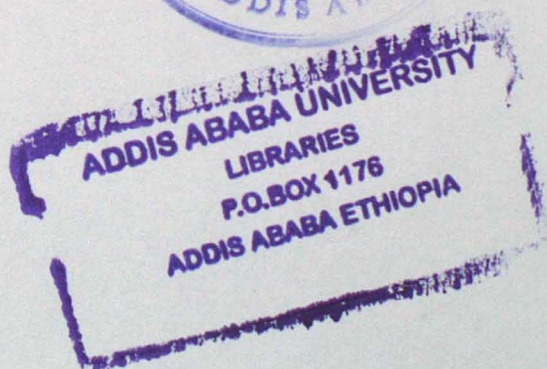


**Addis Ababa University
School of Graduate Studies
Institute of Educational Research**

**The Contributions of NGOs in the Promotion of Girls'
Education In The Case of Jerusalem Children and
Community Development Organization; Debre Ziet
Community Development Program Office (JeCCDO DZ
CDPO)**

BY

Zebiba Hassen



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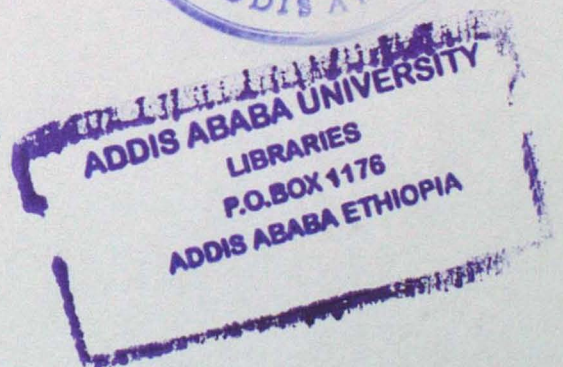
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**A thesis Submitted to the School of Graduate Studies of
Addis Ababa University in partial fulfillment of the
requirements for the Degree of Masters of Arts in
Educational Research and Development.**

July, 2012

Addis Ababa

ACKNOWLEDGMENTS

First and for most I would like to praise ALLAH for blessing me with the strength to go on. Then, my heartfelt gratitude goes to Daniel Desta (Ph.D), my research advisor, for his constructive comments and his patience during the difficult times.

I would also like to thank my sisters and brother and special thank goes to my mother. I would like to thank all my classmates, instructors and colleagues.

Thank you Lemi for being there for me whenever I need your support and brightening my stay in the campus. Last but not least, I would like to give many thanks to my research participants special thank goes to Betty.



ABSTRACT

Gender equity in education results from education can be considered as a "human right." Therefore, gender-focused development recognizes that gender is an organizing principle of society that affects women and men in all activities and relationships and consequently influences the outcomes of development interventions. In this regard, NGOs have given particular attention to and invested on access to education by girl-children and improving the opportunities of such children to continue with their education. This study tries to assess the contributions of NGOs in the promotion of girls' education in the case of Jerusalem Children and Community Development Organization Debre Zeit Community Development Program Office (JeCCDO DZ CDPO) in Debre Zeit. It is a case study that incorporate four girl students who are direct beneficiaries of JeCCDO DZ CDPO and find out the interventions strategies of the organization in terms of addressing the challenges of the targeted girl students'. The study has found that girls students income, educational background and economy of the family, gender role socialization and school related factors are as major challenges of the girl students in the study area. School material provisions, peer educations and trainings, strengthening the targeted schools libraries and girls' club office are the major interventions strategies of JeCCDO DZ CDPO. Therefore the study has found that these interventions have their own contributions in order to addressing the challenges of the girl students and their schooling. Therefore based on the findings improving the social, economic and political capacities of families should be the major task in order to promote girls education. In view of this, government, charity organizations, community based organizations and all the stakeholders, are accountable for this.

LIST OF ACRONYMS

CEDPA	Center for Development Population Activities
CSO/NGO	Civil Society Organization/Non Government Organization
DZ	Debre Zeit
DZ CDPO	Debre Zeit Community Development Program Office
ETP	Education and Training Policy
EFA	Education For All
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
JeCCDO	Jerusalem Children and Community Development Organization
MOE	Ministry of Education
SNNPR	Southern Nation Nationality People Region
UNESCO	United Nations Educational Scientific, Cultural and Organization
UNICEF	United Nations Children's Fund

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is one of the major five institutions (family, religion, politics and economy) that essential to a given society and helps to perpetuate culture from generation to generation. Several literatures confirmed this; Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (ETP, 1994:1).

In line with this, one of the articles of Universal Declaration of Human Rights states that Everyone has the right to learn, particularly the elementary and primary stages must be compulsory (UNICEF, 1990). In addition to this obligatory article, educating women would provide different benefits like educating the whole society. Since, many evidences describe that educating women has much more social return. As a result, increasing equal access to education has been a major policy and goal for most developing countries in the past three and four decades. However, women's participation in education and development still lags behind in many countries (MOE, 2004).

Similarly Gender Mainstreaming Guidelines for the Education and Training Sector confirmed that, education is a human right and an essential tool for achieving development. Empowering women through education is a key to improve health,

nutrition and education for her children and to the development of the whole society (ESDP IV, 2011).

Even if, in the presence of the gaps of women participation in education, if girls could get access to education, they would become more effective mothers, have higher survival rates among their children when they have better nutrition and health practices. Moreover, educated women are more likely to enter the formal labour market, earn higher wages and could contribute more directly to a nation's economic productivity (UNESCO, 2004/05). Beside this, the daughter and sons of educated women are more likely to be educated and take the benefits into succeeding generations.

Gender and development then represent the growing recognition that women are an integral part of their societies and that sustainable development must include the full and equal participation of women and men (CEDPA, 1996). Therefore, gender-focused development recognizes that gender is an organizing principle of society that affects women and men in all activities and relationships and accordingly influences the outcomes of development interventions.

In the case of Ethiopia, right from the outset the system of education had never been encouraging for women due to the influences of religions and cultures. Specially, the education policies were highly influenced by religion, culture and other values which discourage girls' participation in education. For instance, formal education has been started in 1908; female school participation rate had remained very low except in recent

years where there have been some changes introduced by the government to improve the solution (MOE, 2004).

In this regards, NGOs have been doing great jobs in order to fill these gaps and have contributed a lot in order to meet Millennium Development Goals (Dessalegn, et.al, 2008). Thus this study tries to assess the contributions of NGOs in the promotion of girls' education in the case of JeCCDO DZ CDPO (here after JeCCDO DZ CDPO means JeCCDO).

1.2. Statement of the problem

It is well known that, almost in all societies there are segregations between boys and girls in schools, from kindergarten to the university women are stereotyped in various ways. The stereotyping is either intentional or unintentional (Maryann & Barbara, 1996). As a result, the girl child encounters problems that are not necessarily faced by her male counterparts. Further, discrimination is one of the challenges that the girl child brings back from her participation in education (UNESCO, 2003/04). Equal access of education for girls remains elusive in many countries of the world.

In line with this, different studies have been made by different researchers and institutions on girl's education under diverse titles: The Status and Challenges of Girls' Primary Education, The case of Dessie Zuria Woreda. (Getnet, 2010), Girl's Participation and Performance In Secondary School SNNPR (Alemayehu, 2003), Girl education in Africa (Offorma, 2009), Understanding Female Students Academic Performance: An Exploration of the Situation In South Nations Nationalities and People Regional State (Tadesse, 2009), Low Participation of Female Students in Primary Education: A Case

Study of Dropouts From Amhara and Oromia Regional States in Ethiopia (Teshome, 2002). Even though, the above various studies examined the seriousness of the issue, but I have not yet come across a research on the contributions of NGOs in the promotion of girls' education in the case of JeCCDO.

Moreover, the above studies indicated there are gaps that remain unfixed to address the promotion of girls education, even various stakeholders have been tried and put their project plans and activities into practice to promote girls' education. In view of this, in the case of Ethiopia, NGOs have been engaged in the education sector for a long time; currently they have given the particular attention to and invested on access of education by girl children (Dessalegn, et.al, 2008). Therefore, this study will assess the contribution of NGOs in the promotion of girls' education and tries to answer the following research questions:

- What are the major challenges of girl students in the study area?
- What are JeCCDO intervention strategies in terms of addressing the girl students' challenges?
- What is the awareness of the girl students about JeCCDO's contributions?

1.3. Objectives of the study

The overall objective of the research is to assess the contributions of NGOs in promotion girls' education in the case of JeCCDO. And also the following are specific objectives of the study:

- To identify the major challenges of girl students in the study area,

- To assess JeCCDO intervention strategies in terms of addressing the girl students challenges.
- To explore the awareness of the girl students about the project contributions.

