INDIRA GANDHI NATIONAL OPEN UNIVERSITY

AN ASSESSMENT OF THE FACTORS CONTRIBUTING TO THE EDUCATIONAL BACKWARDNESS OF RURAL GIRLS IN AFAR REGION: THE CASE OF AYSAITA AND AMIBERA WOREDAS

A Thesis Presented to the School of Graduate Studies Indira Gandhi National Open University

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BY

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DECLARATION

I hereby declare that the dissertation entitled AN ASSESSMENT OF THE FACTORS CONTRIBUTING TO THE EDUCATIONAL BACKWARDNESS OF RURAL GIRL'S IN AFAR REGION-THE CASE OF AYSAITA AND AMIBERA WOREDAS submitted by me for the partial fulfillment of the M.A. in Rural Development to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original works and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any course of the study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATION

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LIST of ACRONYMS

ABE--------------------Alternative Basic Education

ABECs-----------------Alternative Basic Education Centers

CDC's------------------Community Development Committees

CSA--------------------Central Statistical Authority

DFID -------------------Department for International Development

EFA --------------------Education for All

ECCE------------------Access to early childhood care and education

ESDP -------------------Education Sector Development Program

ETP --------------------Ethiopia Transformation Plan

FDRE-------------------Federal Democratic Republic Ethiopia

FGD --------------------Focus Group Discussion

GER--------------------Gross Enrollment Rate

GEAC -----------------Girls' Education Advisory Committee

GEC --------------------Girls Education Challenge

GEQIP------------------General Education Quality Improvement Package

HTP--------------------Harmful Traditional Practice

KII ----------------------Key Informant Interview

MDGs------------------Millennium Development Goals

MOE--------------------Ministry of Education

NER -------------------Net Enrolment Ratio

PTA---------------------Parent Teacher Association

REB----------------------Regional Education Bureau

UNESCO --------------United Nations Educational, Scientific and Cultural Organization

WEO -------------------Woreda Education Office

WASH------------------Water Sanitation and Hygiene

ABSTRACT

Girls in the pastoralist areas of the Afar region face various barriers in accessing education. This being the case, the existing situations are demanding detailed and continuous assessment of girl's education in the region in order to devise appropriate schemes and policies to address this important regional issues

The objective of this study is thus is to assess factors contributing to the educational backwardness of girls in Afar Region .Accordingly to this study has designed and conducted in line with the above factors to suggest the most successful intervention for the improving girls' education in Afar region. In order to achieve this general a mixed method approach to data collection was followed using qualitative tools to obtain data from various primary target groups such as girls & boys (aged 6-19), women, teachers, clan and religious leaders, community groups and government offices The study consists of 127 participants from students, educational institutions, clan leaders and community groups of the region. Based on this the findings of the study present that cultural taboo, heavy household workloads such lack of water supply in residential areas that increases expectations of girls' obligations to do all these has seriously interfered in their education . So that girls' household responsibilities, parents' limited awareness of the importance of education, cultural traditions regarding maturity, early marriage, childbirth and poverty represent some of the demand side barriers to girls education.

 In addition to this , serious Lack of availability of and access to schools, shortage of classrooms, lack of qualified teachers and limited mother-tongue instruction represent some of the supply side barriers to education to mention a few. High attrition of teachers is one of the key challenges affecting the provision of education within the Afar region. High teacher turnover rate is attributable to a lack of basic services and facilities available in the community. Pastoralists with no fixed place of residence are most likely not to enroll their children to school and even if they enroll their children in school it is less likely that they will complete a full academic year.   In conclusion, the study has provided REB with initial results and an accurate depiction of the educational system, and perception of that system in the Afar context with major factors contributing to education backwardness of rural girls

in afar region. The study has identified significant problems in dropout, repetition, and completion rates and different barriers are affecting girls' education backwardness that negatively influences the move towards achieving girl's education and gender parity especially in secondary schools. Implications of the outcomes of the study for practice and research are described.

Keywords: enrollment, academic performance, repetition, dropout and completion.

1. INTRODUCTION

1.1 Background of the Study

Education is the right of the basic human rights behavior of the head of household to children's for everyone, regardless of gender, race or region. Speculation in the development of human capital to ignore the female population is not a practical strategy for any nation. Educated to contribute more effectively in the political affairs of their non-educated counterparts; thereby encouraging democracy in the country. It is an established fact that education is the means by which society conveys its experiences, new findings, skills, attitude and values accumulated for many years, in its struggle for survival and development. It enables individual and society to make all-rounded participation in the development process by acquiring knowledge, abilities, skills and attitudes (1). As a whole, education is a cornerstone of economic, political, social development and a principal means of improving the welfare of individuals. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps to reduce poverty by mitigating its effects on population, health and nutrition and by increasing the values and efficiency of the labor offered by the poor (2). Education is perhaps the single most essential measure to ensure a full participation of women in development. Women's participation in all sectors of profession has become significant. The rate of enrolment of girls at all level of education and their success determine their income level, status, influence, degree of mobility and confidence. In addition to personal gains, education is considered to be the driving force behind economic, social and cultural development of a country. As a result, the issue of education in general and that of girls in particular has been underlined in many development institutions (3).

In Ethiopia since 1991, after the introduction of a federal government structure, regional and local governments are empowered to manage the delivery of social services such as education as their own affairs in which educational opportunities have been expanded throughout the country. Alongside, the government has developed the Education and Training policy in 1994 and launched the Education Sector Development Program (ESDP), with a focus on the comprehensive development of education. ESDP I for the period (1996/1997-2002/2003), ESDP II for the period (2002/2003- 2005/2006), ESDP III for the period (2005/2006-2010/2011) and ESDP IV for the period (2010/2011-2014/2015) intends

to improve quality of education, expand access with special emphasis on primary education in rural areas as well as the promotion of education for girls (4). These programs were specifically formulated with different goals of gender equity to increase women enrollment ratio and reform the curricula to make it gender sensitive. The Programs have, among other things, the aim of increasing the share of women's enrollment in education especially in the rural areas. In particular, ESDP I was intended to emphasize on access, quality, efficiency and equity in education (5). Similarly, the Program Action Plan of ESDP II has emphasized in its strategy to change the attitudes in educating women by creating awareness campaigns and trainings for concerned bodies and encouraging women to join non-traditional fields and to continue the application of affirmative action for more female students to be able to join higher institutions (6). Likewise, ESDP III has focused on improving the participation of females in education through providing and strengthening counseling services, gender trainings, tutorial services and capacity building programs for women leaders (7).

The goal for gender equality under ESDP IV is to promote equal access and success in education and training for women and girls. The programs, among other things, intend to establish and strengthen women education forums, gender mainstreaming, girl students' clubs at all levels of education and monitor the implementation of affirmative action programs by creating strong work relationships with appropriate bodies and develop the sexual harassment policy at all higher education institutions (8).

Although the general literacy rate for women is much lower than for men, there has been considerable improvement in girl's enrollment at all levels of education. The Gross Enrollment Rate (GER) has seen a steady increase since 2008/9. Primary education had increased in enrollment for five years (2008/9-2012/13) averaging 2.9 % (13). GER has increased by 3.0 percentage points from the year 2009/10 (9). Although there is an incremental increase in Primary GER among female students while there remains a gender gap in terms of enrollment of boys and girls. For 2012/13, the GER at national level is 95.3%, which shows similar GER from 2010/11(9). While enrollment in all secondary schools (Grades 9-12) has grown by over 17.8 % per year, reaching almost 1.5 million students in 2012/13, but in the first cycle the rates for boys continued to predominate the rate of girls (5). Moreover, examining the gender proportionality at the tertiary level at

both undergraduate and postgraduate levels, the share of women becomes very small as one goes up higher in the rank.

In Ethiopia, the rate of adult literacy for women was 34% while it was 49% for men. This gap between men and women is observed at all level of education. For example, during the academic year 2012/13, the gross enrolment ratio (GER) for primary enrolment was 95.3 %. When this figure is aggregated by sex, we find that the GER for boys was 98.2% while it was 92.4 % for girls. For afar during the academic year 2012/13, the gross enrollment ratio (GER) for secondary enrolment was 7.4%; when this figure is aggregated by sex, we find that the GER for boys was 8.5% while it was 6% for girls. In addition to this low enrolment of female students, we find that the rate of repetition for them to be higher during the same academic year (9). In Ethiopia, at all level of education, both in rural and urban areas and more so in rural areas, achievements of girls are much lower than those of boys (Genet, 1998). Girl's enrolment and success to education is mainly dwindled by social and cultural related factors. These factors are not shared by male students. In short, the overall enrollment of students in general and women in particular show steady increase for the last decade. Yet, the gender gap still persists in all levels of education especially at the tertiary level of higher education and pastoralist areas of Ethiopia like afar region.

Educational opportunities for pastoralists are terrible, particularly for women and girls. Few attempts have been made to adapt educational services to pastoralist livelihoods and in some remote areas schools are still virtually unknown. In the pastoralist areas of Ethiopia there is a significantly lower chance of being educated than each of the national averages would suggest. Although the gender ratios remain high in the pastoralist areas, they are actually notably lower than each of the national averages. This suggests, although not conclusively, that the most important factor limiting pastoralist girls' education at present is not necessarily social or cultural barriers but rather a general lack of educational opportunities in the areas in which they live. The situation in the Afar Region of Ethiopia is confirmed by a recent household survey (2010/11) that found that the literacy rate for male pastoralists was 22.7 per cent and for female pastoralists only 4.8 per cent, which suggests an even greater gender disparity than the data presented here. (10) Likewise, primary and secondary school gross enrolment rates compiled by the government of Ethiopia for 2012/13 indicate that afar region has by far the lowest level of enrolment at only 50.7 % and 7.4 % while a national average is 95.3 % and 38.4 % respectively.

According to (9) girls enrolment rate and success in afar region at both primary and secondary school level is less than that of male, i.e., girls enrolment rate was 45 %: and that of boys 55 %. At secondary school however girl's enrolment rate was only 34 %, while for boys it was 66 % for the year 2013/14. In general, afar girls face different challenges at all educational level. Afar girl's needs particular focused attention and study into factors to identify and understand subjective experiences. Accordingly this research will investigate key factors contributing to the educational backwardness of rural afar girls'. As well as the research will answer what is the state of girls' education in afar, what are the key enablers and inhibitors for girls education, what are the top demand side and supply side barriers for girls education and what are the most successful interventions/approaches for the improving of girls' education backwardness, access, retention, completion and learning outcomes.

1.1 Statement of the Problem

According to UNESCO, in 2013 there were about 61 and 71 million children in the world who were not attending primary and secondary schools respectively (11). Out of these children, 30.6 million were found in Sub-Saharan Africa and 3.9% of these children were found in Ethiopia. The available data clearly indicates that, from the societies who are out of school in Ethiopia, a remarkable share goes to pastoralists (9). The majority of pastoral societies are to be found in seventeen African countries (38). These communities were estimated to account for 6% of the African population and found to be disadvantaged with respect to social services including provision of education (43). Reasons for providing education to pastoralists include the need to ensure modernization, poverty reduction, effective self-governance and management of locally available resources, and also national integration (38). Other studies and reports indicate that many pastoralist girls are still not in school and as a result, disparities persist (8). In Ethiopia, for instance, in Afar region 55.5% of lower primary (grades 1-4) and 92% of upper primary (grades 5-8) school-age children respectively are not in school. Although improvement has been seen in the case of Somalis, 23.3% of lower primary and 88.6% of upper primary school-age girls respectively have been out of school (9).

Global and national evidence has consistently shown that girls/women's level of educational attainment has a direct correlation with gender equality and broader family, community and

national benefits towards improved human development. According to a recent World Bank study (9), the economic benefits of investing in girls' education that included Ethiopia among its sample countries, "marginal investments in girls can have a substantial impact on GDP growth and well-being." Prolonged girls' retention in school has multiplier effects in all other areas of a girls' life from delaying early marriage, teenage pregnancy, earning potential and greater women's empowerment overall. Women's social empowerment increases with level of education attained. Women with no education are three times more likely to consider some form of wife beating acceptable as compared to women with more than a secondary level education. The gendered division of domestic chores and sharing of responsibilities increases with women's educational attainment. In Ethiopia, causal and direct correlations have been made between increases in female educational attainment level and improvements in critical social and health outcomes for individual women, their children and families, communities and national human development goals. Investing in girl's education has a multiplier effect on social and economic and health outcomes.

Despite improvements in access in recent years, girls across Ethiopia are more likely to be out of school, drop out, not perform, and not transition to lower secondary level than boys. Although the Government is responding to this through components of the Education Sector Development Plan IV (ESDP IV), girls still lag behind boys at all levels in afar region. With close to 50% of girls of primary age out of school in afar pastoralist population, increasing access to education for girls in Afar represents the "Last Mile" as Ethiopia looks towards achieving universal primary education (14). In Afar too many primary school-aged girls still remain out of school, drop out or do not perform well, and never transition to lower secondary levels (Grades 9-10). Girls' secondary school enrolment and completion rates continue to be among the worst in the country. If review during the academic year 2012/13, the gross enrollment ratio (GER) for secondary enrolment was 7.4%; when this figure is aggregated by sex, we find that the GER for boys was 8.5% while it was 6% for girls. Thus, this study aims at providing a better understanding of factors affecting to education backwardness of rural girls in afar region.

1.2 Objectives of the Study

1.2.1   General Objectives

The general objective of the study is to identify factors that affect rural girls' education backwardness in Afar Region

1.2.2   Specific Objectives

The specific objectives were as follows:

1. To study the status of girls' education in afar region.
2. To identify the key enablers and inhibitors for girl's education.
3. To study the top demand side and supply side barriers for girls to enter, stay in, complete and learn in primary and secondary schools.
4. To study the most successful interventions/approaches to improve girls' access, retention, completion and learning outcomes.

These specific objectives were intended to direct study in identify factors contributing to the educational backwardness of rural girl's in afar region.

1.3 Significance of the Study

As it is evident from the statistics, afar boys have more access to education than afar girls. As the greatest disparity can be found in primary and secondary education and adult literacy, affirmative action program must be taken in order to eliminate the gender gap in this region. According to the data (9), for every 100 boys enrolled in secondary education, there are approximately 32 girls only. The number of female drop-outs is high in the region, especially in the transition from primary to secondary education. In 2014, only 41% of girls survived to the last grade of primary education and there were only 45% enrolled in secondary education. Over 50% adolescent girls were out of school in 2014 (10). Low educational level is one of the causes and consequences of females' low socio-economic status. In spite of the fact that significant progress has been realized in girls' education during the last decade in Ethiopia, gender gap is still observed critically in pastoralist areas of Ethiopia like afar region. This study is assumed to have the following significances both at policy and practice level. Regional government urgently required to improves and achieve girls' education, access, enrollment and completion. This requires to identify and understanding of the extent and severity of factors and causes that contributing to education backwardness of girls in afar region. Thus, this study contributes by providing relevant information regarding the factors and causes contributing to the educational backwardness of rural girl's in Afar region so as to review existing strategies and improve girl's education. The study moreover attempts an examination of the relevance and effectiveness of the strategies used to strengthen girl's education provision in the region. Hence educational planners and leaders in the nation in general and in the region in

particular get a clearer understanding of the actual gaps of the existing modes of educational delivery, and this will help them in developing better and more suitable affirmative action programs to girl's education provision and strategies.

Finally, serve as a regional information and document to be used for decision making purposes and increase the awareness of educational leaders and draw their attention towards the problems/factors affecting education backwardness of afar girls; and also provide important recommendations for a better planning in the regional education bureau. Thus interested scholars can use the outputs of this research as stepping stones or input to conduct further studies in the area under consideration.

1.4 Scope of the Study

The scope of the study is delimited as Afar National Regional State of Ethiopia. In Ethiopia, regions are divided into districts called woredas, which are split into kebeles (the smallest unit of local government in Ethiopia). This is more complex in Afar region, where the clan system is spread across different kebeles. A clan may consist of different sub-clans and families which can be located in different areas. There may be different clans in one woreda, kebele or village. For the purpose of this study, a community is defined as a group of people living in a small village which may consist of several families from the same or different clans. The average number of families per community will vary based on the availability of water of pasture resources.

At present the Afar region is administratively divided into 5 zones, 32 woredas and 404 kebeles. This study will use random sampling method as result of high homogeneous among afar woredas and kebeles that random sampling will give equal chances for all woredas & kebeles to be included. Accordingly this study is delimited into Aysaita & Amibera woredas of afar region which selected using simple random sampling method. From these 2 woredas, 10 kebeles (3% of the total Kebeles of the region) randomly selected by giving a quota for each selected 2 woredas based on the assumption that 5 kebeles per woreda) represent the sample Woredas. The subjects of the study focused on identifying factors contributing to the educational backwardness of rural girls in afar region at selected 2 woredas of girls (ages 6-19), head of household, teachers (formal school & ABE), key informants, focus groups (girls, boys, women and elders), government offices at different levels (Bureau, Zones, Woredas and school).

1.5 Limitations and Constraints of the Study

The following were some of the major limitations and constraints the study based from data collection to analysis and interpretation. Minimal coverage of primary data in the study topic and their probable low quality; poor record keeping in statistics was limitation especially in woredas education offices and schools were not well organized and documented. This restricted timely collect data in making comparisons. Another limitation of this study was faraway of targeted woredas, kebeles and schools that conducting the fieldwork demands enough budget and time. However, since the trips to the study areas were mostly by mass transport and sometimes on foot, it was difficult to follow a plan. Along with other consequences, the shortage of research budget had caused the sample survey to be limited to relatively few sample woredas, kebeles and schools.

1.6 Organization of the Study

The paper has preliminary parts such as table of content, list of tables, figures and maps, acronyms, an acknowledgment and abstract. The rest of the thesis paper was situated in the course of the above mentioned is structured as follows. Chapter one is an introductory part which focused on the background of the study, statement of the problem, objectives of the study, significances of the study, scope of the study, limitations of the study and organization of the study. Chapter two is a brief review of the related literatures. Chapter three comprises the existing situation of the region and research methodology. Data presentation, analysis and interpretation are discussed in Chapter four. The last section (Chapter five) sees to summary and finding, conclusions and recommendation along with some suggested solutions to the problems. References and appendices are affixed at the end of the paper.

2. REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literatures concerning the issues under study. The major topics included in this chapter consists of education for all, perception of girls' education, concepts of pastoralist, historical overview and current status of education in Ethiopia, Ethiopia ESDP policy, education policy for the pastoralist, Ethiopia's progress in education, overview of education in afar region, why invest in girls' education and challenges and issues in girls education.

2.1 Education for All

Education is fundamental to economic, social and political development. The right to education for all is not only a desired outcome but also a process that must be characterized by democratic principles such as nondiscrimination and equality, participation, transparency and accountability. It involves the creation of new knowledge and thinking, as well as breaking up old practices (15).

Education is a long standing human right that should be met unconditionally. The provision of education to all citizens has become an international issue and a national agenda since the 1948 Universal Declaration of Human Rights which affirmed that, elementary education was to be made free and compulsory available for all children in all nations (16).

According to UNESCO/IIEP (2006:1), the international community has on various occasions in recent decades shown its commitment to expanding access to education and improving the quality of education through the organization of more major international conferences. These conferences help to define an agenda and to identify priorities which most countries can adhere to. Ever since, treaties and declarations have been promulgated to turn these aspirations in to reality.

One such conference took place in 1990. Education for All (EFA) is an international commitment launched in Jomtien, Thailand to bring the benefits of education to "every

citizen in every society" (18). The Year1990 was also declared by the United Nations as the International Literacy Year. These two events provided the much needed impetus and opportunity to all governments and NGOs to commit themselves to the goal of providing education for all in their respective countries. According to World Bank (18), the nations of the world discussed on the major aspects of EFA, arrived at a consensus on what constitutes basic education, declared their commitment to ensure that the basic learning need of all children, youth and adults are met effectively in all countries and adopted a framework of action to realize the goal.

In 2000, that goal was far from being realized, but the pledge has been renewed and a new deadline is set for 2015. EFA is an important framework uniting efforts from international organizations, national and international non-governmental organizations and governments alike (20).

After a decade of slow progress, the international community reaffirmed its commitment to EFA in Dakar, Senegal, in April 2000 and again in September of that year. At the latter meeting, 189 countries and their development partners adopted the two EFA goals that are also included in the MDGs:

- Achieve universal primary education: ensure that all boys and girls complete a full course of primary schooling, and

- Promote gender equality and empower women: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015 (19).

Although MDGs 2 and 3 refer only to issues of universal primary education and gender parity, respectively, the World Bank recognizes that achieving these goals requires supporting the full EFA commitment (20).

In order to meet the challenges faced by the education sector, the Dakar Forum committed itself to the Dakar Framework for Action- a practical document laying out goals and strategies for achieving EFA. The Framework for Action adopted six major goals for education which covered the attainment of UPE and gender equality, improving literacy and educational quality, and increasing life skills and early childhood education programs, and were to be achieved within 15 years (21). It is also important to see that the conference proposed a new vision on education, demanding among other things, more consistent attention to education outside of the formal school environment and an increased role of the civil society and other development partners (6).

While there has been progress towards EFA since 2000 in the sub-Saharan Africa region, it has been uneven. The pace of progress towards universal primary education (UPE) in the region has been faster than during the 1990s, with the average primary net enrolment ratio (NER) increasing from 57% to 70% between 1999 and 2005. However, some countries have lagged behind and some goals such as early childhood care and education (ECCE), the learning needs of young people and adults, adult literacy and the quality of education – have received insufficient attention. Most countries failed to eliminate gender disparities in primary and secondary education since 2005. These must be redressed if children, youth and adults are to benefit equally from the opportunities education provides (22).

There has been a summing up of relevant factors that form major barriers for achieving basic education for all. (23) Has classified these factors into four groups:

- Accessibility; discrimination, the burden of household chores, and the burden faced by children combining work and schooling

- Affordability; direct, indirect, and opportunity costs

- Quality; the lack of infrastructure, facilities, materials, and support systems for children; inadequate conditions of work for teachers, low status of teachers, lack of adequate training, aids and materials for teachers, and the lack of sensitivity of education authorities and teachers to the needs of children at risk

- Relevance; curriculum detached from local needs, values and the aspirations of children at risk, curriculum inadequate to prepare students for gainful and skilled employment (24).

2.2 Girls' Education and Participation in Education

2.2.1　Girls education

Girl child education is the involvement of the female children into the process of education. Evidently, years ago an educated girl was quite a rare phenomenon and millions of girls in the world do not have the opportunity to receive education because of the existing prejudice and traditions. Till the beginning of the 20th century families concentrated on educating their male members, because educating girls did not meet their cultural, financial and ethic requirements. In the majority of the countries of the world girls were deprived of the chance to gain education, because they were believed to have completely different functions in the life of the society: motherhood, household duties, etc.

2.2.2 Girls' Participation in Education

Engin-Demir (21) stated that education is not a charity rather a fundamental human right for all people irrespective of their sex, race, economic status which is the key to sustainable development, peace and stability among countries. In any society, the provision of education is a fundamental and basic for human resource development. Education represents a major form of human resources development. Human resource development is determined by the availability and quality of education. Human resource development constitutes an underlying basis upon material development. It is a cornerstone for the nation's fast socio-economic development.

King and Hill (26) argued that educating females yields far-reaching benefits for girls and women themselves, their families' and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating women, national endeavors can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important.

The significant contribution of female education is expressed in terms of economic, cultural and political aspect a country. Obanya (27) stated that an educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. Geiger (28) indicated that the benefits of education relates to more or less in all aspects of development. Education empowers them to participate in the public and political life. The potential benefits of education are always present but females' education often has stronger and more significant impact than males' education (29). This does not mean education is unnecessary for males. One of the Ethiopia's research efforts pointed out that girl's low level of school attainment and correspondingly low levels of literacy, political integration, and economic productivity (30).

In the Universal Declaration of Human Right 1948, Article 13(1 and 2), the development of a system of quality education at all levels shall be actively pursued, and the material conditions of the teaching staff shall be continuously improved. Currently, girl's education is a critical development agenda since of its inherent value to individual girls, and benefits for its wider society. There is much attention to make education accessible to girls.

2.2.3 The Debate on Gender Parity in Education

Nearly a billion of school age children cannot read and write in the world. And 300 million of school age children are not in school. Two-thirds of those who cannot read and write are women, 60% of children not in school are girls. Many countries still do not provide basic education for all children. Numerous students are not in school and those lucky enough to be enrolled in primary schools dropout before completion and the level of achievement students attain is often low. These problems affect girls more than boys. In Africa, for instance girls' primary enrolment accounts for only 57% of the school-age population, compared with 75% to boys. Adetunde and Akesina (33).

Female participation in education is female enrolment as a percentage of total enrolment by level of education1. (31):

"*Gender equality is one of the fundamental goals in human development highlighted at numerous global conferences. Eliminating gender gaps and gender inequality means bringing the disadvantaged sex at par with the favored. It ensures that both sexes leave the school system with an education that provides life skills and permits them to pursue higher levels of education or vocational training according to their capabilities and is free from gender stereotyping. Most importantly, they should be equipped with skills and attitudes that will help them to pursue their potential regardless of their sex".*

According to Oxfam (28) and Adetunde and Akesina (33), why do some countries succeed in promoting gender parity and equality in education while others do not? The answer often given is 'political will'. Why governments are unwilling or unable to change their policies and priorities to achieve equal access to education for girls and boys, as expected in the third Millennium Development Goal. The answer for second is that policy research should point constraints and should give attention to primary schooling. The balance achieved in primary schooling may help as basis for research and practice in secondary schooling.

2.3 The Concept of Pastoralism

2.3.1   Definition of Pastoralist

Swift cited by Owiny, (34) defined pastoralism as a production system where 50% or more of household gross revenue, such as the total value of marketed production plus the estimated value of subsistence consumed within the household comes from livestock or livestock related activities; or where more than 15% of household food energy consumption consists of milk products.

According to MOE (31) pastorals are classified as:

Pastoralists- who live and derive most of their food and income from domestic livestock. They don't have any place of residence.

Agro pastoralists: who integrate crop farming with livestock? They live in semi-permanent settlements and only the male member's move in search of pasture and water. Transhumant pastoralists- have a permanent home area and move more or less on regular routs.

2.3.2   Life Style of Pastoralist

According to Klunghardt (36), pastoralism originated in the Northern hemisphere some 9000 years ago as a result of some ecological needs of particular kinds of livestock. For thousands of years, the pastoralist was the master of the savannah and the grassland. His mobility, his social discipline manifested in the warrior class, his ample access to protein and to animal products useful to warfare, made him superior to the farmer who huddled within or at the edge of the forest according to Imre (cited by Owiny, (37). Pastoralist herder's number several tens of millions people in Africa, the Middle East, and South, Southwest and central Asia. They include some of the poorest and most vulnerable of all southern population (Kratli, (38).

Livestock is the main center of nomadic economy. Almost all nomads consider their cattle a sign of prosperity and security, as matrimonial and social alliances depend on it. Consequently, mobility is a key feature and those family groups who are most successful nomadic pastoralists also exhibit a higher degree of mobility in search of water and pasture. Therefore, mobility is a strategy of survival for herds and nomads. The issue of mobility is further explained by Bosch et al (39) as that mobility tends to vary from region to region and overtime within the pastoralist livelihood systems. Although there is a general pattern, it has to be adapted to the seasonal and environmental possibilities of the environment.

The MOE report (35) shows that, pastoralist are estimated to constitute about 6% of the African population and can be found in 21 countries- Nigeria, Ghana, Cameroon, Niger, Mali, Senegal, Chad, Mauritania, Algeria, Egypt, Eritrea, Sudan, Ethiopia, Somalia, Uganda, Djibouti, Kenya, Tanzania, Botswana, South Africa and Namibia. The pastoralist population of Ethiopia makes up about 13.7% of the population inhibiting most of the lowlands. The

pastoralists are heterogeneous in ethnic composition and social structure, having some larger ethnic groups such as the Somalis, the Oromo and the Afar (40).

2.3.3   Pastoralists and Development

Pastoral people, frequently, are blamed for ignorance and unwillingness to cooperate. However; according to An Assement made in pastoralist areas in the horn of Africa, pastoralists tend to live in small groups and are often isolated and rarely have someone from their own social groups to represent them in political and social meetings outside their community. The study further states that governmental organizations, banks and social agencies are generally located in the capital cities or larger regional towns (Bosch et al, (39)).

The MOE (12) also recognized the long period of neglect and marginalization of pastoralists in Ethiopia and elaborates on the absence of infrastructures and social services in these areas under the past governments of the country.

The pastoral people were mostly poor, with limited security and consequently unable to take risks with their future. Illiteracy was high, but there were nevertheless rich sources of indigenous knowledge. Moreover, the pastoralists were realistic and prepared to adapt new practices if they thought the outcome would be positive (Bosch, (39)). Governments first start to address pastoralists in the 1970's, following the principle of blaming the victim. After large pastoral livestock projects in the 1970's and 1980's were halted and the imposition of sedentary life failed, the new generation of pastoral projects has common characteristics: a respect for mobile pastoral strategies, and for herder's indigenous knowledge and technical understanding. Nevertheless, problems remain. Old myths die hard, and outdated policies are rejected. Pastoralists are still often treated as second class citizens when it comes to investments, service delivery, political power and citizenship. Their irrational mobility is often cited as a reason (41).

2.3.4   Pastoralist and Education

The importance of education provision to pastoralist communities is integral to the overall achievement of the MDGs and EFA. Attaining the two education MDGs are dependent not just on mass enrolment drives, but also on targeting and reaching those smaller percentages of marginalized groups who are currently unable to access the system. It is

time for educators to explore flexible and innovative approaches in education provision that address specific barriers (42).

As a signatory of the declaration, Ethiopia has also exerted efforts to provide access to primary education to its entire people by formulating an Education and Training Policy in 1994. Among other things, the policy provided for a new educational structure and decentralized management, localized curriculum and the use of local languages as a medium of instruction in primary grades (43).

Based on the ETP, the third ESDP has given due consideration to mainstream pastoralist education in all sub sectors of the education sector. Although, conducive conditions are created for the development of pastoralist education in Ethiopia, the rate of growth still remains very sluggish compared to what has been achieved at countrywide level (16). For example, looking at the development of the education sector, in 2012/13 the national average GER was 29%, whereas the GER of Afar and Somali regions were 9.1% and14.3% respectively. According to the MOE annual abstract, in 2007/08, the country's national average GER has grown to 95.6% while it stands at 26.2% in Afar and 32.7% in Somali regions.

Education is reaching thousands of children in pastoralist areas. But still provision of only formal schooling leaves pastoralists either without education or provides with education that is not relevant to their lives (44). Expansion of formal education provision is not enough to ensure that Education For All reaches nomadic and pastoralist children. The interventions should be community-based that can respond to the context and mobility patterns of the pastoralist. It is only when governments have made efforts to reach nomads and pastoralists in innovative ways that completion rates would improved (32).

2.4 History of Education in Ethiopia

2.4.1 Pre 1991

Although existence of an alphabet in Ethiopia dates back to the fourth century A.D, it was only in the 1890s that literacy and basic education were realized as a means of development and modernity. Mammo (48).

Formal education in Ethiopia was basically restricted to religious instruction under the control of the Ethiopian Orthodox Church, Roschanski (24). The primary purpose of church and mosque education was to prepare devoted and faithful young who would promote their respective doctrines (48).

The international recognition that the country obtained following the Victory of Adowa and the innovation introduced by Minilik II, accentuated the need to modern education so as to deal with the prevailing political situations of the then period and to manage the innovations introduced (48). Emperor Minilik II issued a declaration in 1886 E.C. (i.e., 1893/4) to the effect that every child, male or female, should get education after the age of 6. This effort was eventually strengthened by the establishment of a modern school in 1908 (48).

Secular education was introduced to Ethiopia in 1908 with the first public school in Addis Ababa, followed a year later by the opening of a primary school in Harar. The focus was on foreign languages with French being mandatory and English, Italian and Arabic being optional. The introduction of government-sponsored education was a reaction to an increasing need for educated elite to fill positions in the government, as well as to advance trade and industry.

Expansion of the education system came to a halt during the Italian occupation between 1936 and 1941, when all governmental schools closed down (24). According to Mamo (48) the Fascist policy was to wipe out the embryonic modern education system.

After the war some efforts were made to give priority to education and a number of schools and institutions of higher learning were opened over the subsequent 2 or 3 decades in order to produce teachers and administrators for the state machinery. According to the Education Sector Strategy (TGE, 1994:1), over these years the student enrollment increased continuously at the cost of quality and without a commensurate growth in economy resulting in growing number of educated unemployment and disguised employment.

2.4.2 Post 1991

Ethiopia was one of those Sub-Saharan African countries with the least participation of school age children in primary schools. The development of the education sector in Ethiopia has been at an early stage. According to the MOE (45), The Education and Training Policy of the country was formulated in 1994 by the Ethiopian Government. The reform encompasses every aspects of the educational system the curricula, teacher training, educational inputs, educational finance, organization and management, structure of education, carrier structure of teachers, and evaluation. The reform is aimed at total restructuring of the educational system to address the following problems in the sector.

- low primary school participation;

- rural areas and girls are not well served;

- the quality of education is low;

- the system is inefficient;

- funding is inadequate; and

- capacity for planning and management is weak

To transform the policy into action, education sector development programs (ESDP) have also been developed and implemented (48).

Since the introduction of the 1994 ETP, there are encouraging signs that show enrolment at all levels is rising. In addition, the equity and quality issues are being addressed and significant result has been recorded. This is by and large an outcome of the ESDP a comprehensive intervention package developed by the government in order to mobilize national and international efforts to boost the performance of the system, in particular the primary education sub-sector. It is in fact a document that "translates the policy statement into action" comprising a series of five years plans within a 20 years perspective plan (45).

Ethiopia has made enormous strides in education provision. Despite the more than threefold increase in primary education enrollment over the past decade, Ethiopia nevertheless faces serious and increasing challenges to achieve primary education for all (42). Ethiopia substantially lags behind most countries in sub-Saharan Africa in terms of coverage and distribution. Ethiopia has set itself goals which are more ambitious than the MDGs. The report on the Education Sector MDG Needs Assessment (MOE, 35), explained that there is little doubt Ethiopia can achieve the internationally agreed education MDGs of education for all up till Grade 5 by 2015. In this regard, the report further explained that the challenge is not just that of building schools in all parts of the country, but also to ensure that local communities use the schools to full capacity.

Another notable feature of Ethiopian education is the large discrepancy between regions, with some regions approaching achievement of EFA, whereas other regions, in particular those with pastoralist population, are lagging behind seriously. According to the report by the Education Sector Review, this discrepancy may lead to political problems and destabilization in the future because more educated and more qualified people from advantaged areas take higher level and higher paying jobs both in public and private sectors.

This discrepancy is also seen in terms of rural urban comparison. In urban areas, because of the increase in enrollment as compared to the increase in facilities and class sizes have reached at a pedagogically unacceptable level. On the other hand, many schools in rural areas have much lower number of students than schools are expected to accommodate (47).

In light of the aforementioned problems it is important to understand who the pastoralists and/or nomads are and what measures should be taken or what type of educational modes of delivery is appropriate in order to reach the pastoralist children and thereby achieve the EFA goals.

2.5 Ethiopia's ESDP Policy and Progress in Education

The ESDP IV's overall program goals are to improve access to quality basic education with special focus on females, to sustain equitable access to quality secondary education and for TVET, to create a competent, motivated, adaptable and innovative workforce and to transfer accumulated and demanded technologies. For the first two goals, the main objectives are to reduce student repetition and dropout rates through higher quality of teaching and learning; improve learning outcomes at first and second cycles through reinforcement and better coordination of key quality inputs and processes; increase universal access to primary education by 2015 through expansion of ABECs; continued expansion of secondary school for universal access by 2025 and equitable access to quality primary and secondary education expanded amongst the four emerging regions by giving special support to the education of emerging region's male and female children. Its cross-cutting programs are meant to increase the opportunities available for the most marginalized including girls and pastoralists and agro-pastoralists from the emerging regions.

