
Annexure IV

PERFORMA FOR SUBMISSION OF M.A (RD) PROPOSAL FOR APPROVAL

Signature:

Name &:

Address of Guide:

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Name & Address of the student:

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Enrolment No:

Date of Submission:

Name of Study Center:

Name of Guide:

Title of the Project:

Signature of the Student:

Approved/Not Approved

Date:

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Master's Program in Rural Development

A RESEARCH PROPOSAL BY: Alawis Ahmed Mohammed

TITLE: A study of the factors contributing to the educational backwardness of rural girl's in Afar region – The case of Aysaita and Amibera woredas

I here declare that the research proposal entitled A STUDY 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) is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any course of 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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I. Introduction

In 1997 the government of Ethiopia launched the first five years Education Sector Development Program (ESDP) to implement the 1994 National Education and Training Policy. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education, with special emphasis on the promotion of education for girls as a first step to achieve universal primary education by 2015. The target set for ESDP-I of raising primary enrolment from 3.7 million to 7 million was surpassed with enrolment reaching 8.1 million in 2000/01. This trend continued throughout the duration of ESDP II-and the start of ESDP III (launched in 2005) with primary school enrolment reaching around 13.5 million in 2005/06 (1).

Despite these major advancements, as more of underserved emerging regions like Afar, too many primary school-aged girls still remain out of school, drop out or do not perform well, and never transition to primary 2nd cycle or lower secondary levels (Grades 9-10). Girls' secondary school enrolment and completion rates continue to be among the worst in the country. Gender parity index (GPI) at primary (grade 1-8) for the period of 2012/13, the GPI is indicating good (1.01) while there is high disparity in primary 2nd cycle (grade 5-8) there is high disparity (0.80) in the Afar Region. 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 similarly high disparity (0.71) in Afar region as opposed to the national average disparity (0.92). This shows the deteriorated pattern of female participation both in primary and secondary schooling in Afar region (1).

Global and national evidence has consistently shown that girl'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 (13), 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.

In summary, the data clearly shows that girls in afar region is most marginalized and excluded from all levels of education and from effectively learning. Afar girl's needs particular focused

attention and need to carry out study into factors and causes to understand subjective experiences. Accordingly this research proposal will investigate key factors contributing to the educational backwardness of rural afar girls'. As well as study findings will describe most promising innovative and interventions for the improving of afar girls' access, retention, performance and completion of primary and secondary education. The study 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.

2. Statement of the problem

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 (2012:21), 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 by 2015 (5). 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 world. Accordingly, the research problem focuses to study on the factors and causes contributing to education backwardness and poor access and completion of primary and secondary education.

Why boys

2.1 Literature review

The study will review the statistical data existing in girls' education in Ethiopia and Afar region and as well as other relevant documents. The major topics included in the chapter perception of girls' education, Ethiopia ESDP policy, Ethiopia's progress in education, overview of education in Afar region, why invest in girls' education; and challenges and issues in girls education.

2.1.1 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.

2.1.2 Ethiopia's ESDP Policy and Action Plan

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.

2.1.3 Ethiopia's progress in education

Ethiopia was one of those Sub-Saharan African countries with the least participation of school age children in primary and secondary education. The development of the education sector in Ethiopia has been at an early stage. The Education and Training Policy of the country were formulated in 1994 by the Ethiopian Government (5). The reform encompasses every aspects of the educational system such as 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 (5).

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 (1).

Ethiopia has made enormous strides in education provision. Despite the more than three-fold increase in primary education enrollment over the past decade; Ethiopia nevertheless faces serious and increasing challenges to achieve primary and secondary education for all (2). Despite progress, Ethiopia’s education indicators are still poor and below Sub-Saharan averages (6). Ethiopia is ranked 126th out of 127 countries in the Education for All (EFA) (7) 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 (8), 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.

2.1.4 Overview of education in Afar region

2.1.4.1 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 (9). 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 (10). 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" (9).

2.1.4.2 The Status of Education in Afar Region

Access

The Afar region ranks lowest in Ethiopia on several measures of access to basic education. According to the MOE annual abstract (2013/14), the gross enrollment of primary schools (1-8) so far the lowest.

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 is 1, while 0 indicates the highest disparity.

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

Gender Parity Index (GPI) at Secondary (9-10)

The gender inequity in primary education is also reflected at the secondary level of education in highly. During 2011/12, secondary school gender parity index is the lowest in Afar region as opposed to the national average. It is also slightly decline in the year 2003(2010/11) to

2004(2011/12) i.e from 0.86 to 0.78(1). Nevertheless, in year 2002(2009/10) & 2003(2010/11) the secondary gender parity index found to be equal and little above the national average respectively and declined to 0.78 in 2004 (2011/12) .This shows the deteriorated pattern of female participation in secondary schooling in Afar region .

2.1.5 Why invest 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 (11). 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 (11).

Investing in girls' education has a multiplier effect on social and economic and health outcomes. According to a recent World Bank study (12), 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.

2.1.6 Challenges/issues

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(5) 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 understand factors and causes contributing to the educational backwardness of afar girls into study of:

1. *The state 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. Objective of the study

3.1 General Objectives

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

3.2 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.

4. Universe of the study

The study will be conducted in Afar region 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 the sample for this study will be consisted of five Woredas (one woreda per zone) which will be selected using simple random sampling method. From these five Woredas, 20 kebeles (5% of the total 404 Kebeles) will be randomly selected by giving a quota for each selected five woredas based on the assumption that 4 kebeles per woreda) represent the sample Woredas.