1.4. Operational definition of key terms

Civil Society Organizations/Non Government Organizations

The term NGO usually refers to the myriad of organizations that are nongovernmental and not-for-profit in their nature and primarily engaged in humanitarian, development and social activities such as: relieving poverty and suffering, protection of the environment, provision of basic services, promoting the interests of disadvantaged groups, community development and advocacy.

Such organizations are known under different terminology in the different legal systems of countries in the world. In Britain, the term "public charities" or "voluntary organizations" or "voluntary sector" are more frequently used than the term NGOs which is used more popularly in the United States along with terms like "Private Voluntary Organizations" and "Exempt Organizations". It can fairly be said that the term NGO is almost a universally used term although by no means necessarily universally accepted and agreed term to describe the sector.

Girls' education

It is a catch-all term for a complex of issues and debates surrounding education (primary education, secondary education, tertiary education and health education in particular) for females. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty.

1.5. Significance of the study

The findings of this paper will forward remarking points on NGOs contributions on the promotion of girls' education, particularly in the second primary and general education. Further, the research findings can be helpful for JeCCDO and other stakeholders that involved in girls education. In the mean time, the conclusions and recommendations of the study could be useful to evaluating and scaling up the project. Moreover, the research findings will provide information whether JeCCDO project brought positive changes on the girl students (target group) in educational attainment. Ultimately, the research findings can be used as steeping point for other researchers, project owners and institutes who are interested in this area under different context.

1.6. Limitation of the study

Indeed Many NGOs have a great role in the promotion of girls' education in particular and in the development activities in general all over Ethiopia. Yet because of time, money and other constraints this research work delimited to the contributions JeCCDO in the promotion of girl's education.

Further, the data collection is undertaken within a limited time (March 1 to March 25, 2012). The researcher had to spend much time to establish good rapport with informants as the type of the issue is very timely issue needed more time and effort. This study has its own limitations. Some of the major limitations include due to time and financial constraints, the study conducted only in four cases.

1.7. Organization of the study

This paper is organized in five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, limitation of the study and

definition of the key terms used in the study. The second chapter devoted to the presentation of the review of related literatures. The third chapter is concerned with the methodology and procedures employed to collect and analyze the data. Data presentation and discussion and interpretation of the finding are dealt with the fourth chapter and the findings conclusions and recommendations are presented in the fifth chapter.

CHAPTER TWO

REVIEW RELATED LITRATURES

To enrich the findings of this study with prior works, accessible published and unpublished materials were reviewed. This issue entertained into five sub titles as education, gender in education, factors that constrain girls from educational participation, girls' education in Ethiopia and the role of NGOS in the promotion of girls' education.

2.1. Education

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically (Kofi, 2009:23). Further, the process will help the young to acquire knowledge and realizes their potentialities, uses for self-actualization and to be useful to others. Thus, it is a means of preserving, transmitting and improving the culture of the society. Holistically, in every society education connotes acquisition of something good and something worthwhile (Ocho, 2005). In addition to this education is the process through which individuals are made functional members of their society. One of the articles of Universal Declaration of Human Rights for education puts fundamental rights of individuals respect to education Everyone has the right to learn, particularly the elementary and primary stages must be compulsory (UNICEF, 1990).

Similarly, MOE stated in the main streaming guidelines of gender, education is a human right and an essential tool for achieving development. Empowering women through education is a key to improve health, nutrition and education for her children and to the development of the whole society (MOE, 2011).

2.2. Gender in education

Usually gender is not well understood and is often confused with sex. Sex refers to universal, biological and physiological characteristics of women and men. But Gender is socially constructed roles and responsibilities that are expected from women and men as members of a given society.

In view of this, gender and development strategies enable women and men to determine their own development, both individually and collectively. Further, both women and men should be equally involved for reasons of justice. Development projects are more effective when women and men are involved. Women's access to and control of resources and opportunities is increased (CEDPA, 1996).

Further, most development specialists agree that sustainable development is not possible without the full participation of both halves, female and male, of the world's population. Development policies that incorporate gender as a factor reflect a growing understanding of the necessity for women's and men's full and equal participation in civil, cultural, economic, political, and social life (ibid).

Despite these facts, gender insensitive curriculum makes girls and women are often represented in negative stereotypes in the learning materials. For example, girls are often representing on for service tasks i.e. cleaning, meal service... Beside this, unsafe learning environment make girls exposed to, sexual exploitation and rape. All these obstacles have big contributions for girls not fully and equally participate and achieve in education especially in primary education (UNESCO, 2005).

Thus, the impact of primary education is remarkable for girls who overcome these socially constructed challenges. In addition to this, educated women have got a lot of

benefits like marry later, earning money, and learn to recognize and correctly treat health problems, have smaller and healthier families (*Ibid*).

In fact, family size and child health can be influenced by a mother's education. Further, educated women also tend to have higher aspirations for their children. Studies show that each successive generation attaining higher educational levels, if women are educated. Additionally, educated women are better able to withstand threats to their own health, especially from HIV/AIDS.

Despite these facts, several studies depicts that there is gender inequality in education not only in developing countries but also in developed ones. In view of this, at all levels, education for females lags behind that for males. There are approximately 900 million illiterate adults in the world, of whom two thirds (65%) are women. Of the 130 million children of primary school age not in school the world over, 70% are girls (CEDPA, 1996).

Therefore, equal access of education for girls remains elusive in many countries of the world. The girl child encounters problems that are not necessarily faced by her male counterparts. Further, discrimination is one of the challenges that the girl child bring back from her participation. This may occur from birth, through inadequate feeding, stimulation and opportunities to play and discover (UNESCO, 2003/04). Different expectations for girls and boys can also lead to differences in opportunities and performance. Due to these reason girls are not equally participated in education as boys.

In this regard, the European Union has a strong track record of promoting gender equality within employment. However, promoting gender equality in education is not as such

satisfactory. While the elimination of gender stereotypes is one of the six priorities, the focus is principally on breaking down stereotypes in employment (NESSE, 2010).

In Africa particularly, for the last thirty years there are significant gains made by the African governments in increasing access to education. Yet, greater challenges lie ahead if the goal of Education for All is to be achieved. Fiscal crises, civil strife, political instability, drought, endemic poverty and persistently high demographic pressures on education systems have resulted in stagnating enrollments and declining quality. Other pressing educational concerns include poor student participation, high drop-out and repetition rates, low academic achievement, and low teacher morale and attendance. Above all, promoting female education is the most challenging issue (World Bank, 1996).

The same is token in Ethiopia; women occupy the law status in the society. Although they represent 49.8% of the population and contribute mainly to food production and other, they have not shared the fruits of development equally with their male counterpart. Rights such as, access to land, credit and other productive resources are difficult for women to attain. They also experience multiple forms of other deprivations such as low levels of education relative to men are one and the major (Prime Minister Office/Women's Affairs Sub Sector, 2004).

The following table could be a good example for this:

Table 1, Gross enrollment rate by gender in primary level (MOE, 2008/09)

Year	Primary 1 st cycle (1-4) (%)			Primary second cycle (5-8) (%)			Primary (1-8) (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2004/05	109.8	95.5	102.7	62.0	42.6	52.5	88.0	71.5	79.8
2005/06	123.9	111.2	117.6	67.4	49.8	58.8	98.6	83.9	91.3
2006/07	122.9	111.2	117.1	68.3	53.7	61.1	98.0	85.1	91.7
2007/08	133.0	122.5	127.8	64.8	55.5	60.2	100.5	90.5	95.6
2008/09	126.7	118.4	122.6	65.6	60.5	63.1	97.6	90.7	94.2

Source :(MOE, 2010:23)

Table (1) indicates the students' enrollment at the primary level in Ethiopia, Percentage of boys' enrollment has always been higher than girls' enrollment (ranging between 5 and 15 percent). In other words, boys' enrollment is more than five times the girls' enrollment.

2.3. Factors affecting girls' education

Several findings depict, girls' educational outcomes have increased tremendously in Sub-Saharan Africa since the 1970s. But still analyses have revealed particularly wide gender gaps in enrollments. The central problems of girls' education have been clearly identified as access to school, attainment in years of schooling, academic achievement and accomplishment after school (World Bank, 1996).

Further, the factors that affecting girls' education at secondary level identified by different scholars; for example (Zewide, 1994); (Flora and Wolf, 1990); (Namuddu, 1992); and (Mosimakook, 1997)), cited in (Alemayehu, 2003) were: Socio cultural barrier, hard living condition of the family, residence, demand of labor, marriage, girls own self-concept, Gender biases, classroom practice and, the prevailing of unemployment of school leaver.