2.5.1   Overview of Ethiopian Education Policy for the Pastoralists

Although modern education has a long history in Africa, including Ethiopia, there are millions of school age children who are still unable to get the opportunities of basic education. The non-formal and alternative approaches to basic education are one of these programs found to be appropriate in response to the need and demand for basic education for those deprived and marginalized populations.

Although the ETP, declares that NFE would provided and be integrated with basic education at all levels of the formal education, it was not included in ESDP I. However,

after a lot of internal and external pressures, MOE was forced to accept NFE as a mode of delivery for basic education and included it in ESDP II (48).

In ESDP II, MOE underscored that NFE is an alternative to the formal education and accepted that the three-year cycle of alternative basic education is equivalent to the formal basic education (grades 1-4). Program Action Plan of ESDP II (2002:16) even indicated that 320,581 out-of-school children of 7-14 years attended alternative basic education in 2000/01. The same document mentioned that 1,049,061 whose age was 15 years and above attended adult and NFE in that same year (49).

ESDP III emphasized the need to strengthen non formal education and other alternative modes of delivery to address these out of school children. It is recognized that without ABE the country will not achieve the EFA goals and the MDGs (PACT, 2008:1).

The ESDP III (PP.26-27) invites and encourages local governments, religious and international organizations, the private sector and communities to offer NFE and training. The government in its part will play its roles in policy formulation, the development of curricula and strategy, production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings (48). The document further states that non-formal and adult education will have alternative basic education for out-of-school children of 7-14 years, literacy for youth and adults whose ages are 15 years and above, and basic skills training to youth and adults (49).

By continuing its effort to expand education to the pastoralist areas of the country, the MoE prepared a strategic document entitled "Strategies for Promoting Primary and Secondary Education in Pastoralist Areas" in 2008. Inside sources also indicate that the Department of Gender and Educational Equity is envisaged within the MoE organizational structure to deal with adult and NFE, gender, pastoralist education, special needs education and to include eventually pre-primary education (48).

2.5.2 Ethiopia's Progress in Education

Despite progress, Ethiopia's education indicators are still poor and below Sub-Saharan averages (10). Ethiopia is ranked 126th out of 127 countries in the Education for All (EFA) (11) development index and it is unlikely to meet the EFA Goals by 2015. Ethiopia substantially lags behind most countries in sub-Saharan Africa in terms of coverage and distribution. Ethiopia has set itself goals which are more ambitious than the MDGs. The report on the Education Sector MDG Needs Assessment (12), explained that there is

little doubt Ethiopia can achieve the internationally agreed education MDGs of education for all up till Grade 5 by 2015. In this regard, the report further explained that the challenge is not just that of building schools in all parts of the country, but also to ensure that local communities use the schools to full capacity.

As it is evident from the statistics, Ethiopian boys have more access to education than Ethiopian girls. As the greatest disparity can be found in secondary education, action must be taken in order to eliminate the gender gap in these areas with the require situation assessment and study. According to the education statistic annual abstract (2011/2012) boys enrolled in primary & secondary education high than girls. The number of female drop-outs is high in the country, especially in the transition from primary to secondary education. In 2009, only 41% of girls survived to the last grade of primary education and there were only 30% enrolled in secondary education. Over 1.8 million adolescent girls were out of school in 2009.

Another notable feature of Ethiopian education is the large discrepancy between regions, with some regions approaching achievement of EFA, whereas other regions, in particular those with pastoralist population, are lagging behind seriously like Afar & Somali. According to the report by the Education Sector Review, so far a significant difference approaching achievement of EFA in particular to marginalized girls education and this may lead to socio, political and economic problems. In the future as result of destabilize education access with less girls educated and/or more boys educated; will consequence outsize male educated people only take higher level of socio-economic status and higher paying jobs in public and private sectors.

2.6 Overview of Education in Afar Region

2.6.1   Land and People of Afar

The Afar Regional State is one of the nine National Regional States comprising the Federal Democratic Republic of Ethiopia, administratively divided into five Zones and 32 Woredas. It is located in the northeastern part of Ethiopia with a landmass of about 270,000 square kilometers and is inhabited by 1.7% of the national population according to the Central Statistics Agency (13). Yet the Afar people are not merely confined to this boundary. Although the majority of the Afar people reside in Ethiopia, they are also found in Eritrea and Djibouti. The Region consists mainly of lowland, with a predominately hot and dry semi-desert climate. The extreme case is Dalol at about 116 meters below sea level (14).

The Afar people speak a Cushitic language and are characterized as socio-culturally homogeneous. The current census figures a total population in Afar of 1,411,092, with a rural population share of 86.6%. About 90.03% of the population in the Region is Afar, while the rest is a blend of people from different ethnic groups mainly called "highlanders" (50).

2.6.2 The Status of Education in Afar Region

2.6.2.1 Access

The Afar region ranks lowest in Ethiopia on several measures of access to basic education. According to the MOE annual abstract (2012/13), the gross enrollment of primary schools (1-8) and secondary schools (9-12) so far the lowest.

2.6.2.2 Education equity

Gender Gap (GG) and Gender Parity Index (GPI) generally show gender inequalities in school participation. GG is the difference between the GER of boys and girls. The direction of gender disparity in enrolment can be indicated using the gender parity index (GPI), which is the ratio of female to male GER. In a situation of perfect equality GPI is1, while 0 indicates the highest disparity.

2.6.2.3 Gender parity index (GPI) at primary

In relation to access measures, GPI is an important indicator of balanced programs to boost enrolment and participation in education. No nation has been able to achieve comprehensive basic education without programs that assist girls. The GPI is the ratio of female to male GER for all level. In a situation of equality between boys and girls enrolment rates, GPI is 1, while 0 indicates the highest disparity. For the period (2012/13), the GPI at primary level at primary level of Afar region is the same performance of the national average with a GPI of 0.95

2.6.2.4 Gender Parity Index (GPI) at Secondary

The gender inequity in primary 2nd cycle education is also reflected at the secondary level of education in highly. During 2012/13, secondary school gender parity index is the lowest in Afar region as opposed to the national average.

2.7 Why Investing in Girls' Education in Ethiopia

Global and national evidence has consistently shown that girls/women's level of educational attainment has a direct correlation with gender equality and broader family, community and

national benefits towards improved human development. In Ethiopia, causal and direct correlations have been made between increases in female educational attainment level and improvements in critical social and health outcomes for individual women, their children and families, communities and national human development goals. Girls and women who stay in school longer delay marriage, have less children, make better health choices for themselves and their children, and improve their social, health and economic status.

Women's social empowerment increases with level of education attained. Women with no education are three times more likely to consider some form of wife beating acceptable as compared to women with more than a secondary level education. The gendered division of domestic chores and sharing of responsibilities increases with women's educational attainment (51). In other words, girls/women who stay in school longer have lower fertility and are more empowered in marital and gender relations to participate more equally in decision making and to negotiate against gender-based violence in the home. Evidence clearly shows that a child's likelihood of going to school increases with their mother's wealth and educational achievements. When you consider women in the poorest regions of Ethiopia have very high illiteracy, 75% of women (15-49 years) in Afar and 74% in Somali have no education and that these regions also have the lowest educational attainments at primary and secondary schools reflects the direct intergenerational causal relationship. (51).

Investing in girls' education has a multiplier effect on social and economic and health outcomes. According to a recent World Bank study (18), the economic benefits of investing in girls' education that included Ethiopia among its sample countries, "marginal investments in girls can have a substantial impact on GDP growth and well-being." Prolonged girls' retention in school has multiplier effects in all other areas of a girls' life from delaying early marriage, teenage pregnancy, earning potential and greater women's empowerment overall.

2.8 Girls Education Challenges

Socio-cultural factors such as social norms and traditional practices about the role and position of women in Afar society, gender-based violence, early marriage and undesirable outlook to girls education, are affecting girls' and women's access to and completion of education. As well as the report of Afar development gap assessment (14) indicated the key challenges the Afar regional education bureau has been facing in providing

education are related to the problems of increasing access to education for the pastoralist boys and girls, improving quality, gender equity and improving regional, district and school level educational planning and management.

In light of the aforementioned problems it is important to identify and understand factors contributing to the educational backwardness of afar girls into study of:

1. The status of girls' education in afar region

2. The key enablers and inhibitors for girl's education

3. The top demand side and supply side barriers for girls to enter, stay in, complete and learn in primary and secondary school

4. The most successful interventions/approaches to improve girls' access, retention, completion and learning outcomes

5. And what measures should be taken in order to reach pastoralist girls to education and thereby achieve the EFA goals.

3. RESEARCH DESIGN AND METHODOLOGY

The methodology for this study were described below and includes details on the research methods, data sources, sampling technique and sampling population, instrument and procedures of data collection, methods of data analysis and research design.

3.1 The Research Method

The study used descriptive method of research. The researcher was find this the most appropriate approach as this study would mainly employ gathering and classifying data from the selected population of the study. This type of research also utilizes interview, focus group discussion, observation and questionnaires in the study. To illustrate the descriptive type of research, Creswell (52) states that the descriptive method of research is to gather information about the present existing condition. The purpose of employing this method is to describe the nature of a situation, as it exists at the time of the study and to explore the factors and causes of particular phenomena. The researcher was selected to use this kind of research considering the desire of the researcher to obtain first hand data from the

respondents so as to formulate rational and sound conclusions and recommendations for the study. The study area was randomly selected by the researcher as the result of high homogeneous among afar woredas and kebeles that random sampling will give equal chances for all woredas & kebeles to be included.

3.2 Data Sources

The research used both primary and secondary data sources. Primary data were gathered using interview, questionnaires, focus group discussions and observation of the situations in the study areas. The target population of the study were students (ages 6-19), head of household, government principals/offices at different levels (Bureau, Zones, Woredas and school), kebele chairperson, clan leaders, religious leaders. The key informants of the study were woreda education experts, regional education bureau officers and women affair experts and kebele chairperson, clan leaders, religious leaders and other respondents were head of household, teachers and students. In addition documents from secondary survey have been reviewed. Data were collected and analyzed from the primary information. Semi-structured interviews were conducted with in sample woredas and kebeles of the target population. Collecting statistical data from the MOE, regional education bureau, woredas education office which helps the researcher to look at the factors contributing to education backwardness for the region. Secondary data were collected through records from MOE, regional education bureau and Annual Education Statistical Abstract and annual supervision report which were provided from the Regional Education Bureau statistics, woreda education office yearly recorded reports, Samara university library, NGOs and international organizations obtained from researcher's own collection. Data from school attendance lists were assessed to see the correlation of girl's enrollment, regular attendance over the last school year.

3.3 Sampling Technique and Sampling Population

At present the Afar region is administratively divided into 5 zones, 32 woredas and 404 kebeles. This study used random sampling method as result of high homogeneous among afar woredas and kebeles that random sampling was give equal chances for all woredas & kebeles to be included. The sample for this study consisted of 2 woredas and 10 kebeles which were selected using simple random sampling method. Accordingly, Aysaita and Amibera woredas were chosen using simple random sampling technique. From these 2 woredas, 4 primary school and 4 secondary schools were randomly selected by giving a

quota for each Woreda based on the assumption that these much schools represent the sample woredas from own experience and advice from REB experts. Random sampling method is chosen because it gives equal chances for all woredas to be included in the sample.

Table 3.1 Description of the Sample

#	SAMPLE	RESPONDENTS
1	**Regional Education Bureau**	**4**
1.1	Bureau Head	1
1.2	Department Head	1
1.3	Primary Education Expert	1
1.4	Secondary Education Expert	1
2	**Regional Women, Youth and Child Affairs Bureau**	**4**
2.1	Bureau Head	1
2.2	Department Head	1
2.3	Officers/Experts	2
2	**Woreda Education Office**	**8**
2.1	Office Heads	2
2.2	Desk heads	2
2.3	Supervisors (male & female)	4
3	**Primary school**	**32**
3.1	School director	4
3.2	Teachers (male & female(	8
3.3	Students (girls & boys)	20
4	**Secondary School**	**32**
4.1	School Director	4
4.2	Teachers (male & female)	8
4.3	Students (girls & boys)	20
5	**Head of Household**	**30**
6	**Community representatives (chairperson, clan leaders, religious leaders)**	**15**
7	**MOE & MOWA**	**2**
	TOTAL	**127**

The respondents from MOE, REB, RWAB and WEO were deliberately chosen by considering their possible knowledge on the areas of education backwardness of afar girls due to the positions they held in their respective offices. Department heads, supervisors and concerned planning and gender expert were chosen to respond from the REB & RWAB. WEO heads, education program desk heads and supervisors were participated in the study from WEO. Directors, teachers, students randomly selected from primary and secondary schools were incorporated in the study. Head of households and community representatives who placed or reside near the sample kebeles and schools were incorporated in the study and who were also willing to take part in the discussion were invited to participate.

3.4 Instrument and Procedures of Data Collection

For better understanding and assessing prevalence of factors contributing to education backwardness of rural afar girls in relation to male counterparts; first, the secondary data from entire National and Regional Educational Annual Statistics Abstract and different documents from various sources were collected and analyzed by inspecting the aggregate statistics. Related literature was reviewed in order to get necessary information of what has been done previously to make relation with the basic research topic and objectives. Next to that the appropriate data gathering instrument was applied through semi structured interviews, focus group discussion, key informants and field observations. Through the instrument the researcher attempted to understand the respondents' perceptions, opinions and views on the different social and cultural values, gender issues, girls education provision and access, regional education policy/strategy implementation and other relevant topics to the research objectives. The interview questions were simple, direct and relevant for providing response by the respondents. The questions give room to participants to comment on the issue that was raised during the interviews and discussions. The interview schedule and question were designed in English language (see Appendixes) and then the English version was transcribed into local language (Afar and Amharic).

3.5 Method of Data Analysis

The collected data was organized and tabulated according to their similarities under the theme issues raised in the interviews and discussion. Moreover, the collected information through interview was presented to fit-together the data obtained by means of secondary data. In-depth Key Informant Interviews and focus group discussions were conducted among all target groups to further explore key research objectives on education backwardness of afar girls. Textual analysis was also used in the interpretation of data obtained from the data collection instruments and documents. Finally, conclusions were drawn from the major findings and possible recommendations from the identified factors and problems were suggested.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data that were collected through interview, focus group discussions and observation. The subjects of the study were students (girls and boys ages 6-19), head of household, government offices at different levels (Bureau, Zones, Woredas and school) and community representatives such as kebele offices, clan and religious leaders and so on.

The interview was started by analyzing of the respondents' background information with respect to their responses. The researcher categorized the respondents into four groups' such as students, head of household and community representatives, teachers, and government offices.

The research questions concentrate on:

- What is the status of girls' education in afar

- What are the key enablers and inhibitors for girls education

- What are the top demand side and supply side barriers for girls to enter, stay in, complete and learn in primary and secondary school

- And what are the most successful interventions/approaches for the improving of girls' education backwardness, access, retention, completion and learning outcomes.

4.1 Personal Characteristics of the Respondents

The characteristics of the respondents were grouped as students (girls and boys ages 6-19), head of household (men and women ages 19+) and community representatives (clan & religious leader, kebele officials), teachers, and government offices (WEO, REB, RWAB, schools). Among 127 (100%) of participants were interviewed 40 (31.5 %) were students, 30 (23.6%) were head of household, 30 (23.6%) were community representatives, 24 (18.9%) were teaching staff and 16 (12.5%) were government officers and experts.

All student respondents' were at the age between 6-19 ages and 20 respondents' each for primary and secondary school. The level of education of the household heads and community representatives were 50 uneducated and 10 literate. For the household study the girls were identified through the selected household they belong to. The level of education of teachers

were diploma and BA degree holders. Concerning teachers all had long work experience. As well as the level of education of the government staffs were degrees and above with long work experience. All student respondents are school age students and majority of other respondents were qualified according to the standard and have long work experience in the system.

Table 4.1 Characteristics of Respondents

#	Characteristics of	Students		Community members		Teachers		Government staff	
		#	%	#	%	#	%	#	%
1	**SEX**								
1.1	Male	10	25	43	72	16	66	10	62
1.2	Female	30	75	177	28	8	34	6	38
2	**MARITAL**								
2.1	Single	40	100	0	0	8	34	5	31
2.2	Married	0	0	60	100	16	66	11	69
2.3	Divorced	0	0	0	0	0	0	0	0
3	**EDUCATION**								
3.1	Illiterate	0	0	50	83	0	0	0	0
3.2	Less than Grade 8	20	50	10	17	0	0	0	0
3.3	Greater than Grade 8	20	50	0	0	0	0	0	0
3.4	Diploma	0	0	0	0	12	50	0	0
3.5	Degree	0	0	0	0	12	50	14	88
3.6	MSC	0	0	0	0	0	0	2	12
4	**WORK EXPERIENCE**								
4.1	1-3 years	0	0	0	0	0	0	0	0
4.2	4-6 years	0	0	0	0	8	33	5	31
4.3	Above 10 years	0	0	0	0	16	67	11	69

4.2 Characteristics of Students

This part discusses the responses of students' interview. One of student interviewees said:

"My parents who had twelve children, I am one of them; they want to send them to school. However, they are unable to afford for all of the children because of the high direct and indirect cost of schooling. I am lucky getting the chance and to continue the secondary level education. If I have the chance passing in the national exam of 8th grade, my parents would reluctant to extend the secondary school level education."

Further she stated as; I have a desire to continue whereas how could I cover the direct cost of schooling. The possibility of sending me to school more likely relied on my parents' income and

their willing. I am thinking to cover the cost of schooling rather thinking for academic success. Last year I have faced many problems in this regard because my parents are very poor and I have no money. I didn't see bright future. This for me is unthinkable as developing country female.

