

**MIGRATION OF SCHOOL GIRLS FROM RAYA KOBO
WEREDA TO MIDDLE EAST: ANTECEDENTS AND
CONSEQUENCES**

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This is to certify that the thesis prepared by Genene Yilma, entitled: Migration of School Girls from Raya Kobo Wereda to Middle East: Antecedents and Consequences, and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACRONYMS

BoLSA	Bureau of Labour and Social Affairs
CBOs	Community Based Organizations
CCs	Community Conversations
CEFMR	Central European Forum For Migration Research
CRC	Child Right Convention
DOLSA	Department Of Labour and Social Affairs
DRC	Development Research Center
FGD	Focus Group Discussion
GDP	Gross Domestic Product
IGAs	Income Generating Activities
ILO	International Labour Organization
IOM	International Organization for Migration
KII	Key Informant Interview
MDG	Millennium Development Goal
MENA	Middle East and North Africa
MoLSA	Ministry of Labor and Social Affairs
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Co-operation and Development
PTAs	Parent Teacher Associations
SSA	Sub-Saharan Africa
UAE	United Arab Emirates
UN	United Nations
UNDP	United Nations Development Program
WLSA	Wereda Labor and Social Affairs
WWCYA	Wereda Women Children and Youth Affairs

ABSTRACT

Girls' migration to the Middle East has become a hot issue in Ethiopia. Hence, in Amhara National Regional State, North Wollo zone, specific place of Raya Kobo wereda the study has been conducted focusing on school girls' migration to the Middle East to examine its antecedences and consequences. The research has been conducted in two rural and two urban kebeles of primary and secondary schools. The purpose of the study is to find out what factors motivate school girls to migrate and to see what happened on girls as a result of migration. The research applied mainly the qualitative research method with the instruments of Key Informant Interview (KII), Focus Group Discussion (FGD), Document review and In-depth interview and also supported by quantitative data collection instrument-questionnaire. The research subjects were selected by systematic, purposive, simple random and snow ball sampling techniques. The research finding shows the driving factors for girls migration are; economic problem, family pressure, peer pressure, remittance pressure, teachers imposition, absence of job opportunity, proliferation of illegal brokers, money lenders and private agencies, low quality of education, drug addiction and existence of relatives in the Middle East. Hence, this has resulted in the following consequences: increase in school dropout, loss of interest to learn, physically and sexually abuse, low academic result, existence of interest conflicts between parents and daughters, loosen relationship with teachers and principals, loss of asset and displacement of parents with their daughters and influence on school boys regular class attendance. However, some have managed to generate assets for their families and themselves. In addition, the early marriage problem in the area has been dramatically decreased. Finally, the finding shows that the problem is very much interwoven and affecting different social sectors of the community. Hence, it requires collective efforts among government, Non-Governmental Organizations (NGOs) and other Community Based Organizations (CBOs) to mitigate existing problems in the area and retain girls in school.

CHAPTER 1: INTRODUCTION

1.1 Back ground

Today the world is becoming one planet. Access to information and communication technologies is highly improved. People across the world can communicate through various ways of communication channels and share different views, ideas and evidences on different life matters. The number of population all over the world has been dramatically increasing and reached at 7billion (UNDP, 2010). War, poverty, climate change, various incurable diseases and natural disasters became the world regular news.

As a result of the above all conditions and other factors people across the world started to migrate from place to place, from country to country, from continent to continent, crossing the borders. Of the 7billion people in the world in 2010, 214 million or 3.1 percent were international migrants (UNDP, 2012). As of the United Nations report, among the total world migrants Africa constitutes 1.9 percent of the total international migrants (UNDP, 2009). Weak economic background of its people has been tempting the continent stability and its overall wellbeing. Among African regions, it was repeatedly reported that Sub-Saharan Africa is the poorest region in the world. Hunger, civil war and ethnic conflicts are the major feature of the region for the last many decades. This has resulted in mass migration of population to different parts of the world. Adepoju (2008) in his study also mentioned that “migration flows from Sub-Saharan Africa are thus occurring within a context of extreme poverty, conflict, and HIV/AIDs pandemic, all of which impact migration dynamics”. IOM (1997) also in its report of “overview of international migration” mentioned that “In sub-Saharan Africa, pressures for increased migration may be the greatest in the world”. This shows that the movements of different group of people from this region have different push/pull factors.

Ethiopia is one of the largest and most populated countries in sub-Saharan African with 80 million inhabitants most of whom are living in the rural area. Hunger, civil war and absence of good governance had disrupted the stability of its people for long years and forced

to migrate internally and externally and distributed to the countries in the world. During the dictatorial regime of Mengistu, Ethiopian refugees were one of the largest numbers of African refugees in the world (Bariagaber, 1995). Many of the inhabitants escaped to abroad seeking asylum and started to live outside their country of origin. Besides the civil war, the regime had also a strong ban on the movement of people to go abroad as they will where ever they want to go. And this has also increased the number of migrants seeking for better life and freedom outside Ethiopia.

After the overthrow of the Derg Regime in 1991 the government that came to power made the right to free movement part of the constitution and every one willing and able to go aboard is now days allowed to do so. Following this, in June 2006 the Ethiopian government has announced that more than 13,000 Ethiopians were migrated abroad via legal channels (Marina de Regt, 2007). Since then the number of migrants from Ethiopia especially women and children (boys and girls) has been increasing from time to time particularly to the Middle East countries for different purposes. Asia is the second largest destination area for migrants from Africa next to Europe (UN, 2012).

The domestic work sector has grown significantly over the past 15 years, between 1995 and 2010, the number of domestic workers rose from approximately 33.2 million to 52.6 million-an increase of more than 19 million (ILO, 2013).

Ethiopian Migration to the Middle East countries mainly targeted women and young children for domestic works. As the study shows, among the women migrants to the Middle East from Ethiopia, seeking job and other opportunities, 7.5% of them were between the age of 13-17 while they went to abroad and 87% of them were victim of human trafficking (AGRINET, 2004). Labor migration from Ethiopia to the Middle East is characterized as being female-dominated, and is mainly channeled informally or semi-formally than formally. For instance among the estimated over 200,000 Ethiopian migrant workers in the Middle East and Gulf States (AGRINET, 2004), in the past five years only 43,800 i.e. about 22% (MOLSA archives, August 2006) left the country using the formal channel.

The number of youth migrants to the Middle East particularly girls has been increasing and reached at higher stage. There were few Agencies in Ethiopia years ago those facilitate job opportunities abroad in the Middle East countries but now the number of Agencies has reached 267 which are working across the nation (MOLSA, 2011). This indicates that the demand for migration among the youth particularly female youngsters to the Middle East is still fresh.

Currently, the migration of youths from Ethiopia is taking place in two ways; legally through established agencies with the knowledge of Ministry of Labor and Social Affairs and illegally through traffickers or brokers crossing the border or using Air transport (MoLSA, 2009). From the Middle East countries; Lebanon, Yemen, Saudi Arabia, Kuwait, Syria, Bahrain, and United Arab Emirate, from Africa; Sudan, South Africa, Djibouti, Egypt, Tanzania and Kenya are the most commonly known transit and destination countries for Ethiopian migrants(MoLSA,2009).

Repeatedly reported through different media channels, local and foreign, that many of trafficked migrants crossing the border were found dead and many of them disappeared. This is still outstanding and challenging issue for the government of Ethiopia now a day and many actions are taking place. Among the number of migrants to the Middle East, girls take the lion share with different age and educational background. As of the study conducted, among 443 sample female domestic workers residing in Yemen, Egypt, Saudi Arabia, and Lebanon, 4.9% of them were illiterate, 94.9% of them were reported having basic skills of reading and writing up to grade 12 (AGRINET 2004). This study further shows that most of the migrants of Ethiopian origin in the Middle East countries are between the age of 18-24 and who have dropped out from the schools.

Migrant workers often become victims of exploitation by their employers, governments, and employment agencies (Firehiwot, 2009). It is important to note that all migrant women in the Middle East may not necessarily share similar problems. The discrimination suffered varies depending on their race, ethnicity and religion. But in general Filipino, Sri Lankan, and Ethiopian women in the Middle East face double or triple oppression emanating from

their gender, class, and race (Ibid). The problems faced by women migrants usually begin in their home countries, especially through unethical practices by illegal brokers and private employment agencies. Migrant workers end up in exploitative working condition due to a lack of accurate information on the living and working conditions in receiving countries.

In Ethiopia, Article 12(2) b of the Private Employment Agency Proclamation states that agents have the duty to provide the necessary orientation for the workers regarding their work and the country of employment before the contract of employment is signed. However, as returning migrants have indicated, agencies do not properly communicate the real working conditions for fear of losing business, so they paint an idealized picture which encourages workers to migrate (Ibid). For this reason many Ethiopian Migrants in the Middle East are facing many challenges in their daily life.

Currently, the Ethiopian government is intensively working on the enhancement of girls' education across the nation to reach at the target of Millennium Development Goal (MDG). However, on the other hand, the dramatic migration stream of girls to the Middle East quitting their education is another concern of the government in which many of the community members are explaining their fears through different Medias and on different gatherings.

In Amhara National regional state, North Wollo is one of the zones in which girls migration is highly intensified and under strict supervision by established task forces working at all levels in the region (DoLSA, 2012). Significant numbers of illegal brokers are actively involved and different migration routes are used to transport children with different socio-demographic backgrounds.

This study, therefore, is focused on examining the antecedents and consequences of school girls' migration in North Wollo zone, in one of the selected weredas called Raya kobo. And the study is also aimed at identifying what mechanisms are in place or actions undertaken by the government and other stakeholders to mitigate the problem.

1.2. Statement of the Problem

Raya Kobo woreda is one of the 11 woredas of North wollo zone in Amhara region. The woreda is close to Afar region in which smuggling contrabands and migration to Djibouti crossing the border is the common practices adopted by the community. In recent years migration is critically developed in the area and huge number of girls, boys and women were fled to Middle East countries crossing the border using local brokers, Agencies and the immigration office structure. Especially the local brokers or smugglers who used to mediate and transport boys, girls and adults from the departure place, wereda capital, to the border of Djibouti, South Sudan, and Somali tried to deceive and mobilize mass youngsters which resulted in death of many innocent people on remote desert areas because of inappropriate transport system, plunderer, sexual abuse, and inhuman treatments. Large number of girls and boys were also drowned in the sea. But still parents are also insisting and enforcing their daughters to quit their school and go to Arab countries so as to bring money as few neighbors did for their families. On the other hand, school girls also insisting and forcing their parents to go to the Middle East countries.

Many of school girls are still suffering from this attitude of parents. On the other hand, girls by themselves also have great demand to go to Middle East by quitting their schooling program. Of course, significant numbers of families in the area are getting financial support from their daughters living in the Middle East countries. This might have contributed largely as a motivational factor for girls attending the school to dream for Middle East countries and quit their classes to lead better life there and generate income for their parents.

Currently, it is reported by wereda government officials that different sector employees such as police men, health extension workers, kebele managers and school teachers left the wereda for Middle East countries crossing the border through brokers as well as using legal Agencies. As of the Raya Kobo woreda education office, within the last two years period, more than 200 primary school teachers(both sex) migrated to the Middle East crossing the border that were expected to be exemplary for girls student in the school. Every New Year the students are usually requested to put or write their vision on a paper for the new academic

year by the school principals in the woreda and as evidence in one of the primary schools “Kobo Dingay kulil primary school” shows that majority of girls planned to go to Jeddah or other Arab nations. Majority of school drop outs are still girls in all grades in the woreda. Although some girls are keen to continue their education the influence from their parents and peers is another regular formidable task for children.

Many of returned girls from destination countries are not willing even to resume their education in their previous grades; instead they are eager to go back and do similar tasks as before. Wereda Women Children and Youth Affairs office (WWCYA) and education office have frequently requesting NGOs working in the area to intervene in the situation so as to mitigate the migration of school girls and minimize dropouts. From rural to urban move to Middle East became a major agenda of the community in the woreda and still outstanding challenge for the local Authorities.

Hence, this study has been conducted to investigate the situation and identify major motivating factors of school girls and the extent to which migration has affected girls’ school attendance and find out multifaceted problems experienced among school girls as the result of intensified migration in the area. And the study was conducted in the selected primary and secondary schools of Raya Kobo wereda.

1.2.1 Basic Research questions

Based on the problem statement above, the researcher, therefore, has tried to answer the following research questions to investigate the phenomena under study.

- How do school girls perceive migration?
- How do parents of school girls perceive migration?
- What factors motivate school girls to migrate?
- How does migration influence school girls’ attendance and performance?
- What local efforts are made to prevent girls’ migration to the Middle East?

1.3. Objectives of the study

This research was conducted to achieve the following two major objectives:

- To identify motivating factors and consequences of girls' migration to the Middle East in relation to their school attendance, performance and other social conditions.
- To find out what mitigating measures are undertaken by the government and other stakeholders.

1.4. Significance of the Study

Raya kobo wereda has been identified by the Regional government as one of the specific areas in which human traffickers and smugglers are intensively working and many children are leaving their place for the Middle East countries crossing the hardship in the transit towns and border of the routes. School girls' migration is increasing from time to time, and it is now the top agenda for wereda education office and wereda women children and youth affairs office. And this finding might help these sector offices to propose plausible solutions and tackle the root causes for migration.

Moreover, since the problem is very complicated and touched different social sectors of the society, this finding may trigger new research idea in the minds of other researchers. Besides, Amahara Regional Bureau of Labor and Social Affairs has been engaged in implementing a project in Raya kobo wereda in collaboration with International Organization for Migration (IOM). So that, this research finding will inform the project and other stakeholders in the area to improve or develop their strategy and encourage them to collectively work against school girls' mitigation.

Finally, this finding might also help those concerned government and nongovernmental organizations at regional and national levels to use the finding for their new area of intervention and collaborations in the region or in the nationwide.

1.5. Scope of the Study

This study is limited to a few sample areas of the study. It did not cover the whole primary and secondary schools in the wereda due to limited resources. And it was focused

only on the participants of school children from grade 7 to 10. The rest grade level students were not included in the study due to time constraints and the focus of the research. Raya kobo wereda has more than 40 rural and urban kebeles but the study focused only on two rural and two urban kebeles and selected primary and secondary schools. And the study only covered the perception of migration to the Middle East among the participants and its consequences on girls. Besides, the research also tried to identify what specific major actions are undertaken by the government in the area but not full-fledged investigation on it.

1.6. Limitations of the study

It had been better to get the idea of brokers who are directly involved in girls migration to the Middle East in different directions to enrich the research findings. The researcher has planned and tried to communicate with at least one of the brokers in the area. However, because of actions undertaken by the government against their work, they were not in the area and no one is willing to point at their specific address. Although, evidence as the Raya kobo wereda police office, shows that there are 17 brokers in the wereda involved in this matter. Some of them have been prosecuted and sent to Addis Ababa for further investigation by the government. Others are still under police surveillance. So the researcher didn't get them in the area. In addition, some of the migration returnees were not willing to participate in the study. Hence, the study involved limited returnees in the area. Moreover, because of shortage of time, it was not able to manage the discussion with school Parent Teacher Associations (PTAs).