In addition studies in Botswana, Nyati Ramagobo (1996) and southern Africa Mannathoko (1992) have indicated that the socio cultural economic factors, and school related factors as resource why girl's participation in education is less in school (ibid).

2.3.1. Socio cultural and economical factors

The widespread operation of patriarchal systems of social organization; of customary early marriage; of the incidence of early pregnancy in and out of marriage; of heavier domestic and subsistence duties of females especially in rural areas; a generally lower

regard for the value of girls' life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education. To this list may be added problems of seclusion and security in some areas. Such long standing constraints result in a lack of female role models that could challenge the traditional one that is clearly acquired by both sexes at a very early age (World Bank, 2004). Therefore, a cultural bias is a major restriction to girls' take up and follows through of educational opportunities.

Parental attitudes determine a child's chances of education. Parents control the initial decision of a child to attend school and often influence the nature of a child's participation in education Chimombo & et.al (2000). Besides, parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school (Odaga and Heneveld, 1995).

Further, girls are more likely to drop out of school than boys and those pupils whose mother's have not attained any level of education (UNICEF, 2005). Moreover, work for the family or in the labor market often keep older girls out of school and other activities as well, including marriage and child bearing, compete with school for older girls' time.

Almost in all society including Ethiopia, because of the patriarchal predominance, investment in a girls' schooling is wasteful since it benefits the family into which a girl

marries rather than her own. The economic factor, especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting girls' participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of the provision of books, paper and school uniforms as well as the loss of vital help at home and on the land (World Bank, 2004). This shows that, in most cases the contributions of females is unpaid and they may have little or no experience of the handling of money which further reduces their status and power, but increases their vulnerability.

Similarly, girls who come from socioeconomically advantaged families are much more likely to enter and remain in secondary school than are girls from disadvantaged families. Several literatures confirmed this, a mother's ability to pay school fees and to provide encouragement to her children to continue attending school is an important factor in explaining enrollment and attendance (King & Hill, 1993). In Africa females those who are from rural areas and low economic background have high tendency in class repetition Bahru, et.al (1994). Coupled with this in almost all societies including Ethiopia, investment of female education is considering as wasteful since it benefits the family into which a girl marries rather than her own (Chant & Mcilwaine, 1998).

The above mentioned related literatures showed that, socio cultural and socio economic factors can be considered as one of the major factors that hinder girls' participation in education.

2.3.2. School related factors

School environments also seem to affect the two sexes differently. Others have argued that the school related factors especially the teachers' attitudes, behavior and teaching practices have perhaps the most significant implications for female persistence and academic achievement (Odaga 1995). This problem is rooted in societal beliefs which teachers bring into the classroom scenario. This can therefore be linked to the cultural beliefs which tend to look at females as having less ability than males and hence leads to the marginalization of girls in the classroom and further de-motivates girls in their academic performance.

A number of studies have also shown that parents are reluctant to send girls to school if the school environment is not safe and secure for girls. These studies have mentioned teachers proposing, impregnating and marrying girls and flirtations between girls and boys as constraints to girls' education (Chimombo, & et. al. 2000).

Given the arguments that underachievement contributes to school dropout, one would wish to question the way societies prepare their children for academic life. This is in view of the fact that there is evidence in the scholarship which suggests that the quality of experience and stimulation in the early years of life is a powerful determinant of subsequent educational performance. In light of this institutions such as pre-school ought to be encouraged. This is because such institutions would stimulate intellectual development and hence make children more ready to enter grade one of the primary cycle and thus reduce the risks of repetition and eventual dropout (Ibid).

Another set of factors that have been found to influence decisions about enrolment and persistence are those that relate to teaching and the organization and structure of the

school and its environment. Both male and female teachers have been found to have lower expectations of girls' academic ability. Boys are perceived to be intelligent, hardworking, motivated and co-operative whilst girls are perceived to be easy to control, passive, calm and submissive (Kainja and Mkandawire, 1990 cited in Chimombo, & et. al. 2000). In addition, teaching practices have been observed to have negative consequences for girls' education. Boys are called more often than girls to answer questions in a class. It can be noted that teachers' low expectation of girls reflect the views held by the wide society and a question of interest is whether community schools have helped to solve this problem.

A number of studies have also shown that parents are reluctant to send girls to school if the school environment is not safe and secure for girls. These studies have mentioned teachers proposing, impregnating and marrying girls and flirtations between girls and boys as constraints to girls' education (Ibid).

2.4. Girls education in Ethiopia

Modern education was introduced to Ethiopia nearly a century ago. However, the education and training offered during these long years had limited positive impact on the lives of the people and national development. Hence, as a result of the lack of clear and coherent direction and other problems related with the very social order, the majority of the people of Ethiopia were not beneficiaries of the advantages of modern education specially women (MOE, 1994)! All these conditions make girls lag behind but the new education and training policy indicated that regarding the support of women article 3.9.5. Stated that: *"The government will give financial support to raise the participation of women in education. (MOE, 1994:32)*

In view of this, Ethiopia is one of the countries, which are involved in 25 by 2005 girls' education campaign as part of the Medium Term Strategic Plan towards achieving the EFA goals (Prime Minister Office/Women's Affairs Sub Sector, 2004).

In addition to this, the Ethiopia government has policy to protect women from discrimination and also has commitment in gender equity; the policy was issued in 1993 with the following objectives:

- Facilitating conditions conducive to the speeding of equality between men and women so that women can participate in political, social and economic life of their country on equal terms with men and ensuring that their right to own property as well as their other human rights are respected and that they are not excluded from the enjoyment of their fruits of their labor or from performing public functions and being decision makers;
- Facilitating the necessary conditions whereby rural women can have access to basic social services and to ways and means of lightening their work load; and

Eliminating step by step, prejudices as well as customary and other practices that are based on the idea of male supremacy and enabling women to hold public office and to participate in the decision making process at all levels. Following the Education Policy, the Education Sector Development Program (ESDP) (1997/98-2001/03) was devised with the intention of translating the policy statement into action. ESDP proposed increase girls share of enrollment in primary enrollment from 38 percent to 45 percent; reform the curricula to make it relevant and gender sensitive; reduce the dropout rate and repetition rate for girls by half (ibid).

Further, one of the strategic objectives and actions in the Beijing Declaration and the Platform of action is education and training of women. The strategic objective clearly states that education is a human right and an essential tool for achieving the goals of equality, development and peace. Following the declaration, Ethiopia has been trying to close the gender gap in education through formulation of policies, strategies and action oriented measures (ibid).

The new education and training policy (1994), has addressed the importance of girls education and among others it clearly stated that the government will give financial support to raise the participation of women in education. It further stated that, special attention would be given to the participation, recruitment, training and assignment of female teachers. Additionally one of the specific objectives of ETP is to gear education towards reorienting society's attitude and value pertaining to the role and contribution of women in development.

All the above points depict that, women and girl's empowerment is the critical area concern for Ethiopia as poverty reduction.

2.5. The role of NGOs in the promotion of girls' education

Like in other countries, non-governmental and civil society actors are visible on the overall institutional landscape of Ethiopian society. For the last two decades the community has had, in relative terms, some favorable moment for growth in size, diversification in make-up and self-organization for active participation in the national socio-economic process like other African countries. As a result of this, CSO/NGOs are widely distributed and can be found in all Regions of the country in general, Oromia and Addis Ababa have more operational NGOs in particular. (Dessalegn, et.al, 2008)

In view of this, NGOs has been engaged in diverse activities in the education sector for quite a long time. During the current decade, the emphasis of the organizations engaged in the education sector has been broadly to help the country meet the Millennium Development Goals of primary education for all, and to bring about a much greater measure of equity and quality in education. They have given particular attention to and invested on access to education by girl-children and improving the opportunities of such children to continue with their education (ibid).

Further, there is a paper prepared by the Education Bureau for the fourth workshop organized by the GONGO Forum of SNNPR in September 2007 states that the number of “NGOs partners working on Education Sector has increased through time. And their contributions to the improvement of Educational Access, Quality and Efficiency are fundamental.” This kind of recognition of the part played by CSOs/NGOs in the progress made in the education sector is commonly made by other Regional and Woreda officials. In Ethiopia there are 2046 projects, out of these, 302 are working in education sector and girls and women empowerment (ibid).

In view of this, Girls' Education Initiative (GEI) in Ethiopia project is one and the major which has been implemented by several NGOs. The overall objective of GEI is to contribute to the national goals of increasing overall primary education enrolment and decreasing gender disparities by focusing on increasing girls' enrollment and retention in the selected regions (UNICEF, 2004).