Other female student interviewee stated that parents' assumption towards female education relied on perception of the status of women in the community and gender roles. They assumed as females are educated to master the household duties and responsibilities, and obedient wife. Boys are educated to show men role in community and functioning in formal employees and, if opportunities avail for administrations which are culturally reserved only for men. Therefore, parents are inclined to support and have a desire to involve in the education of sons and be reluctant or refrain from investing their resources on females' education.

This indicated that financial problem can affect negatively the participation of female students as well as academic achievements and completion of female students'. In this regard parental support may be a decisive factor for participation, enrolment and academic achievement. Also the respondents indicated that the high demand of females for domestic chores; lack of study time, economic problem to afford themselves such as basic education materials may restrain girls' academic performance.

Majority of female student respondents' stated that their parents' education background was low. Due to this reason parental involvement in education matter was poor. While few respondents asserted that; to some extent their parents' are involved in their daughters education matter and give academic support to perform well.

As shown in the schools attendance sheets absenteeism is one of the main problems of the female students' in the schools were visited in particular to secondary level. To be successful, students should attend schools consistently because high chance to obtain new insights from the classroom activities and the daily lesson acquiring knowledge.

Due to heave domestic work and to help their parents, school girl experiences absence. Respondents stress on the case of absence. Absence is one of the major factors affecting students' drop out, repeating, completion and academic achievement. The student has an opportunity to acquire knew knowledge and day-to-day activities of the curriculum; this significantly influences the students' academic achievement (53).

Some student interviewees stated as

"They were pleased during the time they are being in the school, however, most of the time they are dictated to stay at home and surrounding because their parents were given assignment to help them in domestic works and livestock herding. Their parents did not allow going to school before they finish the daily household activities including fetching water. Until they complete the assignment they stayed at home and they missed the class".

The other thing student respondents pointed out that

"Attitude of teachers towards girls' education and motivation and commitment to support female students to improve academic achievement was very low and very poor communication as result of not speaking local language/afar. Further, they stated as no provision of special class for girls' to inspire and the females to achieve more".

One of the students from the rural area replied that the school and my living home distance were far. Due to matter of distance I always late and I couldn't holdup the first class in the morning. I always wake up early in the morning but I can't catch up the first class. The distance from home to school is nearly 10 km and always I travel on foot, when I reached home I filled tired. I spent my school year and study time by journeying and I couldn't be successful.

In addition to this, another student interviewee pointed out that the other serious problem was safety and security issues how males were constantly threatening her in the school and out of school. She said that

"I always think when I would kidnapped on my journeying to and from school".

The problem implies that female students' are unable to follow schooling attentively and to study properly. Finally, they lose their success and completion because of their exposure to different problems.

Characteristics of in and out-of-school girls

About one third of the girls 33.2% (13) in the student group are between the ages of 6-8. Approximately 52.2% (21) of girls included in the group are between the ages of 9-14. The age of girls in the group is important when considering the age at which girls typically start school and the number of girls who report that they are currently enrolled in school.

Table 4.2 Age Range of Girls and Self-reported School Starting Age

Age	Age ranges of girls in the group		Self-reported age at which girls start school	
	Number	%	Number	%
6-8	13	33.2	6	46.14
9-10	9	21.8	2	23.54
11-14	12	30.4	3	25.24
15-19	6	14.6	1	5.08
Total	40	100	12	100

The average age of girls for the group is 10 and the average age at which girls start school is 9. The average age at which girls start school is lower than the average age in the group. The majority of the girls in the study woredas 54% (6.4 out of 12) start school at age 9 and above whilst the Ethiopian government national standard for starting school is age 7. This figure is supported by feedback given in focus group discussions by mothers and fathers.

Girls views on girls' education

There was a general consensus among girl respondents that education is important for their future. When girls were asked if there is anything girls think is good about education, 85% (34 girls out of 40) responded 'yes a lot'. Furthermore, in the follow up question that asked the reason, 78.6% said 'because it is good for my future'.

In order to gain a good insight on the attitude of girls to education and the learning teaching process in school, girls were asked questions that assessed their views/attitudes towards their teachers. When we asked girls if their teachers treat them fairly at school (76.9%, 31), respects them (76.2%, 30) and/or cares for them (75%, 30) of girls answered 'yes'. Furthermore, when girls were asked on how they would describe their teachers, out of 40 girls 55.7% (22) said teachers are 'too nice' and 25.9% (10) said teachers are committed and helpful.

The questions included that explored girls' aspirations and the highest level of education she would like to achieve. Out of the 40 girls 35.6% (14) of them aspire to go to university and 13.5% (6) would like to receive college education. For a follow up question that asked 'given her current situation does she expect to reach that level of education?' over 64% (26) girls said that they expect to reach that level of education. These results show that despite awareness of

barriers to education, girls' express confidence in their ability to achieve a higher level of education.

The findings from the focus group discussions with girls support the interviews results. There was a general consensus among the FGD girls that education is important for a better future.

4.3 Characteristics of Teachers

The teaching staff of the primary and secondary schools responded of girls' class participation as passive. Boys were much better than girls in actively participating in the class and comprehending the lesson and achieve better grade point average. During the lecture time, male students had notes while females did not pay enough attention. As stated by teachers the reason might be lack of time to study at home, not doing homework properly due to heavy domestic work load and lack of adequate support either from their families and their schools. There are traditional assumptions that women do not work better than males and they are weaker in either physical or mental activities.

Teacher respondents' pointed out that the poor enrollment, attendance, performance and completion of female students in primary and secondary level was due to high demand for domestic work, heavy household workload as well as taking responsibility at home, and inadequate involvement of parents and lack of continuous support by moral, financial and material from their parents due to poor income capacity of parents. And failure of teachers' commitment to assist female students, and negative attitude of community towards girls' schooling and low perception of students being a woman are factors affect females' enrollment, attendance, performance and completion.

4.4 Characteristics of Government officials

Concerning the enrollment, attendance, performance and completion of female students, all key informants of government officers/experts agreed on sharing the point that few girls had opportunity to attend, perform and complete compared to boys.

The reason for the gender inequalities could be socio-economic influence, socio-cultural attitudes modes of teaching, geographic location, school infrastructure, technology, teachers' qualification and devotion to assist students, students motivation to perform high academic result and the facility of schools such as enough rooms, availability of water, availability of toilet and availability of reference materials.

One of the key informants from regional women affair bureau Muna (an expert) stated that the Ethiopian sayings in fact explicitly maintain that a women's place is the kitchen, while that of a man is the court of law. She further quoted another traditional Ethiopian saying which is specifically cautions against the education of a woman on the grounds that she would develop undesirable habit. In English this may be stated as:

The other key informant Fatuma (one of the key informants of Regional Education Bureau) stated that the traditional attitude of afar women were mostly dependent, especially in their identities and in their social definitions of who they are.

"*The community cannot see boys and girls on equal position. Boys are very important than girls. In the absence of father, a boy takes responsibility of the family and livestock because boys are physically strong. Even if, a woman can manage a household, she cannot do as a good as man. Any courage and support were provided for boys only. No equal time allocation for boys and girls at home. Boys have enough time for studying but females have not. Parents demanded females for domestic work rather than encouraging them for sending school, studying, doing homework and other educational activities rather. Culturally the ways that were discouraged female in all educational tasks.*" *(Fatuma key informants educational quality supervisor expert in regional education bureau)*

> She also elaborated the concept further from the afar traditional attitudes and sayings that *"the women's place is in the home and as such her major role is to be a wife or a mistress and mother"*.

One of the issues was the number of female students passing and completion in their respective region were low compared to males. The educational officials replied that they agreed large numbers of eligible females are not achieving well and transfer next school levels. Even if a girl was in school, she has no time to study and to read and to prepare for the lesson rather waiting the daily routine works at home because the school girls expected to fetch water and firewood for the family. In addition, preparing food for whole family and rearing cattle in the field, pounding grain and purchasing important items from the market (with mother) for the family. Girls' labour is used to substitute for mothers' work in the households. In one or other way girls have such heavy, long and tiresome and difficult activities in the household that take a lot of time energy. Gender biases on burden of domestic workload and direct and indirect cost of schooling are negatively affecting the school attendance, performance and completion of

female students at large. The argument here is that the school girl has no time to refer books, study and to do an assignment.

The domestic work makes them too busy. As key informants said that the problem in afar rural area was worst when compared to urban girls. To some extent the urban girl is better than the rural ones. In addition, traditional attitude towards girls' schooling have effect on enrollment, attendance, academic performance and completion of female students. Majority of the community of the region is illiterate and have no sufficient ideas about the benefit of girls education.

4.5 Characteristics of the head of households and primary caregivers

The household interview was conducted among the head of households and primary caregivers of eligible girls included in the interview. The head of the household was male in over 90% of the 30 households visited. In almost 76% (23) households mothers are above the age of 20. The mother-tongue language and level of education of the head of households and primary caregivers provides important contextual information related to community perceptions of education. In the analysis of the household interview it was clear that head of households and primary caregivers had very little experience of education themselves, out of 30, 96% (29) of head of households and 95% (28) primary caregivers have no education. Nearly 100% of households speak Afar language as their first language.

Household characteristics

Many of the household characteristics give an indication of the mobile nature of Afar communities and the lack of basic services or infrastructure in the region. For example, of the 30 households included in the interview, over 60% (19) identified a river or pond as their source of drinking water. Approximately 100% (30) of households had no source of electricity and the majority of respondents identified fires and fire wood as the source of light and cooking power for the household.

Community mobility and migration

'Owing to the rocky and uncultivable terrain, close to 95% of the people in Afar are pastoralists or agro-pastoralists, with very few alternative employment opportunities. Heightened instances of drought and water scarcity over the past 5 months have caused greater and unpredictable mobility of clans and households which has both placed a further strain on already precarious

pastoralist livelihoods and exacerbated the existing challenges of remoteness and poor infrastructure for the delivery of basic services.' (14).

The entirely unpredictable nature of migration of the Afar people results from the sporadic rain-fall pattern, and the different survival strategies adopted by the people. Migration is directly related to access to water. Households divide in response to decreasing access to water. The first phase of migration is in response to lack of pasture, which forces migrations of animals and some, mostly male, members of the household. During the most severe phase of the dry season, the absence of water for human consumption causes displacement of the entire population, including women and children. Household members often do not migrate to the same destinations and their specific migration routes may change from year to year, in response to longer or shorter rains and the distribution of rain and river water in the implementation area. Providing water at sites will reduce the displacement of women and children.

Clanship and marriage

There was a general agreement among the focus group participants and key informant interviews conducted, that people in Afar highly value clanship and maintain membership in their respective clan through inter-marriage. One of the major mechanisms in sustaining the clanship is through a cultural arranged marriage called 'Absuma'. Absuma is an arranged marriage between a girl and her mother's brother's or sister's son (maternal cousin). See page 49 for further discussion on maturity, early marriage and childbirth.

Members of the household and community's view towards girls' education

Different views were expressed by all categories of respondents about the purpose of education in general. Most respondents in the key informant interviews noted that the overall purpose of education is to make a person capable of improving his/her own life and also contribute to the development of his/her community, region and country at large. Most participants regardless of their education level, role and status in society agree that sending girls to school is very important. The views mentioned by all categories of respondents as the purpose of educating girls' include:

- Benefit for the girl herself: education improves girls' livelihood, enables her to earn an income and be financially independent. Education helps build her confidence level and enables a girl to fight pressures she faces in the community and defend her rights and make informed decisions. For example, during a key informant interview one Women Youth and Children Affairs Officer asserted that education can help girls develop the legal knowledge, courage and strength to challenge arranged marriage.

- Benefit for the family and community: there was a general consensus within focus group discussions among mothers, fathers and girls that educating a girl is like educating a family and the community. In focus group discussions with mothers and fathers it was noted that girls are more helpful to their families than boys. Respondents indicated that educating girls helps ensure families become better off due to her personal life improvement and the economic benefit that could be trickled down to parents. During one focus group discussion, a mother noted that:

  "Through education our daughters have learnt many valuable lessons including the need to remove harmful cultural practices such as FGM, importance of sanitation and hygiene, importance of delivering a baby in a clinic. Our daughters know more than we do today and this is because they are going to school."

In addition, it was commented that women/girls are closer to the community than men/boys. As such girls can raise awareness, pass on knowledge and bring about behavioral and social change on important issues, such as creating awareness on issues that prohibit girls' access to education to the community. Educated girls can help change the mind set and attitudes of people and influence and change deep rooted traditions that prohibit girls' access to education.

The FGD results are supported by the interview household. In the household interview when primary caregivers were asked to think about the future when their daughter is at the age of 18, what would be better for her and were provided with options: in education, married and working. Out of 30 respondents 74% (22) said 'in education' while 22% (7) said 'married'. When head of households in the household interview were asked if girls learn less, more or equal to boys, out of the 30, 10% (3) said girls learn more, 65% (20) said girls learn less and 25% (7) said they learn the same as boys.

Hence among the qualitative respondents, both in the focus group discussion and key informant interviews, and the household interview respondents, there was a positive attitude towards education in general and girls' education in particular.

4.6 Characteristics of School

During the school interview, observations were carried out in each school including ABEs and interviews were conducted with the head teacher regarding the availability of teaching materials and supplies. When asked the challenges schools/ABEs face, out of 4 school/ABE teachers interviewed, all said there were not enough resources, not enough classrooms, not enough school budget and noted lack of water and not enough toilets/latrines in the schools. When head teachers were asked if the schools they are managing are improving, out of 4 schools directors all answered no. In the follow up question where we asked the reason for school not improving: 100% (4) said due to lack of resources such as budget, lack of education materials, lack of facilities and said lack of enough classrooms.

In the household interview, of the 30 (100%) primary caregivers who self-reported enrolling their daughter in school, almost 100% (30) said their daughter's school classroom is unsatisfactory, said school toilets/latrines are unsatisfactory, said availability of books in school is unsatisfactory and said that teaching is unsatisfactory.

Another indicator of the quality of education and backwardness is the language of instruction in all visited schools/ABEs. The interview data shows that the current predominant language of instruction in Afar region is Amharic. In the household interview when we asked primary caregivers if the language spoken at home is the same as language of instruction at girl's school, 100% (30) said no. Mother tongue learning is expected to have a significant impact on the learning outcomes of girls included in the group.

While conducting key informant interviews with head teachers and focus group discussions with girls, boys, mothers, fathers and PTA members, generally consensus was that schools did not have a sufficient supply of books and/or other materials for the students. Almost all KII and FGD participants described the quality of education as very poor. Similar to the interview household findings, common themes identified by KII and FGD participants include: lack of availability of schools, shortage of teachers, and shortage of school materials such as books and unavailability of water in the school were mentioned to be the reasons that undermined the quality of education in the region.

In a focus group discussion with boys in Amibera woreda it was noted:

"We are becoming hopeless and our future to continue our education is becoming a matter of chance. Teachers are leaving and there are only a few teachers available. Day before this interview was conducted, there were only two teachers in the school, they tried to handle classes by merging and teaching grade 5 and 6 students in one classroom and grade 7 and 8 students together. Such arrangement is common and has become a trend. There are no adequate chairs and tables, no library to study, and inadequate textbooks available. It is once or twice a week teachers come to teach us. There is no water in the school. It is unthinkable to get quality education under such circumstances"

4.7 Common Points Argued by all Respondents

Their responses explicitly indicated that almost all respondents agreed that girls experienced more absence, poor academic performance, high repeating and drop out than boys. The consensus for the reason that girl's is attendance affected by the high demand for domestic work and for helps their mothers' in house chores. The security problem in sexual harassment as well as abduction, and the home-school distance were also the major problem explaining factors for girls' more absence, poor academic performance, high repeating and drop out than boys.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

5.1.1   The Status of Girls' Education in Afar

Ethiopia has made steady and impressive progress in educational attainment by successive age groups and in narrowing gender disparities at primary and secondary levels in the past five years. Despite these major advancements, as in most of afar area too many primary school-aged girls still remain out of school, drop out or do not perform well, and never transition to lower secondary levels (Grades 9-10). Even fewer rural girls from the poorest households go to, stay in and graduate from school. In afar girls' secondary school enrolment and completion rates continue to be among the worst in the country. In 2012/2013, approximately 55.1 % of primary-school aged girls, 97.6 % of lower secondary school-aged girls and 99 % of higher secondary school-age girls were out of school. The numbers of out of school girls critically increase as they go up the educational ladder in afar region. All school age girls residing in studied households (aged 6-19) that were eligible to be enrolled in school in 2015, almost 50% are not enrolled in school. 48% of girls from the poorest households as compared to 18% from the wealthiest are out of school. By secondary level, more urban and rural based girls are not in school than their male counterparts. 64% of urban girls and 94% of rural girls are not attending secondary school. Across regions, the highest percentage of secondary school age populations that are out of school with more girls than boys are in Afar (97.6 % of girls and 97.4 % of boys). (Table 5.1 & table 5.2)

Table 5.1 Gross enrolment ratio (grade 1-8)

Region	Male	Female	Total
Afar	48.4	53.4	50.5

| National | 98.2 | 92.4 | 95.3 |

Source: Adopted from MoE abstract of the year (2012/13)

Table 5.2 Net enrolment ratio (grade 1-8)

Region	Male	Female	Total
Afar	38.9	44.9	41.5
National	87.7	84.1	85.9

Source: Adopted from MoE abstract of the year (2012/13)

An important indicator of tracking those not in school are dropout rates. Afar has one of the worst dropout rates for girls in the country (Table 5.3). According to MoE and Afar REB, Education Statistical Annual Abstract 2012/13, 17% of girls drop out at primary level and 80% by secondary levels. Among several reasons, mobility life style of the people dispersed living style, and school distance, drought and shortage of water are believed to be the main causes of dropout of students in the region in addition to domestic works, school costs, and family perception to girl's education. In this regarded it requires the effort of all stakeholders 'to encourage students to continue their education and complete at least primary education.

