

**THE CONTRIBUTION OF NGOs IN THE
PROMOTION OF GIRLS' EDUCATION;**

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***THE CONTRIBUTION OF NGOs IN THE PROMOTION OF
GIRLS' EDUCATION;***

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*A Thesis presented to the school of Graduate studies, Addis Ababa
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This is to certify that the thesis prepared by Meti Tamrat entitled: - The Contribution of NGOs in the Promotion of Girls' Education; The case of assistance to needy project was submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts (Educational Research and Development) it was compiled as per the regulations of the University and meets the accepted standards with respect to originality and quality.

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Table of Contents

Contents	Page
Acknowledgement	i
Table of Contents	ii
LIST OF ACRONYMS	v
<i>ABSTRACT</i>	vi
CHAPTER ONE.....	1
1. Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objectives of the study	4
1.4. Operational definitions of key terms	4
1.5 Significance of the study	5
1.6 Delimitation of the study	6
1.7 Limitation of the study.....	6
1.8. Organization of the study.....	6
CHAPTER TWO	7
2. Review of Related literature	7
2.1 Education	7
2.1.1 The Role of Education in Development	8
2.2 Gender in education	11
2.3. Factors affecting girl's education	16
2.4 Girls' Education in Ethiopia	19
2.5. The Role of NGOs in the promotion of girls' education	22
CHAPTER THREE	25
3. RESEARCH METHODOLOGY	25

3.1 The Research Design	25
3.2 The study area.....	25
3.3 Research participants	28
3.4 Sampling techniques.....	28
3.5 Data collection tools	29
3.5.1 Interview	29
3.5.2 Focus group discussion.....	30
3.5.3 Document review.....	30
3.6 Data analysis.....	30
CHAPTER FOUR	31
4. CASE PRESENTATIONS AND DISCUSSIONS	31
4.1 Case presentations	31
4.1.1 Case one.....	32
4.1.2 Case two.....	34
4.1.3 Case three.....	36
4.1.4 Case four.....	37
4.1.5 Case five	39
4.1.6 Case six.....	41
4.2 Discussions	43
4.2.1 Major challenges of girls in the study area	44
4.2.1.1 The family status and educational background.....	44
4.2.1.2 Socio-Cultural/ Attitudinal Reasons	46
4.2.2 The contribution of assistance to needy project.....	47
4.2.3 Short comings in the implementation of the project.....	48
CHAPTER FIVE	51

5. SUMMARY CONCLUSION AND RECOMMENDATIONS..... 51

 5.1 Summary..... 51

 5.2 Conclusion 52

 5.3 Recommendations..... 53

REFERENCES 55

ANNEXES..... 59

LIST OF ACRONYMS

EFA- Education for All

ESDP- Education Sector Development Program

FDRE- Federal Democratic Republic of Ethiopia

FGD- Focus Group Discussion

MDGs- Millennium Development Goals.

MOE-Ministry of Education

MOFED: Ministry of finance and education bureau

NGOs-Non Governmental Organizations

SCV- Selam children's village

TGE-Transitional Government of Ethiopia

NETP: New Education and Training policy

UN- United Nations

UNESCO- United Nations Educational Scientific, Cultural and organization

UNICEF- United Nations Children's Fund

UPE: Universal Primary Education

ABSTRACT

This study tried to assess the contributions of NGOs in the promotion of girls' education in the case of Selam Children Village (SCV) specifically in assistance to needy program, Addis Ababa. Qualitative research method was applied to obtain pertinent information from primary and secondary data sources. The case study incorporates fourteen girl students who are direct beneficiaries of the assistance to needy program and find out the intervention strategies of the organization in terms of addressing the challenges of the targeted girl students. The study found out that low economic status and poor educational background of parents, Lack of time to study at home due to heavy workload, are the major challenges of the girl students in the study area and lead them to failure and drop out. Scholarship, sanitary pads, hair oil, lotions, school uniform, text books and other school materials are provided to girls as intervention strategies of assistance to needy project. Absence of strong collaboration with the school and community and also a narrow approach of providing the necessary scholastic material absence of training and tutorial class were mentioned as shortcomings of the program. Therefore the study has found that these interventions have their own contributions in order to address 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 stake holders are accountable for this.

CHAPTER ONE

1. Introduction

1.1 Background of the study

Every human being has the right to education. This principle has been proclaimed and confirmed in a number of important declarations and international conventions. Regarding to this, we can mention Article 26 of the universal declaration of human rights and the convention and recommendation against discrimination in education, which was adopted by the general conference of UNESCO in 1960. Enjoyment of this right, however, is not always ensured in the case of men, and even less so in the case of women. (*Jacqueline, 1970*)

If the principle of equality of men and women in the matter of education were really applied, it would mean that girls would have access to education on an equal footing with boys and that they would have the same chances of completing their schooling. Then there would be a great many more of them than there are at present in institutions of secondary higher education and that, in practice, they would not be prevented by any regulations, prejudices or traditions from choosing freely the course of studies they wished to pursue. In most countries, however, it is found that two out of three pupils at primary levels are boys and that girls drop out from school more frequently and at an earlier age than their fellow pupils of the opposite sex. Similarly, in more than half the countries of the world there is a proportionally smaller intake of females in technical education, and they very often enter sections preparing for occupations which are of only marginal importance from the point of view of economic development and the progress of science and technology.

Such discrimination does not only prevent girls from achieving complete self fulfillment as human being, it also impedes the progress of society. The pattern of enrollment and participation of Ethiopian girls in education is similar to that of many African countries. Statistic reveals that the number of female students enrolled in elementary, secondary and

higher education is not equal to that of male students and characterized by gender disparity. A large number of female students drop out of school and repeat in class. Many of them concentrate in fields, such as, secretarial, nursing and teaching in elementary schools. The reason for such low enrollment of girls in different levels of education may be attributed to the values and attitudes that the Ethiopian society attaches towards education of girls. Due to its vigor, this issue of girl's education has long grabbed the attention of researchers, development workers, and policy makers.

According to, *Genet, (1998)* most parents in patriarchal society treat their sons and daughters differently in regard to their future roles, aspirations, expectations and education. Boys are encouraged in ways that will enable them to achieve, compete and win, but girls are discouraged to develop such traits because, they are not necessary for the stereotyped roles of housewives and mothers. Such an encouragement, which the girls are denied is a key factor that helps boys to develop the sense of competitiveness in their educational endeavor.

In the case of Ethiopia, the education system had never been encouraging women due to the influences of religions, cultures and other values which discourage girls' participating 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 changes introduced by the government to improve the solution (*MOE, 2004*).

It is now a well established fact that compared to boys, girls are at a disadvantage in terms of both access to and success in their education. Though the extent of disadvantage and its manifestation vary from place to place and from culture to culture, the inferior position of girls' education is universal. One of the important variables is place of residence, that is whether the girl lives in urban or rural areas. Besides, a number of studies show girls' in rural areas are more disadvantageous in terms of access and success in their education. However, this does not mean that girls in the cities have an easy way out. This situation is supported by the number of female repeaters and lower achievement compared to their male counterpart in Addis Ababa high schools. (*Genet, 1991*)

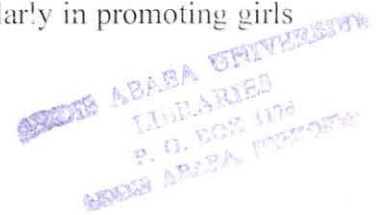
Regarding to the future of the individual or the future of nations, the problem of equal opportunity or access of girls' to education calls for an answer. In light of the above statements and related reasons, the enrollment of girls and their active participation in the education development program is an area which requires innovative approaches and participation of the community and call for collaboration between government and other partners to address such difficulties in more creative and appropriate fashion.

In this regard NGOs play a significant role in the provision of various kinds of service which promote social reconstruction and aimed at examining to participate actively in the construction of educational institution (*Zebiba, 2012*). Currently they have given particular attention to and invested on access and success of education by girls' children, and they have been doing great jobs in order to fill the gaps which are indicated above and have contributed a lot in order to meet the Millennium Development Goals.

This study assesses the contribution of assistance to needy project in the promotion of girl's education. Due to the constraints of money and time the study may suffer from limitation of inclusive information that unfold the number of NGOs, type and kind of assistance and their total activities in the region's overall development programs , particularly in promoting girls education .

1.2 Statement of the problem

It is well known that equal access of education for girls remains elusive in many countries of the world. As a result, the girl child encounters problems that are not necessarily faced by her male counterpart. In line with this, different studies have been made by different researchers and institutions on girls education under diverse titles: Girls Participation and Performance in Secondary School SNNPR (Alemayehu, 2003), Girls' Education in Africa (Offorma, 2009), The Contribution of NGOs in the Promotion of Girls Education: The case of JeCCDO. "Women in Primary and Secondary School Education of Addis Ababa. In Tesehi Brehane Selassie school. (Genet, 1991)



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 Assistance to Needy project in Addis Ababa city.

Thus the study demanded to answer the following basic questions.

1. What are the major challenges of girl students in the study area?
2. What special support and intervention strategies are given by the project to promote girls education in the study area?
3. What is the contribution of assistance to needy project in terms of addressing the challenges of girl students?
4. What are the shortcomings in the implementation of the project and what mechanisms can be used for improvement?

1.3 Objectives of the study

The general objective of the study is to assess the contributions of NGOs in the promotion of girls' education in the case of assistance to needy project.

The specific objectives of the study are;

1. To identify the major challenges of girls' and special supports which were given by assistance to needy project to promote girls' education in the study area.
2. To assess the contribution and intervention strategies of assistance to needy project in terms of addressing the challenges of girl students.
3. To examine the achievement of girl students who are supported by the project.
4. To examine short comings in the Assistance to Needy Project implementation and suggest mechanisms for improvement.