UNICEF is the main actor and committed to increase its actions in order to accelerate progress on girls' education in Ethiopia. This is considering as part of its Medium Term Strategic Plan (MTSP) towards achieving the EFA goals. Beside this, UNICEF intends

to work in collaboration with federal MOE and regional education bureau to ensure a partnership that helps for to achieve gender equality as part of education for all. UNICEF's Girls' Education Initiative in Ethiopia is working towards improving enrolment rates, as well as the retention and learning achievement of girls throughout the country (ibid).

UNICEF is planning to strengthen the GEI program in selection regions of the country to enhance the promotion of girls' education; the program also includes girls' friendly interventions to improving enrollment, retention and learning achievement of girls (ibid).

According to the aforementioned points described, girls' education is one of the basic vital inputs that are important to human development. Due to socio cultural and school related factors can be the major challenges for girls' education especially for developing countries like Ethiopia. NGOs have big contributions in order to fill these gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discussed the research design, the sampling techniques, data collection procedure and administration in the field, and data analysis techniques. The whole explanations stated hereunder.

3.1. Research approach

The major objective of this study is to assess the contributions of NGOs in the promotion of girl's education in the case of JeCCDO. The study more of depends on the participants' experiences and progresses about the contributions they have got. Hence, qualitative research methodology was found to be the appropriate one. Qualitative research methodology helps the researcher to undertake deep exploration of the subjects and to present the findings from participants' experiences and point of views. Within this methodology, the researcher employed case study.

3.2. The study area

Jerusalem Children and Community Development Organization (JeCCDO) is the study area, was established in 1985 as a native nongovernmental organization to respond the needs of orphaned and solitary children who lacked proper care and support due to the then famine that followed as severe drought, and existing civil war in some parts of the country.

DZ CDPO is one of the five Community Development Program Offices of JeCCDO. It began working in support of children since 1991 through its institution previously known as Debre Zeit Children's Home. With a strategic shift taken by the organization, the DZ

CDPO started implementing an Integrated Community Based Child Care Programs in Kebele 07 zone 1 in July 2002. Currently the program office has extended its programs in the remaining zone 2 and 3 in the same Kebele.

The CDPO has conducted a rapid assessment in September 2007 at Adea Model High School through participatory methods and discussion with the School Directors, Unite Leaders, Teachers and Girl Students. The assessment came up with, in the school there is high sex disparity in enrollment, girl students more exposed high dropout and repetition rates so girls acknowledged in the school as potential beneficiaries. Enhancing the capacity of schoolgirls is one of the major aims of the project to address the needs and challenges of girls. These goals accomplished through provisions of school materials, tutorial programs, promoting peer education activities, establishing girls club and capacitate the existing library in the school (JeCCDO Project proposal, 2008).

Regarding the number of girl students in the target schools, in 2011/12 academic year 1064, 513 and 520 girl students are found in Adea Model Secondary School, Biftu and Derara Primary Schools respectively. Among these girl students, 20 were direct beneficiaries of the project. 10 were from Adea Model Secondary School, the remaining each 5 girl students from Biftu and Derara Primary Schools. But, all the girl students have been benefiting indirectly from the project.

3.3. Research participants

The research participants were four girl students (direct target group) of the project. Two girl students were from Adea Model Secondary School, the remaining each one was from Biftu and Derara Primary Schools. Furthermore, key informants such as the project staff,

the DZ women, children and youth affair representative, the target schools directors and the girls' club representative teachers and executive members were participated. In an attempt to find out how the project interventions have been brought the intended progresses, it was very essential to include these key informants as research participants. It is believed that they could have more information about the project's contributions towards the promotion of girls' education.

3.4. Sampling techniques

Using purposive sampling techniques the researcher selected participants those who were directly benefited from the project. Having this idea in mind, four girl students appointed purposively. These four girls were selected from the total twenty girls in the reason of their positive change they got from the support. Two from Adea Model Secondary School, one each from Biftu and Derara Primary schools were purposively selected.

In line with this, key informants from the DZ women, children and youth representative, the target school directors, the girls' club representative teachers and executive members and the DZ CDPO staff were purposively selected as well.

3.5. Data collection tools

As a qualitative design, the study involved assessing, the deep feelings and views of girl students engaging in the project. Thus, in-depth interviews, FGD, observation and secondary sources were the major sources, which were applied for collecting information.

3.5.1. Qualitative interview

Qualitative Research Interview guide is a flexible instrument that helps to get rich and detailed information. Thus, both unstructured as well as semi-structured types of

qualitative interviews were implemented, since they focus on the interviewees' point of view.

3.5.2. Focus group discussion

The researcher only used the Adea Model Secondary School the executive members of the girls club participated in the FGD. It was difficult to get other two primary schools Biftu and Derara executive members of the girls club due to mid examinations.

3.5.3. Direct observation

In a case study method making a field visit to the case study site creates the opportunity for direct observations, assuming that some relevant environmental conditions will be available for observation. Such observations serve as also another source of information. In this regard, girls' club office, girls reading room and other relevant conditions were observed as it indicates the living situation.

3.5.4. Document review

In addition to the primary source, secondary data such as the project proposal, reports, minute, daily attendance and report cards of the cases have been referred.

3.6. Data analysis

The information gained through in-depth interview, key informant interview and FGD were conducted in Amharic language and in each day after data collection it translated into English. The collected data were organized in line with the research questions and objectives of the research and analyzed using qualitative data analysis procedures that involve breaking down the information into different themes and categories.

CHAPTER FOUR

CASE PRESENTATIONS AND DISCUSSION

4.1. Case presentations

The major objective of this study is to assess the contributions of NGOs in the promotion of girls' education in the case of JeCCDO. The qualitative data were collected using in-depth interviews from four girl students (who were direct beneficiaries of the project), key informants which include project staff, the DZ Town women, children and youth affairs representative, the target school directors and the girls' club representative teachers, FGD was also carried out with girls' club executive members and secondary sources such as project proposal, reports, minutes, attendance sheet and report cards were reviewed to gather relevant information.

The data presented in this chapter focus on answering the following basic research questions:

- What are the major challenges of girl students in the study area?
- What are JeCCDO intervention strategies in terms addressing girl students' challenges?
- What is the awareness of the girl students about JeCCDO's contributions?

The major categories used for the data presentation and analyses are as follows;

- Background information
- Major challenges of the targeted girl students
- The intervention strategies of JeCCDO in terms of the girl students' challenges.
- Awareness of girl students about the project.

The cases are given fictitious names which are not related to their real names. Based on the findings the whole story was narrated hereunder.

4.1.1. Case one

Meaza was seventeen years old and 10th grade student at Adea Model Secondary School. Regarding the educational level of her parents, her father has advanced diploma and a military staff who earned 1100 Birr per month. Her mother completed high school education and a factory worker and earned 300 Birr per month. Meaza has been living alone in the private rented home. JeCCDO has covered this including her food expenses. She is the only daughter and child for her family. She has been benefited from the project since, October 2011.

“ሰው ማንን ይመስላል ሲባል ኑሮውን” አለ ያገራ ሰው Man is a replica of his life style. In the contrary, without any exaggeration she has been looked like from the well-to-do family. She is smiley and has attractive complexion. She is slim and has medium height and looks stunning. During the interview periods she was very tidy from her hair to feet's nails with her blue black skirt and white shirt school uniform and sandals. Since she has joined in the project in October, 2011 she has got school materials, lotions, sanitary pad and Birr 200 per month.

In line with this, guided by the data collected from fieldwork, the following points could elaborate more the benefits which Meaze has got from the project.

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4.1.1.1. Peer and teacher relationship

Meaza has been grown up in the situation of very big burdens and empty shell family. She had no right to have any relationship with anyone including her friends and classmates. If she did to do so against this, she would have heavy corporal punishment. Moreover, she lacks emotional support from her parents; as a result, it leads her to be in a state of depression and anxiety. These situations forced her to leave home and drop her class for two years and worked as a messenger and janitor in the drug store. She explained that situation:

... መማር እየፈለኩ እንዳልማር የተገደድኩበት ወቅት ነበር

I was ambitious to learn, but I was forced not to do so. My mother and father are very rude; they don't want to see me to have friendship with my friends. Besides, most of the time, they don't give me food on time and kicking and nagging me without any reasons. All these conditions forced me to leave home. At that time, when I saw my classmates I used to cry and broke my heart and hide myself from them. That was really a terrible period in my life. I never and ever forget it and left over a big scar in my life [her tears drop down on her face to her chin].

As mentioned above, she had no opportunity having strong interactions with her peer group because of unnecessary parental influence. She had fears to share her issues to

friends. But in all these challenges she encountered, she had hope to bring a difference in her life. The following event could be a nice witness:

...I remember it was second semester exam time, my parents expelled me from home. I did not have any place to go and stayed in the classroom was the only choice. You know what I mean; I took exams in the classroom in the day time and slept there at night. I had hid myself for a moment from the guard in the back side of the classroom when he rounded in each classroom for checking. Then after I went back to there and slept on the desk. In this condition I stayed there for five consecutive days and completed the exams [Disfigure her face and crying with voice...].