1.7. Definitions of key Terms

- **Migration (human):** Is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary. An example of 'semi-permanent residence' would be the seasonal movements of migrant farm laborers. People can either choose to move ("voluntary migration") or be forced to move ("involuntary migration")

- **Emigration:** Leaving one country to move to another (e.g., the pilgrims emigrated from Ethiopia).
- **Emigrant :** A person who is leaving a country to reside in another country
- **Migration stream:** A group migration from a particular country, region, or city to a certain destination.
- **Return migration:** The voluntary movements of immigrants back to their place of origin. This is also known as circular migration.
- **Refugee:** A person who is residing outside the country of his or her origin due to fear of persecution for reasons of race, religion, nationality, membership in a particular social group, or political opinion.
- **Human smuggling:** Is the importation of people into a country via the deliberate evasion of immigration laws. This includes bringing illegal aliens into a country, as well as the unlawful transportation and harboring of aliens already in a country illegally. This can be done either clandestinely or through deception, such as the use of fraudulent documents. Some smuggling situations may involve murder, rape and assault.
- **Human trafficking:** Is recruitment, transportation, transfer, harboring, or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments to achieve the consent of a person having control over another person, for the purpose of exploitation.
- **Place of Origin:** the country or place where Emigrants are originated or came from.
- **Place of Destination:** the arrival country or place for emigrants
- **Antecedents:** Push and pull factors
- **School Attendance:** the term school attendance embodied the following key aspects:
 - Regular class attendance
 - Continued education until the end of the academic year without drop out
 - Aspiration of students to learn
 - Completion of primary and secondary education cycles
 - Complying with school rules and regulations
- **Consequences:** negative or positive influence or impact

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 The Concept of Migration

Now day the word migration with its different context with regard to the human migration has been dominantly familiar across the world among different community members. The mass movement of people because of poverty, war, bad governance, conflicts etc. from region to region, from country to another made the concept of migration to be conceived largely among the people in the world. Migration, as National Geographic Society (2005) defined “Is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary.” The movement of people from one place to another can take place either by the interest of the people or forced by various factors. In its broad explanation Migration can be internal or external. Internal migration is moving to a new home within the state, country, or continent. External Migration is moving to a new home in different state, country or continent.

Migration can also be categorized as Primitive Migration, Group or Mass Migration and Free/Individual migration (IOM, 1997). Primitive Migration refers to Hunter-gatherers moving in search of food and move forced by deterioration of the physical environment. Group or mass migration: the migration of a clan, tribe, or other social group that is larger than a family. Throughout history entire societies left their original domicile and laid claim to or invaded other areas which also early stages of colonization. Free/Individual migration: the movement of people, individuals, or in families in their own individual initiative and responsibility without official support or compulsion. `Much of the international migration since the 17th century has been of this type. All migrants are movers, but some movers are not migrants (UN, 2005).

In this research, it is found that evidences in some cases which parents are influenced their daughters and are forced to migrate to the Middle East without their own will, just to fulfill their parent’s interest. In this case it is difficult to say that individual migration totally based on their own individual initiatives without any compulsion.

2.2. Theory of Migration

2.2.1. Sociological theories

The sociological theories of migration date back to the intervening opportunities concept of Stouffer (1940) as it is cited in CEFMR working paper (2006). In his approach, the number of migratory events is proportional to the number of attracting opportunities (eg.jobs) available for migrants at the destination, and inversely proportional to the number of such opportunities existing closer to the place of origin. It is worth stressing that this concept does not relate migration directly to spatial distance (and cannot be thus classified as a purely geographical theory), but to the interplay between distance and opportunities available for prospective migrants in various locations.

2.2.2. Macroeconomic theories

The economic theories of labor migration, as all economic theories in general, follow either the macro- or micro-level perspective, and reflect a diversity of paradigms of theoretical economics that either dominated, or co-existed in various periods.

To begin with, the neoclassical macroeconomic migration theory (Lewis, 1954) as cited in CEFMR working paper (2006) explains that given wage differentials between two capitalist economies, one characterized by a surplus of labour (unemployment) and the other by a surplus of capital, migration and capital movements occur. The flows of both production factors in opposite directions, and the related convergence of wage levels, are a way of return to the economic equilibrium, where the wage differential reflects only the costs of undertaking migration. It is worth noting that in the whole neoclassical approach, migration is an disequilibrium phenomenon, which ceases as soon as the equilibrium is reached (cf. Harris and Todaro,1970). According to this theory, girls are migrating seeking for asset generation or making capital. It is true that in 2010 in the Middle East female domestic workers are account around 1,329,000 out of 52.6 million of the world(ILO, 2013). This has showed an increment from the previous years.

In Saudi Arabia, every year 100,000 foreigners enter the country (Zelalem, 2011). And it is definitely the movement of migration and capital. The surplus labour forces from Ethiopia

migrate to the Middle East and the capital of Middle East countries also come to Ethiopia, invested on the people. Girls are highly required for domestic purpose to serve the house wife, since they don't work out. For example in Saudi Arabia the female labour force participation is 17.7 % (UNDP, 2013). And this has attracted the school girls of Raya kobo wereda, by looking at the absence of job opportunity at home or aiming at gaining of capital from abroad, they resorted to migrate. However, in some cases, some migrants are started to come back to Ethiopia by comparing with the current status of Ethiopia. This means the economic disequilibrium is reaching at equilibrium. Had it been good job opportunities and better economic development in the area girls would not have been migrated for domestic works with small salary in the Middle East.

Nevertheless, the presented approach is very simplistic and does not explain for example the phenomenon of return migration, or population flows in the absence of wage differentials, as indicated by Stark (2003). For example from 2010-2012, 1574 girls were voluntarily repatriated from abroad and some have changes in Ethiopia (zelalem, 2011). One returnee has been interviewed by the researcher in the area and as of observation she has in a good economic position engaged in small business and employed two girls. Additionally, Jennissen (2004) points out to the fact that there exists an alternative Keynesian view on migration-induced labour market adjustments towards the economic equilibrium, through the elimination of differences in unemployment, not in wages (cf. Hart, 1975). What follows is the pro-cyclical nature of migration, as observed for example for Canada by Milne (1993), who showed that net migration rates of particular regions go along with the business cycle, although with a time lag.

2.2.3. Microeconomic theories

The individual-level migration decisions are explained for example by the neo-classical microeconomic theory of Sjaastad (1962), which treats migration as an investment in human capital, and a result of a rational cost-benefit analysis. According to this theory, prospective migrants choose the destinations that are maximizing the net present value of their expected future income, less various direct and indirect costs of migration. An individual decides to emigrate when the expected stream of income to be earned abroad net of migration costs

(monetary and non-pecuniary) is higher than the expected discounted value of income at home. The expected income gain depends on a worker's education or experience, returns to skills at host and home labour markets, costs of living and the probability of finding employment in different locations. The theory assumes that all markets clear. But this calculation and interpretation in terms of school girls migration is not acceptable. For those who have limited access to information on the labour market. Girls in school are not set aside for labor work even at the country of origin. Seeking for a job is usually happen when they accomplish the education cycles or failed to do so. As studies shows, the presence of demand for cheap and unskilled labour which the local people do not want to take up in the Middle East on the one hand, and the abundance of such form of labour force in Ethiopia on the other, obviously trigger the migration there by complicating the management (Zelalem, 2011). That is why with different demographic characteristics without specific cost benefit analysis calculation girls are migrating. And many cases of violations were reported and many of girls were returned back to their home land with psychosocial disorder.

However, heterogeneity of workers, different returns to their skills and differences between individual migration costs may lead to the existence of the equilibrium wage differential between locations (Katarzyna B. 2011). This approach to describe migration movements is often referred to as a human capital theory (Ibid).

2.2.4. Geographical theories

In the tradition of human geography, the theories of migration are focused on the role of distance in explaining spatial movements. Distance is viewed as a factor moderating the spatial interactions between regions, which include population flows. For example, the *gravity theory* of migration (Stewart, 1941), analogous to Newton's law of gravity, assume that migration between regions i and j , $m_{i,j}$ is proportional to the product of population sizes in the origin and destination regions (P_i and P_j), corresponding to masses in the Newtonian model, and inversely proportional to the b -th power of distance between the two regions, d_{ij} , which is a discounting factor (Isard, 1960/1965). As the research finding, most of the migrant girls from Raya kobo went to Yemen, transit site, because it is geographically the closest destination for migrants. That is why numbers of migrants are still arriving at Yemen.

For example, only in February 2011, around 10,496 Ethiopian migrants arrived at Yemen (Zelalem, 2011). This shows that the closest the destination to the country could be one of the factors that force or inspire number of migrants to move. Raya Kobo wereda is the closest location among others in Ethiopia to reach crossing the border at the imagined destination countries.

2.2.5. Unifying perspectives

Apart from the discipline-specific theories of migration, there have been also several attempts to propose a unified explanation for population flows. The *migration systems theory* (Kritz, 1992) following the pioneering work by Mabogunje, (1970) distinguishes migration systems comprised of various sending and receiving countries characterized by similar migratory patterns. In such a dynamic system, migration is in a continuous interplay with historical, economic, cultural and political linkages between the countries, both on the micro and macro levels. The presence of feedback effects makes population flows both a cause, as well as an outcome of the other interactions. Despite the clear advantages of such a synthesizing and multi-perspective approach, it is at the moment too complex to be applied in practice, especially given the problems with availability and quality of internationally-comparable migration statistics (Zlotnik, 1998).

If we see the demographic characteristics of migrating girls from Raya Kobo wereda most of them are Christians in religion. And most of the destination countries to these emigrants are totally Muslim countries. If we compare this sole thing only leave alone others, will not be able to bring them together. Sometimes even this has been a case for deporting domestic workers back to their home land. Off course it might be possible for other similar countries.

2.3. Trends and patterns of Migration

International migration flows is increasing from time to time. According to the UN report, (UN 2012) out of 7 billion world population 214 million were international migrants. The world economic crisis, poverty, civil war, border conflicts and other forms of human right violations are greatly enhanced migration across the world. Especially the young migrants now a day are taking the higher rate across the developing nations. International migrants in

Africa and Asia are relatively young. 40% of the international migrants from Africa are reported under the age of 20 (UN, 2012). Different studies as it is also cited in the background shows that children particularly girls who were not completed their primary and secondary schools also dropped out from the school and migrated for domestic works abroad.

The political transitions in North Africa and the Middle East in 2011 have had a tremendous impact on migration patterns in the Middle East and North Africa (MENA) region and beyond (IOM, 2011). The migration pattern in Africa, particularly Sub-Saharan Africa, revealed huge wave of human movement that exceeded the global average (Russel, 1990). Migrants generally change occupations and in most cases find jobs that require some degree of skills.

The demographic dynamics expected to prevail in different regions in the next decades will raise a serious concern on the nature of the global labor market as well as its implication to migration pressures. Developed regions such as Europe and North America are expected to experience a decline in the size of their labor force, particularly within the younger cohort at a rapid rate, generating a large deficit that would raise the stake for continued growth, maintaining healthy fiscal balance and caring for the elderly (Koettl, 2010). On the other hand, Sub Saharan Africa is expected to witness a surge in the labor force, particularly within the younger age bracket, which put enormous pressure on the propensity to emigrate as it may come on the back of weak economy, narrow resource base and fragile institutions (Hatton and Williamson, 2003). The rapid urbanization in the developing world, which can be compared with what Western Europe underwent during the Industrial Revolution, can largely be attributed to rural-to-urban migration.

During recent years, low fertility rates, particularly in Europe, and shrinking working-age cohorts have led to a massive and diverse inflow of immigrants in to OECD countries. As immigrant fertility rates in many source countries are still higher than those of native born, the extent of the fertility adjustment of immigrants plays a role in gauging their contribution to the future demographic structure of recipient countries (Alica Adsera & Ana Ferrer, 2011).

The current trend of children migration across the world is mainly for domestic works. And this has stolen many children even below the age of 18 from the schools. See the following table how children across the world are serving as domestic and employed workers:

Table 1 Estimates of number of children in domestic work by age and sex, 2008

Age group and sex	Children in domestic work	Children in employment	Children in domestic work as percentage of children in employment
5-10 years	3514000	91024000	3.9
Boys	1430000	49490000	2.9
Girls	2084000	41534000	5.0
12-14 years	3880000	85428000	4.5
Boys	1069000	49679000	2.2
Girls	2811000	35749000	7.9
15-17 years	8131000	129217000	6.3
Boys	1694000	76608000	2.2
Girls	6436000	52609000	12.2
Total 5-17 years	15525000	305669000	5.1
boys	4193000	175777000	2.4
Girls	11331000	129892000	8.7

Source: ILO Statistical information and Monitoring program on Child Labor (IPEC/SIMPOC)

From the above table, table 1, we can imagine that how children are highly engaged in domestic works beyond their capacity. Particularly girl's share is much higher than boys. For example, between the ages of 5 and 10, domestic workers of girls account 59.3% among the children in the world who involved in domestic works. Similarly, between the ages 12 to 14, domestic worker girls account 72.4% which has much increased from the earlier age. Therefore, the table above shows that as the age increases the demand for girl's labour in the world market also increases. Similarly in the research area today, girls below the age of 18 are taking their passport with forged age description on their ID card and migrating to the Middle East for domestic works. Even from the school, grade five girls are migrating crossing the border without any skill and capacity to serve as a domestic work. That is why many teenagers are rapidly migrating having a world experience of these days.

The routes of migration across the world are many in different regions. People use different routes of migration to reach at the required destination countries. There are four routes of migration from Ethiopia (Zelalme, 2011): 1) The northern route: Egypt and Libya

and ultimate destination is Israel and Europe respectively 2) Southern route: Kenya – Tanzania and further south and ultimate destination is South Africa. 3) The western route: Metema to south Sudan, the ultimate destination is Sudan 4) The Eastern route: Djibouti, Somaliland and Yemen- the ultimate destination is Saudi Arabia and other rich Gulf states. The research findings in Raya kobo shows that the main routes of migration for school girls in the wereda are route number 3 and 4. However, the most dominantly used is rout number 4, the eastern route.

2.4. Push/pull factors of Migration

Migration takes place across the world, internally or externally, for various reasons. There have been many factors that push/pull migrants to left their origin places. In some countries, the migrants residing abroad their origin country covers the higher percentage among the origin national population. For example, in Bahrain, 36.36% of the total population of the nation is foreign born population. Among this 17.88% were child migrants and 24.79% were youth migrants (Andrea Rossi, 2008). From this angle we can see that people with different age group migrate to different places for different reasons at higher rate.

Why do people migrate? Many migrants move for economic reasons. Some are in search of better socio-economic conditions and seek to work abroad. Others face extreme poverty in their home country and see no choice but migrating to survive. Some work legally while others have no work permit and are active in the shadow economy. Migrants move not only for themselves but also for their families: they send money home, thereby enabling their relatives to live better lives. Migrant-sending countries are also interested in these remittances, which play a key role in their economy.

In Jordan, for example, remittances account for 22 per cent of the country's GDP (UN, 2003). Some countries reduced the migration of children from the school by improving the finance capacity of their parents. In China, for example, increasing adult female incomes by 10% of the average household income increased the fraction of surviving girls by a percentage point and increased the years of schooling for both boys and girls (Qian, N, 2008).In Brazil and Mexico, cash transfers directed at women have resulted in higher nutrition and educational

levels for children, especially girls, decreases in child labor and better employment for young women (UN DESA, 2009). In Raya kobo wereda one of the reasons for school girls' migration as the finding shows is economic problem of the family. In some areas of the wereda, local NGOs are supporting parents with weak economic background with different Income Generating Activities (IGAs) by the name of girls to pursue their education and encourage parents to send their children to school. And this has a sort of contribution not to migrate girls.

Other migrants move because of political circumstances. They flee war, civil strife, ethnic conflict, violations of human rights or other situations of this kind. Some are recognized as refugees immediately, often in neighboring countries. Others become asylum seekers. Refugees and asylum seekers are not always entitled to work, but many work illegally. The distinction between migrant workers and refugees is not always clear. Asylum seekers may be 'economic refugees' because they flee economic difficulties rather than political circumstances (IOM, 2011). Migrants are sometimes incited to present themselves as asylum seekers because they have no other possibility of legally entering a country. Other migrants are in refuge like situations but prefer to cross borders as migrant workers to avoid suspicion. The Convention only applies to migrant workers and not to refugees, whose situation is handled by the Convention relating to the Status of Refugees and its Protocol.

However, the complexity of contemporary migratory flows challenges this distinction. Receiving countries may have reasons to welcome migrants as well. Their presence and labor are required because of shortages in the labour force and of native workers' reluctance to perform specific jobs: this particularly concerns the so-called '3D (dirty, demanding and dangerous) jobs', such as those in the building sector or in domestic services, which are often performed by migrants throughout the world (UN 2003). Most industrialized countries are, therefore, economically dependent on migrants. In developing countries, many people consider migration as the only option to improve their livelihoods (IOM, 2011). In the research area off course some girls enabled their parents to improve their livelihood by sending money on regular basis and have got built houses. The domestic labor demand in Middle East attracted domestic girls to migrate to use the opportunities.