5. The proposed methodology

The methodology for this study is described below and includes details on study design, sampling, data sources, tools for data collection and data analysis. The methods for data collection are briefly outlined as well as the plan for data collation and analysis.

5.1 Research design

The descriptive method of research will be utilized for this study. The researcher finds 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, observation and questionnaires in the study. To illustrate the descriptive type of research, Creswell (1994) 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 causes of particular phenomena. The researcher opts 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.

5.2 Sampling

The study will be conducted in Afar region of Ethiopia. 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 the sample for this study will be consisted of five Woredas (one woreda per zone) which will be selected using simple random sampling method. From these five Woredas, 20 kebeles (5% of the total 404 Kebeles) will be randomly selected by giving a quota for each selected five woredas based on the assumption that 4 kebeles per woreda) represent the sample Woredas.

Table 1: Sampling for the study region, woreda and kebele (proportional distribution of

respondents per woreda)

Afar Region	Woreda	Respondent per woreda	# of Sampled Kebeles	Minimum Households per kebele	Minimum girls per kebele
10 people	Woreda-A	10	4	10	5
	Woreda-B	10	4	10	5
	Woreda-C	10	4	10	5
	Woreda-D	10	4	10	5
	Woreda-F	10	4	10	5
Sub total	5	50	20	200	100

5.3 Data sources

Both primary and secondary data will be the sources of the study. Primary data will gather using interview, questionnaires, focus group discussions with the community and observation of the situations in the study areas.

Table I: the sources of primary data will be:

Type of data	Tool	Data source
Quantitative	Questionnaires	<ul style="list-style-type: none"> Girls (ages 6-19) Head of Household
	School visit (questionnaires)	Teachers (ABE and formal school)
	EMIS	Government data
Qualitative	Key Informant Interviews	<ul style="list-style-type: none"> Clan leaders Religious leaders Kebele leaders Woreda and Regional Education Bureau /Office Woreda and Regional Women and Children Affairs Bureau/office
	Focus Group Discussions	<ul style="list-style-type: none"> Girls (ages 6-19) Boys (ages 6-19) Women Elders

The sources of secondary data will be a reports, education statistic annual abstracts, studies and newsletters from REB, MOE, local NGOs and international organizations obtained from

researcher's own collection, Samara University library and internet sites.

6. Tools for data collection

6.1 Questionnaires

Both open ended and closed ended questionnaires will prepare to collect. They will response mainly to questions related girls enrollment & dropout, willingness of parents for girl's education, calendar flexibility, availability of female teachers and other related inputs for study objectives.

6.2 Interview

Structured interviews will use to find out mainly the problems related to girls access and completion of education, quality and the respective solutions recommended. Similarly interviews will conduct to the community leaders, household heads, girls attending school and not attending school.

6.3 Focus group discussions

A focus group discussion will be conducted to the community members. The participants will ask to discuss about and respond to issues related mainly to their willingness for girl's education and reasons for marginalized girls access, dropout and not attending school. All the participants in the focus group discussion will Afar natives where included both female and male people.

6.4 Key informant interviews

Key informants interview will be conducted at kebele, woreda and regional level. At kebele level, clan leaders, religious leaders and kebele leaders will be interviewed. It will also be conducted at the woreda and regional level.

6.5 Document analysis

Relevant documents such as reports and abstracts of REB and MOE, studies of researchers, studies, reports and newsletters of NGOs and international organizations will also review.

6.6 Observation of the study area & school centers

A checklist will prepare to collect data on the availability of favorable condition to girl's education, condition of school centers and the surrounding environment related to the subject of the study.

7. Data analysis and interpretation

The data analysis will use by clustering and tabulating the responses to each of the questions presented on the questionnaires and interviews by various respondents. Then frequency of responses and the respective percentages, the mean and standard deviation for each table will draw. The statistical tools will employ to analyze collected data in order to compare the number and weight of responses. Mean rank and standard deviation will also use to identify the average responses obtain and the distribution of responses from the mean value respectively. As well as textual analysis will be used in the interpretation of data obtained from the data collection instruments and documents.

8. Chapterization

The chapterization of this study is proposed

- The **first** chapter will be an introduction to the subject matter of the present study. In this chapter, an attempt shall be made to describe the concept of Education Sector Development Program (ESDP) in Ethiopia and brief discussion on education progress in afar region.
- The **second** chapter will deal with the conceptual framework and research design of the present study.
- The **third** chapter will indicate a review of literature.
- The **fourth** chapter will explain in details the state of girl's education
- The **fifth** chapter will provide in detail the key enabler and inhibitors for girls education
- The **sixth** chapter will provide in details to the top demand side and supply side barriers for girls education
- The **seventh** chapter will give in detail the most successful interventions and approaches to improve afar girls' education access, retention, completion and learning outcomes.
- The **eighth** chapter will give the major findings of the present study and workable recommendations for increasing access to education for the boys and girls, gender equity and improving regional, district and school level educational planning and management.

9. Work plan

Timeline	February				March				April				May	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Activity / Week														
Submission of the proposal	■	■												
Design of a research plan			■	■										
Getting permission to work in a particular area and access to data				■	■									
Literature review					■	■	■	■	■	■	■	■		
Defining of a sample frame, sampling and setting up of selection criteria					■	■								
Design of questionnaire, if appropriate						■	■							
Design of a final questionnaire/schedules, etc.							■	■						
									■	■				

12. World Bank study 2012: P2I