

An Assessment of Girls' Clubs in UNICEF Assisted Elementary Schools in Ethiopia

United Nations Children's Fund (UNICEF)

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List of Acronyms & Definitions

AAC	Anti-AIDS Club
ACCORD	
AIDS	Acquired Immunodeficiency Syndrome
BESO	Basic Education Strategic Objective
DSA	Daily Allowance
EHRCO	Ethiopia Human Right Council
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
FGM	Female Genital Mutilation
GC	Girls' Club
GDP	Gross Domestic Product
HAPCO	
HIV	Human Immunodeficiency Virus
HTP	Harmful Traditional Practices
MDG	Millennium Development Goal
MoE	Ministry of Education
NCTPE	National Committee on Traditional Practices
NGO	Non-Governmental Organisation
REB	Regional Education Bureau
SNNPR	Southern Nation Nationalities and Peoples Region
STI	Sexually Transmitted Infection
TOR	Terms of Reference
TTI	Teacher Training Institution
UN	United Nations
UNAIDS	United Nations AIDS
UNICEF	United Nations Children's Fund
WEB	Woreda Education Bureau

Woreda – administrative municipality

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I would like to express my appreciation to individuals in the following Education Bureaus who have taken their time in giving me the relevant information for this study. I also extend my gratitude to the school directors, club leaders, club members, students, teachers and parents in each school for taking the time to complete the questionnaires and for taking part in the time consuming discussions, which made this study possible.

Addis Ababa City Government Education Bureau
Amhara Regional Education Bureau
Gambella Regional Education Bureau
Oromia Regional Education Bureau
SNNPR Education Bureau
Somali Regional Education Bureau

Sene Maryam Elementary School
Ambesame Elementary School
Temtamit Elementary School
Geregera Elementary School
Estayesh Elementary School
Yejubie Elementary School
DANE Elementary School
Shaserana Akababiw Elementary School
Megre Elementary School
Kindo Gocho Elementary School

.....
Ras Gobena Elementary School
Elley Elementary School
Husengere Elementary School
Walwa Elementary School
Minilik Elementary School
Yekatit 23 Elementary School
Mesrak Gohe Elementary School
Tsehay Gebat Elementary school
Acheber Chefe Elementary School
Cheleleka Elementary School
Arbu Chulele
Minare Elementary School
Gola Elementary School

Executive Summary

I was requested by UNICEF Ethiopia to carry out an assessment of Girls' Clubs in selected woredas during the months of June and July 2005. The main aim of the consultancy was to evaluate the status, achievements and challenges of these clubs in order to provide a number of recommendations for future interventions. The primary objectives outlined in the Terms of Reference were to assess the contribution of Girls' Clubs in the following areas:

- Increasing girls' enrolment
- Reducing dropout and repetition rates
- Bringing about changes of behaviour
- Improving academic achievements
- Raising girls' awareness in reproductive health and nutrition
- Building self awareness and assertiveness
- Combating harmful traditional practices
- Combating HIV and AIDS as well as other STDs
- Creating general awareness in schools and communities

In the completion of these objectives data was collected from 24 schools in 5 administrative regions and the city of Addis Ababa in the form of statistical and analytical surveys encompassing individuals and groups involved in the administration, operation and participation of Girls' Clubs.

Background

Ethiopia has committed itself to the Millennium Development Goals, which include universal primary education by 2015. However, at present only 46% of the population are enrolled at elementary level (UNDP: Human Development Report 2004). Of this total girls are greatly underrepresented, which has resulted in a number of initiatives being introduced by the educational authorities in conjunction with a number of non-governmental organisations to lower the gender division. One initiative has been to use co-curricula activities to support, inform and empower female students in an effort to improve their academic and personal development.

With an economy still based firmly in the primary sector, greater emphasis is placed on income generation and household tasks by many families when it comes to their daughters. The gender-stratification of Ethiopian society sees far less significance placed on female education than that of male, which sees many girls only receiving the most basic primary education. Of those girls who do enrol many will not complete their primary education due to reasons such as early and arranged marriages as well as other harmful traditional practices, unsupportive learning environments and sexual harassment. It was in response to these issues that the Ministry of Education introduced Girls' Clubs into the co-curricula activities of elementary schools.