This was happened before two years during the semester two final exam in 2009/2010 academic year. She tried to complete the examinations in this situation and she dropped out her class for two years.

In view of this, she embedded with fear, doubt and lost her trust on anyone. This project has been doing fantastic jobs in order detached her from these situations. The successive counseling and the trainings such as peer education, how to be an assertive and Para lega, HIV/AIDS she has been provided. During the interview periods relatively she was in a good state of emotion and has good relationship with her peer groups.

...my parents did evil things, how can I expect good things from anyone [disfigure her face]. I lost my trust on anyone, anyone...

Above all, when I feel loneliness and have bad feelings, I share all these to my best friends and get relief. For this, many thanks for JeCCDO the girls' club executive members specially the club representative teacher next to my Almighty God.

Concerning on student teacher relationship, the findings revealed that the school community in general and female teachers in particular has got belongingness towards the project, as a result girl students have got an opportunity to discuss about their issues among themselves and with their teachers.

The club representative teacher added, previously Meaza was very depressed and did not want to share her feelings and situations and she was simply crying and crying. After the provision of successive counseling and trainings relatively she became expressive and has been tried to looking solutions rather than focusing on the challenges. During the interview periods I observed, she was communicative and has smooth relationship with her teachers specially the girls' club representative teacher.

Further, she usually has consulted the girls' club representative teacher whenever she feels bad and getting challenges.

4.1.1.2. Academic performance and self confidence

Before Meaza has joined in the project she was not attending the class regularly. In addition to this she was hopeless not only on her education but also on her life. But, after she has enrolled in the project she became ambitious and sensitive for her class.

[She became quite for a moment and smile] ...*JeCCDO makes me visionary. Now I have big dream beyond my school achievement. I am one of the top ten students and I ranked 7 out of 63 students at the end of semester one.*

The school director and the club representative teacher said that her parents have no interest to know about her even they do not want see her. Several times they are called by the girls' club representative teachers' collaboration with the school directors. But they did not give positive response. Because of these and other related factors she intensively lost her self confidence.

As we all know, self confidence is usually as result of having a positive self esteem. Having positive self esteem can be developed through proper socialization. In this regard Meaza had no well experienced as such. But she has been developing a good self esteem as a result of capacity building trainings and counseling that she has got from the project.

Furthermore, as the title of the project by itself boldly designated: "Adolescent girls' empowerment project..." In such aspects her self confidence could be easily readable from the ways of her expressions and body language.

...I become very ambitious and visionary girl as a result of the training and successive counseling services that I have got from the project. Before I joined in the project I knew only about the tutorial program of the project....

She has been considered herself as a full person and long sighted. She is always sharing her life experience to her peers and tells them how to be successful through big challenges and obstacles.

4.1.1.3. The role of the student in the school community

As Meaza explained, she has not bother about her school expenses. She has been front liner to participate in the project activities in all aspects. She has been attending the tutorial program, trainings, special events like questioning, and answering, discussions and debate. Fortunate enough this project has been implemented in all government primary and secondary schools in DZ town, so she has a plan to participate actively the coming years when she goes to preparatory class. She has a dream to change the attitude of her parents by showing her success this is her felt needs.

Moreover, she is trying to attend the class regularly and to get good result. On top of this, she is not only thinking and living for herself but also for those who have been supporting her.

Generally, the project has been doing enormous jobs in order to promote girls' education. Meaza could be a good witness; she is really in a remarkable progress in academic

performance and in her social affairs despite the fact that she is very young for the project.

She has developed the attitude of being self reliant. This could be depicted that the organization has been highly emphasized on capacity development trainings that could bring "I can be..." mentality among the target group.

4.1.2. Case two

Menbere was sixteen years old and 10th grade student at Adea Model Secondary School. She has been living with her family. Her father is a guard and earned Birr 500 per month and her mother is a housewife. Regarding her parents' education both are literate and did not attend formal education. She has two sisters and one brother. She is the youngest child in the family. She has been benefiting from the project since October 2010. She has got school materials, lotions, sanitary pad, trainings, and tutorial service from the project; her parents' home renovated with the financial support of JeCCDO as well. The following points could be elaborate more how the project important for her learning achievement.

4.1.2.1. Peer and teacher relationship

Menbere was the busiest girl. She helped her family by selling "kolo" (roasted barley) in the local pub. Her father is the only bread winner for the family. Her elder brother and sisters are only bothering for themselves, so they are not care about their parents and their youngest sister. All the household expenses fall on her next to her father. Even her needs like learning materials, lotion, and sanitary pad all these were fulfilled by her. Because of these tiresome and busy lives hinder her peer relations and let her out of her peer group.

...My work was so hazardous and tiresome not only for girls but also for boys. You know why, I sold "kolo" (roasted barley) at night I couldn't limit the time usually after school from 1:00pm up to 11:00am at the middle of night in the liquor house. So I did not have time even to attend my class regularly let alone have interactions with my peer group.

When she has joined the project all the mentioned expenses covered by JeCCDO in fact this brings tremendous change in her life. Firstly, because she has quit selling "kolo" (roasted barley) in the liquor house she has plenty of time to establish good relationship with her friends and peers. Secondly, she could attend her regular and tutorial class properly and has been participated in trainings and special events the organization has been prepared in the school.

Besides, usually her mother kicked and nagged her without reasons. Actually her mother did because of her messed up life that she could not manage her house and her children properly. At that time, Menbere felt guilty conscious and she asked herself why she was created! She expressed that situation:

...as far as my understanding mothers are very humble and kind for their children but such characters never and ever appeared on my mother. I was doubtful she is my flesh mother. Moreover (...ታላቅ ወንድሜ እኔን ለማዘዝ የተፈጠረ ይመስላል) My elder brother is seems created

only for the sake of commanding me. My mother and father supported him to do so. For instance when he wants to wear his shoes he orders me to polish them. He was always insulting and beating me, if I refused his obedience. No one was take care of me. I felt insecure whenever he stays at home [her face changed into pale...and tears filled her eyes].

Menbere added JeCCDO was not only stand for her to have smooth relationship with teachers and her peers but also bring love and peace for her family. Her mother had consecutive discussions with her teachers' about Menber's situations in the home and after this she was always advice Menbere to study hard and change her life.

4.1.2.2. Academic performance and self confidence

Before the project as mentioned above, Menbere was working after school so she had no plenty of time for studying and her school achievement was not as such good she had only passing mark. After the project she became ambitious for better life so she always feels strong and doing well. She ranked 12 out of 55 students in first semester.

I called JeCCDO as my mother [smile, when she smiles her eyes become very small and look like small black dots] it gives me food not for my belly but for my brain [ha!ha!ha!....]I swear it feeds my brain. By the way, as of me JeCCDO is not well known in our school as its marvelous jobs. I was not well informed its activities that

have been doing in our school except the tutorial program. For your surprise the first time I heard about JeCCDO from liquor house [the place where she sold roasted barely] one of my customers told me about JeCCDO girls' empowerment project in our school. Then he advised me to talk to the girls' club representative teacher. This the way the first time I heard about the project.

Besides, Menbere's confidence has been readable from her body gesture and her facial expressions. The following marvels phrase could be a nice witness for this.

ደህነት ማለት የእጅ ቆሻሻ ማለት ነው በሳሙና ከታጠቡት ይለቃል በጣም ከቆሻሻ እንኳን በጠንካራ ሳሙና ይለቃል ...poverty is like hands' dirt. So it can be cleaned through water and detergent, even the hardest dirt can be cleaned by the hardest detergent. Yesterday I was nobody but today I am important.

She added that, these have become her principles and JeCCDO helped her to develop such types of attitude and perception on herself through capacity building trainings and discussions.

4.1.2.3. The role of the student in the school community

Menbere has been playing a magnificent role in the school community after she has joined in the project. For instance she was participated in the documentary film

transmitted in Ethiopian Television in March 2011. As the matter of fact this film initially based on her life history to depict the challenges of her life and could be overcome somehow through girls club because, the very essence of the club is to empower girl students. After this film her status in the school community changed and everybody perceives her a very ambitious girl. JeCCDO has role to capacitate the school girls club through the necessary materials and income generating scheme besides the provision of scholastic materials, trainings and tutorial program for girl students.

...smile, [could be taken as a sign of her hope], I want to be a good model for the club members in particular and other students in general. I have a dream to develop such project and make benefited many girl students in the world.

