖሩበት አካባቢ ሴት ልጆች ትምህርት ቤት ሲሄዱና ሲመለሱ እንድሁም በትምህርት ቤት ውስጥ ከሴትነታቸው ጋር ተያይዞ የሚደርስባቸው ችግር አለ ብለው ያምናሉ ወይ ? ካሉ ምን አይነት ችግሮች ናቸው የሚደርሱባቸው ?
2. የአካባቢዎ ህብረተሰብ ለሴት ልጅ ትምህርት ያለው ግንዛቤ ምን ይመስላል ?
3. በእርስዎ አካባቢ ወላጆች ከሴትና ወንድ ልጆቻቸው ለየትኛው ነው እድሚያ የትምህርት እድል የሚሰጠው ? ህብረተሰቡ ለወንድ ልጅ ቅድሚያ የትምህርት እድል የሚሰጥ ከሆነ ለምን ይመስለዎታል ?
4. በአካባቢዎ ሴት ልጆች መደበኛ ትምህርት እንዳይከታተሉ ፣ እንደዚሁም መደበኛ ትምህርት ከጀመሩ በኃላ እንዳቋርጡና በክፍል እንድደግሙ መንስኤ ናቸው የሚሏቸው መንስኤዎች ምንድን ናቸው ብለው ያምናሉ ?
5. በአካባቢዎ የኃይማኖት ተጽእኖ በሴት ልጆች መደበኛ ትምህርት ላይ ይደርሳል ብለው ያምናሉ ካሉ በየትኛው ኃይማኖት ?
6. የሴት ልጆችን የትምህርት ተሳትፎ ለማሳደግ እንዲሁም ማቋረጥና መድገምን በመቀነስ ቤቶችን ከወንዶች ጋር እኩል ተጠቃሚ ለማድረግ ምን መደረግ አለበት ይላሉ ?

Annex-IV

Addis Ababa University

College of Education

Department of Teachers Professional Development Studies.

Interview guidelines for Woreda Education Office and Woreda Woman Affaires'

1. Name of the organization----------

2. Academic qualification ----------

3. Service year(s) ----------

4. What is the current status and trends of girl's school participation in the woreda?

5. In the woreda, is there a security problem for female students on their way to school? If so, what is/are the nature of the problem(s)?

6. What is the attitude of parents towards females' secular education in the woreda?

7. Could you mention the major factors that you think which contribute for low school participation, high dropout and repetition of females in the woreda?

8. What do you think that can be done to promote females school participation?

Annex-V

Addis Ababa University

College of Education

Department of Teachers Professional Development Studies.

Interview guidelines for school principals.

1. Name of the school----------

2. Academic qualification ----------

3. Service year(s) ----------

4. What is the current status and trends of girl's school participation in the school?

5. In school, is there a security problem for female students on their way to school? If so, what is/are the nature of the problem(s)?

6. What is the attitude of parents towards females' secular education in the school?

7. Could you mention the major factors that you think which contribute for low school participation, high dropout and repetition of females in the school?

8. What do you think that can be done to promote females school participation?

Declaration

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

Name Getnet Xante

Signature _____

Date _____

This thesis has been submitted for examination with my approval as university advisor.

Name Abdulaziz Hussein

Signature _____

Date _____

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