Migrants are, therefore, pushed to leave their country and pulled towards countries that need them by different factors. Because of the combination of both push and pull factors, migration is likely to continue, despite growing mobility restrictions.

2.5. Effects of Migration

Migration can alter the social characteristics of communities (at both origin and destination) countries. The migrants go to the destination country with their own culture and characteristics which can influence the social characteristics of the destination population. In the reverse they also receive new social characteristics to their origin countries while they visit their families. In the research area when the researcher talked to returnees, in every interim of conversation they insert Arabic words and also observed their dressing style which resembles the common people styles in the Middle East. Migration, obviously, has economic consequences. Migration can facilitate funding and technical assistance for migration activities through the mobilization of resources from international partners for development plans (IOM, 2010). Besides, sending home money on an individual basis, migrants can also make contributions to their origin countries collectively, via migrant or Diaspora associations, including home town associations (IOM, 2010). Migration has different negative impact on different fields of development. Sigrid Luchtenberg in his book mentioned that:

“Migration has become one of the great challenges worldwide. This is due to the increasing number of migrants in all parts in the world, though migration is by no means a new phenomenon. The challenges posed by migration affect many fields, from politics to education, with different answers found in different countries and under different circumstances” (Sigrid, 2004, p.1).

If the children migrated from their schooling program, it is true that the enrolment rate will decrease and dropout rates will increase. With the same token, if the skilled or educated people also migrated the human power for development in the origin countries will diminish while the other benefits. The research finding shows that in Raya kobo wereda, in current academic year, 117 primary school teachers (20 females) were migrated to the Middle East. This has motivated girls to think

on migration and paved the way for school girls' dropout and even the school teachers as well.

Demographic effects such as fertility, mortality, population size and distribution will increase particularly in the destination country. For example, Australia has about 7 million people (including descendants) as a result of migration since the Second World War in 2001, about 4.5 million people (23% of the population) and 2.4 million workers (25% of the workforce) were born abroad (Productivity commission, 2006). Emigration from a country affects its aggregate income by affecting the skill price and the level of skill. The more skilled are the out-migrants the greater the amount of aggregate skill reduction and thus the larger the upward effect on the skill price , a reduction in the population because of out-migration makes labor more scarce and thus raises the skill price (UN, 2005).

Children are affected by migration when they are left behind by one or both migrating parents, migrating with parents (or born abroad), or migrating alone. The impact of migration on children and adolescents must be seen in the broader context of poverty and conflict, and within the perspectives of vulnerability and resilience, gender relations and children's rights (UNICEF, 2006).

The Convention on the Rights of the Child (CRC) protects every child, regardless of nationality or immigration status. States have obligations to respect the provisions of the Convention in their policies and actions toward each and every child within their jurisdiction. These provisions include the right to citizenship, physical integrity, health and education as well as the right to be free from discrimination, exploitation, and abuse. The International Convention on the Protection of the Rights of All Migrant Workers reaffirms these rights Set forth in the CRC (Ibid).

Children of migrants face challenges in adapting to host societies are: Greater risk of dropping out of school, teenage pregnancy and juvenile crime, incomplete citizenship rights, difficult access to social services and danger of social exclusion (UNICEF, 2006). Knowledge about the health status of migrants is often limited due to lack of data. This is

because migrants are often excluded from surveys. There may be several reasons for this, including insufficient knowledge of the language, lack of professional interpreters, and greater costs when conducting surveys and interviews among migrants (Maria, 2007). Migrants may be exposed to health risks before, during and after leaving their countries of origin. Before and during the journey, migrants may experience wars, torture, imprisonment, loss of relatives, long stays in refugee camps, socioeconomic hardship etc. Some of the risks experienced after arriving in the recipient country include imprisonment, long-lasting asylum seeking processes, language barriers, lack of knowledge about health services in the new social context, discrimination and marginalization. Additionally, long periods in refugee camps in the recipient country may cause existential insecurity, leading to stress reactions with negative health impacts (Ibid).

Today, domestic work is the single most important category of employment among women migrants to the Gulf States, as well as to Lebanon and Jordan. Historically, domestic work in Middle East countries was performed by poorer men or women from within the same country. This has shifted in the last few decades as increasingly wealthy families have hired domestic workers from overseas. The increase of Arab women in the labour force, and changing conceptions of women's responsibilities, has resulted in a shift in household responsibilities to hired domestic workers (Gwenann, 2009).

The imbalance created by the reliance on increasing numbers of foreigners for essential labour in the community is causing social tensions and a negative backlash in the media against heavy reliance on foreign female domestic workers, on the community in general, but also on Arab women in particular. Domestic workers have become a scapegoat in the disrupted social order, such that the maltreatment of foreign female workers, whether through restriction of freedom of movement and organization, lack of coverage under labour laws, or physical, verbal, and sexual abuse, has become normalized into the structure of these societies. Notably, the localization of maids from Africa, South Asia, and Southeast Asia, has resulted in a radicalization of domestic work. Domestic work in the Middle East countries is now only performed by people of African or Asian origin, whereas workers who are nationals of the receiving countries refuse to perform this work even if persistently poor

and unemployed. In some countries like the UAE and Saudi Arabia, racialization of domestic work can simply be described as a continuation of the social structure of slavery, which was legal in these countries until the 1960s (Ibid).

Despite the benefits of domestic work to migrant workers, many become victims of exploitation by employers, the government and recruiting agents. Workers routinely experience humiliation and xenophobic behavior. At times abuse can reach the level of basic violations of human rights. Even when workers are not victims of sexual or physical violence, treatment of domestic workers that has become accepted as normative, such as the lack of freedom of movement, violates basic labour and human rights. Exploitation of workers is in large part a result of the legal structures of the receiving Arab states, which have been crafted to ensure the temporary nature of domestic work contracts and the resulting lack of protection of these workers under the law (Gwenann, 2009).

2.6. Migration & Education

Education is a main determinant factor for wages of migrants both in the country of origin and the potential destination country. Although the decisions about how much education to obtain and whether to migrate are often sequential, individuals may in many cases make these choices simultaneously, choosing education at home with a view to migrating later (Christian and Albrecht, 2011). Once migrated, choices about skill acquisition in the host country are crucial for the economic pay off of the migration decision (Ibid). Migrations may also affect educational attainments of those who do not choose to move, both in the destination and the origin countries (Christian and Albrecht, 2011). The destination countries receive the higher and the lower educated group of its emigrating population. The educated group may have potential better job opportunity while others with low educational background may not have similar job opportunities in the destination country.

Migration is increasingly viewed by development scholars as possessing significant development potential for sending countries-not least because migrant remittances, estimated by the World Bank to be US\$283 billion worldwide in 2008, have led to

substantial investments in human and physical capital back home(DRC,2009). There seems to be positive correlation between remittances and education.

Migration and the continued absence of a close family member may disrupt child development and schooling. Migration can impact child development positively as well as negatively depending on how and what outcomes we value. The girls in the research area migrated cancelling their education program in the school for domestic work abroad and this has increased the dropout rate of girls and at the same time number of out of school girls in the wereda. It is believed that, 35 million girls are still out of school today in the world, many in sub sharan Africa or among minority populations (World Bank 2011). The success of migrants abroad has the power to positively influence non-migrant children's self-esteem and perceptions of their own potential, regardless of their own migration aspirations. In the group discussions with school teachers in the research area said that even the outstanding girls in the school which they expect them as figure head went to Middle East together with their friends and this has created desperate endeavor among teachers for girls. These children, as the teacher said, are attracted by the houses constructed in the area by migrants working in the Middle East. The effect is certainly tangible even if hard to measure (Clemens, 2009). The studies show that educating girls yields a higher rate of return than any other investment in the developing world (Abueghaid and Kalasen, 2000) as cited in Kane (2004:2). However, the trend of migration these days is greatly affecting the attendance of girls in schools. The involvement of female teachers in retaining girls in the school has a paramount importance in achieving the intended objective. In all aspects of girls school the availability of female teacher is salient as both an instrument and product. But what is observed in the research is female teachers are engaged in motivating girls to migrate.

The migration Education literature utilizes three broad criteria to define education outcomes - access to quality education, participation in education, and academic performance. Apart from children that actively migrate in order to seek improved access to social services such as education, internal and international migration often tends to have an adverse effect on migrant children who face a number of obstacles in accessing high quality schooling (UNDP, 2009).

The central question is whether migration can contribute to the human development of source countries. Literature on the subject has identified two main and several minor channels through which migration may, positively or negatively, affect outcomes for children (Ibid). First, we need to ask if remittances are primarily used to finance current household consumption, or if they are devoted to productive investments such as physical and human capital accumulation. Recently there has been some consensus that remittances allow credit-constrained households to reduce child labour and spend more at the margin on education and other investment goods (yang, 2008). Yang sought to directly capture the effect of remittances on educational and labour outcomes for children in origin households, an important study on Mexican remittances by Lopez-Cordova (2005) presents evidence supporting the view that international remittances tend to lead to improved development outcomes. The paper uses a 2000 cross-section of all Mexican municipalities to show that a rise in the fraction of international remittance-receiving households in the locality is associated with improved schooling outcomes.

Hanson and Woodruff (2003) compared the educational progress of children in households with migrants in the USA to the schooling outcomes of children with no external migrants. The authors used a 10% sub sample of the 2000 Mexico Census containing unique detailed information on external migration to examine the causal impact of migration on educational attainment of 10-15 year-old Mexican children. Due to potential endogeneity in the impact of migration on education, they instrument for household migration decisions using an interaction term between historical state migration patterns and household characteristics. In their empirical model, children's variation in grade completion is a function of regional, household, as well as individual characteristics that shape the perceived returns and costs of additional education.

Migration affects young children from many angles. Some children move with their family, some are left behind in the care of others when one or both parents migrate, some are sent to another nation along with a parent, while one parent remains employed in the home nation UNESCO (2008). Children's lives are impacted by migration whether the move is out of desperation or whether the parents are well educated and financially stable

(Ibid). There is also some evidence to show that an increasing number of young people are losing interest in education because of, often false, hope of emigration (Brauw, 2006). Similarly negative incentives for education can arise if migration is dominated by often undocumented, low skill migration flows (Ibid).

Within international migration it is also important to reflect on how migration status impacts educational outcomes of migrating children. Sabates-Wheeler (2009) use primary data and secondary evidence to show that the line between regular and irregular migrants is more blurred than is commonly believed. According to Shewbridge (2008), the worst challenges are faced by children migrating between developing countries alone or with parents on temporary worker visas. Most of these children are unable to access education at all because of extreme poverty, arduous work, poor health, severe language difficulties, and social marginalization.

The integration of increasing numbers of migrants is a major policy issue for western countries but despite concerted efforts many continue to experience difficulties in the integration of their migrant populations. A key determinant of migrants' social integration is their educational level but there is a large and persistent gap between the attainment of both the first and subsequent generations of migrant students with that of their non-migrants peers. It is notable, however, that the educational performance of migrant students from the same country of origin differs substantially across the various immigrants accepting or 'host' societies (Levels and Dronkers 2008). This suggests that the poor educational performance of migrants is not simply related to the migrant populations themselves but also to the societies and education systems that they encounter and which differ in terms of their social policies, education systems, and labour market characteristics.

The research confirms that both first and second generation migrant students have lower attainment levels in mathematics than non-migrant students and that family background is a highly important factor in this, especially the attainment of first generation migrants. Most of the attainment gap is explained by 'migrant specific variables': for first generation migrants age of arrival in the host country and for both first and second generation, the language spoken at home (Ibid).

2.7. Migration in Ethiopia

Migration dynamics are continually evolving to meet changes in the global environment. New migration flows develop in response to economic, social and political structures in host and sending countries, often referred to as the push and pull factors of migration. The current environment in Sub-Saharan Africa (SSA) has led to increasing migration movements from countries in the region in recent decades as people are pulled towards other countries and regions in search of better opportunities.

Africa is a region that has strong migration dynamics stemming from a mix of conflicts, income inequality and poverty, and environmental factors such as droughts (IOM, 2010). A large portion of the migratory movements in SSA can be characterized as internal African migration between countries. Limited data is available, however, on migration dynamics in and from SSA, particularly to other regions of the south. According to the World Migration Report published by the International Organization for Migration (IOM), there were an estimated 19 million international migrants in Africa in 2010, an increase of 1.5 million international migrants from 2005 (IOM, 2010).

The Federal Democratic Republic of Ethiopia is a country located in the Horn of Africa, bordered by Eritrea to the north, Djibouti and Somalia to the east, Sudan and South Sudan to the west, and Kenya to the south. Ethiopia is the second-most populous nation on the African continent, with about 83 million inhabitants (2010 estimate). The majority of the population, 82.4%, lives in rural areas while 17.6% of the population lives in urban areas. The annual population growth rate in urban areas was 2.21% between 2005. The fertility rate is considered high with 5.6 live births per woman so that, population under 15 years of age is 41.5%. The Economy of Ethiopia depends on agriculture; agriculture accounts for more than 40% of the gross domestic product (GDP), 80% of exports, and 80% of the labor force. Many other economic activities depend on agriculture, and exports are almost entirely agricultural commodities. In 2011 the UNDP ranked Ethiopia 174 of 187 in the World in the Human Development Index with a value of 0.363; still below the classification of „low human development“ value of 0.456 (CMRS, 2012).

Ethiopia is a member state of the Africa Union and therefore a participant of the Joint Africa- EU Declaration on Migration and Development. This Declaration states that signatories will “Commit to a partnership between countries of origin, transit and destination to better manage migration in a comprehensive, holistic and balanced manner, in a spirit of shared responsibility and cooperation”. Ethiopian law provides for freedom of movement within the country, foreign travel, emigration, and repatriation. The government has cooperated with UNHCR, the UNDP, the IOM and other humanitarian organizations in assisting refugees and returning citizens (Ibid).

Political instability in Ethiopia in the 1970s and the large refugee flows of the 1980s led to a strong migration stream from Ethiopia. Aside from Ethiopian refugees, the Ethiopian Diaspora is one of the largest of all African countries and is concentrated mainly in the United States and Western Europe. According to the World Bank data, the number of Ethiopians abroad was estimated at a level of 620 thousand in 2010. The total number of Ethiopian Emigrants is equivalent to 0.6% of the total population of the country.

The main destinations of Ethiopians migrants are Sudan, the United States, and Israel; the combined number of Ethiopians in these three countries comprises more than 60% of Ethiopians abroad (about 380 thousand migrants). Ethiopian workers in Saudi Arabia amount for 4.6% of Ethiopians abroad. Moreover, Ethiopians in Western Europe amount for 11.2% of migrants (CMRS, 2012). The following table, table 2, shows Ethiopian migration by receiving country in 2010.

Table 2 Ethiopian migration by receiving country, 2010

Receiving Country	Number of migrants	percent
Sudan	152,094	24.5
United States	139,693	22.5
Israel	87,556	14.1
Djibouti	34,697	5.6
Kenya	30,763	5.0
Saudi Arabia	28,618	4.6
Canada	22,951	3.7
Germany	21,085	3.4
Italy	17226	2.8
Sweden	12,534	2.0
United Kingdom	10,298	1.7
Netherlands	8,144	1.3
Other countries	54,746	8.8
Total	620,405	100

Source: Calculated from The World Bank (2011) Migration and Remittances Fact book 2011.

Emigration movements from Ethiopia have been concentrated in the last thirty years and can be characterized in four waves (Tasse, 2004 in Lyons, 2007). The first wave was pre-1974 with the emigration and return of Ethiopian elite, who primarily went abroad for education and then returned. In 1974, the military Dergue regime took over from the monarchy imposing a state of fear. Refugees fleeing the Dergue regime characterized the second wave from 1974-82. The third wave was primarily migration for family reunification from 1982-1991 as families previously left behind joined those who had initially fled the regime. In 1991, the Dergue regime was defeated and in 1994 Ethiopia held its first democratic elections. The primary migration flow in the 1990s was the repatriation and return to Ethiopia of refugees from neighboring countries. The final wave of Ethiopian emigration can be characterized by the post-1991 flows that continue today.