1.4. Operational definitions of key terms

Girls' education: refers to the issue and debates surrounding education in (primary education Secondary education and tertiary education) for females and ensuring that they acquire the knowledge and skills that they need to lead healthy, productive lives and secure meaningful employment. It also includes areas of gender equality access to education and its connection to the alleviation of poverty.

Nongovernmental organization (NGO); is any non profit voluntary citizen's group action, which is organized on a local, national or international level, usually not affiliated with any government, that is formed to provide services or to advocate a public policy. Although some NGOs are for-profit corporations, the vast majority are nonprofit organizations. Some NGOs, particularly those based in authoritarian countries, may be created or controlled by governments. By most definitions, political parties and criminal or violent guerrilla organizations are not considered as NGOs. Therefore the term NGO refers to organizations that are 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.

Project: is a set of involvement and of other planned activities aimed at achieving specific objectives with in a predetermined time frame and budget.

Secondary education: refers to the schools, which offer a post elementary education program. In this study it refers to the school teaching grades (9-10).

1.5 Significance of the study

The outcome of the study perhaps serves as a feed back on the contribution of Selam Children Village for concerned bodies. It may also provide suggestion as to how efforts should be integrated to bring better achievement especially in promoting girls education. Moreover, it may enable information exchange and experience sharing between NGOs engaged in the same activity in different socio-cultural, economic and geographical settings.

Ultimately, the outcome of this paper will provide remarking points on NGOs contribution on the promotion of girl's education, particularly in the secondary education. Further, it may add to the literature so as to contribute to further investigate regarding the role of NGOs in promoting girls education.

In general this study is expected to be useful to donors, NGOs, the government and researchers in the field by providing first hand information about the role of assistance to needy project in promoting girls' education.

1.6 Delimitation of the study

In deed many NGOs have a great role in the promotion of girls' education and currently the need is increasing so that clear and concise study on the topic became focus of attention. Yet because of time, money and other constraints this research work delimited to the contribution of assistance to needy project in the promotion of girl's education in Addis Ababa. The name of the school was Selam Secondary School.

1.7 Limitation of the study

This study has its own limitations. Some of the major limitations include, the study conducted only in six cases. Hence, it may suffer from the limitation of inclusive information that unfold the number of NGOs, type and kind of assistance and their total activities in the region's overall development programs particularly in promoting girls education. Furthermore, the data collection was undertaken with in a limited time (March 15- April 10, 2013). The researcher had to spend much time to establish good rapport with informants as the type of issue needed more time and effort.

1.8. Organization of the study

The study has five chapters. Chapter one deals with the introduction which includes; problem of the study, statement of the problem, general and specific objectives ,significance of the study, delimitation of the study, limitation of the study and organization of the study. The second chapter deals with review of related literature. And chapter three, four and five

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deal with research methodology, data analysis and interpretation, conclusion and recommendations respectively.

CHAPTER TWO

2. Review of Related literature

To enrich the finding this study with prior works, accessible published and unpublished materials were reviewed. This issue entertained in to 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 life long process of formal, non formal and/or informal teaching and learning that takes place in schools, other institutions as well though life experiences. Levels of education in modern societies can go from preschools to colleges and universities. According to *Jacqueline (1970)* education is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. It is a right and concerned with skills and competences; delight in reading and learning throughout life; basic and subtle knowledge of our world and how to cope as a citizen, to be responsible for the actions but also to stick up for you without fear and to contribute to the well-being of others with confidence and pleasure. Education should allow all to make real choices during their lives. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts.

Education is the basic building block of every society. It is a fundamental human right, not a privilege of the few. It is no coincidence that parents around the world demand education for their children as their first priority. Children themselves learn for the opportunity to fulfill their dreams. Just ask them what they wish to be when they grow up. They want to be nurses, teachers, musicians, mathematicians, painters and farmers. Education is the gateway to learning the skills and values necessary to fulfill those aspirations. (Ibid)

Since the right of education is recognized as basic human right, it seems to follow that female and male should profit equally from education. Yet for centuries there was only little concern as to whether both male and female profited equally by education. It was regarded as natural that male should receive more formal schooling than female even though school education is compulsory for both gender groups

2.1.1 The Role of Education in Development

Education is a powerful instrument for development. Nowadays there is a general consensus that a positive relationship exists between education and economic growth. According to *Blaug (1987 cited in Ramya, 2007)* Human capital theorists argue that investment in education is a major contributor to development because education has an effect at a much more fundamental level. The history of economic growth and development in education are strongly interrelated to one another, and that no country has scored sound economic growth without sound development in its education. Education should play a great role in the development of individuals and society as a whole by assuring economic well fare, equality and efficiency.

The concept of development has got a long history. Its concept has developed and progressed with the development of the society itself. For a long time development mean the capacity to generate an annual increase in GNP of 5-7%, without considering the distribution of economic gain. But later new concepts came in. Accordingly, not only economic gain was focused, but the social aspect of development was introduced. In relation to development and human beings, it should imply all forms of development for people and through people. This in general implies that investment in education is one of the principal means by which individuals and societies improve their wellbeing.

Consequently, in our knowledge-based world, education is the single best investment countries can make towards building prosperous, healthy and equitable societies. It unleashes the optimal potential in people, improving individual livelihoods and those of future generations. If all students in low-income countries acquired basic reading skills, 171 million people could be lifted out of poverty, equivalent to a 12% cut in world poverty. Yet a good education is more than an entry point into the job market. It has the power to

transform people and bring shared values to life. People around the world are connected as never before. In the face of global pandemics, conflict, climate change and economic turmoil, it is clear we sink or swim together. We must forge a new way of relating to each other as individuals, communities, and countries. Education can cultivate in us a vision that sees beyond one's immediate interests to the world at large. It can give us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected. By expanding educational opportunities, we can open the door to more equitable, dynamic and resilient patterns of globalization. It will be difficult to achieve sustainable development or lasting peace without the knowledge, skills and values cultivated through education. Indeed, education is the critical thread tying together all our hopes for the achievement of the Millennium Development Goals (MDGs) (*United Nations Secretary. 2012*).

Since education is a powerful instrument for development, investment in quality education leads to more rapid and sustainable economic growth and development. Educated individuals are more employable, able to earn higher wages, cope better with economic shocks, and raise healthier children. But although developing countries have made great strides over the past decade toward the Millennium Development Goals of Universal primary education and gender equity, an abundance of evidence shows that many children and youth in developing countries leave school without having learned much at all. This is why the Education Strategy 2020 sets the goal of achieving Learning for All. This is supported by *Ramya (2007)* as Learning for All means ensuring that all children and youth not just the most privileged or the smartest can not only go to school, but also acquire the knowledge and skills that they need to lead healthy, productive lives and secure meaningful employment. Among the goals of learning for all, goal 3 Promote gender equality and empower women. And the target is to eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

The World Education Forum, meeting in Dakar, Senegal in April 2000, reaffirmed the vision of the World Conference on Education for All. According to *Jomtien (1990)* all children, young people and adults have the 'fundamental human right' to a basic education that will develop their talents, improve their lives and transform their societies.

Representatives of 164 countries adopted the Dakar Framework for Action, which laid out a set of time-bound goals and strategies for attaining the goal of Education for All (EFA) by 2015. Considerable progress had been made in moving toward the goal of universal primary education (UPE) and momentum has increased since Dakar. Some countries have achieved dramatic progress. Nevertheless, this progress has been uneven, and a major effort is needed to accelerate current positive trends. There are still more than 100 million children out of school, and 60% of these are girls. Overall enrolment trends suggest that, over the last quarter century, considerable progress has been made in expanding the capacity of primary school systems in all regions of the world. The total number of primary school pupils rose from an estimated 500 million in 1975 to more than 680 million in 1998. If this pace of increase were to continue, the number of pupils in the world's primary schools could reach 700 million in 2005 and 770 million in 2015. If realized, nearly all of this increased demand for school places would occur in developing regions –in particular in Southern Asia and sub-Saharan Africa. For most developing countries, school enrolment growth of 5% per year over the next 15 years would meet the EFA goal, but several countries would have to grow at up to 10% annually. At least 32 countries, of which 11 are experiencing conflict, are unlikely to meet the target of UPE by 2015, unless a serious effort is made for these countries. One region of particular concern is sub-Saharan Africa, where enrolment would have to increase at almost three times the effort undertaken during the period 1990-97 (*UNESCO, and 2001:13*)

Investing more in the education of girls drastically increases personal and social well-being—the end objective of all development activity and is one of the best ways of ensuring the future generations will be educated. When parents, in particular mothers are educated, their children both boys and girls will be healthier, better nourished and have a greater chance of going to school and doing well there. Therefore, investing in the education of girls' is one of the fundamental ways in which nation's states and their citizen can work together to achieve long term development goals and improve both social and economic standards of living. This is borne out by numerous research studies which indicate that high levels of girls' education and development are positively correlated. It provides the key to securing intergenerational transfers of knowledge and long term gender equality and social change. Within the house hold for example, women education plays an important role in improving

family health and nutrition, reproductive health as well as reducing child mortality and it has both private and social return. (Ibid)

According to, MOE in the mainstreaming guidelines of gender in education media states that equity in access to education now occupies a central in the global policy discourse on human and social development. Gains made in female education as a result of global advocacy and donor pressure have been significance in some cases; however in others they are fragile and vulnerable to changes in economic and social environments, and girls and women still struggle to catch up with boys and men in their enrolment rates and achievement. There has been progress in primary education but in the secondary education there are still huge gaps (MOE, 2012).