Table 5.3 Dropout rate at primary (grade 1-8)

Region	Male	Female	Total
Afar	10.3	17	12.4
National	15.9	15.4	15.7

Source: Adopted from MoE abstract of the year (2012/13)

ECCE for ages 4-6 - Recent African regional evidence clearly shows that just two years of early education can provide a huge head start for girls and boys to perform much better in school and throughout their lives. In Afar, however, coverage is extremely low partly because until recently, it was not a government priority.   The gross enrolment rate is 5.6% until current. (Table 5.1)

Regarding repetition has more disastrous effects than dropout. This is because in repetition all the yearly educational direct and indirect (opportunity) cost of education may be wasted. Because of this parents are often more disappointed when their children repeat a class than when they dropout. Therefore, reducing or avoiding repetition becomes a critical issue that needs to be addressed in the education system not only to minimize private and public spending on education but also to achieve the EFA goals. In disadvantaged regions like Afar, alleviating repetition has a greater meaning and advantage than in developed other regions. This is partly because there are many developmental gaps that demand human resources on the one hand and limited financial resources on the other hand.

Table 5.4 Dropout rate

Region	Male	Female	Total
Afar	8.3	7.9	8.1
National	8.1	7.7	7.9

Source: Adopted from MoE abstract of the year (2012/13)

The repetition rate of students in primary schools in the Afar region was greater than in the national average (Table 5.4). In order to develop possible interventions to minimize or stop repetition and achieve EFA, need to identify factors that affect decrease the repetition rate. In the FGD teachers noted that the main reason for repetition was economic. The economic status of most pastoralists is poor. Thus, in order to generate more income for the family, parents engage their children in income generating activities or some other work. This is at the expense of the children's education.

Girls' access and completion of Primary education – The national NER for 2012/13 was 85.9% (84.1% for girls and 87.7% for boys). Although primary school enrolment in recent years has grown most significantly in regions where participation has been lowest in Afar and continue to have the lowest enrollment rates for boys (38.9%) and girls (44.9%).

The gender gap has narrowed across most primary levels but boys are still consistently ahead of girls nationally. By afar region, girls and boys have reached gender parity in primary grade levels (GPI of 53.4 for girls and 50.5 for boys). The GPI based on national primary GERs indicates gender disparities at all levels of education from lower primary (grade 1-4) (0.90) to higher primary (grade 5-8) (0.96) to lower secondary (grade 9-10) (0.83) to higher secondary/preparatory (grade 11-12) levels (0.71). This evidence reaffirms that gender gaps are more pronounced in certain levels of education, particularly in lower primary and transition to secondary and completion of lower and higher secondary schooling.

Table 5.5 Completion Rate

Region	First cycle primary school completion rate			Second cycle primary school completion rate		
	Male	Female	Total	Male	Female	Total
Afar	19.5	19.2	19.4	20.4	10.9	16.4
National	77.2	75.2	76.2	53.4	52.2	52.8

Source: Adopted from MoE abstract of the year (2012/13)

Table shows that the completion rates in the primary and secondary schools in the region is below the national average; almost 80% and 90% of girls failed to complete primary and secondary education respectively (Table 5.5). This shows that achieving EFA was found to be

more complex in the region and demanded not only attracting school-age children to the school but also devising strategies to call back all the dropouts and enable the repeating pupils so as to achieve a 100% promotion rate.

Evidence shows that household economic status has a strong influence on girls' success at primary and secondary levels of education. According to the latest DHS (47), national educational attainment for females in the highest wealth bracket is much higher than females from the poorest households. Similarly, primary school attendance ratio (NAR) of girls from the lowest wealth quintile is 52.7% while it is 82.2% from those in the highest wealth quintile. Across all age cohorts, 69% of females in the poorest households have no education compared to only 27% of females from the wealthiest households.

This evidence points to a need to pay closer attention to supporting girls' primary school completion and transition from lower primary to higher primary and from primary to secondary school in afar region.

Girls' access and completion of secondary school (9-12) – By secondary school, school enrollment and completion rates drop significantly for boys and girls. The gender gap widens in lower and higher secondary levels with GPIs of 0.83 and 0.71 respectfully as compared to primary GPIs of 0.9 and above.

Secondary level enrollment, attendance and completion rates in rural areas are much lower than in urban areas. Only 10.3% of rural students make it to secondary level compared to 60.7% for urban youth. Only 6.2% of 15-18 year olds attend in rural areas as compared to 39.1% in urban areas representing a 33% percentage point difference. More boys are accessing school than girls in urban and rural areas with 0.83 GPI in urban areas (36.1% for girls and 43.6% for boys) and in rural areas, 0.90 GPI (6.6% boys versus 5.9% girls). More wealthy girls are attending school as opposed to the poorest girls (34.4% NARs for girls from the wealthiest households and only 2.5% NARs for the poorest girls).

By region, girls' gross attendance ratio for all of secondary level (15-18 years) is lowest in Afar (12.6%). Gender disparities in GAR are very high (total GPI is 0.85) as compared to primary school level where girls actually outnumber boys (GPI of 1.04). Gender gaps for gross attendance ratios for all of secondary level are significantly higher than at primary levels. The widest gender gaps are found in Afar (0.47) than other regions.

Learning Outcomes

Levels of learning can be measured by a variety of indicators including literacy, repetition and dropout rates, national student assessments, qualification of teachers, educational materials available, teacher approaches and other factors. Globally, low levels of academic achievement tend to be much greater among students from relatively disadvantaged family background combined with lower quality of service, i.e. pupil to teacher ratios, numbers of teachers and or curriculum material available. High performing students tend to be highly motivated and confident learners with a supportive family environment and sufficient resources in school. Typically it is the girls who are lagging behind in school who are most likely to drop out. As the indicators show, there is a huge gap in afar region educational system in terms of ensuring quality of learning, particularly for rural girls.

The highest repetition rates and gender disparities in the region is 9.1% (12.7% for girls and 6.6% for boys). Girls in Afar repeat almost twice as much as boys. These results indicate that girls are not being supported at home or at school to perform well in school.

Pupil to teacher ratios (PTR) is another proxy to measure quality of education. Research shows that less contact and time between teachers and students contributes to increasing numbers of dropouts and repetitions. What is most relevant for girls' increased learning and overall achievements are the numbers of female teachers available who can act as important role models. In afar region, there is a huge shortage of female teachers to support girls' learning. For example, there is the least amount of teachers available and only 7 female teachers for 199 male teachers.

Other indicators are national grade level examinations and learning assessment scores. By secondary levels, according to the Ethiopian Education and Training Policy (1994), the Ethiopian General Secondary Education Certificate should be given at grade 10 to certify completion of secondary school and to select those to go into Preparatory school (Grades 11-12). Generally boys are faring much better than girls in grade 10 examinations although the numbers of female and male students that have passed has increased in the past five years.

In summary, the data clearly shows that the poorest rural girls from emerging regions are most marginalized and excluded from all levels of education and from effectively learning. Afar needs particular focused attention. The windows of opportunity for improving girls' success rates at entering, staying, performing well and graduating from primary and/or secondary levels are focusing on specific grade levels first and foremost within a whole cycle framework. This might

consist of specific attention to boosting the learning potential at early education to grade 1 and then again in grades 4 and 8 applying the best known interventions to cater to girls' specific needs and interests.

Another critical window of opportunity is strengthening support to girls (12-19 years) to transition into and successfully perform at lower secondary to enhance their chances of staying throughout the second cycle, particularly for the poorest rural girls who have little or no access to secondary schools.

5.1.2 The Key Enablers and Inhibitors for Girls Education

Socio-Economic Condition

The family's socio-economic status influences the daughter's educational performance. The manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys. Socio-cultural beliefs, customs and practices, girls' expectation and other traditions play significant role in the educational performance of women by affecting their school attendance and even leading to dropout and repetition (50).

The amount of time females spend on domestic chores and other activities also reduces their time and energy they spend in schools affecting their success. The learning environment, distance to school, teachers' attitudes toward female students, teaching practices, gender bias in the curriculum and classroom values also contribute either facilitating or hindering the academic performance of female students. Parents living standard, level of education of parents (literacy), lack of gender targeting in school environment and teachers quality affect female students' academic achievement..

School fees, cost for books and stationary; indirect cost for transportation, uniform, lodging and board and house rent matters schooling girls. The economic opportunity loss also affects families productive or business activities use labor, mostly the girl child. Families may assume that the costs of schooling of their daughters do not exceed the expected economic return unless parents do not want to send their daughters to school because education as an investment becomes unattractive to parents. Only to the extent that parents are willing to accept low economic return, daughter would be educated (29 & 33).

For these reasons female students are not performing well in school. In poor families decision to send a girl to school relies on parents' commitment and their willingness. Poorer parents prefer their daughters stay at home to help them in domestic work. Most of the research reports underline that resources, work and various opportunities are not equally allocated among family members. Parent, to get additional income for their household subsistence and to secure daily demanding basic need, women spend more time on income generating activities and domestic chores. The most clearly noticeable gender inequalities are visible in the societies where women are confined to the home (31).

Poverty also affects girls schooling. Parents' ability to support their daughters is mostly depending on their income level. Parents' willing to support their daughters cost by providing stationary, house rent, uniform and other related expenses. Parents' income is the most influential in respect of supporting their daughters in schooling. To some extent in also affects girls' performance in schools.

As indicated in many studies women education is a pre-requisite for greater economic independency, equality, social autonomy for women; and for improving the socio-economic status of their families and community at large (33). However, almost all developing countries, female education and their performance is not adequately addressed.

Political Commitment

According to Oxfam (32) and Adetunde (33), political commitment is important factor for promoting girls' schooling. Governments are unwilling or unable to change their policies and priorities to achieve equal access to education for girls and boys, as expected in the third Millennium Development Goal. Glick (55) considers two basic types of policies ("gender-neutral" and "gender-targeted"). This author conducted econometric analysis of schooling demand by administering survey. "Gender-neutral" policies do not target girls based on schooling returns and costs in relation to boys. "Gender-targeted" policies attempt to alter the costs and benefits of girls' schooling in relation to boys'. This indicates that political commitment affects female participation in education.

Socio-Cultural Condition

As Liglitin (56) stated that the attitude of education is eminent in patriarchal societies since it is believed that education has no role of preparing women to be good house wives and mothers. Traditionally, women are given to the role of a wife, a mother and a house keeper whereas

men are a bread winner, protector and supporter. Women dominated by the societal attitude to accept and behave accordingly. When compared to men and women regardless of the socio-cultural influence on their success men can move from one place to another in search of facility; whereas women are constrained socio-culturally as they glued to their families.

Gibson (2004:8) argues that; the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. At this level girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS. For instance menstruation in the absence of appropriate facilities and supplies, girls in Zimbabwe miss an average more than 60 days per year for this reason. MOE (2004:23) indicated that families tend to influence the upbringing of their daughters based on the cultural values and religious norms. At early age girls are taught to be quiet shy and most importantly obedient, hence, their inability to express themselves and interact with teachers and students in class make them isolated. Likewise, many students face difficulties in adapting the environment they are learning in which at the end causes poor academic performance. Females are encouraged to get married and establish families at a very early age. In fact, early marriage and abduction are the major cultural problems hindering females' education.

Institutional Factors

According to Simmons and Alexanders (53), institutional factors which have primary importance in policy decisions determine the allocation of resources in terms of teachers' quality, student-teacher ratios, class-size, and the availability of teaching materials. Institutions or learning environments within which female students' learning condition thus determine girls' enrolment and performance. MOE (2004: 18) stated that "the learning environment is a determining factor for students' performance and survival at any given educational level." More factors related to institutions and learning environment are:

- Existence of policies that protect the right of individuals from sexual harassment
- Rules and regulations that protect the safety and security of female students
- Rules and regulations that govern teachers code of conduct
- Establishment offices of support of women's education within secondary level
- Level of awareness and sensitivity of staff about gender issues that affect girls education

- Availability of support systems for both sexes in the form of guidance and counselling

5.1.3 The Top Demand Side and Supply Side Barriers for Girls to Enter, Stay in, Complete and Learn in Primary and Secondary School

The main barriers to girls' entering; staying, learning and completing primary and secondary school are interconnected by deep-rooted gender inequalities that work at individual, household, community and broader institutional levels. In short, girls' heavy domestic responsibilities, low-self-confidence and social status due to rigid and unequal gender norms put girls in a lower position as compared to boys in most spheres of life, including education. Strong cultural expectations of girls to stay and work in and around the home, to marry early and bear children once married constrain girls' life choices and influence parents' decisions to send their daughters to school.

There are direct opportunity costs to consider for parents who may ask whether education improves or reduces a girl's chance of success in terms of getting married or improving her economic opportunities and general social status as a woman. The challenges of how to pay non-fee school costs and concerns over girls' safety and risk of sexual violence in travelling long distances to get to school, particularly at secondary level, may be outweighed by the immediate returns of keeping her at home to work and get married. Just as much as families may be reluctant to send their daughters to school, schools are also a part of the broader social fabric which generally disfavors girls over boys. Schools lack sufficient awareness of and interests in girls' education. Females are disproportionately underrepresented as teachers and school leaders to provide important role models and mentors. The educational system needs to be more consistently gender sensitive.

Demand Side Barriers

- *Household responsibilities and limited participation in decision making process at home*

The household interview results indicate that Afar pastoralist girls shoulder enormous household responsibilities including fetching water, cooking, caring for elders and children, constructing houses, keeping small animals particularly goats (men and boys are responsible for cattle and camels), buying grains from the market and collecting firewood etc. These

responsibilities take hours to complete each day. This has an impact on girls' enrolment in school and attendance in class.

The bar chart below shows the response girls and boys gave when asked if they are involved in household activities. Out of the 40 girls 73.2% (29) said they are involved in domestic tasks, such as fetching water, firewood, cleaning, cooking etc. while from 40 boys in the study woredas 20.9% (8) of boys said they are involved in similar activities. In addition primary caregivers were asked if the specific girl and boy selected to take part in the household interviews are involved in domestic activities. When primary caregiver were asked if girl/boy involves in caring for younger or older children in the household, out of 30, 75.9% (23) and 23.3% (7) said girl and boy are involved in this activity respectively. When we asked if girl/boy is involved in household work such as fetching water, out of 30, 80% (24) and out of 30, almost 20% (6) said girl and boy are involved in this activity respectively. When we asked if girl/boy look after livestock, out of 30, 70% (21) and out of 30, almost 30% (9) said girl and boy are involved in this activity respectively.

Following this we asked primary caregiver if involving in these activities stop girls/boys from going to school, out of 30, 84% (24) said yes being involved in these activities stops girl from going to school all the time and 16% (6) said it stops girl from going to school sometimes. For the boys, out of 30 primary caregivers 36.3% said it stops boy from going to school all the time while 10.2% said it stops boy from going to school sometimes. These findings support the view expressed by almost all FGD with mother and girl groups who noted that domestic chores is one of the major factors that contributes to students' absence and more to girl students.

Figure 5.1: Domestic Activities Boys and Girls are involved in
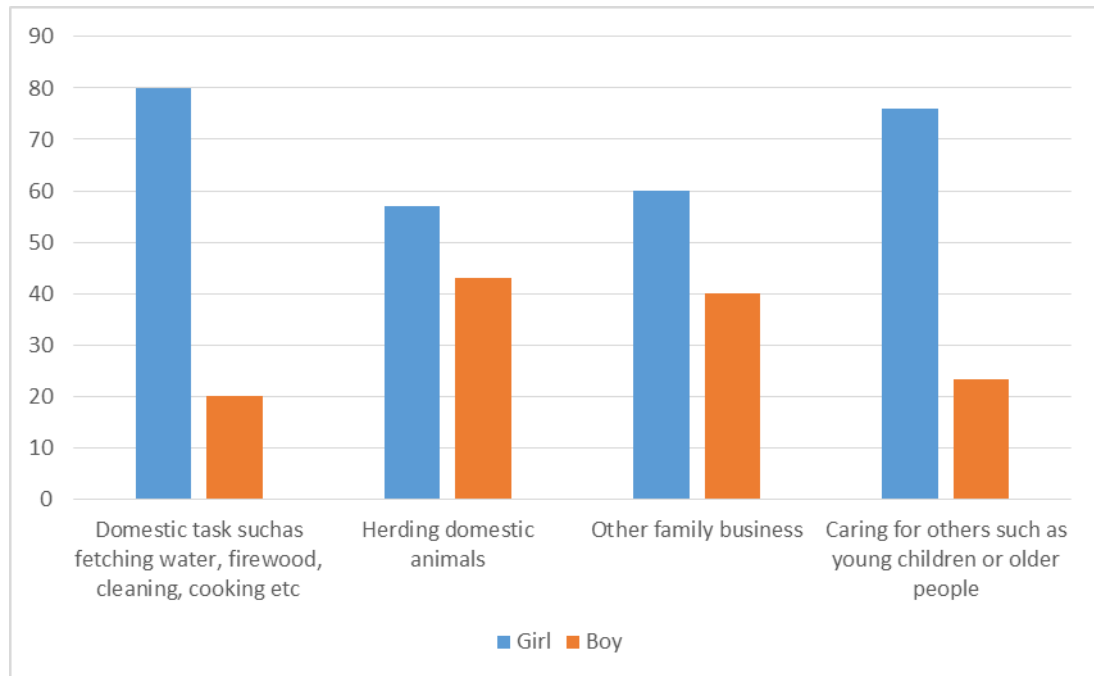
In the focus group discussions almost all participants (girls, boys, mothers and fathers) when asked 'if they think that girls usually miss more frequently school than boys. And why do you think this is?' responded yes and this is because of household responsibilities girls have. However, when girls and boys were asked if being involved in this activities stops them from going to school only 95% out of 40 girls and 63% out of 40 boys responded said yes involving in the activities (see bar chart above) stops them from going to school. When asked if these activities affect girls schooling in any way, girls responded - 32.3% affects time spent at school, 35.5% affects time spent studying and 18.9% said it affects their leisure time.