Findings

It was difficult to establish the exact functioning of Girls' Clubs due to the extremely varied nature of the Clubs visited. In each instance a female teacher had been appointed to be group leader. In some cases the Club leaders provided advice, support and an arena for members to discuss their problems and views. Girls' Clubs were also seen to engage in debating, drama and participating in the wider community. However, it was observed early on in the consultancy that while basic guidelines for co-curricula activities had been distributed to the various Regional Education Bureaus by the Ministry of Education these did not provide specific guidance to Girls' Clubs. This lack of official mandate has meant that Club leaders have had to develop their own strategies and procedures.

This lack of support has produced wide-ranging outcomes. In some cases, notably in the Amhara Region, the result has been extremely active groups who can be seen to support their members and non-member students as well as engage with the wider community in issues such as arranged/early marriages. However, it was found that the majority of groups had not been as successful with many being ineffective or simply inactive. More worryingly it was found that a number of Club leaders had employed inappropriate and sometimes harmful practises in their work with Club members.

Both the quantitative and qualitative assessments that form the basis of this consultancy identified both domestic issues such as harmful traditional practices and rape as well as school-based problems including sexual exploitation as important contributing factors to the high female dropout rate. However, it was observed that on many occasions Club leaders identified dissimilar concerns to their members.

Recommendations

This report is the first to outline and analyse Girls' Clubs and has therefore been able to present some important findings when gauging the relevance of any potential future interventions. However, it is the consultant's view that further research is needed before any wide-ranging plan of action is put into place. The consultant was able to identify a small number of Girls' Clubs that have made an impressive contribution to the academic performance of their members and the perceptions of the wider community. In these instances great credit should be given to the Club leaders who have acted on their own initiative to advance female education in their woreda. However, the majority were found to be ineffective and in some cases barely operational.

In order to counter this trend a number of recommendations and interventions have been outlined in the report. The most immediate ones are: the development of a set of guidelines for Club leaders; providing training in leadership, negotiation and advocating skills; specific guidance on gender issues such as FGM etc; distribution of up-to-date materials; developing networks among Clubs as well as local government representatives.

An Assessment of Girls' Clubs in UNICEF Assisted Elementary Schools in Ethiopia

PART ONE

1.1 Background

Ethiopia remains one of the most agriculturally dependent nations with approximately 80% of the population engaged in primary production. This situation dictates all other areas of life and greatly reduces many children's' access to education. The educational advancement of girls is particularly reduced by the economic structure of the country, which requires a suitably formulated education system to eliminate gender disparity at primary school level and promote gender equality. Female students encounter many obstacles when attempting to participate in the educational system. Society attaches less significance to female education than that of males. Consequently, girls are expected to carry out household chores and are afforded less time to attend classes and to study. Arranged marriages, abduction and FGM are also prevalent among school-age girls. The impact of factors such as these is a high dropout rate and a clear gender division in the academic performance of Ethiopian students. There is, therefore, a very real need to tackle these problems within an integrated curriculum in order to improve girls' access to education.

Various initiatives have been developed to address the gender division within the education system. The focus of this assessment is the use of co-curricula activities to promote gender equality. Co-curricular activities in the Ethiopian educational system have long provided information for students by addressing topical issues and over the last few years these have sought to eliminate the gender disparity in primary schools and promote gender equality at a national level. Girls' Clubs have been introduced throughout the country with the aim of providing advice, information and support to female schoolchildren. A number of these Clubs have been funded by UNICEF through the Regional Education Bureaus (REB) in the country. The profiles of Girls' Clubs in primary schools, their achievements and challenges and the overall situation at the national level have not been carried out to date.