2.2 Gender in education

In most cases gender and sex are mentions as contradictory terms. Sex refers to the biological differences between males and females that people are born with and that are universal, example females have breasts and males have beard. Differentiation can be through all biological facts of being male and female. Gender, on the other hand, refers to the socially constructed roles of men, women, girls and boys. Socially constructed means is that these roles are not biologically determined they are part of the culture, values and practices of a particular society. Deeply entrenched attitudes about gender- the attributes of being a woman or being a man are reflected in the responsibilities, rights, power and authority, needs and opportunities and constraints of women and men within a particular society. Theses socially defined gender attributes are dynamic and change overtime (*MoFED, 2012.*)

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. Therefore the concept of gender equality and gender equity are very important. As depicts in the *MoFED (2012:43)* Gender equity is the process of being fair to women and men- such as equitable allocation of resources and opportunities. Equity can be seen to be the means and equality as the end. It contributes to equality. On the

other hand gender equality indicates that women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from economic, social, cultural and political developments. And Gender equality is the equal valuing by society of the similarities and the differences of men and women and the roles they play. It is based on women and men being full partners in their home, their community and their society. Women and men's similarities and differences are recognized and equally valued. Men and women enjoy equal status, recognition and consideration. It also refers to equal access to marital welfare, equal access to resources and opportunities, the abolition of value system based on the belief of inequality, equal access to participation and decision making, and equal access to control over resources and benefits.

Both formal and informal education has the potential to contribute to human development. Particularly educating girls have lots of benefits because there is a positive correlation exists between the enrollment of girls in secondary education and the gross national product and increase of life expectancy.

In line with *Herz and Sperling (2004 cited in Ramya, 2010)* confirms the benefits of educating girls in associating with different setting as follows;

- **Income growth:** for both individuals and nations – it has been argued that returns to secondary education, in particular, are higher for women than for men.
- **Faster economic growth:** again, female secondary education is shown to boost economic growth.
- **More productive farming:** with associated impacts on child nutrition.
- **Smaller families:** fertility decline correlates most strongly with female schooling.
- **Healthier families:** greater levels of immunization of children reduced infant mortality and better child survival.
- **Educated children:** educated mothers, in particular, invest more in their children's, particularly daughters' education.

- **Lower chances of contracting HIV/AIDS:** more highly educated girls and women are found to be better equipped to negotiate safe sex; young educated men are also more likely to be aware of and use condoms as a method of HIV prevention. Again, this finding is linked more strongly with secondary completion for girls.
- **Greater empowerment for women:** improving their ability to resist domestic violence; reducing their risk of female genital mutilation; and increasing their political and democratic participation.

Therefore, focusing in gender education has the key impact in the living condition of the people in all countries particularly in developing countries like Ethiopia. If every girl goes to school, they learn & contribute to society.

As *Bendera and Mboya (1998:16)*, depicts as education is closely linked with people's health and their environment, living conditions, children's wellbeing and their ability to acquire knowledge and realize their potential. The complex web of relations between household, community and school need to be thoroughly understood. The challenge thus lies in understanding local conditions and ensuring that resources, both physical and human are developed for the benefit of wider society.

In relation to this view, Kabeer (1999) wrote:

The ways in which women are different from men, in terms of their biological capacities and in terms of the socially constructed disadvantages women face relative to men. (p.37)

Girls face a unique set of barriers to education, such as child marriage, early pregnancy, and expectations related to domestic labor, unsafe travel and a lack of sanitary facilities. Many countries do not give value to girls' education, with the result that fewer girls enroll and those who do are more likely to drop out. Some 34 million adolescent girls are out of school around the world, and women make up nearly two thirds (almost 500 million) of the world's illiterate adults. The gender gap has significantly narrowed in primary education but there has been limited progress at the secondary level. (*United Nations Secretary-General, 2012*)

There are, a number of education studies with in a number of countries which confirmed females participation in education is characterized by sexual differences. In relation to this view, Kane (1994 cited in Alemayehu, 2003) wrote:

"Educational system in most countries has been created for boys not intentionally, but the effect is the same. The student is seen as person who has time to study: whose work at home is not essential to the household; who is not physically, culturally or spiritually endangered in the school setting, who is not expected to marry early or is in danger of pregnancy; who has appropriate textbooks which reflect his concerns in life and who are taught by people like him who can act as role model. That student is a boy. The resources have gone in to have education even if they fit a girl"(p.10)

In support of the above statement Margaret (1999) Zewide (1994) UNESCO(1994) have confirmed that in most region of the world, access to any education levels is more readily available to male than female. It was also noted that for variety of reasons girls' experience is considerable more difficult than boys in attending and staying in school. Because of these situations, there are many countries in Asia and Africa where girl's participation rate is being inferior to that of boys.

Nowadays girl's education has been a matter of increasing concern to the governments in general and parents in particular. And hence education researchers throughout the continents have studied girl's education in terms of access, retention and achievement in education. As many research findings pointed out due to the factors that attached with socio culture pressure on girls to their tradition role girls were denied the right of equal access to education. Marphy and Gipps (1996:34) did their research and came with the finding: girls' education on most developing countries often less positive and effective than education for boy. In a similar manner research conducted in Africa by UNICEF revealed that in Africa enrollment of girls were far less than those of boys at all levels. At primary level girls made up on the average only 42 percent enrollment compared with 75 percent for boys. While girls at secondary level account for 19 percent compared with 36 percent for boys in 1995. Girls are also more likely than boys to drop out and to score lower on examination

(UNICEF, 1998:46). Similarly, the international Education conference held in Dakar, Senegal in April 2000 revealed acute shortfalls of girls accesses to school and gender inequality. The report articulated these shortfalls in the following manner.

“Although in great number of countries notable successes in school enrollment have been achieved, the participation for girls and women school education is still appalling. There were still 800 million illiterate adults worldwide, and 150 million children with no access to formal education system. Two third of these disadvantaged people were girls and women. They are affected disproportional because of economical or social reason”. (UNESCO 2000:5).

In order to overcome gender disparity, over the past decade the progress towards UPE (universal primary education) was accompanied by the reduction of gender gaps in all regions except sub-Saharan Africa. While the gender disparity is not a serious concern in most of the Latin America/Caribbean and Eastern Asia/Pacific countries, it remains one in many Arab States, sub-Saharan African and Southern Asian countries. Importantly, gender disparities are most pronounced in regions or countries with relatively low enrolment rates. Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality (UNESCO 2001:13)

In Africa particularly, for the last thirty years, there are significant gains made by the African governments in increasing access to education. Yet greater challenge lies 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 pressure on education systems have resulted in stagnating enrollments and declining quality. Other pressuring educational concern includes poor student participation, high dropout and repetition on rates low academic achievement, and low teacher morale and attendance. Above all, promoting female education is the most challenging issue (World Bank, 1996 cited in Zebiba, 2011)

Since the right of education is recognized as basic human right, it seems to follow that female and male should profit equally from education. Yet for centuries there was only little concern as to whether both male and female profited equally by education. It was regarded

as natural that male should receive more formal schooling than female even though school education is compulsory for both gender groups. All in all, what must be realized from the above research studies and report is that there are more school age girls who do not get opportunity to go to school. Girls at all levels of education still account for much lower proportion of school enrollment than do boys and often they leave school earlier than their classmates.

The same is true in Ethiopia. Women occupy low 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 attain. They also experience multiple forms of other deprivations such as low levels of education relative to men are one and the major problems in Ethiopia (*Prime Minister Office/ Women's affairs sub sector, 2004*).

There are certain factors which most countries commonly share the problems for girls disadvantageous in school. Hence, it seems essential to highlight at this level some of research findings on the major factor that affects the participation and performance of girls in education.

2. 3. Factors affecting girl's education

Women's participation in education is constrained by economic, socio-cultural, familial, personal and school factors. The economic problems relate to parents' inability to send girl children to school especially if schools are far from home or girls drop out due to lack of finances. The problem is more serious in rural areas, particularly in pastoralist regions. The traditional division of labor in homes constrains girls' success in education. School distance and harassment, feelings of discomfort to participate equally with men are stumbling blocks for female students. In addition, dropout in high school is fuelled by the practice of early marriage and marriage by abduction (*ESDP IV*).

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Different studies show that a number of common factors affecting girls' participation which were grouped under the rubrics of enrolment, retention and learning achievement. In relation to this *UNICEF, (1996)* listed the major factors which are affecting the achievement and participation of girls' education in Africa. Some of them are given below;

I. Factors affecting enrolment include:

- poverty.
- low parental and community attitude towards girls' education due to socio cultural barriers including gender roles, religious barriers and low opportunities opened to girls on the job market.
- opportunity cost of sending daughters to school.
- problems of physical accessibility including non-availability of girl specific structures, long distance to school and
- lack of community action for girls' enrolment.
- Factors affecting retention.
- lack of support/poverty.
- pregnancy.
- betrothal/Early Marriage.
- inappropriate Curriculum.
- gender-Segregated Curriculum.
- desire for quick money.
- Factors affecting learning / achievement include.
- poor teacher perception.

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- sexual harassment.
 - overburdening household chores.
 - emotional instability.
 - parent's inability to provide materials.
- Furthermore the factors that are affecting girl's education at secondary level identified by *UNICEF, (1996:6-12)* are summarized as follow;

Use of girls' labor

Girls' performance in education is affected by the family demand for their labor. Girls' workload in the home clearly has a detrimental impact on their performance since their duties are a daily affair. The division power is totally tilted for girls are overburdened with family and household chores while boys enjoy plenty of time to study and freedom to choose what to engage in. This freedom revivalist' boys and thus they manage to concentrate on studies. The situation for girls is quite the opposite especially when it is compounded with their docile acceptance of what the society expects from them. As they move on, when they go to school they are at the same time gradually internalizing and practicing what they are expected of when they marry.