Boys, girls, mothers, and PTA members in the FGD explained that girls and women in Afar have limited participation in any decision making process both at home and in their community. When head of households in the interviews were asked who the main decision maker in the household is, out of 30, 93% (28) said the head of household. There was a general consensus between the women FDG that women are invited to participate and are given the opportunity

to express their thoughts and ideas in community meetings. However, decision making is always solely on the hands of men. Contrasting views were expressed by father FGD participants in that girls and women are free to participate in community discussions. As such, women in the focus group discussion assert that full participation is not just expressing ideas and thoughts but also being a part of the decision making process as men.

Limited awareness about the importance of education

Low enrolment and dropout rates to some extent can be explained by limited awareness parents have about the importance of education. Contrary to what was found in the research, when head of households were asked if it is normal to send girls to school in the household interview 60% responded that it is not normal to send girls to school, most families don't.

Maturity, Early Marriage and Birth:

The discussion held with women and girls focus group discussions and key informant interviews with Women Youth and Children Affairs officers revealed that cultural pressure especially early marriage is one of the factors that adversely affects and undermines girl's education. A marriage arrangement called Absuma is a common tradition rooted in the religious and cultural norms of Afar pastoralist communities. In the Afar culture when a girl reaches 'maturity' she is ready to marry. Maturity is determined by the onset of a girl's menstruation. Given that the age menstruation begins can be as early as 13/14, and seen in the Afar tradition as a sign of maturity and readiness for marriage, a girl may be given for marriage before she is physically as well as emotionally ready.

From the study results the average age of girls for the group is 10 and the average school starting age is 9. The average age which girls start school is lower than the average age in the group. Also the majority of the girls, nearly 54% (refer to table), start school at late age 9 and above. Since maturity (readiness for marriage) is determined by the onset of a girls menstruation (can be as early as 13/14) the chances of a girl staying in school before marriage is an average 2 to 3 years.

There is no age reference used to decide when an Afar girl should marry. As soon as she sees her first menstruation the girl's mother will inform the father of these changes. From the FGDs with mothers and girls it was found that the marriage is arranged by the family and the clan and the girl has no say or knowledge of when and who she would marrying. Fathers are the main

decision makers as to when and who a girl should marry after they get information on such changes from her mother. Once the father gives permission the mother will request the clan leaders to arrange the wedding. The clan also has the right to ask the girl's parents to give them their daughter (their Absuma) for marriage when they see that the girl has reached the age of marriage (determined by her physical appearance such as size of her breast, her height etc.). The girl's family cannot decline the request and have cultural obligations to comply; however, they may come to agreement with the clan to delay the marriage.

Furthermore, having a child just after marriage is another cultural expectation that a girl must fulfill and if she is not able to have a child in the first few years of her marriage her husband will marry another women in order to have a child. As such, ones a girl is married there is no intention in delaying having a child. Interviewed boys and girls FGD participants have mentioned 15-18 is appropriate age for a girl to get married. Father FGD participants said that a girl should marry once she completed school but when asked specific age the average age given was between ages 15-18. For those enrolled in school this may hamper transition to secondary cycle of education.

There was a general consensus over the FGD mother and father participants that once a girl is married, she will assume household responsibilities and have children which will over burden her and prevent her from going to school. Moreover, some husbands are not willing to send their wife to school. From the KII and FGDs it was reflected that there are some girls who continue their education after getting married. However, this doesn't represent the majority of girls who drop out and never return to school because of the burden society puts on them that come with marriage and childbirth.

In the qualitative study findings there are contradictory information regarding girls' education and marriage. For instance, in the KII in one kebele in Amibera woreda a clan leader noted that:
"Recently the situation is changing as families become aware of the importance of educating girls. Families especially those near to towns do not allow marriage of girls before finishing school. The decision to marry or continue her education is on her hands at this time."

However, the women group in the same kebele explained that marrying at the age of 16-17 is not a choice for a girl. If she wants to continue her education and her husband permits she can do so after marriage. The main reason given why a girl should marry on the onset of her

menstruation is because of the fear that if a girl stays single she may get involved in premarital sex and get pregnant, which the community considers a shame to her family.

In addition, it was noted by key informant interviews with Women Youth and Children Affair Officers that there is also the belief that educating girls would dismantle the tradition of 'Absuma' by liberating women/girls to resist and follow their own choices of a person to marry and when to marry. People in Afar highly value their clanship and maintain this tie and the success of the clan through Absuma. For this reason, families facilitate early marriage of their daughters to maintain the survival of their clan.

Poverty

In most pastoralist communities' source of income is from the sale of livestock they own and sales of firewood and charcoal. Almost 50% of the households in the study woredas said that they are unable to meet basic needs. In addition, when they were asked if they have enough money out of 20 who were willing to answer this question 55.4% said that they need a lot more. In the qualitative interview it was mentioned that families with no or very low household income (known as 'Idudu' in Afar language) are unable to cover educational expenses, such as providing books and pens, for their children.

Supply side barriers:

Almost all Key informant interview and focus group discussion participants described the quality of education as very poor. Common themes identified by KII and FGD participants includes lack of availability of schools, shortage of teachers, shortage of school materials such as books, unavailability of water were mentioned to be the reasons that undermined the quality of education in the region.

The major challenges found in the teaching learning process in this research are categorized into quality supply side barriers and quantity supply side barriers.

Quantity - supply side barriers

Access and availability of schools and ABEs: Girls and boys are required to travel a long distance to reach to the nearest school. When girls and boys were asked how many minutes it takes to travel to the nearest school in their area of the 30 who gave a response for this question 45.2% said it takes over an hour. There is a lack of secondary level education provision in all studied kebeles. This hampers the chances of girls transitioning to the secondary cycle as

most parents/guardians are unwilling to send their daughters to another town to pursue their education. As a kebele leader in Aysaita woreda noted:

 "*In the likelihood where parents want and are willing to send girls to another town to pursue her education (more likely for a boy than a girl), there is also the challenge of financially affording to support her living and school material costs.*"

Figure 5.2: Girls Self-reported Time to Walk to School in Minutes
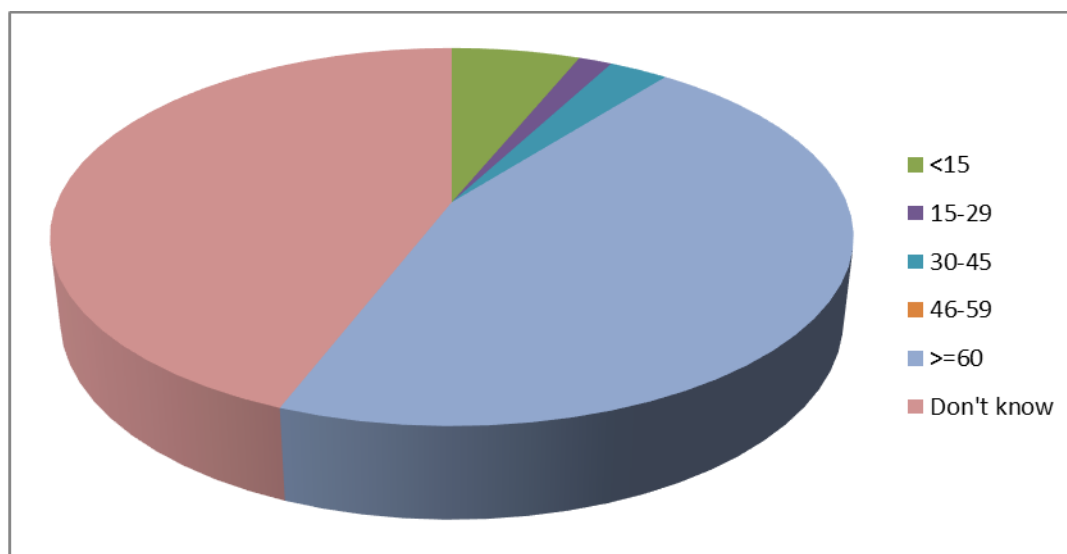
Shortage of Classrooms and other facilities:

In the qualitative interview it was found that shortage of classrooms, lack of libraries, limited supply of textbooks are found to be the most critical challenges that affects schools in their everyday teaching-learning process. The problems were mentioned in all studied kebeles by all categories of respondents. For example, in one of the studies kebeles in Amibera the school is up to eighth grade, whereas, classrooms available in the school are only six. For this reason grade seven and grade eight students are learning in staff office. The ratio of text books to students is very low. In all studied kebeles one text book is shared among 5-6 students while in

some cases text books are not available for some subjects. The practice of sharing the available textbooks among students is further constrained by dispersed settlement of the students. In the school study, when asked the challenges schools face, out of 4 school head teachers interviewed, all said not enough resources, not enough classrooms and said not enough school budget. In the household interviews, primary caregivers who self-reported enrolling their daughter to school, all said their daughter's school classroom is unsatisfactory and also said availability of books in school is unsatisfactory.

Quality -Supply side barriers

Lack of qualified teachers that speak the local language:

There is a shortage of qualified Afar language speaking teachers. Out of 30 girls 90% said that their teachers always speak the national language (Amharic). In the household study when we asked primary caregivers if the language spoken at home is the same as language of instruction at girl's school, 95% said no, it is not. While conducting the qualitative study and school study, in almost all the visited formal schools it was observed that while the students (especially in rural kebeles) only spoke Afar, their teachers could only speak Amharic. This adversely affects the teaching learning process. We have come across teachers and students who do not have a common language they can communicate with, those students, just come to school and copy what the teacher writes on the board. In many schools we observed that messages written and posted in school walls were written in Amharic and not the local language the students understand. In FGD with PTA members it was found that there are some cases where a teacher uses a student who speaks a common language as a translator. In the household study primary caregivers who self-reported enrolling their daughter to school over 80% said that teaching in girl's school is unsatisfactory.

Lack of water supply in schools:

In the FGD with PTA members, girls, boys, mothers and key informants with school directors, lack of water in schools was unanimously mentioned as one of the major contributor to high absenteeism and drop outs rates especially in the dry season. Lack of water in schools affects teachers' attendance rate as teachers would also need to travel to the nearby town to bring water. In such hot weather conditions living without proper water facility is one of the major reasons respondents attributed to teachers high attrition rate. In the qualitative research, head

of schools have mentioned that due to lack of water in schools students leave school during break to drink water from home and most traveling long distance do not return back to school after break. In the school survey when asked the challenges schools face, out of 4 school head teachers interviewed, 75 (3) noted lack of water.

Low teacher morale and high teacher attrition rate:

The discussion held with PTA members and directors of schools visited during the survey shows that high attrition rate of teachers is one of the key challenges that affecting education provision in the entire study woreda. High teacher's attrition rate is attributed to lack of basic services and facilities such as roads, transport, portable water supply and electricity. As there is no housing provided for teachers in villages teachers don't want to spend nights at the village and travel to town. This has an impact on teachers' absenteeism – as there is no public transport between the school and town teachers living in towns miss classes. Furthermore, schools are using available teachers to cover multiple of subjects. One teacher handles up to 3-5 subjects in a given academic year. During the school study, in many sites it was found that teachers combine different grades together and teach them in one room as there is no other available teacher to take the other class.

Availability of toilets/latrines:

In the household study, primary caregivers who self-reported enrolling their daughter to school, 62.5% said school toilets/latrines are unsatisfactory. In the school study when asked the challenges schools face, Out of 4 School head teachers interviewed, 75% noted lack of water and not enough toilets/latrines in the schools.

Additional barriers to education

The livelihood of the Afar pastoralist community depends on their livestock. Afar's pastoral families do not settle in one place but rather move from place to place in search of adequate pasture and water for their livestock. Such mobility takes place mainly during the dry season of the year and when drought occurs. As this phenomenon is frequently occurring, mobility of pastoral families have become a common practice. In the key informant interviews with school directors and kebele leaders it was noted that pastoralism demands high labor force to manage livestock in the field as well as during movements in search of pasture and water.

Mobility of families affects the enrolment of girls and boys in school. Children have to move with their families as they have no one to care for them if they are left behind. Also concern for safety was mentioned as one of the main rationale for pastoralist families' December ision to take their children with them during their movement. In addition, as there is a high demand for labor of the children to herd the goats, parents prefer to keep their children especially girls from school and send them to the field to watch the animals. As a result, families tend not to enroll their children especially girls to school. According to information from one kebele in Aysaita, parents enroll all their children to school but they send them to school by shift so that when some of them attend school the others will watch the goats. When families move the children dropout of school and follow their parents. Hence, the pastoralists with no fixed place of residence are most likely not to enroll their girls to school or even if they enroll their daughters in school it is less likely that they will complete a full academic year.

Unavailability of water in the community

According to the key informants from Woreda Education Bureau and Women Affair office the main determinant of livelihoods in the lowlands is the volume and sustainability of water supply. In Afar pastoralist villages, the supply of both terrestrial and sub-surface water is inadequate. Duration of water supply shortage in almost all studies areas is throughout the year. Perennial rivers and other water resources are scarce in almost all studies kebeles. Both human and animals either depend on perennial water resources or seasonal water points and run offs.

Regarding the impact of water shortage on girl's enrolment to school, unavailability of water in the area was unanimously mentioned by focus group discussion and key informant participants as one of the major factors that induced frequent absenteeism of girls from class and ultimately leads most of them to drop out. Girls are the ones responsible for fetching water every day for the family use, this role is an every morning role each day. This is one of the major reasons noted by almost all respondents why girls miss school more frequently than boys or come to school late. Pastoralism is the dominant source of livelihood which principally depends on availability of pasture and water. Unavailability of water frequently induce pastoralist to move from place to place specially during the dry season which in turn forces their children to drop out of school and move.

Community involvement in schools, Parent Teachers Association

The involvement of the community in the whole decision making process is crucial. Parent Teachers Association is a committee organized which includes five parents and two teachers. The purpose of this committee is to follow up and involve in the routine functions of the schools representing the community. The committee also participates in the school improvement activities. As such, the PTA role is enormous to ensure education provision is going well and enrolment of girls and boys is ensured. PTA members usually organize meetings with parents to address problems facing the school at least once a year at the beginning of the school academic year. For instance, in Amibera woreda it was learnt that PTA is organizing regular meetings/conferences with parents. Most parents respect calls from PTA and attend meetings and respond positively to PTA feedback. However, despite the importance of PTA to strengthen the overall teaching learning process, most PTA were found less effective due to various reason. The first reason mentioned by school director is that some members don't come when they are needed for urgent issues, motivation of members is very low due to lack of incentive given to them, lack of vehicle and other logistics to be used when PTA members move from village to village to solve certain problems etc. During the discussion it was recommended that PTA members should get various trainings that may strengthen their capacity as well as motivate them.

Effects of Conflict and Violence on schooling

In the key informant interviews and focus group discussions there was general consensus that in the past conflicts between the Afar communities with other ethnic groups that share borders such as Issa and as well as inter clan conflict among different clans of Afar has been common. Such conflicts have an adverse effect on children's education and their well-being in general, affecting the school system because children don't go to school because they are afraid of being attacked on the way. Interviewees also mentioned that schools near border areas even used to close for some time until things settle as there was a fear that they may be targets for attack.

Abuse and harassment

There was a general consensus over the different groups of qualitative respondents that attack and harassment in and out of school is not common in the region. There was one incident of sexual abuse reported by the WYCA Office in Amibera "There was one girl whose parents were separated and she was living with her father and his new wife. She was raped while looking after goats and she was brought to her mother. The WYCA office had to intervene by

bringing ambulance to take her to Nazareth for treatment because she had been bleeding for six days. Then after the girl was treated and got better, her father wanted to take her back so that she would continue her duty of looking after the goats. The WYCA Head had to intervene again to keep the girl with her mother and enrolled her to school. Now she is school and in second grade and living with her mother."

5.1.4 The Most Successful Interventions for the Improving of Girls' Education in Afar region

Above all, holistic multi-sector approaches are the most effective interventions for addressing the multiple barriers to girls' education. Based on several global reviews and national evaluations of evidenced based interventions and programs to increase girls' education outcomes, a package of integrated gender transformative interventions are required to build girls' social, economic and academic skills, opportunities and empowerment while engaging communities, schools, families and policy makers to support girls to go, stay and succeed in school. Such programs combine most or several of the following key strategies:

1. Strengthen existing government-community-school and family institutional structures and interrelationships to address the multiple barriers to education of girls in and out of formal schooling;

2. Support and improve girls' formal and non-formal education including academic capacity, life skills, leadership skills and livelihood/vocational skills;

3. Safeguard girls' rights and create/improve girl-friendly safe spaces and learning environments such as establishing girl-friendly WASH facilities;

4. Educate and mobilize families and communities to support and advocate for girls' education and to challenge and change barriers such as child labour, gender inequities and HTPs in favors of more positive gender equitable attitudes and practices such as valuing girls' education, reducing girls' domestic responsibilities, delaying marriage and stopping FGMs;

5. Provide or create linkages with partners to offer economic and financial opportunities and incentives for girls and their families; and

6. Create and enforce laws and policy initiatives including advocacy, community awareness -raising and policy.

7. Develop a robust research, monitoring, and evaluation strategy to test what works for scale.

A more detailed breakdown of the six general strategies for improving girls' education are discussed below drawing from national and international interventions, approaches and programs:

1. Strengthening existing government-community-school and family institutional structures and interrelationships to address the multiple barriers to support education of girls in and out of formal schooling;

Build upon existing government initiatives and strengthen capacity at all levels- Any innovative program under the girl's education must complement and build on what the government is currently doing or fill gaps where needed in partnership with government authorities, girls' education experts and non-state actors. It must support and strengthen linkages with other relevant Ministries/Bureaus such as the Women, Youth and Child Affairs, Labor, Health and Agriculture at all levels.

It must add value to the regional government of own policies and cross-cutting programs to address the most marginalized, vulnerable and hard to reach girls, including pastoralist and agro-pastoralists, OVCs, school dropouts (i.e. ABECs) and girls with special needs. One of the most important policies and programs to support girls' education is the MoE's Gender and Education Policy and Program. For its ESDP III, this program focused on concerted affirmative action (entry requirements and financial support such as a pilot scholarship and tutorial support programs) and overall expansion, i.e., building schools across the whole of afar region. It brought important achievements such as the GPI has considerably improved in favor of females. (ESDP IV (2010: 69). It is worth looking more closely at what the government is doing specifically for girls' equality in education and as special support to the emerging regions.