...Oh! Currently, I am not thinking and living not only for myself but also for others. You know why, the meaning of life is not the matter of simply living rather, contribute something special for others; you see this is how life gives you sense. I have big dream for my future.

From the above thematic issues, her wonderful progresses could be depicted; the project has big contributions for this. On top of this, her self confidence was really amazing. During the interview periods she was so communicative, cooperative and expressive.

Additionally, JeCCDO has been playing a significant role in order to bring peace and love in her family. It is well known that family is the very essential institution to determine children's destination in particular and to build a healthy society in general.

4.1.3. Case three

Misrak was sixteen years old and 8th grade student at Biftu Primary School. She was living 10 km away from DZ. Her father was died when she was two years old. Her mother and she have been living with her grandmother who was sixty nine years old. Until she became 6th grade her uncle supported them for their subsistence and incurs her school expenses. But he married in 2010 and he stopped supporting them. Her mother was bed ridden till the interview periods due to HIV/AIDS and her grandmother was petty trader she was the only option to sustain the family. So Misrak supported herself and her family by selling fuel wood. She carried fuel wood loaded 30 kg and travel 10 km and got 15 Birr per day. It was too tiresome work. As a result she looked like aged person.

Unfortunately, as of September 2011 the place where she was collected fuel wood changed into industry center and the entire place became deforested. So she couldn't get fuel woods. As a result of this she stopped going to school due to the expenses that she couldn't spent. She dropped the class for two weeks. With the collaboration of girls club, JeCCDO has been supported her to continue her class. She has been joined the project since October 2011. But before she has joined in the project he was not well informed about the organization's interventions in the school. According to the findings the following points could be magnified her progresses with the support of the project.

4.1.3.1. Peer and teacher relationship

Misrak was the girls' club representative student for her class. As a result she was responsible to disseminate information from the girls club to her classmates and vice

versa. Besides, she has been made schedule for questioning and answering, debate sessions , generally she was the one and the main actors in the event organizer when JeCCDO has program in the school. She was actively participated in the girls' club activities. As a result she is very friendly with her peer group.

Pretty good, there were many female teachers in the school and had sense of belongingness towards the project. Misrak was number one beneficiary in the school that the organization creates the opportunity to develop smooth relationship with her teachers. So she had good interactions with her teachers.

The girls' club representative teacher said that, Misrak was not attending her class regularly and was not doing her class work and home work as well. Even sometime she did not come in the exams days. But after she has joined in the project she has some improvements.

4.1.3.2. Academic performance and self confidence

Before Misrak has joined in the project she was average student in her class. But after the project she has joined, relatively improved her status she ranked 13 in the semester one. She has a plan to have best result in the regional examination.

Regarding her self confidence, Misrak was not as such confident and well expressive as the other interviewees. During the interview periods, she was extremely shy and not expressive. She tried to hide herself by her hands and was not persuasive. Moreover she tried to communicate in sign language.

The girls' club representative teacher said that, Misrak is young for the project and has not take much capacity development trainings as a result she is not well expressive. She added that Misrak is in a tremendous change and progress in her behavior and schooling compared to the previous time.

4.1.3.3. The role of the student in the school community

Since, Misrak has joined the project recently on top of this the background where she came from also a factor not to provoke her role as needed. Yet she has shown a satisfactory progress in her all activities.

...Previously my grandmother did not give me permission to attend tutorial class and trainings. But now after she has consecutive discussions with the girls club representative teachers she is willing to give me permission to do so after school.

Active participation made by all stakeholders including the students' parents/guardians at every segment of the project activity made the project to have the taste of the target group. So Misrak and her grandmother can be a good witness for this.

4.1.4. Case four

Martha was thirteen years old and 7th grade student at Derara primary School. Regarding the educational level of her parents, both were illiterate. They got divorce before three years. Her father was a daily laborer and her mother was a petty trader. Her three elder siblings are living with her father and she is living with her mother. Usually, she

supported her mother in house chores like cleaning the house, washing dishes, cooking, and delivering selling goods to the market place. So she was so busy and had no much time to study. She has been benefited from the project since October, 2009. She has got learning materials including school uniform, lotion, since she has engaged in the project and in 2011/2012 academic year she starts to take sanitary pad.

4.1.4.1. Peer and teacher relationship

Before the project Martha has joined, she was shy and focus on her daily routine like coming school and doing class work and homework. But after she participated in the project she became assertive and starts to participate in different co-curricular activities like literature and drama and theater club. As a result she could make many friends and having good interactions with her peer group.

In line with this, Martha was one of the executive members and a good facilitator of the girls club. As she explained this was creating a good opportunity for her to have good interactions and relationship with her teachers. Moreover usually the girls' club representative teacher gives responsibilities to her to facilitate any event the girls club has been preparing collaborating with JeCCDO in the school.

4.1.4.2. Academic performance and self confidence

Actually Martha was top ten student before she has joined in the project but she ranked 1st for the last three years until semester one since she has joined the project. For this progress the materials provisions and trainings that she has got from JeCCDO has a great contributions. She added that the tutorial program has big contribution for her radical

change of academic performance and she has got prize for the last three years from the project.

Now a days I feel God send the tutors for me, you know why they are very supportive and cooperative, I am always free to ask whatever question which is not understandable in the regular class. Presently I am one of the top three students in my class [Smile...]. To be frank no one has been benefited as me from this project. I was so shy have difficulty to speak in front of many people but now I am so empowered and confident enough to do so. For this, I give many thank for JeCCDO.

She added that, she is well informed about the project's interventions in her school. She is talented in writing poem and her mother is always supporting her to do so. Usually when she writes poem she reads for her mother and she encouraged her to do more. All these massive changes and progress are as a result of the project. The girls' club representative teacher added Martha is unique and she is confident enough what she has been doing; she is always surprising by Martha's activities and proud of her.

4.1.4.3. The Role of the student in the school community

Martha's role changed, before this project her role was only focus on attending class doing her class work and home work but after she has joined the project she has been actively participating in different co-curricular activities like drama and literature.

I have big dream for the coming generations. I will support them how to do their best in their lives. If possible I want to give English lesson in the tutorial program. And also I will tell them how important the project is.

After she has joined the project her roles have been totally changed and she became active participant in co curricular activities and has open discussion with her mother on timely issues such as on menstruation, HIV/AIDS...

Martha has been shown remarkable progress in her schooling particularly and in her life generally. Actually the major objective of the project is to empower adolescent girl students. She has been stayed in the project for three years as a result her school achievement can be a good witness for this progress.

4.2. Discussions

This topic represents basic ideas and points from the research participants in terms of research questions. During conversations with four cases on the issue and from the responses made available in the in-depth interview of girl students, teachers, directors, the project staff and the DZ women, children and youth affair, girls' club executive members and reviewed relevant documents. It became evident that the contributions of JeCCDO in improving girl students through different activities. The research participants described the positive changes made on their school achievement.

Furthermore, it is found out in the study JeCCDO plays an important role in changing the learning achievement and attitude of girl students of the target schools. Despite these positive changes, lacks of enough information about the project lots of girl students are

not addressed. The research findings which are based on in-depth interview, FGD and secondary sources outlined and presented under each of the three large categories. These categories are:

- Major challenges of the girl students in study area
- Interventions strategies of JeCCDO DZ CDPO
- Awareness, within the group about the project

In each of the categories, certain findings are closely interrelated and overlapping.

4.2.1. Major challenges of the girl students in study area

Based on the findings of the research there were multitudes and interconnected causes such as family status, gender role socialization and school related factors that hinder girl students' school achievement in the study area. Thus, guided by the data collected from fieldwork, it was possible to identify major causes that are obstacles for the school achievement of girl students at Adea Model Secondary School, Biftu and Derara Primary Schools in Debre Zeit.

4.2.1.1. Family status

The research findings indicated girl students those who were from poor economical background, empty shell family and rural areas were the major factors hinder them from their schooling.

The observation made, during interview with research participants, in their classroom, it was possible to identify their poor living situations. All cases were coming from poor economical background families. Besides, most of them were from illiterate families as well.

Similarly, key informants of the target schools directors, the girls' club representative teachers, the project staff and the DZ women, children and youth affair mentioned that girl students those who were from low economical background families and rural areas exposed to many challenges like rape, abduction, peer pressure to engaged in different bad habits like chewing chat and smoking so these students are at more risk than those who are from town, the well-to-do families and the middle class families.

In line with this, the FGD discussant of the executive members of the girls' club mentioned that most of girl students were from rural areas and they stated most of them who lived with their relatives. This is due to the fact that in our community it is common to live with cousins, niece, uncle, and other family members in a very crowded house. And it is also observed that they burdened due to the house chores of this extended family members. As a result of these tiresome household tasks they did not give vital emphasis for their education.