Distance to school

Girls have greater responsibility for preparing food after school. The greater workload of girls with in the household is likely to make them more tired than boys. This suggests that any distance between school and home would be more determinable to girls at this will add to their exhaustion. (ibid)

Lack of safety and security of Girls in school

Girls' problems unfortunately are generally seen in the context of the wider social environment rather than relating to the educational system. However, girls' specific problems include those of sitting in cramped classrooms or on the floor, lack of privacy due

to poor conditions of latrines, lack of necessary facilities for girls' menstruation and lack of guidance from teachers during puberty. Schools may have inadequate latrines to accommodate pupils' needs. While some have easy access to clean running water, others do not, and most schools in Africa do not provide water near latrines. Also the issue of girls being teased affects their enthusiasm for interacting during a class period. Inadequate action has been taken to avoid the potential for sexual harassment with in schools (*Jacqueline, 1970*).

Low parental involvement for their children's education

Most parents do not visit schools except in response to problems. Parents' involvement within the school is likely to be related to their own educational level and hence many illiterate parents may need encouragement to become involved in the school. Such involvement is likely to have high returns, both in terms increased potential for contributions and solving problems regarding pupils' attendance. Weak parental attitudes towards education (particularly not encouraging daughters to acquire a good education) are also critical to pupils' performance. (*ibid*)

The factors that affecting girls education at secondary level are identified by different scholars; for example (*Zewdie, 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)* cited in *Zebiba, (2011)* have indicated that the socio cultural factors, economic factors, and school related factors are the major causes why girls are not enrolled and have less participation in school.

2.4 Girls' Education in Ethiopia

In many African countries women's participation in education is low. The enrollment at elementary, secondary and tertiary levels of education is characterized by gender disparity.

A large number of female students drop out of school and repeat in a class. Many of them concentrate in fields such as secretarial, home economics, nursing and teaching in elementary schools. The pattern of enrollment and participation of Ethiopian women in education is similar to that of many African countries. Statistics reveal that the number of female students enrolled in elementary, secondary and higher education is not equal to that of male students. The enrollment and academic records of female students in the high schools of Addis Ababa shows that a good number of them repeat in a grade or drop out, and in most cases fail in the national exam (*Zewdie, 1998*).

At the time when the current Education and Training policy was introduced in 1986 E.C, Ethiopia listed one of the lowest literacy rates in the world. There has been a high percentage of illiterate people and a large number of school age children particularly girls' who had not had the opportunity to go to the formal school system. In recent year, despite all the efforts done throughout the country, the flow of female students to school is increasing double times than it was before 1986. However, the proportion and the participation rate of girls secondary level is still minimal and at the back of male. Aware of these facts in the last few years, various studies and surveys were conducted on female education in Ethiopia, reflecting concerns about the low magnitude of school participation of girls (*Alemayehu, 2003*.)

The main goals of Ethiopian education policy are improving access to quality basic education. In order to make sure that all children, youngsters and adults, with particular emphasis on females, acquire the competencies, skills, values and attitudes enabling them to participate fully in the social, economic and political development of Ethiopia and to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources. Gender equality was already a major priority area and a cross-cutting issue.

As a consequence of concerted affirmative action (entry requirements, and financial support such as a pilot scholarship program and tutorial support programs) and overall expansion, the gender parity index (GPI) has considerably improved in favor of females. At first and second cycle primary, for GER, it increased respectively from 0.87 and 0.69 in 2004/05 to

0.93 and 0.92 in 2008/09. Girls' completion rate at grades 5 and 8 also improved in which it has increased from 49.5% in 2004/05 to 78.4%. Despite this major achievement, the gender gap in education prevails at all levels of the system. The gap becomes more visible as one goes higher up the educational ladder. The share of girls admitted to preparatory education is only about a third. The number of female students in TVET is close to male students, but a closer look reveals that female students are concentrated in areas that are considered female's. Among those enrolled in government institutions for a 2 or 3 year diploma program 16.2%, for the four-year degree program 22.5%, for the Masters Degree program 9.2%, and for Ph.D. programs 6.4% were women. In Non-Formal Education (NFE) women's enrolment and success rate is also lower than men's, for reasons similar to those for formal education. The number of female teaching staff has also evolved considerably, but females still remain under-represented in all but ECCE (Early Childhood Care and Education). The share of women among primary school teachers increased slowly from 35.6% in 2004/05 to 37.2% in 2008/09 and from 8.5% to 11.7% over the same period in grades 9 to 12. The number of females in administrative and leadership positions remains extremely low (*ESDP IV, 2010/2011 – 2014/2015*).

Despite all the efforts made throughout the country, currently the flow of female students to school is increasing double times than it was before 1986. However, the proportion and the participation rate of girls in secondary level is still minimal and at the back of male. Aware of these facts in the last few years, various studies and surveys were conducted on female education in Ethiopia, reflecting concerns about the magnitude of school participation of girls'.

Genet (1991) Seyoum (1986 and 1991) Astede and Kebede (1988) are some of the studies to mention and the findings were: Less number of girls than boys was enrolled in all levels of education. As grades increase, the number of girls' decreases in comparison with that of boys, more girls than boys' dropout, the percentage of girl repeaters was slightly higher than that of boys, Girl students are more likely than boys to score lower on their examination. The reasons given by these studies for girls' low participation and performance are centered on what might be perceived as demand of labor, early marriage, no awareness of value of

education on the part of parents, low economic standards of family and some other school designated factors.

The new education and training policy of Ethiopia 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 of, recruitment, training and assignment of female teachers. Additionally one of the specific objectives of the Educational Training policy of Ethiopia is to gear education towards reorienting society's attitude and value pertain to the role and contributions of women in development.

Therefore, the empowerment of girls' and women is the critical area concern for Ethiopia as poverty reduction.

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

The term NGOs can be applied to any nonprofit organization that is independent from government. It may include foundations, educational institutions, churches and other religious groups and missions, medical organizations, cultural groups, as well as voluntary agencies (*Freedman J. 1994*)

In supporting the above statement, *Thompson (1990:18)* describes NGOs as organizations that are formed by people who have a common goal and cooperate on voluntary basis to achieve their common interest out of the state or inter governmental structures, and are not directly at the service of governments or other agencies, but can assist programs started by governments. In the context of Ethiopia *DPPC (1990:112)* defines NGOs as a humanitarian private organization which, using its own resources, participate in project activities with a view to join in the government's effort to eliminate poverty.

Based on the above definitions, NGOs are established in order to meet felt-needs in the society. NGOs are typically value based organizations that depend in whole or in part on countable donations and voluntary services and vary significantly according to philosophy, purpose, expertise, program approach, and scope of activities. Furthermore, it reveals that

NGOs often are successful intermediaries between actors in the development area, building bridges between people and communities on one side, and governments, development agencies and development institutions and donors on the other hand. They have also a role in stimulating the participation of the poor with greater social equity in service delivery systems. In this role, undeniably NGOs, along with others, have a role in strengthening the ability of citizens and disadvantaged groups to participate more fully in society and eventually contribute to the emergence of stronger civil society.

In most Countries of the developing world, non states providers have had a longer engagement with education service provision. NGOs can be major contributors and are generally committed to ensuring that education reaches the poorest, most disadvantaged groups. This landscape also includes commercial providers – a rapidly growing sector and community groups such as religious bodies.

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 makeup 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. 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 equality 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 (*Dessaegn, et.al, 2008*).

According to the registry of MOE, (2004) a total of 2,305 organizations have acquired legal registration at federal level. Local NGOs accounted for 75% (1,742) of the total, while International NGOs were 234. There were also 149 professional associations and 125 civic advocacy groups. Particularly the size of local NGOs represented significant numerical

strength compared to where it was some five years back. In addition to the federal-level, regions, too, have registered many more localized NGOs, and if included the total number of formally registered CSO/NGOs are expected to be more than 3,000.

CSO/NGOs are widely distributed and can be found in all Regions of the country. Oromia and Addis Ababa have more operational NGOs (229 and 217, respectively), while Dire Dawa, Harar and Gambella have the least numbers (11, 12 and 11, respectively). In Ethiopia there are 2050 projects, out of these, 302 are working in education sector and girls and women empowerment.

In view of this, various NGOs are participating in the education sector to contribute in the improvement of educational access, quality and efficiency. Among them UNICEF is the main actor and committed to increase its actions in order to accelerate progress on girls education in Ethiopia.

According to the aforementioned points 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 immense contribution in order to fill these gaps.



CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter discusses about the research design, sampling techniques, data collection procedure and administration in the field and data analysis techniques.

3.1 The Research Design

The major objective of this study is to assess the contribution of NGOs in the promotion of girls' education in the case of assistance to needy project. Qualitative research methodology was the appropriate approach because it helps the researcher to undertake deep exploration of the subject and to present findings from the participant's experiences and point of views. Within this methodology, the researcher employed a case study.

Hence, case study focuses on the instance (or few instances) of a particular phenomena with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instances (*Marten, 2003:32*).

3.2 The study area

The study area was SELAM CHILDREN VILLAGE (SCV) and found in Addis Ababa city. The researcher had chosen this organization purposively due to its active participation in the promotion of girls' education as well as enhancing the capacity of women. SCV has diverse projects who are dealing with community problems. Among them, the researcher focused on assistance to needy project as a result of its direct involvement in supporting school girls to upgrade their educational achievement and promote girls education.

SCV (Selam children village), was founded in 1985 as a local and faith based nongovernmental organization with the support of people from Switzerland. The main fields of activities are child care, education and vocational training. The vision of Selam children's village in child care program is to enable orphans and destitute community children to

improve their life and holistically develop as citizens. In line with this, SCV has been involved in addressing the problems of children by bringing them to the level of self reliance and self support. The children under the program are provided with basic necessities like food, clothing, health care, and life skill, educational and training services. Currently, Selam children village supports 382 students in two villages. SCV contains the orphans living, schools and many other service giving sectors and also vocational training center (Selam technique and vocational college).