There are some innovative approaches that remain small scale and could be complemented by a package of innovative interventions to further expand outreach to the most marginalized girls.

The Government has identified the following interventions as proven best practice interventions to keeping girls in schools: establishing Girls' Clubs, separate latrines for boys and girls; female scholarships for needy and high achievers, more gender sensitive curriculum and teaching materials; relevant multi-stakeholder girls' educational forums and tutorial programs and affirmative action. Building on these strategies and addressing gaps, the ESDP IV (2010-

2015) is aimed at using mutually reinforcing strategies, aligned with a National Action Plan on Gender Equality in Education to promote equal access and success in education and training for women and girls. The main strategies are to:

- Strengthen national and decentralized structures and institutions;
- Mainstream gender at all levels including capacity building of all educational staff to deal with gender issues;
- Establish and strengthen "women education forums" at all levels of education;
- Further enhance and promote what has worked .i.e. scholarships;
- Set up girls' clubs in all levels of education to increase women and girls' leadership;
- Increase enrolment, retention and performance of female students, including pastoralist and agro-pastoralist girls and strategies such as by strengthening TVET for girls after grade 10;
- Monitor affirmative action programs to ensure they are meeting targets;
- Address barriers of resistance at community levels to girls' education, focus would on developing a gender sensitive curriculum, textbooks and reference books;
- Adopt and develop a Gender Responsive Pedagogy (GRP) to be taught at training institutions; and
- Promote women's leadership in school management.

Specific interventions of particularly relevance to the most marginalized girls are: Scholarship and School Feeding Program for the poorest and most disadvantaged girls, close partnership with girl education focused organizations, and capacity building at all levels to promote girls' education including strengthening capacity of focal points in Bureaus/Offices of Education to coordinate and follow up on capacity building efforts. The challenge is that these initiatives are piecemeal and must be replicated and brought to scale to reach out to more vulnerable girls in Afar. Collaborative government and non-government partnerships focusing on bringing the best interventions and models to scale would complement and help support the achievement of the government's educational commitments and program.

A Special Support program for the Four Emerging Regions (Somali, Afar, Gambella and Benishangul Gumuz) is planned to extend equitable quality education services in the hard to reach and neglected pastoral and semi-pastoral regions. The introduction of the ABE approach

in the relatively settled pastoral and agro-pastoral regions of the country has played an important role in the increment of enrolments. The GER (grades 1-8) which was 20.9 % in Afar in the year 2015 has grown. The government's plans in supporting alternative education service delivery are to increase mobile schools, para-boarding schools for second cycle primary and to continue to encourage non-state actors to support school feeding and special supports like financial and material provisions to children with vulnerabilities and special needs.

For secondary schools, a limited number of secondary boarding schools are to be set up; a Scholarship scheme established for vulnerable children; a school-based accountability system for actions related to access, survival and performance of girls developed; and a commitment has been made to increase the number of teachers from emerging regions and disadvantaged groups (pastoralists and indigenous groups).

Several reviews of best practices to support girls' education propose focusing on a whole systems change approach to enhance capacity and interrelationships of government – school – community dedicated to support girls' issues to improve girls' education. A systems approach would build on and enhance existing educational structures and initiatives highlighted above.

Some promising practices for supporting existing government structures are existing with implementation of NGOs. It focused on strengthening and institutionalizing existing and new community – government and school structures to promote girls' participation in learning and out of classroom activities. It worked in partnership and strengthened school/community relationships focusing on creating and strengthening PTAs, GEACs and other community management committees to strengthen active involvement of parents and community members in school leadership and management to support their children's/girls' learning in schools.

2. Educating and mobilizing families and community members, including religious leaders, to support girls' education is an essential intervention of success to address the most persistent and pervasive barrier, gender inequality, that underlies many other constraints.

One evaluation of PACT/Nike program (2008-2011) found that one of the biggest barriers to sustained and effective support by families and communities to send their girls to school or for girls to have the time and space to succeed was cultural norms. Best practice inventions include

initiating from the start of a program, one-to-one meetings with parents, community leaders and religious leaders, including female leaders.

At community levels, educating and mobilizing communities is a vital intervention for addressing the deeper underlying cultural values and practices that sustain most of the barriers to girls' education. Best practices are: Behavior Change Models and Linkages with community and broader institutional structures such as community – school – government relationships in education along with multi-sector linkages strengthening to respond to the interconnected barriers related to poverty, health, HTPs etc. Creating an enabling environment for girls' education is key. The best girl enablers are educating and mobilizing parents, guardians and community members to increase family and community support for girl's education.

3. Support and improve girls' formal and non-formal education including academic capacity, life skills, leadership skills and livelihood/vocational skills;

Several DFID supported research, i.e. Social Assessment of the Educational Sector (2011), strongly recommend that a NGO led program support the most marginalized girls' increased access, retention and learning outcomes by focusing on making school curriculums more relevant to girls' lives and improving their quality, particularly to cater to pastoral girls. The best approach is combining life skills and girls`empowerment into regular curriculum but also expanding non-formal education programs to reach out to out-of-school or hard to reach girls such as using mobile schools.

4. Providing financial support works to reduce child labor and girls' absence and dropout by enabling her and her family to afford to pay non-school fees and other living costs.

Evidence suggests that cash support schemes to girls and/or families to keep girls in school are important interventions for helping families to be able to afford to send girls to school. However, for a large scale program such cash schemes may not be sustainable and it may be better to have such schemes for a certain period to start off with and then to have a transition strategy such as a phased approach of initial cash scheme for supporting school and sustenance costs to then move girls into vocational, entrepreneurship, financial literacy, marketing and value chain training/opportunities. Linking girls and families to microfinance, TVET, and financial and market training and funds is a much more cost effective sustainable approach and can respond to the fact that not all girls will succeed and complete school. Village saving and loan

programs may be worth exploring for enabling girls and her families to save and generate income for her education and to slowly link the groups to microfinance.

5. Safeguard girls' rights and create/improve girl-friendly safe spaces and learning environments such as girl-friendly WASH facilities;

An emerging best practice is CARE Ethiopia's Piloting Borena Pastoralist Girls' Forum in the Borena Zone Ethiopia with private funding from Jeff Peierls. The Pastoralist Girls Forum is meant to offer girls a safe and self and collective empowerment space where young women can convene to voice their basic human rights issues, with the intent of influencing policy makers and traditional leaders. With this initiative, young pastoralist women will have a general assembly – which would conducted every six months – to discuss issues that affect their lives.

6. Create and enforce laws and policy initiatives including advocacy, community awareness -raising and policy.

Another innovative approach of CSPP was promoting the establishment and enforcement of safe school policies including a gender policy. The program supported the development of Safe School Policy guidelines to support a Do-No-Harm school environment with the understanding that girls and boys need to be safe from psychological, emotional and physical and sexual abuse for effective teaching and learning. This concept is based on the fact that teachers and students themselves can reinforce gender stereotypes and replicate systemic gender inequalities that discourage and marginalize students. These policies were developed with participation of GEACs, Girls Clubs, school leaders, PTA etc.

7. Develop Robust Research, Monitoring and Evaluation and Learning for what works for innovation and for scale

Most of the model holistic girls' empowerment programs have strong monitoring and evaluation components to understand what interventions have the greatest impact on girls' education. Any GEC program will have to use strong gender sensitive M and E and cost-effective participatory monitoring and evaluations to order to effectively identify what works and what might be possible for scale up. The research component of the proposed program should link into the SC/MIT research initiative to assess what are the most effective interventions for girls' education.

5.2 Conclusions

One of the purposes of this study was to identify factors contributing to educational backwardness of rural girls and the major challenges of the Afar state in improving girl's education and to suggest strategies that may help to improve overall educational provision.

The research has tried to identify family characteristics, student characteristics and school characteristics that are significantly affecting areas in girls education. Family characteristics such as socio-economic status of parents, level of education; occupation and income are highly influential in girl's education. In addition, students' characteristics such as the well-being of the student in the school, participation in school activities, and perception of students in school rules and regulation, and perception about family involvement and support could affect the achievement of girls students.

Furthermore, school characteristics such as the effect of school quality and supportive mechanism in the school as well as teachers' commitment to help female students by providing tutorial program and adequate number of role model female teachers in teaching profession could affect their achievement.

The study findings have shown mixed results when it came to the perception and practice of the importance of education. When girls responded to questions about the importance of education, 85% said that they thought there was "a lot" that is good about education and specifically the majority followed up that it was good for their future. These results are also reflected in the FGD with girls. Additionally, results from FGDs with parents indicated that nearly all participants enrolled their children in school. However, the findings from the household interview demonstrate an inconsistent result: only half of the girls (47%) self-reported being enrolled in school in the study areas. Furthermore, in the interview findings head of households responded 60% that it is not normal to send girls to school, which contradicts. This shows a gap between articulated perceptions of education, particularly girls' education, and the practice of sending girls to school. For girl's education in afar targeting highly influential leaders of the community, such as, clan leaders and involving the community in greater awareness raising activities on the importance of educating girls may help narrow this gap.

The inaccessibility of schools and unavailability of water is an important implication for the program. The physical infrastructure obstacles to attending school present a crucial point of action for the study. Through the study findings it was found that lack of water plays a major factor in absenteeism and dropout rate. The study findings show that the current predominant language of instruction in Afar region is Amharic while student's mother thongs are afar language. Such communication issues plays a major factor in absenteeism and dropout rate. During the study, a key problem identified was the high level of student drop-out after graduation from ABE level 3 because of the low numbers of schools offering education for grades 5 to 8 (second cycle education). That response to this problem was to work with REB to prioritize upgraded in areas where there was no provision of second cycle education.

The study has attempted to investigate factors that are contributing educational backwardness of rural girls in Afar region. Depending on the results of the analysis made, the following factors were identified with its recommendation.

1. Geographical

The considerable spatial disparity, and in some cases incompleteness, of institutional provision relates directly to difficulties of physical access which adversely affect girls more than boys; there is an overall and profound urban/rural contrast which favors towns and cities, especially in respect of secondary school provision for girls; patterns of transportation and migration affect educational provision and take up, again normally disadvantaging females and in some cases extreme physical difficulties. The influence of this factor can only be overcome by more sophisticated and multivariate spatial analysis of educational needs and the planning and implementation of integrated development projects as a result. Educational planning on its own would be useless.

2. Socio-Cultural

A major deterrent to female take up and follow through of educational opportunities (even when these are available) is a near universal fundamental cultural bias in favor of males. The widespread operation of patriarchal systems of social organization; of customary early marriage; of the incidence of early pregnancy (in and out of marriage); of heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education and ABEs. To this list may be added problems of isolation

and security in some areas. Such long standing constraints result in a shortage of female role models that could challenge the traditional one that is clearly acquired by both sexes at a very early age.

The influence of this factor can only be overcome, among other things by a profound change of attitude on the part of influential males and elders and religious leader.

3. Economic

Together with the fundamental socio-cultural bias in favor of males, the economic factor, especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of the provision of books, paper and uniforms/clothing (important for social reasons) as well as the loss of vital help at home. In most cases the contribution of females is unpaid and they may have little or no experience of the handling of money which further reduces their status and power, but increases their vulnerability.

4. Religious

Although in general acting indirectly, the religious factor is on balance a positive one, though it is often overcome by the fundamental sociocultural bias in favor of males. The fact that most religious practitioners and leaders are male makes for a powerful image in favor of that sex, and it would be a very helpful move if religious leaders of all faiths and denominations were to speak out strongly in support of the female cause.

5. Legal

Again this factor acts mainly indirectly. Most countries have now legislated for equal status in respect of sex, but this is usually a recent innovation and traditional sanctions often still operate unchallenged. So there are still important areas where the law could be reformed further to encourage compliance and the system of justice strengthened to ensure that this actually happens.

6. Political/Administrative

Although policies exist in most cases for such developments as universal primary education, equal educational opportunities in terms of gender and the eradication of gender bias from texts and other materials, the political will to carry these through seems to be weak in the face

of severe economic constraint. The creation of Bureau of Women's' Affairs appears to be counterproductive, and the poor quality of local administrative/advisory staff and resources renders such government initiatives as do occur, relatively ineffective.

7. Educational

This factor itself can be a limiting to female participation in schooling. Difficulties of accessibility, lack of resources and low teacher quality and morale are widespread. In particular the lack of female primary teachers in rural areas is a real problem. Parents are very reluctant indeed to send daughters to school if there is no female teacher, and the facilities for the accommodation and security of such teachers are usually absent or inadequate. The organization of schooling in terms of the daily and seasonal imperatives of local economies usually renders it dysfunctional, and the curriculum is often unattractive in instrumental terms. At secondary level, in addition to the lack of (accessible) places, problems of cost, direct and hidden are acute, and there is a considerable need for more girl's schools, some with secure boarding facilities and scholarship schemes to enable participation. Vocational education is weak and schemes open to girls in this field are particularly useful. There is still a widespread problem of gender bias in books and materials.

8. Absence

The school attendance sheet indicated that most girls students were absent in the school year. Academic achievement and absence are inversely related. If absence increases academic achievement would decreases. Attending the class is not sufficient condition for academic achievement rather necessary condition.

9. High need of domestic work

As stated by most of the respondents, there is a high need for girls to work the household/domestic work from an earlier age on than boys. A daughter is usually unrecognized domestic worker and it affects all school age girls. Girls have heavy burden and a subsequent unclear mind, and increased absence from school, lack of time for school assignments after school attending, lack of understanding the subject matter and commitment to school activities. The effect is academic underperformance for the girl. This may indicate that girls spend more time helping their parents at home than doing their homework and assignments which negatively affects their academic achievement. The conclusion is that high demand for domestic work; low school attendances of girls' and hence effects on their education achievements.

Therefore, girls' schooling may require additional policy that reacts to the demands on girls' time available for study.

10. Parents' educational backgrounds

The parents' educational backgrounds are likely to shape children's attitude towards education. Since educated parents are likely to reward education, it may be expected that girls normally coming from educated parental background persist and perform well at school. This implies that female education has a 'multiplier effect' since it has a propitious impact on the mother's desire and ability to educate her daughters.

11. Lack of role model female teachers

Female role model teachers have high psychological impact on female students. Whereas, in the region, there is a low proportion of role model female teachers'. *As clearly stated in the EFA global monitoring report (UNESCO, 2014), achievements in gender parity need to be seen in terms of school enrolment ratio of boys and girls, ratio of male and female teachers, the conduciveness of school environment for the physical and psychological safety of females, and gender sensitivity of curriculum and teacher training. Thus, attention has to be given to all the parameters during practice, while reporting and doing research so that it gives proper picture as to how gender parity is improving in relation to these criteria.*

5.3 Recommendation

It requires the out most attention to intervene and improve obstacles to girls' education in Afar Region.

1. Reducing poverty, improve food security and devising mechanism that reduce the effect of climate change to promote girls education.
2. To avoid adolescent girls early marriage and/ or decrease labor demands.
3. To relax Socio-cultural factors that limit girls' chances of both going to school and learning effectively:
4. Improve teaching and learning facilities in schools
5. Increasing awareness and valuing of girls' education among parents and community members but deep-seated cultural norms still prevail. Lack of secondary schools and distance to travel to schools are key constraints for girls.

6. Strong policy commitments to gender equality and girls' education but weak and inconsistent implementation of related educational sector programs to effectively provide comprehensive services catered to the most marginalized.

7. To improve school facilities that are designed in gender-sensitive ways. Girls' access to gender specific sanitation improves girls' motivation to stay in school study data indicates many afar adolescent girls still have no access to proper water, sanitation and hygiene making it very difficult for them to even attend school when menstruating and that more must be done to create gender sensitive safe learning environments.

8. Enhance girl-friendly safe environments related to child protection from sexual and physical harassment. A safe school environment is known to increase girls' likelihood of staying in school and of parents encouraging their daughters to attend. Study dtata shows that girls experience more gender based violence in and around schools than boys.

9. Ensure gender-sensitive curriculum materials like textbooks and resources, particularly in ABECS and non-formal educational facilities.

10. Increase female teachers and mentors who are supportive and take leadership for girls' education are limiting girls' potential to be truly motivated and to learn in the current school environment.

11. Lack of life skills education to respond holistically to girls' education is committed to in policy but is still too small scale to be making a real impact. Equipping girls with life skills on health, hygiene, self-confidence, communication and negotiation skills, HIV and AIDS and puberty to name a few are important to overall positive learning outcomes for girls.

12. More attention must be paid to improving quality of education catered to pastoral interests in the ABECs educational system - One of the government's most important programs for reaching out the most excluded and marginalized children, the Alternative Basic Education Programs, still has many shortcomings that must be addressed in order to avoid this system becoming a second rate parallel education system for the poorest groups. The main gaps and challenges are poor educational quality, use of unqualified, poorly resourced facilitators and the lack of attention paid to providing more educational support services to help girls' access, stay and performing well in school. More efforts must go into strengthening community/school partnerships and initiatives

such as Parent Teacher Associations (PTAs) and Gender Education Forums involving all relevant stakeholders – school, parents, and state and non-state actors – to work together to address the specific barriers to girls' education including early marriage, HTPs, the needs of OVC, working children and trafficked.

13. There is a need for stronger information and data collection systems for tracking the most marginalized – The GEQIP is being supported by a pooled donor fund including DFID to improve teaching and learning conditions in primary and secondary schools and to improve planning, management and budgeting at all levels. Although the government is attempting to strengthen its overall information system on impact, the challenge is collecting data on the most marginalized such as those living in more marginalized regions of Afar. There is also a need for collecting more data on what makes children come to school and what will drive them to stay.

14. Regional and local governments are unable to deliver quality of primary and secondary education to the scale required. There is both a gap and opportunity for non-state actors to complement government services in alternative primary and secondary school provision, focused on quality of education both in terms of curriculum standards and enriched life skills building and piloting of economic and social skills building programs for adolescent girls.