There is limited availability of data on current migration stocks and flows from Ethiopia. The majority of data currently available is at the macro level. The World Bank cites the 2010 stock of Ethiopian emigrants to be at 620,000 and the stock of emigrants as a percentage of the population to be 0.7 percent (2011). Further, the World Bank cites the top destination countries as: Sudan, the United States, Israel, Djibouti, Kenya, Saudi Arabia, Canada, Germany, Italy and Sweden (2011). At the micro level, in a recent survey of 2,042 individuals, the World Bank found that 39% of the respondents currently had family members or relatives living in another country (2010).

According to the Ethiopian Ministry of Labour and Social Affairs, it issued 21,256 employment contracts for Ethiopians to work in the Middle East from July 2008 to July 2009 (MOLSA, 2010). Eighty-two percent of these work permits were for females. The primary countries the work permits were issued for were Saudi Arabia (61.9 percent), Kuwait (33.16 percent), and Bahrain (3.22 percent). In an attempt to regularize irregular migration flows to the Middle East, employment agencies involved in migration between Ethiopia and the Middle East officially require a license issued by MOLSA to provide employment contracts. The majority of migration to the Middle East continues to be irregular, however. According to a forthcoming study commissioned by the UNDP, it is estimated that up to half a million females migrate from Ethiopia to the Middle East each year. A large industry of informal labour brokers has been established in Ethiopia with both legal and illegal agencies offering to place women in domestic work in the Middle East (ILO, 2011).

Ethiopian migrants to the north are more educated, from more educated households in urban areas, and are more likely to be married (although the majority are still single). They are most likely to have a passport and migrate for a variety of reasons including employment, family reunification, as UNHCR sponsored refugees and for education. Migrants to the north are the most likely to have a network in the country of migration, which influences their destination choice. They are also more likely to make their decision to migrate in consultation with their family, and their migrations are primarily funded by gifts from family or friends. Finally, they are absent from the household for the longest average duration and are the least likely to be employed in the country of migration (Katie, 2012).

Migrants from Ethiopia in African countries present a different picture from migrants to the north. Ethiopian migrants using these south-south migration channels are primarily from rural areas where the household is involved in agricultural or herding for their livelihoods and are the most frequent recipients of food aid (Ibid). These migrants and their head of household have low levels of education. Ethiopians migrating within Africa frequently do not have a passport or any formal entry documents. Nearly all south-south migrants migrate for employment and they generally migrate to countries that are easy to access and where they can find a job. This group is the most likely to migrate with friends as a part of a group. Finally, the majority have paid employment in the country of migration, though they are most likely to migrate for the shortest period.

In the final group, Ethiopian migrants to the Middle East are predominately young and female, from a mixture of rural and urban areas with low levels of education of the migrant and household head. The household heads are in a variety of occupations including agriculture, paid work, housework, self-employment or retired. These households are the most likely to report that they are finding it difficult to cope, however. The primary motivation for migration is employment and the vast majorities are employed in paid work in the country of migration. They chose the destination choice country based on working conditions, payment and finding employment. In order to finance their migration, they most frequently take informal loans from family or friends. Ethiopia migrants in the Middle East tend to migrate alone (although some migrate with a broker or smuggler), and have been abroad for an average of four years (Ibid). The feminization of migration is also highly evident in Ethiopia, as sixty percent of total migrants are female. Migration to the Middle East is most significantly a female phenomenon and is motivated by gender-specific domestic work opportunities in the Middle East (Katie, 2012). The results also indicate that females are active decision makers exercising their agency in the process, as 43 percent make the decision to migrate without consulting anyone else, as opposed to historical migration trends in which women were classified as passive reactors to migration processes (Ibid). The researcher also mentioned that, the feminization of the Middle Eastern migration flow from Ethiopia is comparable to countries in Asia such as the Philippines, Indonesia or Sri Lanka, where migration is primarily female-dominated for domestic work.

CHAPTER 3: METHODS OF THE STUDY

3.1. Study Area

This study has been conducted in Amhara region; North Wollo Administrative zone, Raya kobo wereda. Raya kobo wereda is one of the weredas in North Wollo zone located in the lowland area western to Afar region with the weather condition of 59% kola, 3% Dega, and 38% woinadga. The total population of the wereda is estimated around 202,256(100,756 of females). Among the total population, children, below the age of 18, are 98,430 of which 48,041 are girls (BolSA, 2012).

In the wereda there are 121 primary, 6 secondary and one preparatory schools exist and giving services to the community. As the current academic year registration shows, the primary school attendant girls (grade 1-8) in the wereda account 19,581(Ibid). The wereda has been further divided in two administrative zones; kobo town Administration and kobo rural Administration. This has been done for the administrative purpose by the government to simplify its management. But for the purpose of this study the area has been taken as one context as it is named Raya kobo wereda.

This area is purposefully selected for the study from the experience of the researcher. Diverse information was heard during different meetings conducted at wereda level while different projects were implementing in the area by the organization in which the researcher is working. And hence, different cases of migration reports were received from the area through the projects. Because of this cumulative knowledge of the researcher about the situation in the area, the research is decided to be conducted in this area.

3.2. Study design

This study has applied mainly the qualitative research design but also supported by quantitative data collection instrument. And specifically the study uses concurrent nested strategy. This is because the researcher wants to expand an understanding from one method to another and ensure the validity of findings from different data sources.

3.3. Study Participants

The study participants for the research were those school girls attending second cycle of primary school and secondary school in the study area including boys in three sample schools. In addition, the study has incorporated parents, returnees, school principals, wereda education office head, wereda justice office head, wereda Women children and youth affairs office head, Department of Labor and Social Affairs process owner and school teachers as the study participants to the topic under study.

3.4. Sample Size

Among existing primary and secondary schools in the area, sample schools were selected from different cycles and settings based on the following selection criteria:

- Availability of time and other resources from the researcher side;
- The location of school where it is situated in the area in which many of young girls were assumed to be migrated to the middle east countries;
- Consideration of urban and rural settings;
- Schools located in the lowland areas in which in most cases migration is highly experienced;
- The greater number of school population;

Based on the criteria above, a total of four second cycle primary schools; (two from urban setting and two from rural setting), and two secondary schools have been selected for the study. The following table, table 3, depicts the sample of the schools selected for the study and sample female students who participated in the research.

Table 3 Number of Primary & Secondary Schools and Subjects covered by the Study

S/No	Name of the school	Grade level	Location	Sample Population		
				M	F	T
1	Ewketchora primary school	1-8	Urban	12	32	44
2	Kobo primary school	1-8	Urban		32	32
3	Kobo secondary school	9-10	Urban	6	32	38
4	Gobiye primary school	1-8	Rural		32	32
5	Gobiye Secondary school	9-10	Rural		32	32
6	Ayub Primary school	1-8	Rural	12	32	44
	Grand Total			30	192	222

The size of the study population have been selected from all second cycle of primary schools (that means grade five to grade eight and students from grade nine to ten in the secondary school). From the second cycle primary schools, students in grade seven and eight were merged together and selected for the study. And similarly, from the secondary school, grade nine and ten students have been selected and merged together for the study. This is done intentionally to consider the age level of children in schools which presumed to have capacity to explain what they feel about the situation and are potential to migrate. With regard to boys, only two schools from urban setting (one primary and one secondary) and one from the rural and with a total of thirty boys have participated in the study, just to get their reflection, if girls migration has implications on their part.

To apply the quantitative data collection instrument, a total of 120 girls from four primary and two secondary schools (20 from each) have been selected systematically and asked to respond to questions so as to obtain information on the topic under study. In general, two hundred twenty two school children, 192 girls & 30 boys have been participated in the study from all schools in the selected study area.

In addition to these, sample ten parents from rural and ten parents from the urban areas with a mixed context (parents who sent children to the Middle East and those who didn't), six school principals, wereda education office head, twenty five primary school teachers/ five per school, excluding one secondary school, two other government office heads (women children and youth affairs and Justice office heads) were also participated in the research.

3.5. Sampling Methods

Systematic sampling technique was applied to select school girls for the questionnaire between the age ranges of 14 to 20 and by grade level. At the beginning the lists of students from grade 7, 8, 9 and 10 were prepared corresponding to within the age range and every seven of them has taken until reaches the required number and orientation was given how to work on the paper. Besides, purposeful sampling strategies has been applied to select parents who are expected to have potential information on migration to the Middle East in tandem

with their daughters. In this technique those parents who are insisting their daughters to migrate, those who sent and those who didn't send have been screened out and key informants were also selected with this techniques. In addition, school teachers were also selected by purposeful sampling technique for the discussions. Snowball sampling method was also applied to acquire potential key informants, particularly to find out those girls who have special cases or victim of migration and or return migration. Simple random sampling technique has been applied also to select school children for the focus group discussions in all grades.

3.6. Data Collection Instruments

In this research, the following data collection instruments have been applied to collect primary and secondary data from the participants.

- **Questionnaire:** it has been developed and piloted in one small village and some amendments on the duplication of questions within the same context have been done to acquire the required information and avoid ambiguity. This has been done to support the qualitative information to be collected by other instruments. It has three parts; part one focuses on gathering information about their families abroad and their own feeling now, part two focuses on identifying motivating factors for migration and part three focuses on their plan and knowledge of migration which also includes mechanisms or their suggestions for mitigation. And hence, one hundred twenty systematically selected school girls have got a questionnaire and their respond has been itemized.
- **Key Informant Interview (KII):** School principals, wereda Justice Office head, Women Children and Youth Affairs office head, education office head, migration return, and Zone and Wereda Labour and Social Affairs office heads (DOLSA & WLSA) have been interviewed to get data on their insights and experience on the research topic.
- **Focus Group Discussion (FGD):** Focus group discussion checklists have been developed and used to moderate for the discussions made with Families (with different composition), teachers and school children (boys and girls). Based on the required

data on each participant, the checklists were prepared separately and some questions were commonly asked for all participants to see their differences and similarities in their attitude. Moreover, due to the interaction among the members in a group enabled the researcher to exploit more information on the topic under study.

- **Document review:** Different documents, such as school attendance sheet, roster, and student's annual plan for the 2012 and 2013 school years. Annual reports from wereda education office, Women Children and Youth affairs office and wereda justice office have been reviewed to acquire tangible evidences with regard to girls' migration and its effects with particular focus on the case of human smuggling and human trafficking in the area. In addition, assessment report of the task force established at zone level on human migration and smuggling which has been conducted in the area in mid of 2012 and the assessment report at federal level by Ministry of Labour and Social Affairs (MoLSA,2011) on similar topic have been reviewed to obtain general overview of flow of girls migrants to the Middle East. Moreover, the applicant lists to the Middle East in the nearby Agencies has been reviewed to explore more evidences.
- **In-depth interview:** this has been conducted within individual migration returnees in the area who have been reached by using the snowball sampling technique to acquire the deepest stories of the returnees.

3.7. Data gathering procedures

At the beginning, the researcher received comprehensive advice from the advisor how to go about it and about instrument formulation. Based on that, the data collection instruments have been formulated ahead of time and distributed for comments among friends from different disciplines and further enriched by their inputs. And next the instruments have been translated in to the local language, Amharic, and half day orientation has been given to the data collectors/assistance on the detail aspects of the tools. The following days the instruments were piloted in specific village within the wereda and the feedback has been incorporated in the instruments either by removal or additional points.

Note books have been prepared for different data collection purpose and title points were drawn to catch up in different notebooks. Following this the detail schedule has been designed and consulted those assistances in the study area to comment on it if it is convenience for the participants. Then based on the final schedule the tasks have been assigned between the team which will be done interchangeably from kebele to kebele. And then the data collection has been started as per the schedule in the selected sites. Every evening the team came together and discussed how we did the job and tried to sort out those attention grabber points got from the participants for further discussion and interpretation in the findings. The problem encountered has been also discussed and action points drawn for the next works. Similar steps have been followed in all our field works.

Finally, at the end of the day, the team convened and shared all their findings and documents gathered in the field to the researcher and reflections on the overall task accomplishments have been exchanged.

3.8. Data Analysis

In this research mainly the qualitative and few quantitative data analysis methods have been applied to analyze and discuss the data collected by qualitative and quantitative data collecting instruments as it is discussed below:

3.8.1. Qualitative data analysis

The qualitative data has been started to analyze at field level, add up and amend the questions and further content analysis took place while the data was collecting. There has been always a need to pause and ponder about the concepts, themes, issues and questions that have been observed during our contact with the research participants.

The contact summary sheet, which has been very important and helpful, in the field to receive the actual insights from the assistant researchers about the idea and reflections of the research participants and this has been documented and analyzed.

After the field level preliminary data analysis the researcher has applied the following steps in data analysis to produce the final finding of the research:

- **Step 1. Transcription:**

The information collected from all study participants has been transcribed with the appropriate care to the new document without missing each single word as it is meant to the participants. The data transcribing has been done separately for each participant so as to simplify the task of the researcher to triangulate easily and enrich the finding. Finally one big document or raw data collected by each instrument for segregated participants has been accomplished.

- **Step 2. Theme category:**

The detail raw data collected has been categorized under different theme category in relation to their meanings and setting. From the different participants points that resemble each other were identified and blended to obtain the thick data. And then, the researcher formulated appropriate terms or phrases that govern or convey power full message to the readers and the researcher as well. So that each theme has embodied their cluster ideas and made ready for further analysis to give its meaning what it means for the participant and for the readers.

- **Step 3. Thematic Analysis& discussions**

The researcher then analyzed each cluster data under each theme category thoroughly. Discussion of different categorized ideas theme by theme has been followed and triangulations have been done to ensure the validity of data. The researcher looked in to the multiplication relationships of different themes and feedback from the triangulations and enabled to generate new insights that will give clear image for the readers. Besides, the points have been discussed and analyzed against different literatures on the topic under study that will enable the researcher to sort out the truth residing within the community. The researcher also looked in to the relationship of different themes so as to come up with a given conclusions.

3.8.2. Quantitative Data analysis

Although, the research has applied mainly the qualitative research design it has been also used one quantitative data collection instrument to enrich the data to be collected. Hence, the quantitative data has been analyzed using the following methods:

- A) *Descriptive Statistics*: percentages and Arithmetic mean calculations have been applied to verify the quantitative data collected.
- B) *Trend Analysis*: this has been applied to examine the trend of drop outs of girls student since some years back to see the consistent attendance before and after the migration to Middle East.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETAION

4.1. Demographic characteristics of participants

The data required for study were gathered from different community groups at different levels. The following tables (table 4,5 & 6) present detailed characteristics of the research participants.

Table 4 Demographic Characteristics of Sample Primary and Secondary School Teachers

School	N	Sex		Age	Qualification	Experience	Marital status
		M	F				
Gobiye primary	5		√	35	Diploma	9 years	Single
		√		43	Diploma	18 years	Married
		√		46	Diploma	24 years	Married
			√	37	Diploma	10 years	Married
		√		44	Certificate	15 years	Married
EwketChora	5		√	38	Diploma	14 years	Married
		√		48	Diploma	23 years	Married
			√	33	Diploma	8 years	Single
			√	36	Diploma	9 years	Single
		√		46	Diploma	22 years	Married
Ayub	5	√		34	Diploma	10 years	Married
		√		32	Certificate	9 years	Single
		√		36	Diploma	11 years	Married
		√		33	Diploma	9 years	Single
			√	35	Diploma	8 years	Single
Kobo secondary	5	√		34	Degree	9 years	Single
		√		45	Degree	21 years	Married
		√		39	Degree	17 years	Married
			√	29	Degree	6 years	Single
		√		35	Degree	8 years	Single

As it is depicted in the table above, table 4, most of the teachers were selected based on their long years teaching experience and knowledge of the area. As of the information from the schools 70% of the sample teachers were born in the wereda and knew the culture of the society very well. Therefore, they are purposely selected and long hour discussions have been conducted.