SCV started to engage in providing educational services in 1988, by establishing Selam schools (one kindergarten, two primary schools and one secondary school). The objectives were to provide quality education to children from Selam children homes and also to the community at large. Over the past 25 years of service in the education sector, Selam has contributed a lot in providing and promoting quality education and in raising enrolment ratio of school age children in its area of operation. The demand for enrollment has been increasing annually. Eighty five percent of students come from the community of which the majorities are those from destitute families. The schools have suitable environment for the learning teaching process and for the academic success of Selam students. Among the number of girl students in the study area, in 2012/13 academic year there were 244 girls in the school among them 13 girls were orphans who are living in Selam Children village (SCV) and get holistic support. Furthermore, SCV supports 37 girl students in assistance to needy project, for the underprivileged families. The promotion rate of 12th and 10th grade students was 85 percent.

Moreover the competence and achievement of female students is low. To find out the reason the school conducted an assessment in January 2005 at Selam Secondary School. Then the assessment came up with, Girls' from destitute families are exposed to high dropout and repetition rates. Therefore girls' acknowledged in the school as potential beneficiaries. Enhancing the capacity of school girls is one of the major aims of the project to address the needs and challenges of girls. These goals accomplished through provisions of school uniform, text books, sanitary pads, lunch and other school materials to the destitute families. (*Selam children's village 25th Anniversary Nov13-19, 2011*)

Assistance to needy project

The Assistance to the Needy Project provides funding for emergency relief for right-holders of Selam children's village. This project is a foundational program that supports destitute people on case by case bases. The project has reached a variety of people facing diverse problems.

The objective of this program maintains to have consistent funding for short term relief projects that aid destitute people in means of living allowance and/or other short term fiscal assistance. Also to facilitate short term programs and projects that use fiscal aid to empower right holders in basic needs and in various areas of livelihood in order eventually lead to self sufficiently at some level. The support is not based on specific criteria. The Assistance to the Needy funding cases will be evaluated on immediate and specific bases by a set managerial task force. The persons aided by fiscal means will be notified and the timing allowed will be based on the case. This project is solely dedicated to support aged women, children and girls' with the aim of making the needy become self-sufficient citizens. The project works in the following areas:

- Serve the needs of the most vulnerable- particularly women and children(girls)
- Provide support to elderly people.
- Provide various assistance and pro-poor programs that bridge emergency relief
- Promote self reliance and rehabilitation of marginalized communities.
- Provide health service
- Provide scholarship opportunity for marginalized children to have access for and training.
- Provide lunch services for students who cannot afford to come with lunch box.
- Provide educational materials, uniform, sanitary pads.

3.3 Research participants

The Research participants were fourteen girls (direct target group). Among them eight girls' were FGD participants and six of them were interviewees. They were learning in Selam Secondary School. Furthermore, key informants such as the target school director, girls' club representative teacher, the administration of assistance to needy project and parents were involved. In an attempt to find out how the project interventions have brought the intended progresses and to find out the shortcoming; 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 had chosen participants those who were directly benefited from the project. Based on this fourteen students were appointed purposively. Regarding to students; all of them were learning in Selam Secondary School; it was founded by SCV. The interviewees were six girls and appointed purposively, (who were direct beneficiary of the assistance to needy project) from the total of 37 girl students, based on their first semester result. In order to see their trends from different perspectives and to see their positive change they got from the project; the girls were selected from two categories. Three girls' who performed below fifty and three of them scored the highest from the targeted group (above seventy).

The other group was FGD group and it contains eight girls. They appointed purposively because of they were scored between sixty and seventy averages. Therefore, the target school director, the girls' club representative teacher, the administration of assistance to needy project and parents of the targeted groups were purposively selected, who were directly working in this area and directly related with the students.

In line with this, the target school director, the girls' club representative teacher, the administration of assistance to needy project and parents of the targeted groups were purposively selected, who were directly working in this area and directly related with the students.

3.5 Data collection tools

Since the study was qualitative research design, it involved assessing the deep feelings and views of girl students who were directly involved and engaged in the project. Thus, both primary and secondary data sources were applied for collecting information. In-depth interviews, FGD and document review were the tools of data gathering.

3.5.1 Interview

Qualitative interviews are special kinds of conversations or speech events that are used by researchers to explore informants' experiences and interpretations (*Mishler, 1986: 39*).

Qualitative researchers use interviews to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds. These meaning structures are often hidden from direct observation and taken for granted by participants and qualitative interview techniques offer tools for bringing these meanings to the surface.

The study focuses on the interviewees' point of view therefore deep interviews were implemented. The interviewees were six targeted girls, girls' club representative teacher, parents and the administration of assistance to needy project. All interviews were conducted in Amharic and recorded.

Interview with the six cases were conducted in the school library from March 15-23. Each student was interviewed fifteen open ended questions.

Interview with parents were thirteen open ended items and they focused on the project and its support. It was held from March 24-27.

Interview with the director of the school contains ten open ended questions and conducted on March 28, 2013.

Interview with the administration of the assistance to needy project contain eleven open ended questions. It was conducted on April 1, 2013.

3.5.2 Focus group discussion

A focus group is a small gathering of participants who are related to the phenomenon of interest and can answer questions for one to two hours in general and truly encompasses both a technique for collecting data and a sampling process. It is especially useful in helping to investigate why people hold the views they do, precisely because a key aspect of group participation is the need for members to explain opinions and attitudes, especially when challenged by others, when asked to respond to a question or to provide further justification for what they have done or said during the group encounter. (*David and Marlene, 2006:112*)

Hence this study applied FGD among eight students of the direct beneficiaries of the project as one of the tool of data gathering. The FGD guide items were thirteen and include general questions about the school, the educational attainment of girls in respect to the benefit of the project and the shortcoming in the implementation of the project were discussed. It was conducted on April 10, 2013 from 9-11a.m and was facilitated by two assistances and the researcher as well.

3.5.3 Document review

In addition to the primary sources, secondary data sources such as report cards of the participants, daily attendance, and journals of the organization based on the contexts in which such phenomena occur was referred.

3.6 Data analysis

In the educational research there are various methods and procedures for 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 was translated in to 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

4. CASE PRESENTATIONS AND DISCUSSIONS

4.1 Case presentations

The major objective of the paper is to assess the contributions of NGOs in the promotion of girls' education in the case of assistance to needy project. The qualitative data were collected using in-depth interviews from six girl students and FGD of eight girls (who were direct beneficiaries of the project), key informants which include the project administration, the target school director, girls' club representative teacher and parents of girls. Secondary sources such as proposal, reports, 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.

1. What are the major challenges of girl students in the study area?
2. What are the contributions and intervention strategies of assistance to needy project to overcome the challenges of girls?
3. How is the achievement of direct target girls in the study area?
4. What are the shortcomings in the implementation of the program?

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

- Background information
- Major challenges of the targeted girl students
- Intervention strategies of assistance to needy project in terms of girl students challenges

- The educational achievements of the targeted girl students
- The shortcomings in the implementation of the program

The cases were given fiction names which are not related to their real names. Based on the findings the story was narrated as follows:

4.1.1 Case one

Background information and major challenges

Hamelmal was sixteen years old and tenth grade student at Selam secondary school. She has been living with her parents. She has two younger and one elder sibling. Regarding her parents' education both are illiterate, her mother was a housewife and her father was a daily worker. Due to their economical problems they couldn't afford to pay the school fee. But the efforts made by the teachers helped her to be supported by assistance to needy project starting from October, 2011.

Hamelmal was smiley girl with an attraction facial appearance. attracting facial expression. During the interview period she was tidy with her light blue T-shirt and gray skirt school uniform. As she joined the project, she got sanitary pads, hair oil, school materials and basically scholarship.

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

Academic performance and self confidence

Before Hamelmal, joined the project she was not attending class properly. She was absent regularly and being hopeless both in her education and life. She was very ambitious to continue learning in Selam School because of the commitment of teachers and the discipline of the school.

As already mentioned, "when I was in grade seven and eight my parents couldn't pay the school fee on time. Therefore I was worried a lot and didn't go to school. This made me to be absent from classes."

Educational researchers demonstrate that to succeed in academic achievement, children must attend school consistently. Exposure to curriculum comes from being in school.

Hamelmal's educational achievement in grade seven and eight was not remarkable and sometimes even unsatisfactory, because she was not motivated to study as well as not attended class well. As a result she scored only passing mark. But after she has enrolled in the project she became ambitious and sensitive for her class. As she said because of assistance to needy project, she became visionary and has bright dreams beyond her school achievement. Because of that she became one of the top ten students and she ranked 9 out of 44 students at the end of the first semester. In line with this;

"Now, I am no more worried about school fee and sanitary pads. Because I have assistance to needy project who supports me as a mother. I really want to thank them. Other than the support, the development of responsibility that lay down on my shoulder always encourages me to focus on my education. It really makes me strong and responsible. The other students are getting education by paying money but I am free. To me this means a lot."

Self confidence is usually the result of high regard. Having positive esteem can be developed through proper social esteem. The other thing Hamelmal was getting was the moral support. *"I feel like I have someone to help me, I am not alone. This feeling is a countless to me because it raises my confidence to speak my view, thought; ask questions freely etc"*

After all she has been considering 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. She has been shown remarkable progress in her schooling particularly and in her life generally. Actually one of the objectives of assistance to needy project is to empower and promote girl students achievement. Hamelmal stayed in the

project for two years as a result her school achievement can be a good witness for her progress. She thanks assistance to needy project for the support as;

Now a day I feel God prepared this project for me, because they are very supportive and cooperative. I am always free to ask whatever question I had. I am very happy by attending class in this lovely school. Currently I am one of the top ten students in my class. I am empowered and confident to attend class. For this, I give many thanks for assistance to needy project.

She added that, her thanking also goes to the girls' club. Because of, the chance she got to speak and read a poem in front of students during girls' club meeting and it brought progress and encouraged her to get more confidence. She wishes if all girls get a chance like her and she observes still there are lots of girls in the community as well as in school who look for various supports either from the school or the project. In turn some girls are getting support from the project even though they have the capability to cover their expenses.