Likewise, several literatures confirmed that Bahru, et.al (1994) mentioned that in Africa females those who are from rural areas and low economical background have high tendency in class repetition. Coupled with this in almost all societies including Ethiopia, investment of female education is considering as wasteful since it benefits the family into which a girl marries rather than her own (Chant & Mcilwaine, 998).

To sum up, based on the findings family status like income, educational background, and family size directly and indirectly affect the girl students schooling.

4.2.1.2. Gender role socialization

The findings of the study reveal that social and cultural norms deny the promotion of girls' education. In many cases gender roles and practices hinder girls' participation and having good result in their school achievement. In Ethiopia, as in many other countries, girls are socialized as service providers at home and believe that girls' education is not as such important as boys. This cultural believe has socialized girls to accept to stayed at home and service providers as part of nature. This finding confirmed by UNESCO (2005), gender insensitive curriculum girls are often engaged in service tasks like cleaning and meal service.

Similarly, the key informants from the target schools girls' club representative teachers and directors explained that most mother of the students are housewives and engaged in small businesses like petty trade. Thus daughters will behave like their mother by being service givers and actively participated in the household tasks rather than focusing on their learning achievement. This is also confirmed by many research findings, for example CEDPA (1996), education for females' lags behind that for males there are approximately 900 million illiterate adults in the world, of whom two thirds (65%) are women and 130 million children of primary school age not in school the world over, 70% are girls.

With regard to culture and traditional beliefs of the less important of girls' education among the community as a factor that minimize school achievement of girl students; key informant from JeCCDO staff and the DZ women children and youth affair mentioned that the community were not well informed about the very intention of girls' education.

Hence, most parents or guardians were not taking into consideration for their daughters' learning achievement. This also hinders girl students' participation in education.

To sum up, according to key informants absence of gender equity and high burdened household tasks are some of the reasons for girls lagged behind school achievement.

4.2.1.3. School related factors

The findings of the study revealed that girl students are exposed to dropout and having low least school achievement due to school related factors.

According to key informant from the school directors and girls' club representative teachers, lack of the necessary infrastructure such as separate latrines for girls and boys in the school and girls' library were the major factors that hinder girl students' participation in the school. Especially, many girl students were not coming to school when they are in menstruation because of the absence of girls' toilet.

Moreover the girls' club representative teachers said that before the project let alone male teachers female teachers were not much concerned about the academic achievement of the girl students. Likewise literatures conformed that, both male and female teachers have been found to have lower expectations of girls' academic ability. Boys are perceived to be intelligent, hardworking, motivated and co-operative whilst girls are perceived to be easy to control, passive, calm and submissive (Kainja and Mkandawire, 1990 cited in Chimombo, & et. al. 2000). They added that, after the project they became very aware about girls schooling. They are willing to support them and try to understand their schooling from different angles.

4.2.2. JeCCDO's intervention strategies

The above mentioned points were the major challenges that hinder girl students to have good school achievement. Hence, JeCCDO has been implanted different intervention strategies on the target schools girl students since 2008.

According to the project proposal of the project, enhancing the capacity of school girls is one of the major objectives of the project to address the needs and challenges of girls. These goals are accomplished through provision of school materials, tutorial programs, promoting peer education activities, establishing and capacitating girls' club and capacitate the existing libraries in the school.

4.2.2.1. Provision of school materials

The research findings also show the provisions of learning materials how basic for girl students in order to protect them from dropout of education. According to key informants from the target school directors and girls' club representative teachers and the project staff, JeCCDO has been provided exercise books, pens, school uniform, sanitary pads and lotions for those who are orphans and from destitute families. Additionally for one girl student JeCCDO covered her house rent and food expenses.

According to the finding, most target group did their best in their learning achievement after they have joined the project. The biannual report of JeCCDO also confirmed that, these support made the target group focused on their education.

4.2.2.2. Tutorial program

Key informants from the target schools directors explained JeCCDO facilitate tutorial program only for girl students two days in a week by covering the pocket money of the

facilitator teachers. Moreover, JeCCDO has been given prize for top three girl students. These mechanisms have big contributions for girl students scored good result and increase their enrollment rate, decrease repetition and dropout rates.

According to FGD discussants of the girls' club executive members, most of girl students attend in the tutorial program. It has a big share for having good educational attainment; in each section most top ten students were girls in the target schools and all of the ten executive members of the club are top ten students. This shows that tutorial program brought a remarkable progress on learning achievement of girl students.

It was vital to point out that improvements of the girl students' school achievement have been observed. The target school directors and the girls' club representative teachers said that in the previous time there were sex disparities, repetition and dropout among girl students but these days' repetition and dropout are highly minimized and enrollment rate increased. For instance, out of 961 total students, in Derara Primary School 520 were girl students.

Generally, from the collected data, repetition and dropout rates among girl students decreased in the target schools. Furthermore they scored good result and showed remarkable progress compared to the previous years.

4.2.2.3. Peer education and training

The data collected through in-depth of key informants interview indicated that peer education and trainings are other major intervention strategies of JeCCDO. The findings identified the trainings and peer education brought "I can be..." mentality and self confidence among girl students.

The findings showed trainings are very essential and bring a great difference for the girl students who supposed to be successful and empowered. Additionally, specially the trainings they took entitled how to be an assertive and Para legal changed their attitudes towards themselves and became confident enough on them.

According to the FGD discussants of the girls club executive members the trainings which provided for girl students were very timely issues and it created open discussion on their issues like menstruation, girls and women rights, HIV/AIDS and even they have discussions about how to protect themselves from rape, abduction and early marriage.

From the above point it can be understood that trainings and peer education besides building self confidence, is a trigger for girls' school achievement.

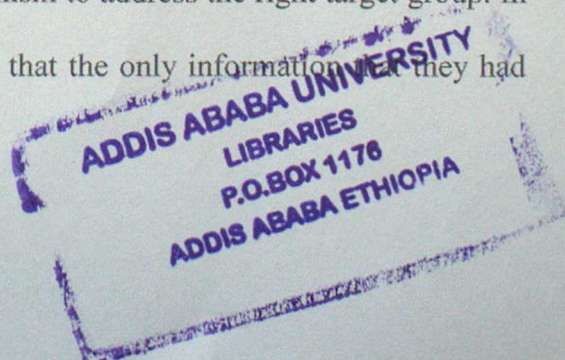
4.2.2.4. Strengthening of the girls' club office and library

The findings of the study reveal that girls club offices have been capacitated from office renovation to material provisions. Besides, the data gathered through observation and monthly report due to the girls' club office well furnished by the necessary chairs and tables executive members of the club run their regular meeting, discussions, provides capacity development trainings and counseling services for the needy girl students.

Besides the existing libraries have been capacitated by the necessary supplementary books in addition to this out shade reading room has constructed only for Adea Model Secondary School. The girl students reading rooms are also capacitated for all the target schools with books, chairs and tables.

4.3. Awareness of girl students towards the project

Awareness about the project is the basic mechanism to address the right target group. In this regard, except one case three of them said that the only information they had



about only the tutorial program. They added this organization have been doing marvelous jobs. However, they were not making sure that the project was addressing many girls as intended its goals and objectives due to lack of information about the activities that have been implementing in their schools. So, what they recommended is that the schools' mini media has to be responsible together with the girls' club and the organization in order to deliver the basic information to the school community in general and girl students in particular.

In the contrary the DZ women, children and youth affair representative, the target schools directors and girls club representative teachers said that JeCCDO has well known in Debre Zeit by adolescent girls' empowerment project. Furthermore, JeCCDO has positive feedback from the school communities and the whole sixteen government schools. And it has got gratitude certificate from all these schools.

Having seen all these girl students' challenges, family status such as economical, educational and socio cultural backgrounds of the family, gender role socialization and school related factors were the major challenges that hinder them from their schooling. As Prime Minister Office/Women's Affairs Sub Sector (2004) indicated, in Ethiopia Women occupy the low status in the society. Although they represent 50% of the population and contribute mainly to food production and other, they have not shared the fruits of development equally with their male counterpart. All the research participants, JeCCDO intervention strategies have big share on girls' educational achievements and the psychological impacts like "I can be..." mentality. These girl students, according to

their response and their feelings during the interviews they have confident enough on themselves except one.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study has focused on the contributions of NGOs in the promotion of girls' education in the case of JeCCDO. To collect the data the researcher has employed qualitative research approach in which the primary data was collected through in-depth interviews with four direct beneficiaries of the project, the girls club representative teachers and executive members, directors of target schools, the DZ women, children and youth representative and JeCCDO staff.