Table 5. Demographic Characteristics of Sample Students

School	N	Sex			Age	Grade			
		M	F	T		7	8	9	10
Gobiye primary	32	-	32	32	13-18	16	16	-	-
Kobo primary	32	-	32	32	13-18	16	16	-	-
Ewketchora primary	44	12	32	44	13-18	22	22	-	-
Ayub primary	44	12	32	44	13-18	22	22	-	-
Kobo secondary	38	6	32	38	15-20	-	-	16	22
Gobiye Secondary	32	-	32	32	15-20	-	-	16	16

As described in the table 5 above, since the study is totally focused on girls all primary school girls with the composition of different grade levels for a group discussion were participated in the study. And sample boys, from one rural, one urban primary schools and one urban secondary school were also selected.

Table 6. Demographic Characteristics of Principals and Other Community Groups participated in the Study

Positions	N	Sex		Age	Education back ground	Experience
		M	F			
School principals	5	√		32- 39	Degree	7 to 14 years
Parents	20		√	35- 52	Grade 6 and below	House wife
Education office head	1	√		41	Degree	20 years
Justice office head(police)	1	√		43	Inspector(Degree)	More than 20 years
Women Children & Youth Affairs office expert	1		√	36	Diploma	More than 10 years
DOLSA process owner	1	√		55	Degree	33 years
Wereda SLA office head	1	√		56	Degree	6 years
Return Migration	5		√	17-22	8 – 10	Non

As in the table 6 above the researcher managed to have discussions with all groups of the community. The positions and age category was found pertinent to the study which enabled the research team to acquire multifaceted information on girls migration.

4.2. Major findings of the study

4.2.1. Access to Information on Migration

How do girls get information on migration?

The school girls who are attending the class today, even in the lower grade can access the information on migration on how to go about it. They get information from different sources. And as of the discussion made with the children they are also very much eager to find out where to get rich information they need so as to pave the way for them to go abroad. In the area, there are many brokers who are working in a daily bases residing in rural and towns. These brokers also have their own mini brokers who have individual contact with others. These mini brokers engaged in house to house agitation by preaching bright future and hope to the children particularly on what will they get there. During holydays, like a day of Epiphany, they produce and distribute brochures with full address and procedures on how to apply and whom to communicate in the area. In addition, the brokers use the minibus drivers, who drive from Dessie to Mekele, to throw the written note on the asphalt road of small towns that explain about the job opportunity in Jidda and whom to contact.

The mini brokers are very much familiar with the community and are exchanging frequent information with school girls in the village and schools using their main brokers as a backup. They get some amount of money as a tip like birr 50 per person if they convince and bring one girl for migration. On the other hand, it means, girls who are potential to migrate became a means of income for those unemployed youngsters in the village.

Migration returnees also one of the information sources for those school girls in the area. As the researcher got information from the returnees they don't want to tell the truth to their peers in the area they consider it as if it is shame on them and fear of back biting. Girls in group discussion said that “ *returnees are dressed in a new fashion clothes when they come back and tell us many good things about Arab countries and they don't want to tell us any*

negative things” hence, they tell detail positive information to the girls in their neighbor and inject motive ideas in their mind.

Surprisingly children also get information from the school teachers particularly female teachers. As the group discussants, female teachers encourage girls to migrate and told them information how to get out. Maintaining of school girls in a class seems is replaced by driving out them to the Middle East by some female teachers. But all are their own reasons which will be discussed later.

4.2.2. Socio Demographic nature of Emigrants

Economic Class: Emigrant girls are from all economic classes of the community. Those who borrowed money from the village lenders are totally categorized under the lower economic class and those who are able to pay the money can be categorized under the middle class of society. But both girls from these classes have migrated and there is no interest difference unless there might be difference among the parents’ house hold economy. However, as of the Assessment report from zone DOLSA brokers take Birr 10,000 to 15,000 to send the children through agencies but through illegal broker they receive Birr 3000 to 5000. Therefore, those girls from the lower class are expected to choose the latter one crossing the border. *“Crossing the border on foot is the shortest way to reach Arab country than the legal one which stays 5 to 6 months and costs too much to get the actual flight.”* said the participants.

Education background: different grade levels of girls were immigrated in Arab countries. Among the respondents of 120 girls in the questionnaire 71.66% of them said that their siblings/relatives abroad in the Middle East were between grades 5 to 8. However, the remaining (24.16%) said that they were from grade 9 to 12. Besides, university candidates and dropouts were also gone as of others. Unfortunately, the researcher met one university candidate who has been assigned at Ambo University, faculty of engineering, but ready with her passport to go soon. Illiterate community members that also include youth in the area are migrating today. As the data collected from wereda women children and youth affairs office, among 1755 current year

emigrants, from 10 sample kebeles 126(7.17%) of them were totally illiterate. However, the most affected grade levels in migration are grade five to nine.

Gender: in the previous time the most commonly known emigrants were only girls and women. But now boys have also followed the footprint and started in migration stream almost all by crossing the borders in different directions. However, girls constitute the lion share in all areas.

Age and skill: in terms of age, today those kids at grade five are highly motivated to go to Arab countries as of the information from different groups. That is why some girls are deceiving the kebele chairman to get ID card by maximizing the age so as to have their passport through their parents. And these emigrants do not know the language of the destination country and home economic skills at least to get fair salary as others do. In addition their age capacity to shoulder heavy domestic works and to cope up with other physical hardship in the desert area is still also questionable.

Religion: as of the information in the area all religion followers; Islam and Christianity were migrated and are migrating. Since, the destination countries are in most cases Muslim, the emigrants use their dressing style and some have even changed their name to resemble the Muslim society abroad.

4.2.3. Routes of Migration

As of the respondents and the assessment document in DOLSA indicate that the following route of migration has been used by girls to migrate:

Route 1: They depart from Raya kobo and go to ‘Hara’ small town border to Afar region and then through ‘chifra’ crossing Milei to Dishoto. And then between the border of Djibouti and Afar region with estimated 50km far to Djibouti, they get all together in one place and walk for 3 to 4 days on foot to reach the port of Djibouti. From Djibouti by boat they travel 5 to 6 hours to reach at Yemen border. And then illegal armed forces will take them somewhere until they get some money from their parents at home land.

Route 2: They depart from Raya kobo and go to Bahirdar and then Metema. From Metema they walk for two to three days and reach at South Sudan border small town.

Route 3: They depart from Raya kobo and then Addis Ababa, from Addis Ababa to Harar and then Artishek. From Artishek they travel to Bosaso, Somalia port, and then by Boat travel for around 36 hours to reach at Yemen.

They usually travel on; Thursday, Friday and Sunday in the evening at 6:00 PM to travel the emigrants by mini-buses while in the desert case they walk usually on day time.

4.2.4. Causes of Girls migration

4.2.4.1. Remittance pressure: some of the girls migrated from the area and residing abroad in different Arab nations working as domestic workers send money and different household materials to their parents and siblings. In addition, they have also built residence for themselves and their parents in their surroundings, place of birth. And because of this, many of school girls are realized that they can also be as their neighbors or friends get money and change their life in the future. As a result they decided to go out leaving their regular schooling program. All were in need of constructing houses and purchase of other house hold commodities and lead luxuries life at their disposal. Therefore, the flowing in of currencies from Middle East workers to their neighbors is highly motivated girls in the school to migrate. *“When they see some corrugated iron sheet made houses built by the migrants in the area our daughters aspired to go to Arab country and asking us daily to send them soon”* said parents.

4.2.4.2. Absence of job opportunities: the new university graduate students were and are living in the area without any job opportunity and are observed by many of the students attending the school including other community members while they are walking on the street in the towns without job. Some of the students graduated from universities were outstanding and known by those junior students in the area. *“Our children did not get the job in the area, because they are not the children or relatives of local authorities, we are*

poor no one consider our children to offer a job although they are good at their education, instead others close to or relatives of local authorities are employed” said parents. *“When some started their small business in the town the government levied heavy tax on them and disappeared from the market and went to Arab countries”* added to their points. This condition, therefore, forced school girls including their class mate boys to quit their education in school and went out to Middle East to get immediate job opportunity. In north wollo zone, as the data in the Department of Social and Labour Affairs office (DoSLA) shows a total of 27,318(8,345 girls) un employed youths exist which includes the newly university graduated students as well. The small land size ownership in the area also another impediment to access job opportunity for those students who are shouldered on their parents after graduation or after completion of secondary schools. In Raya kobo wereda the average land size tenure for a household is only 0.5 hectare. All these interwoven factors forced school girls not to have confidence in the result of education and decided to limit their education at lower grade level and many of them went to the Middle East and others are preparing to do so.

4.2.4.3. Teachers’ imposition: teachers in the school are expected to be model for their students in all matters that concern them. However, what is observed and heard in the group discussion is a different and desperate situation existing in the school. As of the Focus Group Discussion with girls, some female teachers in the school are encouraging children to go to Arab nations like other school friends did. Sometimes, in the class they say that, *”what are you doing here, your friends went out and getting good money abroad from Arab countries but you are here still suffering, why?”*. On the other hand female teachers by themselves went out to Middle East leaving their regular job crossing the border. As of the wereda education office, in current academic year (2005) 117 Primary school teachers were resigned their job for migration. Among these 20 are female teachers. And as of the discussion, the researcher made with school teachers, all are waiting for their options even to go to Middle East. They told to the researcher that one teacher who went to Middle East sent his salary to his friends in the school where he has been working for long time. Finally, teachers came together and enjoyed by cursing their presence in the school. *“We are here, because we didn’t get any option to resign the job,*

otherwise we are very much hatred of the profession. Even parents and girls are mocking up on us today, they are joking by our salary and telling us to go to Arab countries like their children". While teachers are going to mobilize the community to send their children on absentees, the community responded back, that *"you have been working for long time here in this area as a teacher but you don't have house and other materials, instead of agitating our children why not you yourself also go to Arab nation and lead your life there?"*. The life of teachers in terms of their economic aspect and their weak motivation to teach children is directly or indirectly influenced school girls to quit their class and engaged in migration to the Middle East.

4.2.4.4. Peer pressure: those returnees from the border or abroad they simply agitate the children to go to Arab countries by hiding what bad things were happened to them. Besides, they consider it as a fashion to go to abroad as their friends did. Peers who are neighbors and went to Middle East became a motivator for others who have been their class mate. As of the wereda police office, those girls who have been apprehended at the border around Afar region went back again with other girls and we lost them while we need witness to prosecute those brokers who had lead them to cross the border. So there are girls who have been forth and back because of the security around the borders and use their interim period to preach their peers.

4.2.4.5. Drug addiction: particularly in the small towns where the research is conducted, parents strongly raised and condemned the government tolerance on '*Shisha*' which is highly grown in the area and many of students, even kids became addicted. They spent their family's money on this and when they don't get it on time, right away they abruptly decide to migrate with their friends. *" 'Shisha' houses are now proliferated in the area, in this small town. We told the government to close these houses but they didn't take any measures. All our children are addicted and they steal our money at home and go to 'shisha' houses. Because of this they emotionally and suddenly decided to migrate to cross the border"* said parents. Even teenage girls have started this today. Because of this they don't want to pursue on their school program. And this has been raised as a big issue in the area.

4.2.4.6. The proliferation of illegal brokers, money lenders and private agencies: the presence of different facilitators who are involved to simplify the process of girls migration to the Middle East have motivated migration stream to move out. The brokers who are in charge of different activities with different agencies and individuals abroad took many of the tasks to facilitate for the children. They are able to maintain house to house network to ease migration either through agencies or crossing the border illegally by means of human smuggling. Brokers have their own mini brokers who are responsible to preach girls within the villages in urban and rural settings. *“No one protect them while the minibuses load 30 girls on small seats. They put children all together in a confined place and even the traffic police didn’t protect when they are doing this thing in the center of the town on day time. The brokers organize this program and the travel usually starts at the evening”* said school girls in the group discussion. Many of the brokers are rich and minibus owner in which they can simply transport girls from one place to another. Some kebele administrators or managers gave ID cards for those teenagers who didn’t reach at the required age by making it higher so as to get their passports. *“If you buy one bottle “birilei tej” to the kebele chairman they will give you ID cards with the required age level soon, they are very corrupted”* said school girls during our group discussion. This has motivated the school girls to cease their education and went for their passport to have it in Dessie and Addis Ababa. As of the information from school principals, many of the primary school girls have their passport and waiting for their actual flights program. *“You can’t believe that almost more than 70 % of school girls have got their passport today, they are waiting for their turn”* said the school principal. Besides, there are number of money lenders in the villages who lends to those incapable girls/families to cover the cost of brokers and that will be paid back double of the original amount after some period of girls migration. So this has solved the money problem of some parents and girls who are in need to migrate.

4.2.4.7. Family pressure: this is one of the factors which continuously affecting class attendance of girls. Sometime parents are always nagging at their children to go to abroad as their friends did. As of the discussion made with girls, some parents told to their daughters that *“if you don’t go out I will hang myself I don’t want to be contempt by my*

neighbors". This is because the neighbors forced them to think about migration and some time it is a kind of jealous among neighbors. As of the discussion with parents, they told to the researcher that *"we have been supporting even our employed sons in the government office with different household expenditures because of their meager salary. If they go to Arab countries we will be free of supporting them"*. Leave alone unemployed student, their children, parents are pushing their employed children to migrate to the Middle East. During the coffee ceremony in their neighbors some parents told to others by saying that *"why not you send your daughter to Arab country, if she can read and write that is enough for her, their teachers also went to Arab and why you put her here at home?"* Parents also have the perception that education is enough only up to grade six.

4.2.4.8. Low quality of education: children and teachers lost their confidence in education or schooling program. Teachers told to the researcher that students are physically in the class but spiritually they are out of the class visualizing how to go to Arab countries. Some students said that *"we have little knowledge so that let the outstanding students learn to succeed and we better go to Arab countries"*. The instability condition of girls in a class because of their plan to migrate caused children in school loses their confidence by the result of education. And teachers also are not in a position to transfer their knowledge to the students because of their own reason and children are overwhelmed by the migration spirit. Among 120 respondents of girls in the questionnaire 52(43.33%) of them have answered that the main cause for migration is desperateness in the school education. And this has happened because of needing immediate job opportunity to overcome their economic problem soon. As of the observation and discussion at field with teachers, teachers are not happy by their income and simply using their job just to stay until they get other option. As a result the learning and teaching process seems not as expected by the profession. Hence, many of girls do not care about the education in a class. *"We are not good at our academic performance and we need to quit our education and find a way to go to Arab nations"* said girls. And this shows how girls are in desperate situation with regard to education.

4.2.4.9. The presence of relatives in Arab nations: Among the total of 120 respondents in the questionnaire 114(95%) of them have close relatives in Arab nations. As of the discussion with key informants, some girls are motivated by their relatives working in Arab nations. Some of the materials and money sent to their families became also a driving force for other siblings or domestic relatives attending the school to go out. *“My sister will arrange the place where to work in the Arab country and I will not face a problem there”* said one of the girls who have a plan to go in later days. Some of them also frequently are receiving telephone calls from their siblings abroad in Arab countries. This has enabled them to obtain the required information about Arab countries and availability of domestic works.

4.2.4.10. Economic problem: most of the research participants were strongly talking about the household income differences among the community. Teachers were talking about their meager salary comparing with even farmers income in the area. Others were also talking about their family size which was not managed to lead their life by the crop production on small plot of land. And hence, they can't cover across the expenditures among their children for various demands. Some parents in the town are growing their children by selling their labour to those better families and said that *“today everything became very expensive and it is difficult even for those better off families leave alone us who are leading the destitute life”*. Some children have been aspired and committed to go to Arab countries as they are looking in to the serious economic problems of their parents. *“I am forced to go to Saud Arabia because my mother was living alone since she lost her husband years ago and no one was helping us. But I was not also lucky and deported back without money which still shouldered on my mother without any opportunity”* said one of the returnees in the area. Because of these conditions many girls both in the urban and rural setting decided to go to abroad to have better economy status and overcome the economic problems of their parents.