4.1.2 Case two

Background information and major challenges

Frehiwot Bekele was fifteen years old and 9th grade student at Selam secondary school. She has been living with her family. Her father was a daily laborer and educated only up to grade six. Her mother was a housewife and illiterate. Frehiwot has a younger brother. Starting from 2010 she got scholarship from assistance to needy project, which provided her with sanitary pads, and learning materials. The following points could be elaborated more how the project was important for her learning achievement.

Before she got the support; in order to pay school fee, to fulfill her basic needs like learning materials, lotion and sanitary pads and also to support her family economically; she worked as a petty trader after class. She had no time to study and her school achievement has been not as such good. She had only passing mark. This tiresome and busy life hindered her peer relation, even to play with her friends and colleague.

Not only that in the 'guilit' (a small market place in a village), boys forced me to talk to them or other things. Our home is very far from the 'guilit' then I was in secured and frustrated to come back home at night. Even one day God saved me from cruel man. It was on Friday, 2009. I was the youngest girl among the traders and I sold what I had. The time was around 12.30 in the evening, and I started walking to home. When I reached to the nearby neighbors someone came fast and hold my left hand. I struggled to run out of his hands. Then I shouted with louder voice. He slapped me hardly. After that I fell on the ground and hurt severely. Later on muumuu (after deep breath) it seems tragedy but it was true, someone came in that last moment and saved my life. Starting from that day on me do not trust boys even my classmates.

Academic performance and self confidence

Before the project, she was very busy and not effective in education. But after the project came to her life, she became motivated for better life so she always doing well. Due to the support from assistance to needy project she got a relief. She said

"I learned in Selam beginning from grade one. I really like the school and the teachers. Therefore I didn't want to depart from this school and that is why I sacrificed a lot to continue education in this school."

As mentioned above, before she joined the project her educational attainment was not efficient even to pass to the next class. Her parents were not capable of paying all the expenses needed like sanitary pads, school materials and also school fee. She had no plenty of time to read and even think about education. After she joined the project all the aforementioned expenses were covered by assistance to needy project and this brought tremendous change in her life. Since then, she dropped the petty trade and got plenty of time to attend her regular class properly, establish good relationship with her friends and peers as well as to study the lesson well.

Moreover, she achieved a better result by doing well. Her rank also improved in which she scored 7 out of 60 students in the first semester. This is a good indicator of her educational

achievement. In line with this, her biology teacher (girls' club executive) added that Frehiwot has shown a remarkable progress in her educational achievement through time. She stayed in this project for three years as a result her educational achievement could be a good witness for this purpose.

4.1.3 Case three

Background information and major challenges

Yodiet was fourteen years old and a grade nine student in Selam secondary school. Her father died when she was very young. She has one brother and a sister. Her mother didn't have a job. The family earns income by renting house. She has been benefited from the project for about three years.

Yodiet has medium height and looks eye-catching. During the interview periods she was neat with her grey skirt and light blue -T shirt of the school uniform. She was a scholarship student and also the project provided her school materials due to the economical problem of her family. Since, she has joined in the project in January, 2010; she became free from paying school fee, which gave her relief instead of worrying about money to pay.

Before his death her father was the bread winner of the family. But after he passed away the whole family faced a serious economical problem. This situation forced her to be anxious about her life and class. She explained that situation:

I remember it was November, 2009. I didn't pay the school fee for about two consecutive months. The school administration gave me warning to pay the fee and I had been hidden myself with fear. And my family had a very serious economical problem, and unable to pay the money. Therefore, I ashamed and dropped class for a month and went to school in order to take my documents from the school after awhile to attend class in governmental school. But I didn't leave the school in that year because of assistance to needy project. Starting from the first months of 2010 assistance to needy project cover up my school fee I had and able to continue education without drop out. Now I

equally attended class with my friends and did not repeat class. For my educational successes, I want to thank the project. I really like the school ambiance and my teachers. The school teachers are very supportive and talented; I am lucky and very happy to be here. Without this project I couldn't be here.

The Academic Performance and Self Confidence

I can read her deep thanking to the project from her face. Her achievement is not satisfactory to her; she scored 48 in average (the first semester result). It is even below the pass mark set by the ministry of education. As she described her educational background was not as such satisfactory. In order to improve this result she was seeking various options. The major challenge was to get tutor class and handling the responsibility of her younger brother. She said *"my mother cannot pay for tutorial class; because of this I could not get support to improve my result."* In line with this she did not have text books to read. These were the main challenges of Yodiet.

Regarding to her self esteem, the girls club executive approved that; Yodiet has better self esteem than the other girls who are inclusive in the program. But still she requires advanced support other than the scholarship. Because of her result sometimes she feels hopeless and doomed to failure.

As she described her academic achievement was not satisfactory even to pass to the next class. As a result she requires lots of support from the school and project, in order to show adequate improvement in her performance.

4.1.4 Case four

Background information and major challenges

Eden was fifteen years old and ninth grade student at Selam secondary school. She was living with her mother and four brothers; two of them were her elders and two of them were younger than her. Her father was died when she was in grade three. Regarding the educational level of her mother, she was not educated. Her family did not have fixed source

of income. Her mother was the only bread winner of the family. She was working as daily laborer by washing clothes and selling 'injera' (Pancake-like bread widely used in Ethiopia).

The money she earned cannot even cover their basic necessities like food.

ሰባቱ አይነሰውር በመሆኑ ይለግን ነበር *my father was a blind and vagabond, as a result, SCV allowed me to learn in Selam primary school.*

Then, starting from grade six this project helped her in paying monthly fee and she was a scholarship student because her families were very poor. Additionally, she got text books, school uniform and also lunch beneficiary since September, 2012.

As I told you both of my parents were not educated and no one was helping us in doing home work or tells us to study. Consequently, my father was died when I was very young and I grew up without father. When my friends and schoolmates talk about their father; I really feel lowliness and I really missed my father. Again on other side my poor mother. I am always introverted to see my mother's tiresome work with less payment.

Due to these facts she is not a happy and outgoing girl even in her education. She thanks assistance to needy project. Without this project she could not continue education particularly in this year.

It was rainy time (kiremet). The rain started early in the morning and there was nothing to eat in our house then my mother woke up and started to search a daily work in that heavy rain and very cold weather. The worst part was even she had no umbrella just she left us and walked slowly without talk and deep sorrow in that heavy rain. (Disfigure her face and her tears drop down on her face to her chin) she took few minutes to continue. So, how can I expect my mother to pay school fee, buy school uniform and text books and prepare lunch every day in that condition. She cannot afford. Never!

The following points could elaborate more how the project is important for her learning achievement.

Academic performance and her confidence

The academic achievement of Eden was not as such good, her first semester result was 49.5 not even a passing mark according to MOE. She was not satisfied with her first semester result. She said” *even if the assistance to needy project is supporting me a lot, I could not improve my result.*” She thinks that her stress and background put lots of pressure in her mind and she could not upgrade the score. It is possible to read the gesture and facial expression of her face, which was full of anxiety. As she explains, in this year she does not worry about payment, school uniform and lunch. This means a lot to her and has positive impact in her future life. *“I was nobody before but I think I will be important in the future, this project gave me good moral to work more and improve my result.”*

Assistance to needy project gives me food for my belly just like my mother and gives me food to my brain too. As far as the promotion of girls' education is concerned, this project has been working a lot in covering the expenses of girls'. But, other than that the project should follow the results of girls. If their result is not satisfactory, the project has to plan for further investigation to promote girls' achievement in the education sector. Otherwise it is wastage of resources. She said, for example” *if I could get tutorial class I may have a chance of raising my result.*” Other than this, the project has to give capacity building trainings and discussions in order to raise the perception and self confidence of students. She said her mother can't purchase sanitary pads, due to economical problems but she was timid to ask the girls' club representative teacher to give her pads. According to her confirmation, she has stress and also afraid to communicate with others. She does not know the reason but she is very scary and full of stress. Girls' club executive corroborate that Eden needs further and continuous training to raise her perception towards her self-esteem. Because she is very shy and bothered in life as well as in education.

4.1.5 Case five

Background information and major challenges

Weneshet is a grade nine student and sixteen years old. She is living with her parents. Regarding the educational background of parents, her mother was attended class up to grade

four and she is a housewife. Her father is a guard and attended class upto grade eight. She has one elder brother. She has been benefiting from the project since grade seven in terms of scholarship and she also got school materials, uniform and sanitary pads since October 2011. The following points could elaborate more how the project is important for her learning achievement.

Academic achievement and self confidence

Her father is the only bread winner of the family and the income of the family is not enough even to satisfy their basic needs. In line with this, low economical background of the family has a great impact in her educational achievement and confidence. In her perception, she is not lucky to be born in this family. Not only economical problem and also the daily fighting of her parents because of money make her woozy and uncomfortable. She doesn't have time to think about her daily lessons. [She became quiet for a moment and defaces her facial expressions tears filled her eyes]. 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. At that time Weneshet felt guilty conscious and she asked herself why she was created!

May be due to this, she looks aged girl and not smiley. Her face tells how life is jaded to this girl. The benefit she is getting supports her in administering educational life in this school. She has a positive attitude towards the school teachers and setting as well. Assistance to needy project enters to her life as overpass this miserable life and to attended class regularly. This project supports her in providing different school materials. The other benefit from the project is sanitary pads. It helps her not to be absent during menstruation period. *"Before I got the pads, in grade seven and eight I had lots of absents"*. She was not able to buy the pads instead she used piece of cloth and that was not safe in many aspects. The following phenomenon expression could be a nice witness for this

"Before I joined assistance to needy project, I had problems to get sanitary pads. Because of that I was absent from school or miss my class. Even in exam time I was thinking and worried about that instead of the exam. As a

result I was really disturbed and asked myself why I am a girl. Even I wish if I could have been given a chance to be born a boy.