Several findings depicted that socio cultural, socio economic and school factors could be affecting girls' education. The study has also shown that poverty and economic constraints of the family are causes that put girls into risky situations which exposed them to repetition and dropout of class. Additionally, school related factors like the absence of separate latrines also could be the major factor that affecting girls schooling.

In line with this, in a country like Ethiopia where gender role socialization plays a great role, girls as service providers, they highly engaged in the household tasks this leads girls lag behind their participation in education. The absence of adequate awareness of parents/guardians about the importance and benefits of girl's education were also identified as reasons for girls not to be the best achievers in their learning. Furthermore, girl students those who have no more emotional support from their parents/guardians can be the major cause to hinder them from good learning achievement as equal as lack of school materials.

Despite these factors, that affecting girl's education, there are many social and economical benefits of girl's education. Studies show that education accrues in families with educated women, with each successive generation attaining higher educational levels. In addition to this, educated women are better able to withstand threats to their own health, especially from HIV/AIDS and have high economic returns (UNESCO, 2005).

Concerning JeCCDO's intervention strategies in terms of the target group major challenges, research participants agreed that the tutorial program, trainings and peer education, having separate latrines, school materials provisions and girls reading rooms are very crucial in addition to the provisions of school materials, sanitary pads and lotions to cope up their challenges and to continue and succeed their education.

Regarding the awareness of the target group about the interventions that JeCCDO has been implementing in the target schools, unfortunately it was well informed by the main target groups that are girl students as its marvelous jobs.

5.2. Conclusions

Though there are a number of identified factors affect girls' education that hindering them from having best school achievements, all are being manifestations of poor economical and educational background of parents/guardians. The traditional gender role socialization discourages girls to be best in their educational achievements rather encourages active participation in house chores and they are burdened by household tasks. As a result, girls are socialized to devalue the benefits and importance of education. JeCCDO's interventions helped to overcome the challenges of the target groups. Based on the findings tutorial program, trainings and peer education, provisions of learning

materials improving the capacity of the existing library and construction of separate latrines could be considered the major intervention strategies.

Concerning the target group awareness about the project, except one case three of them are not well informed about the whole implementation strategies of JeCCDO in the their schools. In the contrary the other key informants the DZ children, women and youth affaires representatives, the schools directors and the girls' club representative teachers are said that JeCCDO's adolescent girls' empowerment project is popular.

5.3. Recommendations

Based on the findings of this research and other related literature, the following recommendations are forwarded.

- Improving the social, economic and political capacities of families should be the major task in order to promote girls education. Family status is the foundation of the promotion of girls' education. Government, charity organizations, community based organizations and all the stakeholders, have responsibility for this.
- The promotion of girls' education should not be based on a narrow approach of providing the necessary scholastic materials and trainings by charity organizations like JeCCDO. Working on gender equality, mobilizing the community to raise their awareness on the benefit of girls' education. Both men and women should work for change starting from in their families.
- In order to address the right target group and meet the intended goals of the project, the schools' mini media has to be responsible together with the girls' club

and the organization in order to deliver the basic information for each and every student.

- Not only the school community but also parents/ guardians, the local administrators (Kebele), Parents Teacher Association, should work with JeCCDO in order to make the project very efficient and effective thus address the right target group.

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R.D.
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ANNEXES

ANNEX 1 INTERVIEW GUIDELINES

Introduction

This study is being conducted to gather data on the contributions NGOs in the promotion of girls' education in the case of JeCCDO DZ CDPO. Your participation is very essential for the success of this study. All information that you provide will be kept confidential.

Thank you!

A. AN INTERVIEW GUIDELINE WITH GIRL STUDENTS

1. School's name:
2. Child's age:
3. Child's sex:
4. Grade:
5. Year the child started benefiting from the project
6. Family status (income, occupation, education, family size, number of children, with whom the child lives at present, whether both parents are alive or not, whether the parents live together or separated, etc)
7. Why did you decide to participate in the project?
8. Challenges/problems the child had before getting support of the project

9. The type of support the child gets from the project
10. Problems observed in the course of implementation of the project
11. Have there been any changes in your school achievement in particular and in your life in general as a result of your participation in the project? How has it affected your family?
12. How have your plans for the future in general been affected by your participation in the project?
13. What is the importance of the project to your school?
14. Has your participation in the project changed your role in the school community? How?

B. INTERVIEW GUIDELINE FOR THE GIRLS' CLUB REPRESENTATIVE TEACHERS

1. What are your roles and responsibilities in order to capacitate girl students?
2. What is the major purpose of JeCCDO's project in the school?
3. What are the major challenges of the girls' students in the school?
4. What steps have been doing to overcome these challenges regarding the project goals and objectives?
5. In what way does the JeCCDO, support girl students?
6. How many girl students are supported by JeCCDO in the school?
7. What are the eligible criteria JeCCDO used in order to support individual girl students?
8. What are the school community and the parents/guardians attitude towards JeCCDO?
9. In your opinion what should be done in promoting girls education?
10. As the girls club representative teacher what is expected from you and the concerned stakeholders to scale up the project?
11. Do you have anything to add?

C. INTERVIEW GUIDELINE FOR THE SCHOOLS DIRECTORS

1. When was the JeCCDO DZ CDPO's project started in the school?
2. What is the major purpose have been implemented this project in the school?
3. What are the major challenges of the girls' students in the school?
4. What steps have been doing to overcome these challenges regarding the project goals and objectives?
5. In what way does JeCCDO DZ CDPO, support girl students?
6. How many girl students are supported by JeCCDO DZ CDPO in the school?
7. What are the eligible criteria JeCCDO DZ CDPO used in order to support individual girl students?
8. What are the school community and the parents/guardians attitude towards JeCCDO DZ CDPO?
9. In your opinion what should be done in promoting girls education?
10. As the school director what is expected from you and the concerned stakeholders to scale up the project?
11. Do you have anything to add?

D. INTERVIEW GUIDELINE FOR THE JeCCDO DZ CDPO

1. When was the project started?
2. What is your reason to begin the project in the targeted school?
3. What is the major objective of the project?
4. What are the major challenges of the girls' students in target schools?
5. What steps have been doing to overcome these challenges regarding the project goals and objectives?
6. In what way do you the support girl students?
7. Do you support individual girl students?
8. If your answer is yes, what is /are criterion/ criteria to support them?
9. What is the community's attitude towards the project in particular and the organization in general?
10. In your opinion what should be done in promoting girls education?
11. As a project owner what is expected from you and the concerned stakeholders to scale up the project?
12. Do you have anything to add?

E. INTERVIEW GUIDELINE FOR THE DZ TOWN WOMEN, CHILDREN AND YOUTH AFFAIR

1. Who is JeCCDO DZ CDPO?
2. As women affair representative what are the major challenges of the girls' students in the town?
3. What are the roles of JeCCDO DZ CDPO in order to alleviate or minimize these challenges?
4. Do you have information have been doing by JeCCDO DZ CDPO in order to overcome these challenges in the target school?
5. What is the attitude of the community towards JeCCDO DZ CDPO?
6. In your opinion what should be done in promoting girls education?
7. As the women affair representative what is expected from you and the concerned stakeholders to scale up the project?
8. Do you have anything to add?

F. FGD CHECK LIST FOR GIRLS' CLUBS REPRESENTATIVES

- **GENERAL QUESTIONS ABOUT YOUR SCHOOL:**

1. How girl students are educational attainment in your school?
2. Without mentioning names or indicating anyone specific, do you think some groups of girls at risk in their educational attainments? If so, which groups of girls are at risk?
3. What practices are considered for girls' educational achievement inappropriate, in your community? Can you give examples?

- **GIRLS' AWARENESS ABOUT THE PROJECT:**

1. Who is JeCCDO DZ CDPO (When did you hear first time about JeCCDO?)
2. What kinds of activities have been done by JeCCDO for the girls' club in particular and the school in general?
3. Do you think all these activities are supportive for girl students regard to their educational attainment?
4. Who do girls' students go to for help when they have problems in your school?

- **THE GIRLS EDUCATIONAL ATTAINMENT IN RESPECT TO THE PROJECT:**

1. What has been done by JeCCDO in your school to improve the educational attainment of girl students?

2. How girl students are participate in the project in your school?
3. Has the girls' educational achievement gotten worse, better, or stayed the same after the project has been implemented in your school?
4. Without mentioning names or indicating anyone, do you know girls who have been improve their educational attainment after the project has been implemented? If your answer is yes what is/are your indicator/s?

• **CLOSING THE DISCUSSION:**

1. Before we finish, I would like to hear what do you think should be done in your school on the promotion of girls' education?
2. What do you think about the subjects we discussed? Do you think that this group covered issues that are important to girls' educational attainment?

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