4.2.5. Impacts of migration on school girls *How migration does affected girls?*

4.2.5.1.Increased dropouts: as of the information from primary schools and wereda education office, the dropout rate is dramatically increasing from time to time. And this

information is triangulated with different instruments that the drop out is highly increased because of migration to the Middle East. The main causes for the dropout as mentioned by some of the education office experts is due to intensified migration. As of my observation during the discussion with heads, they were reluctant to magnify the issue of migration in relation to the drop outs. But they believe that it is still outstanding problem that challenging the learning and teaching process in the wereda. The table below, table 6, shows how the dropout rate is increasing from year to year in first and second cycle of primary schools in the wereda.

Table 7. The Enrollment and Drop outs of Students by year in Raya Kobo Wereda, (Grade 1-8)

Academic Year	Enrolled students			Drop outs			Drop out increase among girls from the previous year (%)
	Male	Female	Total	Male	Female	Total	
2002/4	12131	10766	22897	34	84	118	
2004/5	16461	14552	31013	254	184	438	119
2005/6	21917	19439	41356	572	403	975	119
2006/7	21168	19170	40338	334	687	1021	70.45
2007/8	21814	19741	41555	692	360	1052	(47)
2008/9	18802	17804	36606	662	853	1515	136
2009/10	18206	17446	35652	1256	960	2216	12.5
2010/11	18399	18233	36632	1342	973	2315	1.35
2011/12	19399	18233	37632	1513	1362	2875	40
2012/13	19793	19581	39374	1482	1118	2600	13 (6 months report)
Total	188090	174965	363055	8171	6954	15125	

Source: Raya kobo Wereda education office

As you can see from the table 6 above starting from the year 2009, there is a great leap in the dropout rate. From 2008 to 2009 the dropout rate for girls has been doubled by 136%. And the following years also shows incremental change. On average 40% increments among school girls drop out can be seen from the year 2008 to 2013. From this we can understand that in recent five years, the time which migration became also more aggressive in the area, school girls drop out has increased dramatically. We can triangulate this evidence with the evidence of Ministry of Labour and Social Affairs (MOLSA, 2005) how the number of girls' migration to the Middle East is growing fast in the later years. See below, in table 8, the latter three years data of girls' migration to the Middle East:

Table 8. Number of Migrants in the later three years to the Middle East through legal agencies

Year	Male	Female	Remark
2010/11	2705	39528	
2011/12	10736	187931	
2012/13	6391	128503	8 months report
Grand total	19832	355962	

Source: MOLSA: 2013

As the table 8 above shows, from 2011 the female emigrants increased by three fold (375%) in 2012. And the latest eight months in 2013 also shows an increase from 2012. On average monthly in 2012 around 15,661 females have been migrated but in 2013 on average within a month around 16,062 females were migrated. So that, there has been still 3% increment of females from 2012. And no one can deny that majority of them were girls or youngsters. Hence, we can assure that significant number of girls have also dropped out because of migration.

4.2.5.2. Loss of interest to learn: the learning motivation of girls in the school has been weakened by the spirit of migration. As of the discussion with group of girls 80% of the interviewed girls (grade 7 & 8) do not want to learn and continue their education. They are simply using the school to spend their time until they go to Arab countries. Teachers explained that, girls are not working their assignment, they don't want to work the class work, they don't have even exercise book and not coming with their text books. In a class they are painting and cutting their nails instead of attending the class. *“When we comment and order them to do their obligations they are simply laughing at us”* teachers said.

As of the group discussions, majority of girls in the primary schools have got their passport without their required age and waiting for their arrangement and flight by involved facilitators. Every new academic year schools request their students to put their vision in the record book so as to support their talents they wish to develop. However, in all visited primary schools, the annual vision of the students show that majority of girls are planed or

visualize the life of Arab countries. This attitude has rained down and transferred even to the lower grade, grade one. *“Today not only the higher grade students but also the lower grade girls are talking about Arab countries even you can find girls in grade 3 planed to go to Arab countries”* said the school principal. The researcher has got two grade one students who have put their vision to go to Arab countries among the registered figures in the record book of the school. So, this shows that how the learning motives among girls has been weakened in schools. Girls are characterized by lower class participation and known by disruption and some time get out of the class and sit under the fence. No one is willing to come to the tutorial class. Out of 60 female students called for tutors only 5 and even below usually come to the class. Excessive absenteeism is unquestionable by the school even more than a month and two months. During the group discussion the teachers said that, some girls at some time said to the teacher that *“Teacher I will go to Jidda next week what shall I send to you?”* Another more example, in grade 5, there was a practice of learning how to write letter to their relatives, and have got some students with a note that says, *” My sister please send me money from Jidda so that I can come and work with you”*. In some cases, as of the discussion with parents, girls are complaining at their parents to send them out, but their parents responded that you will go to Jidda after you buried us.

4.2.5.3. Low academic results

Girls in schools compared to boys have lower academic results. For example if we take the 2012 academic results on the roaster the total detainees students in Raya kobo wereda from grade 5 to 8 were 5629. Among these number 3805(67.60%) were girls. And we can also see back years ago how the achievements look like. The table below, table 8, shows the relative comparative difference of achievements among boys and girls.

Table 9. Number of invigilated and detained students by academic year (grade 1-8)

Academic year	Total number of students sat for exam	Total Detained Students	Detained girls	Girls among detainees (%)
2004	22897	1356	792	58.4
2005	31013	1202	594	49.41
2006	41356	2320	836	36.03
2007	40338	3202	1409	44
2008	41555	2996	1830	61
2009	36606	3453	1968	56.9
2010	35652	4679	2674	57.14
2011	36632	5768	3246	56.2
2012	37632	6802	3978	55%

From the above table, table number 9, we can simply understand that the repetition rate of girls among ten years, in six of academic years is higher than boys. Particularly the first three, four years it shows on average 8% increase on the rate of girl's repetition. Although, for repetition of students in a class believed to have other uncontrolled variables, we can simply guess by referring other evidences as well that girls are a bit debilitated by the spirit of migration motives in their academic achievements.

The status of migration in the study area has becoming critical in the last three four years, as of the wereda government officials informed to the researcher. Based on the information obtained from the wereda officials we can triangulate and analyze the point with the data in the table above. Particularly the recent four years academic performance of school girls has been consistently decreasing and the detainee rate has been increased. This might be another indicator for the research how migration affects school girls in the study area.

The table below, table 10, can shows each grade level detainees by sex in which our evidence further can be consolidated.

Table 10. Number of detainees by each grade level in 2011/12 in Raya Kobo Wereda

Grade	Enrolled			Invigilated			Promoted			Detained		
	M	F	T	M	F	T	M	F	T	M	F	T
1	4483	4095	8578	4182	3873	8055	3416	3231	6647	766	642	1408
2	4131	3705	7836	3918	3573	7491	3306	3111	6417	612	462	1074
3	2799	2834	5633	2658	2720	5378	2307	2399	4706	351	321	672
4	2162	2224	4386	2042	2135	4177	1783	1860	3643	259	275	534
1-4	13575	12858	26433	12800	12301	25101	10812	10601	21413	1988	1700	3688
5	2259	2588	4847	2021	2364	4385	1605	1791	3396	416	573	989
6	1731	1789	3520	1569	1190	3194	1380	947	2327	189	243	432
7	1496	1536	3032	1332	1338	2670	1101	1049	2150	231	289	520
8	1703	1383	3086	1544	1173	2717	----					
5-8	7189	7296	14485	6466	6500	12966	4086	4222	8308	836	2278	3114
1-8	20764	20154	40918	19266	18366	37632	16442	14388	30830	2824	3978	6802

As we can see above in the table, table 10, girl's detainee especially below grade five is a bit higher than boys. As of the information collected by other instruments, usually girls between grade 5 and 8 are migrating and still many of them have got their passport. From the table above, from grade 5 up to 8, the detain percentage of girls is by 46% higher than boys. So there is the hidden spirit that steals the motive of girls particularly when they are getting higher level in the second cycle. The figure for grade 8 was not available in the office during the research time to incorporate in the analysis.

4.2.5.4. Physical abuse

Girls on the way to Djibouti and Yemen have been physically abused by border tribes in Djibouti and Yemen and even many of girls and boys have lost their life. The researcher physically met with one girl who has been physically abused and still has a health problem but started to attend grade eight school education. Some girls were forced by the broker to serve in their houses for long time until they accomplish the process for their flight. Some have suffered from long time prison. Many of the girls returned from Arab countries

were mentally ill and psychologically disordered and some are still in that problem as of the information from women children and youth affairs office. A girl with one kidney in kobo town is teaching the community in different social gatherings how she lost her one kidney and urging families not to send their children abroad using the borders. In the research area we observed that a girl who has pinned her tongue by her employer and live hiding herself in her parent house. Some told to the researcher that there are girls who have lost their eyes by gangsters using the water container plastic to take their eyes out for their business. *“At the border, young criminals put gloves in the fingers of the migrants and ignite them to call on their parents at homeland and transfer money through Bank to a given place by the name given to them. And because of this we followed similar case and apprehended one woman while she was taking out the money from the Bank.”* Said Raya kobo wereda police office head. In addition, the ethnic dispute while crossing the border was also another incidence n which many of youngsters lost their life. And hence, in the desert area, at the border, many girls and boys lost their life as of the information from the government officials in the wereda.

4.2.5.5. Sexually abuse

As of the information from wereda police office, those brokers, minibus drivers and their assistance to the drivers also deceived teenager girls who were virgin and ready to cross the border, by saying that *‘if you are virgin you will not pass the border, the people at the border will protect you from sea travel by boat so you have to avoid here’*. In this regard many girls below the age of 18 were raped and sexually abused and cases were reported to the police.

Some girls while crossing the border with their relatives unfortunately conceived and got pregnancy. As a result they return back from the border to their houses. And this has been still a case for dispute among relatives in the area as of the wereda police office. The police office head said that *“Migration becoming now a source of crime in this area”*. Many girls were sexually harassed and physically exhausted and many of them were laid and stranded in the desert area as of the information from the returnees. *“In my small room the son of my*

employer came to me I was very much exhausted, sick and laid on the ground. I had no strength to protect myself.” said one of the returnee girls in Gobiye town from Saudi Arabia.

4.2.5.6. Conflicts between Girls and their parents

The relationship between girls and their parents has got a problem because of migration to the Middle East. In some cases parents are keen to send their daughters to the Middle East like their neighbors and bring asset instead of attending the school while girls plan is to continue their education. On the reverse in some other cases girls are highly interested and wanted their parents to send them abroad by paying some amount of money either to the broker crossing the border or through the legal way. *“She is my younger daughter in grade 7 but still in dispute with me to send her abroad, Arab nation, she has no any agenda at home with Me.”* said one of the parents in Kobo town. The researcher met one parent in the rural kebele of the wereda and his daughter, now in grade 11, still nagging him and even intimidating as if she will take a suicide unless he sends her abroad. There are similar more cases on both sides in the area and we can see how migration has influenced their normal family life. However, as of the observation during the discussion with parents and school girls, the degree of interest towards migration is much more reflected on girls.

4.2.5.7. Loss of assets and displacement of girls

Some girls went to Arab countries by getting money from lenders, in local language they call it "Arata Abedari" through their parents. Each girl should pay Birr 5000 to Birr 6000 for a broker and wait for 5 to 6 months for the actual flight to Middle East. On the other hand by means of the so called "EKAM" they pay Birr 50,000 to 60,000 for a girl to get free visa for Jidda and work freely there. For this purpose many of them agreed with the local money lender to pay back double of the original amount borrowed within specific time. The money was borrowed by their parents by giving their house or other assets as a bail until they pay back to the lenders. Unfortunately many of the girls were deported back from abroad before they pay their debt on their family. Therefore, as per the agreement parents were forced to leave their house and their asset for their lenders and left their residence area for other places and became displaced with their children, a girl herself. Similarly those parents who sold their assets like ox and other domestic animals also lost

without benefit in which their daughter came back with sick mentally and others even lost their daughters in the dessert and abroad.

4.2.5.8. Loosen relationship among school teachers, principals and students

The teaching motive among teachers is very much weakened by the desperate learning atmosphere of many girls and few boys. Because, boys are also started to migrate like girls to the Middle East in this days, this is a recent phenomenon. And besides, the why of mass girls' migration to the Middle East also triggered a new trend in the minds of teachers to look for other options even to migrate as their friends did. So there is loose close follow up on school girls to get them courage in their education. Instead even some are encouraging them to migrate. On the other hand, the advice of teachers didn't considered by the school girls not to leave their class because of migration. Instead they are mocking on teachers. As of the observation in the field the professional relationship towards achieving skill and knowledge development among students is not as expected because of migration repercussion. Similarly the relationship between principals and teachers also weakened and based on thorough relationship not to get the teachers offended as they are on the brink of migration or job resigning.

4.2.5.9. Influence on schoolboys

It is well known that migration to the Middle East is highly familiar and practiced by girls. But the recent experience shows that boys also started to migrate. The main route of migration for this group is border crossing routes. Boys in a group discussion told me that even, the outstanding students left the school to the Middle East which also discouraged the efforts/motivation of teachers. Boys are some time as a body guard for their relative girls while crossing the border to Djibouti and Somali. So that usually the relative girls and boys discuss together how to go or escape their village as others did in the area. And this has totally decreased the availability of labour supply in the family to support in their daily chores and farming lands. Hence, in some few cases elders are remained without youngsters around them. This is what has been repeatedly said by the community in the study area. Many boys, as girls, lost their life in the desert area. The idea of boys is still to look for different options like their sisters instead of learning in the school.

4.2.5.10. Positive changes

Although girls' migration to the Middle East has got negative consequences in the life of children there are some positive changes observed as the result of their migration to the Middle East. Some of them are discussed below:

A) Decrement of early marriage: in Raya kobo wereda early marriage was the main challenge for different development endeavors including the education sector. Previously the main drop out case for girls was early marriage but now things are changed and replaced by migration. As of the Wereda Women children and youth affairs office, in the earlier years around 500 paired marriage requests were coming for their age approval in the justice and women office. But today this has dramatically decreased and no one is coming for this purpose and people wanted to send their daughters to the Middle East to bring assets instead of marriage arrangement.

B) Asset production: in Raya kobo wereda many of girls previously went to Arab countries supported their families to be empowered economically. Many of them have built houses for their families. In the research area, small town, called '*Gobiye*' the researcher has observed newly constructed houses with similar design in the same area which have been told by the officials they are built by Arab residing girls. Some family houses of migrants are well equipped by different household materials. Some returnees have involved in different trades in the town and the researcher also visited few of them.

4.3. Analysis of questionnaire results

To support the qualitative data in the study a questionnaire has been formulated and distributed among 120 girls from grade 7, 8, 9 and 10 and the result is discussed as follows respectively:

Table 11. Response of Girls in Grade 7, 8, 9 & 10 on questions about the information of their relatives in the Middle East.

Item	Frequency	Percent
1. Do you have relatives in Arab nations?		
1.1. Yes	114	95
1.2. No	6	5
2. If your answer is yes above are they male or female		
2.1. Male	30	25
2.2. Female	73	60.33
2.3. Both Sex	17	14.16
3. Were they students and dropped out from the school?		
3.1. Yes	109	90.83
3.2. No	11	9.16
4. If you say yes above, what were their grade level		
4.1. Grade 1 – 4	0	0
4.2. Grade 5 – 8	86	71.66
4.3. Grade 9 -12	29	24.16
4.4. Grade 12 and above	5	4.16
4.5. I don't know	0	0

N= 120

As of the information from the table above most of the girls (95%) among the respondents have their relatives abroad in Arab nation. School girls in all grade levels have good information about their relatives working in the Middle East. And, 60.33% of the respondent's relatives, living in the Middle East are females. This shows that girls had the lion share in migrating to the Middle East in earlier time as well. The greater opportunity of domestic work might have attracted and increased the number of school girls' migration to the Middle East. In this regard, there will be a probability that girls in school today can get friendly information about migration and may decide to go abroad as their relatives did. The pressure from these relatives might be higher on current school attending girls as their grade level was also similar while on departure time (grade 5-12). Particularly, those girls who have quitted their classes at primary grade level may transfer to the current school girls about their capacity to work in the Middle East without completing their education. Therefore, relatives can play significant role in dissemination of relevant information on migration.