But now thanks to assistance to needy project, every month I am getting the pads and also changed my perception about myself. Being a girl is blessing from God, like it or not. When I took the pads every month I was very shy but now because of I am participating in girls club I feel confident in myself than before. I feel like I am lucky to get this chance and want to thank assistance to needy project and also the girls' club representative teacher.

Girls' club representative teacher said that, Weneshet came to this compound in this year. In the first two consecutive months she was very shy to take the pads from my handstand and even she sends other students to take the pads. But later on she is showing progress and confidence about herself and even she starts to read poems in front of students after several discussions and training in girls club.

4.1.6 Case six

Background information and major challenges

Beletu was fifteen years old and grade ten students in Selam secondary school. Both of her parents were uneducated. She has two elder sisters and two younger brothers. All of them are students. Her father worked as a weaver and her mother was a housewife. She is a scholarship student since elementary grade and also in this year the project gave her uniform, school materials and also became lunch beneficiary starting from October, 2012.

The following points could elaborate more how the project is important for her learning achievement.

She believes that Selam is the best school and she is very happy by the teachers as well as the project. Getting the chance of scholarship makes her the luckiest girl. The other provision made by the project was also had a lot of positive impacts in her life. She has been grown up in the situation of very big burdens and empty shell family. Since the family has seven members and it is really difficult to fulfill needs of the family.

Her family has in a state of absolute poverty. In addition to that she had no right to have any relationship with anyone including her friends and classmates. Because after class she had household tasks to do in home in order to feed her family. She assists her mother by cooking food and other home duties. Her parents do not allow her to go anywhere before completing household activities. Due to this she lacks emotional support from her parents: as a result it leads her to be in a state of depression and anxiety.

Her peer and teacher relationship was very weak. She had no opportunity to have strong interactions with her peer group because of unnecessary parental influence and poor economical background. She had fears to share her issues to others.

In line with this, the club representative teacher added,

Beletu, was very depressed and did not want to share her feelings and situations to others. Through the girls club the project provide her sanitary pads. But she fears to take the pad. She hides herself when she came to me to take the pads. After she got a chance to discuss with girls' representative teacher and got successive counseling and discussion. She was detaching from this problem and being assertive and confident. But still she needs further and successive training to develop her peer and teacher relationship.

Academic achievements and interaction with others

Before Beletu has joined in the project she was not attending the class regularly and had lots of absentees. In addition to this she was desperate not only on her education but also on her life. Most of the time, she did not get food on time as a result she feels tire and hungry during class time.

Her father is the only wage earner in the family. The income cannot even cover basic needs of the family. Therefore there were lots of days that she could not eat lunch and spent time in school. Her friends brought lunch and ate together but she feels greatly underrated when she comes without lunch.

She narrowed her eyes and seems look very far, and she expressed that situation as follows:

Last year, at least once in a week I came to school without lunch as a result of food shortage in our house. Then, in lunch time I hide myself against my friends. I cannot share their food without contributing....this factor hinders my peer relation and let out of my peer group because I cannot compete with them. Attending class without eating food was very difficult. I was not active especially in afternoon class, I was simply thinking about my empty belly.

As Beletu added, the school is far from her residence and she has to walk forty minutes twice a day. Because of these and other related factors her educational background was not efficient. Due to this she started to isolate herself from her peers. Then gradually she lost her confidence towards peer relation.

After she joined the project her progress is changed regularly particularly in her schooling. In this year she performed 76 averages in first semester result. Last year her year average was 63.6, before last year it was 57.9. As a result of assistance to needy project interventions: by providing materials and other services she is showing progress. She is always present in the class and showing gradual increment in her performance. Her biology teacher strongly agrees with this point. She also became the member of girls' club, to develop her perception towards self-esteem and to share ideas with other members.

4.2 Discussions

This topic represents basic ideas and points from the research participants in terms of research questions. During conversation with target girls and key informants it is found out assistance to needy project plays an important role in addressing the major challenges of girls in the targeted school. Despite these positive changes, there are shortcomings in the implementation of the project. Thus 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
- Intervention strategies of assistance to needy project

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problems are reflected here in the school. For example, let me tell you what happened last year. The project gave hair oil, comb, lotion and sanitary pads to the poor girls. One of the girls from grade nine got hair oil from this project, few days later someone reported that she sold it. Then, I called her and asked why she did that; she said "yes, I sold it. There was nothing left in our home to eat, therefore I sold it with thirteen birr and bought four 'injera' to my family." This fact tells how life is challenging for those girls. The other problem is; they do not have ample time to study. Most of their parents are daily laborers and mothers of students are housewives and engaged in different activities like petty trade, washing clothes and baking 'injera' as a small business. Therefore, girls behave like their mother by being service givers and actively participated in the household tasks rather than focusing on their learning achievement. The other problem that has been seen in these girls is lack of self esteem or confidence about themselves. Even these girls don't have suitable room to stay and study in their home. These all factors lead them to be low achievers than other students. In our school about 90% of girls in assistance to needy project are low achievers.

Regarding to this among the key informants, one parent who had many children (five children) would like to send and support the education of his children but the economical problem hindered him as;

"We are instructed to enroll our children in the school. I have enrolled them but teaching material is expensive. On top of that, I had to buy school cloths. They cannot go to school with ordinary clothe they use at home. The higher the grades, the more expensive it becomes. I was so irritated and challenged to cover their expenses."

In line with this the FGD discussants of the direct target girls' mentions that they are from destitute and illiterate parents. Because of that they had lots of problems. One of the problem is their parents are not willing to come to school and discuss about the educational achievements of their children and in general they lack knowhow about learning. The other

one is having poor educational background. In this case they didn't guide them to study or to focus in their lesson when they were young. Therefore their educational background was not satisfactory. And also the burden of house chores like fetching water and responsibility of taking care of younger's etc. Thus girls' do not get plenty of time to study at home.

To sum up, based on the findings family status like income and educational background directly or indirectly affect the educational achievements of girls.

4.2.1.2 Socio-Cultural/ Attitudinal Reasons

Socialization refers to the process by which individuals acquire knowledge, skills and disposition that enable them to participate as more or less effective members of a group and the society. The socialization process in the society is one of the major constraints impacting on the girls' participation in education. This process starts in the family and continues in the school and the society at large (Wamahiu et al 1996). In line with this; Valiant (1998) confirmed; Parents and societies as a whole expect girls to behave in certain way and boy's indifferent way. The middle aged parent mentioned that; to him, girls are expected to be knowledgeable concerning household management and in different activities that are to be done in and around the home. They are not allowed to involve in traditional male dominated activities. Because of this stereotype classification the nature and quality of education is too different for boys and girls.

In most cases girls are socialized as service providers at home. Girls are engaged in service tasks like cleaning and meal service. Another typical response dealing with this is quoted below.

"I have two sons and a daughter. One of the sons is two years and the other one is seventeen years old. My daughter is fifteen years old. Mostly I give responsibility to my daughter than my son to take care of the younger boy and to do home activities. Because I believe that girls have to learn the duty of women. And also girls are more patient and able to take responsibilities than boys."

The above discussion shows that; the attitude of parents towards their daughters depends on their perception of status of women and gender roles. Like anywhere else, traditionally girls are educated to master household duties and responsibilities as an ideal obedient wife. A boy is educated to assume any functions outside and, if opportunities avail themselves, in administration, which are traditionally reserved for men.

Similarly, FGD discussants of the targeted group explained that most of the parents or guardians were not taking in to consideration for their children learning achievement. This also hinders girl students' participation in education.

The above discussion shows that absence of gender equity and high burdened household tasks are some of the reasons for girls lagged behind in school achievements. To sum up; the finding of the study reveals that socio-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 this context the term achievement refers to more generally to describe performance in subject of the curriculum.

4.2.2 The contribution of assistance to needy project

The above mentioned points were the major challenges that hinder girl students to have good school achievement. Hence assistance to needy project has been entrenched different intervention strategies on the target school. According to the administration of assistance to needy project, one of the major objectives of the project is to address the needs and challenges of destitute girls. These goals are accomplished through the provision of scholarship, school uniform, text book, sanitary pads, hair oil and comb, lunch beneficiaries, and also capacitating girls' club.

According to FGD discussants of the targeted girls' the provision of the scholarship and school materials served by the project is important and basic for girl students to keep them from dropout of education, absenteeism, to compete equally with others, and to continue education in Selam secondary school. As one of the discussant,

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This year assistance to needy project gave me text book. Then, I was reading and achieving better than the previous years. Before, I had no text books therefore in most cases I didn't do homework and study well. And text book is important learning material.

The other discussant also indicated that, the project reference to her educational achievement and physiological impact. As she says her parents could not able to buy school uniform even once in a year. But this project bought her school uniform, and now she can wear neat and new uniform like others. Therefore, she can play, talk, joke and discuss with others freely without shivering. She feels that she is equal with them.

Education researchers demonstrate that to succeed in academic achievement, children must attend school consistently. A child's exposure to curriculum, his or her opportunity to learn significantly influences achievement. Exposure to curriculum comes from being in school (Fuller et.al, 1999). In line with this, the school director added, assistance to needy project decreased the absenteeism rate of students due to several factors. As a result assistance to needy project influences the achievement of girls.

Regarding to this FGD discussants confirmed that most of them did their best to improve their learning achievement after they got various supports other than scholarship.

Concerning the intervention mechanisms in terms of the target group major challenges, research participants agree that the provisions of the scholarship school materials, sanitary pads and lotions support them to cope up their challenges and to continue and succeed in education.