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Appendices

Appendix A

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Graduate Studies for the Degree of Master of Arts in Rural Development

Key Informant Interview (KII)

Regional Head of Education

1. Region: _____
2. Zone: _____ Woreda: _____
3. Kebele: _____Village/Goth: _____
4. Date: _____Time Start_____ Time Ended_____
5. Number of KII respondent: _____
6. Category of respondent: _____
7. Interviewer Name: _____

I'd like to ask you about your opinions about education within the community where you live.

1. What do you think is the purpose of education?

2. Do you think girls should go to school? *(Prompt if necessary – Why/why not?)*

3. How long do you think girls should go to school for? *(Prompt if necessary – do you think pregnant girls/married girls should not attend)?*

4. How many of your children are enrolled in school? *(Prompt if necessary – What are the reasons why/why not?)*

5. Which groups do you think have problems sending their children to school? *(Prompt if necessary - Why do you think this is? How do you feel about it? What about disabled people? What about pastoralists without a fixed place of residence?)*

6. How likely are girls from those groups to go to school? *(Prompt if necessary – [if not likely] Why? How do you feel about this? What do you think could be done to improve the situation?]*

7. What specific challenges are there for education providers in this region?

8. How likely are girls in general to progress to second cycle primary education?

9. Are there any things that the Regional Education office could do to make it easier for families to send their daughters to school, in general? *[Prompt if necessary – why isn't this already happening? What are the challenges to doing these things?]*

10. What difficulties do schools face in providing education in this area? *[Prompt if necessary –what are the reasons for these difficulties?]*

11. As far as you are aware, have there been any recent or current attempts to try and improve schools in this area? *[Prompt if necessary – Have these attempts been successful? Why / why not? What, if anything, is currently being done to make it easier for girl's to access education?]*

12. Can you describe the ways in which the Regional Education Office involves communities in school management and decision-making?

13. Do you think women's opportunities in life need to be improved? *[Prompt if necessary – e.g. women's life chances, their ability to get education, to stay healthy, be good mothers or help support their families]*

Appendix B

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Graduate Studies for the Degree of Master of Arts in Rural Development

Key Informant Interview (KII)

Regional Women, Youth and Children Affairs Department

1. Region: _____
2. Zone: _____ Woreda: _____
3. Kebele: _____Village/Goth:_____
4. Date: _____Time Start_____ Time Ended_____
5. Number of KII respondent: _____
6. Category of respondent: _____
7. Interviewer Name: _____

I'd like to ask you about your opinions about education within the community where you live.

14. What do you think is the purpose of education?

15. Do you think girls should go to school? *(Prompt if necessary – Why/why not?)*

16. How long do you think girls should go to school for? *(Prompt if necessary – do you think pregnant girls/married girls should attend)?*

17. How many of your children are enrolled in school? *(Prompt if necessary – What are the reasons why/why not?)*

18. Which groups do you think have problems sending their children to school? *(Prompt if necessary - Why do you think this is? How do you feel about it? What about disabled people? What about pastoralists without a fixed place of residence?)*

19. How likely are girls from those groups to go to school? *(Prompt if necessary – [if not likely] Why? How do you feel about this? What do you think could be done to improve the situation?]*

20. What specific challenges are there for education providers in this region?

21. Even if there isn't active conflict or war, sometimes a child can be attacked or harassed on their journey to and from school. This can be a verbal attack or a physical one. Have you heard about such things happening in Afar? *[Prompt as necessary to clarify things that happen. e.g. sexual harassment, bullying, physical assault, verbal taunting, ask for examples]*

22. Are children ever attacked or harassed while at school? *[Prompt as necessary – (if yes) can you explain what sort of things happen?]*

23. What kind of support does the WYCA provide to children or women who have been attacked or harassed? *[Prompt if necessary – what other kinds of support are available?]*

24. Are there any things that the WYCA office could do to make it easier for families to send their daughters to school, in general? *[Prompt if necessary – why isn't this already happening? What are the challenges to doing these things?]*

25. As far as you are aware, have there been any recent or current attempts to try and improve schools in this area? *[Prompt if necessary – Have these attempts been successful? Why / why not? What, if anything, is currently being done to make it easier for girl's to access education?]*

26. What kind of support does the WYCA Office provide to school Directors and/or teachers/schools? *[Prompt if necessary – training/financial/technical?]*

27. Do you think women's opportunities in life need to be improved? *[Prompt if necessary – e.g. women's life chances, their ability to get education, to stay healthy, be good mothers or help support their families]*

Appendix C

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Graduate Studies for the Degree of Master of Arts in Rural Development

Key Informant Interview (KII)

Woreda Head of Education

1. Region: _____
2. Zone: _____ Woreda: _____
3. Kebele: _____Village/Goth: _____
4. Date: _____Time Start_____ Time Ended_____
5. Number of KII respondent: _____
6. Category of respondent: _____
7. Interviewer Name: _____

I'd like to ask you about your opinions about education within the community where you live.

28. What do you think is the purpose of education?

29. Do you think girls should go to school? *(Prompt if necessary – Why/why not?)*

30. How long do you think girls should go to school for? *(Prompt if necessary – do you think pregnant girls/married girls should not attend)?*

31. How many of your children are enrolled in school? *(Prompt if necessary – What are the reasons why/why not?)*

32. Which groups do you think have problems sending their children to school? *(Prompt if necessary - Why do you think this is? How do you feel about it? What about disabled people? What about pastoralists without a fixed place of residence?)*

33. How likely are girls from those groups to go to school? *(Prompt if necessary – [if not likely] Why? How do you feel about this? What do you think could be done to improve the situation?]*

34. What specific challenges are there for education providers in this woreda?

35. How likely are girls in general to progress to second cycle primary education?

36. Are there any things that the Woreda Education office could do to make it easier for families to send their daughters to school, in general? *[Prompt if necessary – why isn't this already happening? What are the challenges to doing these things?]*

37. What difficulties do schools face in providing education in this area? *[Prompt if necessary –what are the reasons for these difficulties?]*

38. As far as you are aware, have there been any recent or current attempts to try and improve schools in this area? *[Prompt if necessary – Have these attempts been successful? Why / why not? What, if anything, is currently being done to make it easier for girl's to access education?]*

39. Can you describe the ways in which the Woreda Education Office involves communities in school management and decision-making?

40. What kind of support does the Woreda Education Office provide to school Directors and/or teachers? *[Prompt if necessary – training/financial/technical?]*

41. Do you think women's opportunities in life need to be improved? *[Prompt if necessary – e.g. women's life chances, their ability to get education, to stay healthy, be good mothers or help support their families]*

42. How do you describe the participation of community in strengthening ABE and formal schools?

Appendix D

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Graduate Studies for the Degree of Master of Arts in Rural Development

Key Informant Interview (KII)

School Director

1. Region: _____
2. Zone: _____ Woreda: _____
3. Kebele: _____Village/Goth: _____
4. Date: _____Time Start_____ Time Ended_____
5. Number of KII respondent: _____
6. Category of respondent: _____
7. Interviewer Name: _____

I'd like to ask you about your opinions about education within the community where you live.

43. What do you think is the purpose of education?

44. Do you think girls should go to school? *(Prompt if necessary – Why/why not?)*

45. How long do you think girls should go to school for? *(Prompt if necessary – do you think pregnant girls/married girls should not attend)?*

46. How many of your children are enrolled in school? *(Prompt if necessary – What are the reasons why/why not?)*

47. Which groups do you think have problems sending their children to school? *(Prompt if necessary - Why do you think this is? How do you feel about it? What about disabled people? What about pastoralists without a fixed place of residence?)*

48. How likely are girls from those groups to go to school? *(Prompt if necessary – [if not likely] Why? How do you feel about this? What do you think could be done to improve the situation?]*

49. How likely are girls in general to progress to second cycle primary education?

50. Tell me about your school. What were the main challenges you faced during the previous school year? *[Prompt if necessary – what are the specific challenges for girls?]*

51. How do you plan to address these challenges during the school year?

52. Can you describe the ways in which your school involves communities in school management and decision-making?

53. As far as you are aware, have there been any recent or current attempts to try and improve schools in this area? *[Prompt if necessary – Have these attempts been successful? Why / why not? What, if anything, is currently being done to make it easier for girl's to access education?]*

54. Has the community in this area been affected by drought/conflict in the last five years? If so can you describe the effect of drought or conflict on girls education?

55. Even if there isn't active conflict or war, sometimes a child can be attacked or harassed on their journey to and from school. This can be a verbal attack or a physical one. Have you heard about such things happening in the areas where children attending your school live? *[Prompt as necessary to clarify things that happen. e.g. sexual harassment, bullying, physical assault, verbal taunting, ask for examples]*

56. Are children ever attacked or harassed while at school? *[Prompt as necessary – (if yes) Can you explain what sort of things happen?]*

57. What does the school do if a child reports a problem?

Appendix E

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Graduate Studies for the Degree of Master of Arts in Rural Development

Key Informant Interview (KII)

Community leaders (religious, clan and Kebele)

1. Region: _____
2. Zone: _____ Woreda: _____
3. Kebele: _____Village/Goth: _____
4. Date: _____Time Start_____ Time Ended_____
5. Number of KII respondent: _____
6. Category of respondent: _____
7. Interviewer Name: _____

I'd like to ask you about your opinions about education within the community where you live.

58. What do you think is the purpose of education?

59. Do you think girls should go to school *(Prompt if necessary – Why/why not?)*

60. How long do you think girls should go to school for *(Prompt if necessary – do you think pregnant girls/married girls should not attend)?*

61. What role do you play in girl's education in your community?

62. How many of your children are enrolled in school? *(Prompt if necessary – What are the reasons why/why not?)*

63. Communities are usually made up of families from different backgrounds and in different circumstances. Which groups in your community have the most difficulty gathering wealth, property, and land or getting access to services? *(Prompt if necessary - Why do you think this is? How do you feel about it? What about disabled people? What about pastoralists without a fixed place of residence?)*

64. How likely are girls from those groups to go to school? *(Prompt if necessary – [if not likely] Why? How do you feel about this? What do you think could be done to improve the situation?]*

65. Are there any things that can be done to make it easier for families in your community to send their daughters to school, in general?   *[Prompt if necessary – why isn't this already happening? What are the challenges to doing these things?]*

66. What difficulties do schools face in providing education in this area? *[Prompt if necessary –what are the reasons for these difficulties?]*

67. As far as you are aware, have there been any recent or current attempts to try and improve schools in this area? *[Prompt if necessary – Have these attempts been successful? Why / why not? What, if anything, is currently being done to make it easier for girl's to access education?]*

68. Can you describe the ways in which the community participates in school management and decision-making?

69. Has your community been affected by drought/conflict in the last five years? If so, can you describe the effect of drought or conflict on girl's education?

70. Even if there isn't active conflict or war, sometimes a child can be attacked or harassed on their journey to and from school. This can be a verbal attack or a physical one. Have you heard about such things happening in your community? *[Prompt as necessary to clarify things that happen. e.g. sexual harassment, bullying, physical assault, verbal taunting, ask for examples]*

71. Are children ever attacked or harassed while at school? *[Prompt as necessary – (if yes) can you explain what sort of things happen?]*

Appendix F

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Focus Group Discussion (FGD) Girls and Boys

1.Region: _____
2.Zone:_____ Woreda: _____
3. Kebele: _____Village/Goth:_____
4.Date: _____Time Start_____ Time Ended_____
5. Type of FGD: 1. Girls   2. Boys
6.Total Number of participants: Male _____Female _____Total:_____
6.Interviewer Name : _____

Intro question - Everybody has things that they are good at or like doing. Can you think of something that you are good at or enjoy doing?

Attitudes towards girls' education

1. Are there any women in your area that you admire? Can you tell me what you admire about them?
2. What do you think is the purpose of educating girls?

Enablers and inhibitors for girls transition to second cycle primary education

3. At school, do boys and girls act differently? How? (PROMPT IF REQUIRED – How do boys behave towards girls)?

4. How old would you like to be when you get married?

5. How do you think people in the community feel about girls above the age of 10 attending school?

Attitudes about school quality

6. Can you describe any differences between how girls and boys are treated by the teacher at school?

7. What do you think about the quality of education at school? [PROMPT IF REQUIRED- Please describe what you think is good about it and what is bad?]

8. Do you think you are learning useful things at school? What kind of things? [PROMPT IF REQUIRED - do you think teachers have good ways of teaching?]

Opinions about ABE

9. Have you heard about Accelerated Basic Education (PROMPT – IF NO, PROVIDE BRIEF EXPLANATION)? What do you think about this?

Demand side barriers

10. Do you think that girls usually miss more frequently school than boys? Why do you think this is?

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PRIMARY and SECONDARY GIRL'S and BOY'S INTERVIWE/QUESTIONNAIRE

1. GENERAL INFORMATION ON THE INTERVIEWEE FOR STUDENTS

1.1 Woreda ……………..…..……
1.2 Kebele: ………………………
1.3 Village: ………………...

PRIMARY SCHOOL SCHEDULE: PUPILS' QUESTIONNAIRE
1. Name: _____ BOY? GIRL?
2. Age 5 6 7 8 9 10 11 12 13 14 15
3. Class 1 2 3 4 6 7
4. How do you usually come to school?
Walk, bus, bicycle, car, lorry, another way (…………………………)
5. Your Family
a. How many brothers do you have? 0 1 2 3 4 5 6 7
b. How many sisters do you have? 0 1 2 3 4 5 6 7
c. Your parents
Where does your father work?
Where does your mother work?
Who looks after you most at home?
Mother, father, auntie grandmother someone else older sister I look after myself
6. WHAT DO YOU DO TO HELP YOUR MOTHER OR FATHER? (Every Day, Sometimes, Never)
Work in field with livestock herding/crops
Fetch water
Look after little brothers and sisters
Prepare food
Make things
Sweeping
Shopping/Going to Market

Washing
Anything else

7. HAVE YOU BEEN ABSENT (AWAY) FROM SCHOOL THIS WEEK OR LAST WEEK?

Yes/No
If "Yes", why were you absent (away)?
You can tick one, two or even more reasons.
You were ill.
You went to the market.
You went on a visit.
Visitors came to your home.
It was too hot.
It rained.
You were looking after little brothers and sisters.
There was no money for school.
You were helping mother.
(How? _____)
You were helping father.
(How? _____)
You went to hospital/clinic.
You played instead.
Anything else? (_____)

8. SAY WHETHER YOU AGREE OR DISAGREE WITH THESE SENTENCES:

AGREE (Yes!), DISAGREE (No!)
1. Girls help at home more than boys.
2. Boys usually stay at school for more years than girls.
3. Girls need to go to school as much as boys.
4. Girls are usually younger than boys when they stop going to school.
5. My mother wants me to come to school very much.
6. Girls don't really need to go to school.
7. Sometimes I can't come to school because there are jobs I must do for my mother or my father.
8. It costs a lot of money to go to school.
9. I wish school was nearer to my house.
10. My father wants me to come to school very much.
11. I think my mother is good at reading and writing.
12. I think my father is good at reading and writing.
13. I think I shall be leaving school at the end of this year.
14. I would like to go to school next year.
15. It is difficult to come to school every day.
16. I would like to go to secondary school.
17. I like school.

9. WHEN I GROW UP

When I grow up, the work I'd like to do is
I should like to get married YES NO

I should like to have children YES NO
I should like to have girls and boys

STUDENT SURVEY
FACTORS AFFECTING FEMALE PARTICIPATION

I. CONTEXT

1.1 Is there a problem of female participation in education at any level?
YES/NO
1.2 If "No", then please proceed to item below.
1.3 If "Yes", then please circle the stage at which you consider the problem to be most significant.
Higher Education
Secondary Education
Primary Education
1.4 If "Yes" then is this mainly a rural problem?
YES/NO

2. CAUSES OF LACK OF FEMALE PARTICIPATION AT PRIMARY LEVEL

(In each of the boxes in this section please insert a score from 1 through 5 to indicate the strength of the factors concerned where: 1 = unimportant 2 = of little importance 3 = significant 4 = very important 5 = crucial).

Factor Score

2.1 Education is not compulsory.
2.2 There are not enough schools/places.
2.3 Distances from home to school are too great.
2.4 Education is not free and boys gain preference in parental decision.
2.5 The traditional female role model is too strong.
2.6 Enrolment procedures are weak.
2.7 There is no pre-school nursery education.
2.8 Fathers are not keen on girls' education.
2.9 Domestic duties are greater for girls than for boys.
2.10 Girls are needed on the land more than boys are.
2.11 The range of paid occupations open to girls is perceived to be limited.
2.12 Young boys discourage young girls by their attitude to them.
2.13 The age of marriage is relatively young.
2.14 Religious factors favour the education of boys.
2.15 The linguistic development of girls is impeded by their role at home/in the community.
2.16 The curriculum content affects girls adversely.
2.17 The family arrangement is patrilocal.
2.18 Other Factors please state and score

3. CAUSES OF STRONG FEMALE PARTICIPATION AT PRIMARY LEVEL

(In each of the boxes in this section please insert a score from 1 through
5 to indicate the strength of the factors concerned where: 1 = unimportant 2 = of little importance 3 = significant 4 = very important 5= crucial).
3.1 There are school places available for all girls.
3.2 Enrolment and attendance procedures are strong.
3.3 There is no problem of travelling to school.

3.4 Education is free.

3.5 The influence of males is not discouraging.

3.6 The history of the society has placed females in a commanding role at family level.

3.7 The family arrangement is matrilocal.

3.8 Pre-school provision has been made available.

3.9 The curriculum content is sensitive to the interests of both sexes.

3.10 Once in school young girls do better than boys.

3.11 Women (other than teachers) are seen in authority positions.

3.12 Religious factors are equally favourable to both sexes.

3.13 The range of paid occupations for women is wide.

3.14 There are no marriage pressures at this stage.

3.15 Modern media (e.g. TV) have enhanced linguistic development for all young children.

3.16 Women's movements have fought successfully for equal opportunities.

3.17 Other Factors (please state and score)

Maps

Map 1. Administrative regions, Zones and Woredas of Ethiopia

Afar region

Map 2. Administrative Zones and Woredas of Afar region