Most of the relatives went to middle east were in grades 5 to 8. As in the table 11 above, 71.66% of respondents relatives were from grade 5 to 8. This might shows that the junior level students are highly vulnerable to migration than the higher grade level students.

Table 12. Response of Girls in Grade 7, 8, 9 & 10 on questions about the reasons of migration to the Middle East

Item	Frequency	Percent
1. Do you know what the cause of migration to the Middle East is?		
1.1. Yes	120	100
1.2. No	0	
2. If you say yes in the above, which of the following do you think is the main cause for girls migration		
2.1. Desperate in education	52	43.33
2.2. Economic problem	24	20
2.3. Family pressure	33	27.5
2.4. Peer pressure	11	9.16
2.5. Others	0	
3. Whom do you think highly involved in facilitating girls migration to the middle east		
3.1. Broker	111	92.5
3.2. Family	9	7.5
3.3. Others	0	0

N=120

Surprisingly, all of the respondents (which means 100%), have information on the reasons why school girls are migrating to the Middle East. Among the reasons for school girls' migration, as of the respondents, desperate in education has taken the first rank (43.33%). Since the return on education will not happen in short period of time most of the respondents do not have confidence in education. Besides, as it has been discussed within the group of the research participants, most of the newly graduated students and their relatives did not have job and still on the shoulder of their families.

Therefore, education becomes nothing to them to generate income in their life. This could be a threat for education sector endeavors. If girls at this grade levels have got desperate on their education program, it might affect the whole quality of education at higher level and also it increases the number of migrant girls from the school.

As of the respondents the economic problem is put as the third reason for school girls' migration to the Middle East next to family pressure (20%). Off course, 27.5% of the respondents believe that the family pressure is one of the problems for school girls' migration. As of the discussion with the families we had they wanted their children to

migrate because of their weak household income. In this case the overall root cause for migration might be weak finance capacity of the families.

Another engine for school girls' migration in the area is the role of brokers. As we can see in the table 12 above, 92.5 % of the respondents, believe that brokers play a greater role in facilitating/aspiring girls to migrate to the Middle East. Adequate information including falsified evidences from the brokers in the area is highly delivered to the girls which ultimately forced them to migrate.

We can conclude that the greater attachment of brokers with school girls is the foundation reason for school girls' migration to the Middle East although families have their own contributions as mentioned by 7.5% of the respondents.

Table 13. Response of Girls in Grade 7, 8, 9 & 10 on questions about their future plan of migration and their knowledge on migration.

Item	Frequency	Percent
1. Do you have a plan to go to Arab nation in the future?		
1.1. Yes	97	80.83
1.2. No	18	15
1.3. Not yet Decided	5	4.16
2. Do girls went to Arab nations do you think have got benefits?		
2.1. Yes	120	100
2.2.No	0	
3. How often education is given at the school on migration		
3.1.Occasionally	76	63.33
3.2.Always	25	20.83
3.3. Not given	19	15.83
3.4.I don't know	0	
4. Is it good to stop girls' migration to the Middle East?		
4.1.Yes	37	30.83
4.2.No	83	69.16

N=120

Among the respondents in the table 13 above, 80.83% have a plan to go to Middle East countries. This has been also observed in the Focus Group Discussion (FGD) with girls. Among the discussants, above 70% of them have a plan to go abroad like their friends or relatives. So we can understand that many school girls are still in a plan to migrate. And

others 4% of the respondents are still not yet decided. Therefore, they might have 50% probability to migrate as their class mate planed.

The knowledge of school girls at this grade levels about the consequence of migration to the Middle East is still in a positive side. 100% of the respondents are believed in that migration to the Middle East brings benefits for their life. No one has got the audacity to say migration has negative consequences or has not benefiting to girls. It is because, the education program to raise school girls' awareness on consequences of school girls' migration or the benefit of education was not done regularly and consistently. Even, 15.83% of the respondents did not have information on the program in the schools. This might inform the reader that the school principals and teachers might be tired off their efforts because of discouraging return from the girls.

In addition, 69.16% of the respondents (that means 83 school girls among 120), do not want the migration to be stopped in the future. Because 100% of the respondents assume that girls are getting benefits from the Middle East countries.

4.4. Measures undertaken by the government

The government in collaboration with different Nongovernmental organizations, CBOs and associations is under taking various actions to mitigate the intensified problem in the area. Department of Labour and Social Affairs office(DOLSA) has established the task force at Zone and Wereda level who is responsible for the overall human smuggling and trafficking actions practicing in the area and has day to day follow up to mitigate the problem. This taskforce has different members from different government sector offices. Recently, in 2011, the task force has been conducted an assessment in three weredas of selected kebeles. And, Raya kobo wereda has been identified as one of the main problem areas. Following this, in collaboration with IOM, the following courses of action were implemented within the identified weredas:

- School clubs on migration have been established and leaders of the clubs have been trained. The researcher has got evidence on the efforts of established clubs teaching group of children in the school on Sunday.

- Media campaign were organized and conducted through FM 98 in collaboration with NGOs
- School teachers were trained on identified issues of migration so as to mitigate the problem.
- Community conversations(CCs) were established and facilitators were trained
- Kebele officials were trained and sent with action points
- Training manual has been developed
- Different promotions against human smuggling and trafficking has been conducted(Drama, poem, video show etc)
- They use returnees as a model to teach the community on different social gatherings

As the result of these, the task force, which includes the justice office, has took measures on those involved facilitators of girls' migration illegally. And hence, six driving licenses were snatched from the minibus drivers, three kebele managers were persecuted and 17 brokers were identified. Among the identified brokers, three of them have been sent to Addis Ababa for further investigation. Four of them were released from police station under bail and others are under police surveillance for prosecution. In addition, the committee has returned back birr 80,000 to 90,000 to those victim girls taken by the brokers.

4.5. Discussion

Migration as clearly defined by National Geographic Society (2005), in chapter two, and explained as the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across the political boundary. And further migration is defined as the crossing of the boundary of a political or administrative unit for a certain minimum period of time. It includes the movement of refugees, displaced persons, uprooted people as well as economic migrants (UN, 1999).

School girls migration to the Middle East is becoming common in every parts of the nation in Ethiopia. Only in 2012, 187,931 females were gone to the Middle East in official way of migration (MoLSA, 2013). This figure shows that how female girls are increasingly migrating to the Middle East for domestic works.

The migration issue in the study area is still a top agenda for all government sector offices. And hence, the committee was established comprising all concerned sector offices and different measures are undertaking across the wereda using the local structure.

As the study shows the routes of migration to the Middle East in Raya kobo wereda are three; route one is the way to Djibouti and route two is the way to Sudan and route three is the way to Somali. Mainly and large number of migrants in Raya Kobo use route one, the way to Djibouti. Since, it is the nearest boundary for potential migrants to reach at Middle East countries from Ethiopia. It is true that as the route to the destination countries is shorter distance, more emigrants left their countries for better income generation (Asefach, 2012).

This study mainly focused to explore and gain more information on the causal factors of school girls' migration to the Middle East and its consequences as a result of migration. Why school girls are migrating? What are the motive factors behind their migration? These questions were thoroughly investigated in the research area and findings show that school girls' migration is highly aspired by remittance sent from migrants in the Middle East. School girls observed their neighbors, who were friends before, with better household income and better asset ownership. The remittances of money and goods sent by migrants to their communities of origin can have important impacts on the distribution of household income and welfare (Barham, 1998). The parents of migrant girls build up their assets on their previous possessions by the money received from their relative's abroad. So that they can make their life better and attract others. Absence of job opportunity is another factor that motivated the school girls to migrate as it is identified by the study. It was explained by the participants that many newly graduate students are there in the research area without job. But in the minds of school girls, there was an intention that all graduated students will have immediate job opportunity after their completion of education in all grades. However, the presence of un employed graduates in the area has reversed their thinking patterns to identify or find out other opportunities.

Most policy makers and citizens in developed countries think they know why foreigners seek to enter their nations. Standards of living are low in developing countries and high in the developed world (Douglas, 1999). A researcher further identified that migrants in the developing world are thought to make a cost-benefit calculation that weights the projected costs of moving against the expected returns, both otherwise, from living and working in a developed country (Ibid). The most visualized calculation of school girls is directed towards achieving better job to lead their better life. From this angle, the school girls' immediate

choice became migration to the Middle East. Besides, teachers are assumed to be the pillar of all school programs among the community to bring attitudinal changes and successful achievements in the sector of education. But as the finding shows, some are on the reverse side to push girls to leave their class and migrate to Middle East. Teachers might have their own reasons or justifications why they are inclined to do this that needs further investigation. As the result of this, the interest of girls to attend school program as identified by the study is declining.

The study also identified that different facilitators involved in school girls migration have great role to influence the attitude of girls towards migration. Some of them are brokers, money lenders, parents, peers and different agencies. They approach the girls differently. Especially the brokers and money lenders have got power to influence girls and their parents to engage in migration processes. As it is cited in one of the research findings, a girl said “*the broker has told me that he will get me a good job with monthly payment of USD 150*” (Asefach,2012, p.36). The brokers are doing their tasks illegally and secretly without the knowledge of the government. And their convincing power is much higher that can simply attracts the attention of school girls to quit their education. In the area money lenders are using the weak economic background of the community as a strategy to lend the money so as to get back benefits as an interest on the amount borrowed. They are accustomed to use this as their daily means of income. And mostly those people with poor household income use money lenders to send their daughters abroad.

The education programs, to raise the awareness of school girls, are not as such well organized and consistent. We find girls in the school and with their parents. So that school is deemed to be the important place to organize and conduct awareness creation programs. But as the research finding shows, this is weak and not well organized. The commitment of school teachers towards the problem is not in a good position. Therefore, school girls are not in a position to get the required information on the consequences of migration to the Middle East. And hence, the dropouts, low academic results, loss of interest to learn which accompanied by weak class participation have emerged out which ultimately affect the wellbeing of school girls. This is also highly supported by the attitude of parents. Parents do not have good attention for the education of their daughters. Most of the parents want to send their children

to the Middle East than sending to the school as it is investigated by the study. Because, they want to get money from Arab countries for their immediate economic problems faced at home through their children. So migration of school girls for parents in the area is highly considered as a means of income to overcome their household problems. Therefore, the attitude of parents towards migration became another head ach for girls' school attendance. Besides, school girls were also sexually and physically abused while crossing the borders by the brokers and other armed groups at the border. This has psychologically affected girls (returnees) and even some have been sick for a long time and do not want even to be seen by the people around their village.

The mass migration of school girls to the Middle East now has also aspired boys to migrate. The study has identified that there is also an interest among boys to migrate in the future and many of them have also went to the Middle East in recent years. As of the school principal in one of the primary schools informed the team that outstanding boys were quit their classes and went with their relatives using the border route to the Middle East.

To mitigate the problems in the area concerned government sector offices are trying to carry out different actions. This is very encouraging. Especially, the department of labor and social affairs office established the task forces at all levels ranging from zone to kebele, to follow up the case and raise the awareness of community to curb the flowing of girls' migration to the Middle East.

CHAPTER 5: Summary, Conclusion and Recommendations

5.1. Summary

Migration of youngsters, particularly girls, to the Middle East became a recent hot discussion agenda for different community groups and government in Ethiopia. The concern here is not only the mass migration and their security in the destination countries. But also the increased human trafficking and smuggling by different brokers across the nation has grabbed the attention of different government and nongovernmental organizations to work together and ensure the wellbeing of teenagers/children, particularly girls, who are really the center of disaster.

Amhara National Regional state is one of the regions in Ethiopia in which large number of girls are migrating to the Middle East using different routes of migration. North wollo zone, among the zones, is the one in which many of school girls and boys are deceived by different brokers and suffering from different forms of violation while on migrating. As the assessment report of the zone Department of Labour and Social Affairs, Raya kobo wereda is one of the weredas in which many of the children are migrating and facing different challenges.

This study, therefore, is conducted in this specific wereda aiming at attaining two specific objectives: 1) identify motivating factors and consequences of girls' migration to the Middle East against their school attendance, performance and social conditions 2) identify what mitigating actions are in place. Based on the above objectives the research has been conducted in four primary schools and two secondary schools with different research subjects, both urban and rural settings. The research subjects for the study were; grade 7, 8, 9, and 10th students, school teachers and principals. In addition, parents, wereda education office head, wereda women children and youth affairs office head, wereda justice office head, return migration, zone and wereda labour and social affairs office heads. Totally 265 research participants were participated in the research.

Systematic sampling, purposive sampling and simple random sampling techniques were applied to select the research subjects and processed accordingly. Following this, the data were collected from each research subject using developed data collection instruments. These

were; key Informant Interview (KII), questionnaire, Focus Group Discussion (FGD), Document review and In-depth interview. The research design was mainly based on qualitative research approach but also mixed up the quantitative instrument to collect thick data on the topic under study.

As of the data collected, girls' migration is still a challenge in practice as well as in attitude aspects in the area. School attending girls are migrating by giving up their classes. In 2013, in the wereda, in sample 6 kebeles, more than 1700 girls and boys were left their village for Arab countries in the East.

The research finding shows that, the cause for girls migration are; remittance pressure that is sent from girls who fled to Middle East, absence of job opportunities in which many of newly university graduates are still without job in the area, teachers imposition- teachers are not well motivated to give quality education for the students because they are also victims of migration. In addition, some teachers also encouraging girls to go out like their friends' abroad. The other driving forces behind girls' migration are; migration return in which they preach positive aspect of the migration to their neighbors, peer pressure in which they regularly discuss about its information and plan how to go together, the presence of different facilitators to migration particularly brokers, minibus owners or drivers, money lenders, relatives residing in Arab nation, economic problem, drug addiction and low quality of education encourage school girls to migrate.

As a result of these, many of school girls became victim of migration. They have got various problems on their way to Middle East and in the destination countries. They are physically abused by the brokers, employers, and other individuals. They are sexually abused by the brokers and armed forces at the border even lost their life in the desert area. Some returnees have got mental disorder for some time and getting medical checkup, some spent their time at the churches where the holy water exist. The interest conflict among girls and parents is also another challenge for girls and families these days in the area. Motivation to learn among girls is decreased and the dropout rate is increasing from time to time. And hence, the academic achievement of girls is also getting lower than boys.

Although, migration in all its sphere of influence has negatively affected the life of girls, there is still some positive impact observed in the intervention area that some girls who went earlier time to Middle East have built houses and furnished it. Besides, they have also well-equipped and furnished their parent's house with household goods. And had also covered their household expenditure and improved their livelihood status. Some migration returnees also engaged in some profit making businesses in the area. Furthermore, the area was very well known by early marriage harmful practices but now this has dramatically decreased and people started thinking that sending girls to the Middle East is a better way of generating assets than marrying them off.

5.2. Conclusion

When we see the causes of girls' migration to Middle East in Raya kobo wereda, it has diversified elements that need to be further investigated and addressed. The school environment is one, the family environment is the other and also the society environment is the third big horizon that facilitates and paves the way for the wellbeing and development opportunities of girls. Families are epidermis, the outer layer part, the nearest to the children that protect children from different forms of violation and at the same time they are the first fuser for their future development opportunities. But their thinking pattern is not in a position to support girls so as to continue their education. The second place for growing socially, emotionally, psychological and mentally is definitely the schools. But the schools are with many attitudinal problems which are not oriented in a way to reduce girls' migration to the Middle East. And the community at large is another big horizon that looks after the general thinking patterns and practices of children to pave the way for their wellbeing, development and to be recognized as one part of the society.