4.2.3 Short comings in the implementation of the project

The above mentioned points were the major intervention mechanisms set by the assistance to needy project to overcome the challenges of the targeted girls. It is clear that the program is serving and supporting girls. In the contrary the project has a capability of being more efficient and effective to promote the achievements of girls' education. Therefore, the

research participants stated the following points as a weakness of the project that hinders the efficiency of the program.

Regarding to this, the director said if the project works with the collaboration of the school to overcome the problem of the group as well as to promote girls' education, the project will convene its goals and missions. In line with this the executive of girls' club representative teacher also divulge this point as

The project lacks strong cooperation with the school administration and girls' club. I think in order to make the project very effective and efficient in addressing the right target group; Assistance to needy project has to integrate the school community and parents. Since the problem of girls is also related with the perception of the community.

The promotion of girls' education should not be based on a narrow approach of providing scholastic materials. In order to address the right target group and meet the intended goals of the project, the school community and parents are also responsible to take their share part.

As mentioned by the parents, the intervention strategies in terms of the target group major challenges were not enough. In addition to those strategies, the tutorial program, create awareness and discuss with their parents, give training and peer education are very important to raise the educational achievements of the groups. But these facilities were not included in the strategy of the project.

In line with this Middle -age parent confirmed the following view by saying;

"I would like to thank this project due to the material provision, but in order to bring real change and to address the main goal of the project alternative and additional supplies should be included in the strategy of the project. For example tutorial class and provisions of reference materials are necessary. My daughter beg me to do them several times his facial expression shows the challenge of life to this man and his wishes to fulfill those requirements to his daughter."

The other point which was raised by the key informants as a weakness of the project was, not to address the right target group and meet intended goals of the program. There are still girls' in this school who seek the support of this program in various ways. Therefore, as a short come this project did not include these girls. One of the FGD discussant mentioned that she knows a girl who gets support, even if she is able to cover all expenses. This shows that the program lacks well-organized strategy to study the background of some students and their challenges.

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CHAPTER FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter attempts to summarize the highlights of the finding and also concluding remarks, and offer recommendations.

5.1 Summary

The main purpose of the study is to assess the contribution of assistance to needy project in the promotion of girls' education. To conduct the study all the necessary information was collected through deep interview with girls and key informants. In addition to that FGD was held with the target girls and relevant documents were reviewed and analyzed accordingly to secure additional information. The following are the findings of the study.

Regarding the major challenges of girls in the study area; poor economic backgrounds of parents/ guardians was identified as the major factor that affect girls' education and hindering them from having better school achievement. Due to low economic status of parents lots of girls face various problems. The other one is most parents does not have educational background to support their children. Parent's level of education and awareness about the importance of education has a multifaceted impact on children's ability to learn in school. Related to this most parents do not visit schools except in response to problems. Even during the interview time the researcher invited fourteen parents of children but only five of them were available.

Moreover, the types of help provided at home are also important factors which affect the achievements of girls. Girls have greater responsibility for preparing food after school. The workload of girls with in the household is likely to make them more tired.

Concerning the intervention strategies of assistance to needy project; the findings of the study reveal that the project provides them various materials like; uniform, text books, lunch, lotions, hair oil, sanitary pads and providing scholarship.

Regarding to the contribution of assistance to needy project, the research participants agreed that the support is very crucial to cop up their challenges and to Continue and succeed their education. As a result most of the girls in the project are showing improvement academically as well as in their self esteem.

Despite to this some of the targeted girls are not showing improvement academically and expressively. Since one of the aims of assistance to needy project is enhancing the capacity of school girls and address the needs and challenges of girls as potential beneficiaries. The targeted girls as well as key informants agree that the project can do better in the promotion of girls' education if some of the shortcomings were eliminated. In order to enhance the educational improvements of girls the program should have additional mechanisms to deal with the problems of girls and to cop up their challenges. The project is expected to contribute a lot for giving a deep understanding of the problem that encountered girls' education in the respective school.

5.2 Conclusion

The study on the contribution of assistance to needy project is expected to find out major challenges of girls in the study area and the intervention mechanisms of the project to cop up the challenges of needy girls. There are a number of identified factors that affect girls' education that hindering them from having better school achievement. Based on the findings of the study; poor economic and educational backgrounds of parents are the major challenges of girls' in the study area. Due to those factors students were unable to get all the necessary materials and support from their family. As a result their educational achievement and confidence was less. Needy student Parents' involvement within the school is also low and it is likely to be related to their own educational level and hence many parents are illiterate.

Besides, the traditional gender role socialization discourages girls not to be the best in their educational achievements rather encourages active participation in house chores and they are burdened by household tasks. As a result, girls do not get plenty of time to read the lesson.

Based on the findings of the study; the stipulation of scholarship, lunch, sanitary pads and provisions of learning materials are considered as the major intervention strategies. Assistance to needy project helped to overcome challenges of the targeted girls. Consequently, these interventions were rallying round girls to overcome their challenges and help them to show positive changes. Concerning the shortcoming in the implementation of the project; it is based on simply a narrow approach of providing the necessary scholastic materials. The project does not provide tutorial and trainings to address the challenges of the targeted girls. As girls expressed the desire to be assisted in subjects they have difficulty with, tutorials help them to increase their performance and improve their achievement. In addition to that giving various trainings for girls who experience difficulties in school either in their academic performance or self-esteem because of social factors can help them to overcome their problems. In the contrary tutorial and trainings were not given to girls. The other one is the project also lacks strong collaboration with the school and parents.

5.3 Recommendations

In order to bring change serious attention should be given to girls' education and the problems should be tackled accordingly. The study is a qualitative research and as such, it cannot come up with all possible solution specifically geared to all problems related with the issue. However, based on the finding of the study the following recommendations are forwarded.

- The promotion of girls' education should not be based on a narrow approach of providing the necessary scholastic materials by charity organizations like SCV. As girls expressed the desire to be assisted in subjects they have difficulty with, tutorials help them to increase their performance and improve their achievement. In addition to that giving various trainings, assigned volunteer teachers to give counseling for girls who experience difficulties in school either in their academic performance or self-esteem because of social factors can help them to overcome their problems.
- In order to address the right target group and meet the intended goals of the project, the school is responsible together with the girls' club and the organization in order to

deliver the basic information for each and every student, and to make the project very efficient and effective thus to address the right target group

- School parent committee should be founded to promote the smooth running of the school and parents. That will help to work on gender equality, mobilizing the community to raise their awareness on the benefit of girls' education. Parents have to in which their daughters can get time to study. Both men and women should work for change starting from their families.
- Community development project should be intensified so that improved economic status would enable more families to overcome their financial problems and support their girls' education. Since 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. To meet the intended goals; workshop and awareness program should be done at community level so that parents and community as a whole work together in the promotion of girls' education.

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ANNEXES

ANNEX 1 INTERVIEW GUIDELINES

Introduction

This study is being conducted to gather data on the contributions of NGOs in the promotion of girls' education in the case of SCV. 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. When was the child started to get benefit from the project? (Year)
6. The 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 parents live together or separated, etc)
7. With whom the child lives at present, whether both parents alive or not, whether parents live together or separated?
8. How did you get involved in the project?
9. The challenges/ problems the child had before getting support of the project.
10. The type of support the child gets from the project.
11. What is the benefit of the support?

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12. In what ways does the support you get from the project contribute to improvement in your academic achievement?

13. What problems are observed in the implementation of the project?

14. How do you think your participation in the project will affect your future life?

15. Has your participation in the project changed your role in the school community? How?

B. Interview guideline for the school director

1. When was the assistance to needy project started in the school?

2. How was the beneficiary girls selected?

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 ways does assistance to needy project support girl students?

6. How many girl students are supported by assistance to needy project in the school?

7. What are the criteria's used by the project to support individual girl students?

8. Do you believe that the support to the girls has a positive impact on their school attendance and academic achievement? In your opinion what should be done in promoting girls education?

9. As the school director what is expected from you and the concerned stakeholders to scale up the project?

10. Do you have anything to add?

C. Interview guideline for the administration of SCV

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 targeted school?
5. What steps have been doing to overcome these challenges regarding the project goals and objectives?
6. Do you support individual girl students? If your answer is yes, what is the criteria / are the criterion/ to support them?
7. In what ways do you support girl students?
8. Who are the major stakeholders and collaborators of the girls support project? How do you explain the role of stakeholders in supporting education of girls? In what ways are the stakeholders encouraged to work together to enhance girls' education?
9. In your opinion what should be done in promoting girls education?
10. As a project administer what is expected from you and the concerned stakeholders to scale up the project?
11. What is the impact of the project on education of girls'?

D. Interview guideline for the girls' club representative teacher

1. What are your roles and responsibilities in order to capacitate girl students?
2. What are the major challenges of girl students in the school?
3. What steps have been doing to overcome these challenges regarding the project goals and objectives?
4. What is the major purpose of assistance to needy project in the school?
5. In what way does the assistance to needy project support girl students?

6. How many girl students are supported by the assistance to needy project in the school?
7. What are the appropriate criteria used by the assistance to needy project in order to support individual girl students?
8. In Your opinion what should be done to promote girls education?
9. As teacher what is expected from you and the concerned stakeholders to scale up the project?
10. Do you have anything to add?

E. QUESTIONNAIRE FOR GIRLS' PARENT

General questions about the project and its support

1. What do you know about SCV?
2. Who is assistance to needy project?
3. What kinds of support have been provided to your child by the project?
4. What is your attitude towards assistance to needy project?
5. Do you think that the support given by the project has brought changes in the educational attainment of your girl/ girls'?
6. How is your girl educational achievement gotten (worse, better, or stayed the same) after the project has been implemented?
7. What kind of support do you give to your girl (girls) in your home to increase her achievement?
8. If you have both boy/s and girl/s, to whom do you give more responsibility in the home affairs? (To the girl or boy)? Why?
9. Do you think girl's can be effective and successful like boys?