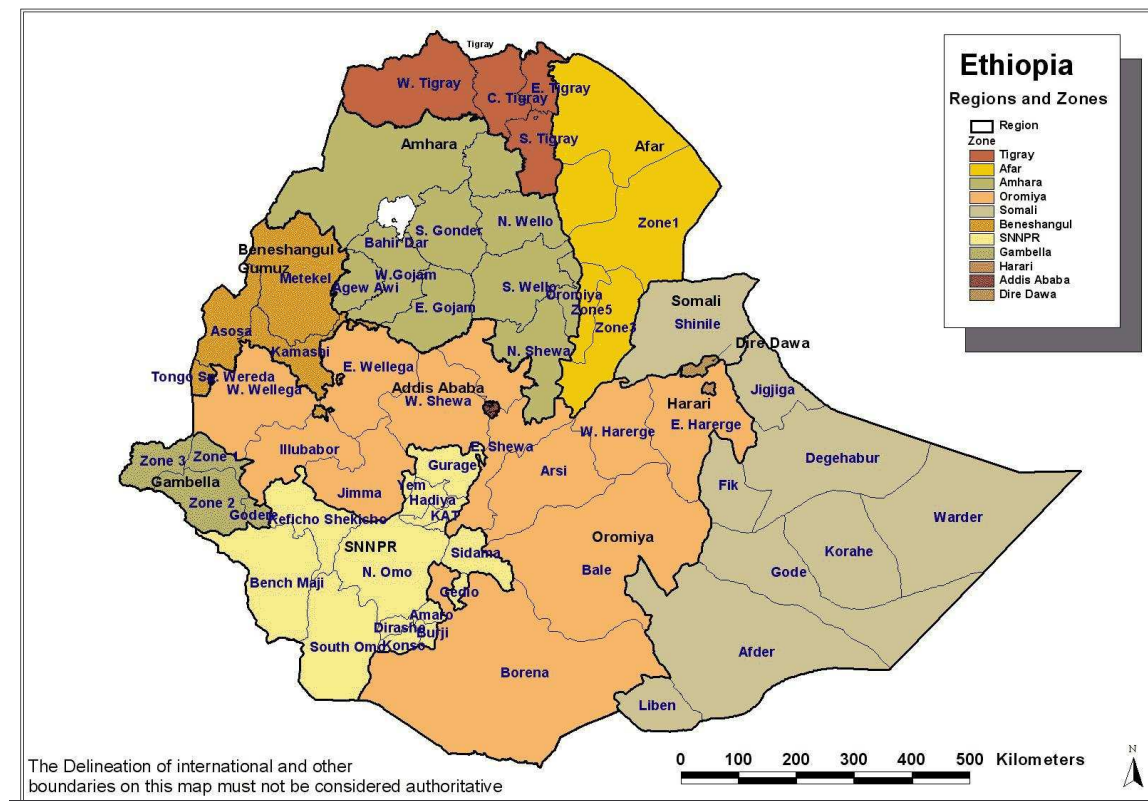
It is on this basis that UNICEF responded by requesting me to provide consultancy with the objective of outlining the status of Girls' Clubs so that specific interventions appropriate to primary schools could be identified for further support in the UNICEF assisted woredas. In completing this aim my main tasks were to:

1. Gather data relating to the number and distribution of Girls' Clubs in the UNICEF-assisted woredas
2. Assess the communities knowledge of the Clubs
3. Assess the access to the Clubs for students
4. Analyse the material and human resources available to Clubs

5. Assess the wider communities attitude towards the Clubs
6. Assess the Clubs' coordination with other groups
7. Identify technical, financial and capacity gaps in order to recommend appropriate further intervention

1.2 Objectives of the Study

The study will cover the following regions; Amhara, The Southern Nation Nationalities and Peoples Region (SNNPR), Somali, Gambella and the federal state of Addis Ababa. The location of the study sites can be seen below:



United Nations Office for the Coordination of Humanitarian Affairs (OCHA)

The general objectives of the study are to find out the status of Girls' Clubs at UNICEF-assisted elementary schools. This will include finding data on their overall number, coordination, management, capacity, the support their activities provide, as well as identifying their strengths and weaknesses and their financial, material and human resources. Within the general objectives the specific aims of the study are:

- I. To find out the contribution of Girls' Clubs towards the positive achievements of female students (this will include their role in reducing female school drop out, increasing female school enrolment and the academic support they give to female students).

2. To identify and assess the problems female students often face at school as opposed to boys and how Girls' Clubs are addressing those problems.
3. To analyse their contributions in preventing harmful traditional practices.
4. To find out if students know about the existence of the Girls' Clubs in their school and if they use the services available to them.
5. To find out communities and parents attitude towards Girls' Clubs.
6. To assess Girls' Clubs coordination with other groups, such as Anti-AIDS Clubs (AAC), religious groups and the government.
7. To assess the material and human resources of the Girls' Clubs thereby determining their strengths and weaknesses.
8. Based on the results of the assessment, to forward recommendations on regarding how to make Girls' Clubs more effective in the future.

PART TWO

2.1 Quantitative Study

With the assistance of UNICEF staff and the REBs a total of 24 schools were selected from some of the UNICEF assisted woredas in order to gather the required information. All of the selected schools had established Girls' Clubs with the exception of one school in SNNPR. The number of schools chosen in each region was designed to reflect the approximate population size of the administrative zone.