However, the research finding shows that there are many problems doweled around these common places of children with regard to girls' migration. The relationship between parents and their daughters is heavily overwhelmed by the idea of migration to the Middle East so as to generate assets. The learning and teaching atmosphere in the schools as observed by the research team is loosen and no strict control on absenteeism and seen lower professional commitment among the teachers. Many of the teachers want to go somewhere and girls also want to migrate. They are differently thinking but working together in one school compound.

The brokers are playing games up on school girls and their preaching is much higher than the awareness raising program undertaking by the schools and government sector offices against girls' migration. The attitude of migration among girls is deeply rooted and many of them have future plan to go out. Some of course have convincing reasons to migrate; some have considered it as a fashion or simply by different pressures (deceived) and some are forcedly migrating. The return migration girls are also in different problems, particularly their health situation is not in a good position. In addition, they are not willing to resume their education back in to school. So that school girls' migration to the Middle East has multifaceted problems which require greater attention of different concerned bodies. Existing efforts by Department of Labour and Social affairs with all its structure to mitigate girls' migration is very much encouraging but needs support from different sectors of the community and non-governmental organizations.

5.3. Recommendations

Therefore, based on the above discussions, the researcher recommends the following action points to be undertaken by different concerned stakeholders to hold on up a slogan says 'girls to school not to Middle East for modern slavery'. It is true that bringing back from the current trend, attitude and practice of girls towards migration demands the collective efforts of all concerned bodies supported by children themselves. The problems are very much interwoven and deep rooted and which requires joint effort to address the root causes to replace by a means to future development of girls. Hence, government, Non-Governmental Organizations (NGOs) and other Community Based Organizations (CBOs) may take the following responsibilities to mitigate and resume the position of girl's education in all its dignity back in the wereda:

1. Identify existing brokers found in the wereda and organize a discussion forum to have common understanding on girls migration how it is making the life of girls disaster. Then let the brokers involve in re orientation of the community against their previous actions.
2. Strengthen the existing established structure or taskforce against human trafficking and smuggling at wereda and zone level.

3. Revise existing policies of agencies to revitalize in such a way that girls in the Middle East are well protected from different forms of violations and make accountable agencies towards that.
4. Look in to existing de-motivating factors among the teachers and identify the gaps to overcome the problems and bring them back on their commitment and professional competence. So that teachers can play an indispensable role in their surroundings to influence parents and convince children to stable at their education. Strengthen within teachers will create interest among girls to learn.
5. Create job opportunities or introduce alternative means of income for those unemployed youngsters including the newly graduate one. And it is also good to consolidate the current trend in small micro-enterprise by organizing and making them create more jobs.
6. Organize and conduct different awareness raising programs to the community like; video shows on different community gatherings on negative effects of migration, use Amateur clubs to prepare and display dramas, present poems which is accompanied by music.
7. Strictly control the minibuses that are driving at night in the identified routes of migration and take corrective measures. And also carry out regular discussions with traffic police on the reports.
8. Avoid provision of ID cards with falsified age evidence to the teenage girls and identify the problem where it lies to dry the source.
9. The provision of passports to the school girls need to be verify in fulfillment of their age requirement. Particularly those girls below grade 10.
10. It is good if the government assign military force at each identified migration routes border for specific period of time to save teenage girls from disaster and reunify them back to their families.
11. Use returns migration as a model to aware the community at all levels.
12. Organize National, regional and zonal level discussion forum among different government officials, Religion leaders, and other civil society organizations.

13. Conduct Regional and National level comprehensive research on girls' migration to Middle East in collaboration with concerned bodies to increase understanding on the phenomena so as to design mitigation strategies based on the finding.
14. Collaborate with different media agencies at different levels to carry out media campaign against girls' migration.
15. Provide trainings and material support to school clubs and encourage the promotion against girls' migration to Middle East through school mini media program.
16. Use Community Based Organizations as a strategy to disseminate information on girls' migration of its negative consequences.
17. Provide inter-cultural trainings, including home making, language and life skills to those potential legal migrants to the Middle East so as to reduce different forms of violation and enhance their social interactions in the destination countries.

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APPENDICES

Appendix A

Addis Ababa University
Institute of Educational Research (IER)
Focus Group Discussion (FGD) guide for school girls, grade 7& 8 and 9 & 10
together.

Back Ground of Group Interviewed:

- a) Name _____ Age _____ Grade _____
- b) Interview Date _____
- c) School _____
- d) Time discussion started _____ Time ended _____

Introduce Moderator and record keeper

Introduce topic of research:

I am interested in learning and increasing my understanding about the school girls migration to the Middle East in the area. I am especially interested to know about what does really motivate girls to migrate and what was happened so far because of migration on girls. I hope that your answers to my questions will contribute to the efforts of different actors involved in understanding and working on mass girls migration to the Middle East. I expect our discussion to last about 45' to one hour.

AGREE ON GROUP NORMS AND CONFIDENTIALITY

First, I would like to ask you some general question about girls migration in the area

How the school girls migration to the Middle East looks like in the area?

Do you have friends, neighbors, and relatives went to Arab countries?

How did they get there?

Do you know the reason why school girls are migrating to the Middle East instead of attending their education?

Who are behind school girls' migration in motivating, supporting and facilitating their migration?

Which migration routes are they commonly use to go out?

Is there any one among you who is planning or planed to migrate?

Do you think girls migration affects the learning and teaching process in the school?

Do you know and mention it what the school is doing on this to mitigate girls migration to Middle East?

What do you suggest to do in the future with regard to school girls migration?

What do you think about the subjects we have discussed? Do you think that we this group has covered issues that are related to school girls migration and is it important?

Close the Interview:

Thank you all for your time and ideas. This has been extremely helpful. As I said in the beginning, the purpose of this discussion is to help me understand and learn about school girls migration to the Middle East in the area.

Please remember that you agreed to keep this discussion confidential. Do you have any question for me?

Thank you for your help!

Appendix B

Addis Ababa University Institute of Educational Research (IER)

Focus Group Discussion (FGD) guide for School Teachers

Back Ground of Group Interviewed:

- a) Name _____ Age _____ Sex _____ Education Background _____
- b) Interview Date _____
- c) School _____
- d) Time discussion started _____ Time ended _____

Introduce Moderator and record keeper

Introduce topic of research:

I am interested in learning and increasing my understanding about the school girls migration to the Middle East in the area. I am especially interested to know about what does really motivate girls to migrate and what was happened so far because of migration on girls. I hope that your answers to my questions will contribute to the efforts of different actors involved in understanding and working on mass girls migration to the Middle East. I expect our discussion to last about 45' to one hour.

AGREE ON GROUP NORMS AND CONFIDENTIALITY

How do you describe the trend of school girls migration to the Middle East in the area?

What are the major factors that motivate school girls to migrate?

Which family back ground do you think that girls are motivated to migrate?

How does this girls migration affects the learning and teaching process in the school?

What are you and the school is doing to mitigate school girls migration in the area?

What do you suggest to be undertaken to mitigate school girls migration to the Middle East?

Thank you for your cooperation!

Appendix C

Addis Ababa University Institute of Educational Research (IER)

Focus Group Discussion (FGD) guide for school boys, grade 7& 8 and 9 & 10 together.

Back Ground of Group Interviewed:

- a) Name _____ Age _____ Grade _____
- b) Interview Date _____
- c) School _____
- d) Time discussion started _____ Time ended _____

Introduce Moderator and record keeper

Introduce topic of research:

I am interested in learning and increasing my understanding about the school girls migration to the Middle East in the area. I am especially interested to know about what does really motivate girls to migrate and what was happened so far because of migration on girls. I hope that your answers to my questions will contribute to the efforts of different actors involved in understanding and working on mass girls migration to the Middle East. I expect our discussion to last about 45' to one hour.

AGREE ON GROUP NORMS AND CONFIDENTIALITY

What do you know about school girls migration to the Middle East? Can you tell me some information?

Do you have any one of your sister migrated or planned to migrate to Middle East?

What was happened on you because of your sister's migration to the Middle East?

Why do think girls decided to migrate to the Middle East?

Do you agree on their decision?

Did girls migration affect the learning and teaching process in the school?

What do you suggest to be undertaken in the future?

Many thanks for your cooperation!

Appendix D

Addis Ababa University Institute of Educational Research (IER)

Focus Group Discussion (FGD) guide for school girl's parents

Back Ground of Group Interviewed:

- a) Name _____ Age _____ Sex _____ Education Background _____
- b) Interview Date _____
- c) School _____
- d) Time discussion started _____ Time ended _____

Introduce Moderator and record keeper

Introduce topic of research:

I am interested in learning and increasing my understanding about the school girls migration to the Middle East in the area. I am especially interested to know about what does really motivate girls to migrate and what was happened so far because of migration on girls. I hope that your answers to my questions will contribute to the efforts of different actors involved in understanding and working on mass girls migration to the Middle East. I expect our discussion to last about 45' to one hour.

AGREE ON GROUP NORMS AND CONFIDENTIALITY

What information do you have about the school girls migration to the Middle East in the area?

Do you have daughters working in the Middle East countries? Where they students?

Why did they go there?

Which routes of migration did they use to go out?

How much does it costs to send your daughter abroad to the Middle East?

Which one do you think better for your daughter and you, attending the school here or working in Arab countries out? Why?

What benefit is obtained from school girls migration to the Middle East?

Do you have plan to send your school daughter at home now in the future?

What do you suggest to do in the future about school girls migration?

Is there any question you want to ask me?

Many thanks for your cooperation!

Appendix E

**Addis Ababa University
Institute of Educational Research (IER)**

Interview guide for school principals

Interviewer's Name _____ Date of Interview _____

Started time _____ End Time _____

1. General Back ground of Interviewee
 - a) Name _____
 - b) Age _____
 - c) Sex _____
 - d) Marital status _____
 - e) Education Back ground _____
 - f) Year of experience _____
 - g) School _____
2. How do you evaluate school girls migration to the Middle East?
3. Why do they migrate leaving behind their education?
4. What is the impact on school learning and teaching process?
5. Which grade level is do you think is much aspired to go to Middle East? Why?
6. How do you evaluate the general performance of existing school girls in a class?
7. What actions are undertaking in the school to mitigate the problem?
8. What actions do you suggest to be taken in the future?

Many thanks for your cooperation!

Appendix F

**Addis Ababa University
Institute of Educational Research (IER)**

Interview guide for wereda education office head

Interviewer's Name _____ Date of Interview _____

Started time _____ End Time _____

1. General Back ground of Interviewee
 - a) Name _____
 - b) Age _____
 - c) Sex _____
 - d) Marital status _____
 - e) Education Back ground _____
 - f) Year of experience _____
2. How is school girls drop out in the wereda?
3. What are the reasons for school girls drop out?
4. Do you think migration affects school girls attendance in the wereda?
5. What are the main driving forces do you think for school girls migration?
6. Which specific areas of schools do you think affected by girls migration?
7. What is the role of teachers undertaking to mitigate the problem?
8. What actions do you suggest in the future to be under taken?

Thank you for your cooperation!

Appendix G

**Addis Ababa University
Institute of Educational Research (IER)**

Interview guide for wereda Women Children and Youth Affairs office

Interviewer's Name _____ Date of Interview _____

Started time _____ End Time _____

1. General Back ground of Interviewee
 - a) Name _____
 - b) Age _____
 - c) Sex _____
 - d) Marital status _____
 - e) Education Back ground _____
 - f) Year of experience _____
2. How is girls migration situation in Raya kobo wereda?
3. Which specific age groups of girls are migrating to the Middle East?
4. What are the main reasons for girls migration in the area?
5. What impacts did you observe in the society because of mass girls migration to the Middle East?
6. What actions are undertaking by the institution to mitigate the problem?
7. What do you suggest for the future to be undertaken?

Many thanks for your cooperation!

Appendix H

**Addis Ababa University
Institute of Educational Research (IER)**

Interview guide for wereda Justice/police office

Interviewer's Name _____ Date of Interview _____

Started time _____ End Time _____

1. General Back ground of Interviewee
 - a) Name _____
 - b) Age _____
 - c) Sex _____
 - d) Marital status _____
 - e) Education Back ground _____
 - f) Year of experience _____
2. How is the migration of girls in the area to the Middle East?
3. What cases of girls migration are handled so far?
4. Which routes of migration do girls use to migrate? And how?
5. What mechanisms are in place to protect girls from different forms of violations while on migration and mitigate girls the problem?
6. What do you suggest to be done in the future?

Thank you for your cooperation!

Appendix I

**Addis Ababa University
Institute of Educational Research (IER)**

In-depth interview checklist for migration returnee girls

Interviewer's Name _____ Date of Interview _____

Started time _____ End Time _____

1. General Back ground of Interviewee
 - a) Name _____
 - b) Age _____
 - c) Sex _____
 - d) Marital status _____
 - e) Education Back ground _____
2. When did you go to Arab nation and which country?
3. Why did you go and how?
4. Why did you go back to your country?
5. What benefit or loss did you get from migration?
6. How was your parent feeling when you come back to your home?
7. Do you like to continue your education? What is your future plan?
8. How do you see the current girls' migration trend and what do you suggest for the future?

Many thanks for your cooperation!

Appendix J

**Addis Ababa University
Institute of Educational Research (IER)**

Questionnaire for primary 2nd cycle and 1st cycle secondary school of female students (girls) of Raya Kobo wereda.

The purpose of this questionnaire is to gather information on motivating factors of school girls' migration to Middle East in Raya kobo wereda and its consequences as the result of migration. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the question is highly appreciated and thank you in advance.

Note:

- A) Any of your information or suggestions will be kept secret and used for research purpose only.
- B) Do not write your name on the questionnaire.
- C) Give appropriate answer as per your choice to the following questions by writing or marking 'x' in the boxes.

BACK GROUND OF GIRLS ANSWERING THE QUESTIONS

1. Give short answer for the following questions
 - a) Name of your school _____
 - b) Age 1) 13 years and below
 - 2) 14 – 15 years
 - 3) 16 – 18 years
 - 4) 19 – 20 years
 - c) Grade _____
 - d) Marital status: Married Single Divorced
2. Do you have relatives in Arab countries? Yes No
3. If your answer above is yes, are they female or male? Female Male
4. Were they students and dropped out from the school? Yes No
5. If your answer above is yes, can you remember which grade level were they?
 - a) Grade 1- 4

- b) Grade 5 – 8
 - c) Grade 9 – 12
 - d) I am not certain
6. Do you have a plan to go to Arab nation in the future?
- a) Yes
 - b) No
 - c) Not yet decided
7. Do you know what is the case of school girls migration to the Middle East?
- a) Yes
 - b) No
8. If your question above is yes which of the following do you think the main reason for school girls migration to the Middle East?
- a) Economic problem
 - b) Family pressure
 - c) Peer pressure
 - d) Desperate in quality of education
 - e) Early marriage
 - f) I am not certain
9. Whom do you think among the following highly involved in facilitating girls migration to the Middle East?
- a) Family
 - b) Broker
 - c) Peer
 - d) I do not know
10. Do you think migration of school girls to the Middle East has to be stopped?
- a) Yes
 - b) No
 - c) Doesn't concern me
11. If your answer above is yes or no what is your main reason can you mention it below on the provided space?
- _____
12. If you have additional comments, suggestions or recommendations on school girls migration to the Middle East you are welcome and write on the space provided below
- _____
- _____
- _____

Thank you for your cooperation!

Appendix K - Picture of Research Participants

FGD with School Girls



Picutre of Focus Group Discussion (FGD) with School Girls



Picture of Focus Group Discussion (FGD) with School boys



Picture of Questionnaire respondents of school Girls



Picture of Focus Group Discussion (FGD) with School teachers and Key informant of school Principal



Picture of Key Informants from Raya Kobo Wereda government office heads



Women Children & Youth office



Wereda Education Office



Wereda Police Office

Pictures of Migration Returnees on in-depth interview



Picture of Parents on Focus Group Discussion (FGD)



DECLARATION

I, the undersigned, declare, that this thesis is my original work and all sources of material used for the thesis have been duly acknowledged.

Name: Genene Yilma

Signature: _____

Date: _____