Table I The Selected Fieldwork Sites

Region	Woreda	Elementary Schools (grade 1-8)
Amhara	Dera	Sene Maryam
		Ambesame
	Meket	Temtamit
		Geregera
		Estayesh
	Beso Liben	Yejubie
	DANE	
SNNPR	Kedida Gamela	Shaserana Akababiw
		Megre
	Kindo Koyesha	Kindo Gocho
Gambella		Ras Gobena
		Elley
Somali Region		Husengere
		Walwa
Addis Ababa		Minilik
		Yekatit 23
		Mesrak Gohe
		Tsehay Gebat
Oromia Region	Seden Sodo	Ancheber Chefe
		Cheleleka
		Arbu Chulele
	Ancheber	Gola
		Minare

Two techniques were used to gather the information needed to address the terms of reference stated above. Firstly, questionnaires were prepared for use in the study sites. These were given to a total of 15 people in each school including: the school director; a club leader; five club member students; five non-participatory students; a female teacher; a male teacher and a parent. A different questionnaire was designed for each party in order to enable the analysis to meet the objectives of the study. Both closed- and open-

ended questions were included, all of which were trialed in Addis Ababa prior to their use in the study. The questionnaire was provided in Amharic although a translator was made available where necessary.

2.2 Data Management

All necessary efforts were made to avoid the loss of completed questionnaires and information gathered. All questionnaires collected from the various regions were classified and filed separately. Only 0.38 percent of the questionnaires were not returned. In one of the schools the director made female teachers fill out questionnaires intended for female students and members. Therefore these questionnaires were not used. Furthermore, due to problems with access only quantitative data was collected from Gola Elementary School.

2.3 Qualitative Study

The qualitative study was conducted in all woredas mentioned in Table I. Due to time constraints, only one school was selected from each woreda for the purpose of gathering the required information. The only exception to this was Addis Ababa where two schools were used in the study.

2.4 Qualitative Study and the Subjects

The qualitative study was conducted using the following methods:

- Focus group discussion
- Key informant interview
- Structured and unstructured in-depth interviews

All the above methods were used in every school where the qualitative study was conducted. The focus group discussion concerned those who were directly involved in the function of the club and between 7-9 key informants were used:

- School Director
- Girls' Club and AIDS Club leaders
- Club coordinator
- Male teacher
- Female teacher
- Club member students

The second focus group discussion included parents, club members as well as non-club members. The structured and unstructured in-depth interviews were also used with the above informants and also with the government officials in the REB.

2.5 Limitation

The study was conducted nationwide and required the collection of detailed information. The maximum effort was made to complete the study successfully. However the following factors have had an impact on the study.

- Heavy rain combined with poor access to transport.
- Poor documentation of schools and some Regional Education Bureaus (REB)
- The uncooperative nature of a small number of the schools
- In some regions schools were administrating final exams and were on the verge of closing and it was therefore not convenient to collect data as fully as planned.
- In some regions the consultant had heavy workloads due to lack of adequate assistance.
- In some regions due to weather, schools were only open until midday.
- In Gambella some of the working days were taken up with travelling by foot in order to complete the study.
- Surprisingly it was found that, in some regions where students willingly offered to complete the questionnaire from grade 5 to 8, they were found to be illiterate and could not identify the alphabets of any of the educational languages. This resulted in the consultant taking back questionnaires and preparing a test to identify literate students from illiterate ones.

PART THREE

3.1 Gender Issues in Ethiopia

Ethiopia can in general be regarded as a highly gender stratified society with a distinct division of labour and clearly defined expectations and standards for males and females. While this is an accurate generalisation it must be noted that the situation differs from region to region. This stratification is reflected in many aspects of society including women's access to land and education as well as their status in marriage and rights in the event of divorce. While the Ethiopian statute books clearly legislate against discrimination on the basis of sex, the implementation of these policies has been extremely limited. Much of the country has no tradition of female land ownership and this situation remains to this day. As such, women experience landlessness much more than men, which contributes to a distinct cycle of poverty.

This trend continues to a family's productivity, which is again managed by the male head of the household. In this instance, the Ethiopian civil code clearly discriminates against women by stating that the husband must manage and allocate the family's assets leaving the wife control only over what is allocated to her for domestic use or marketing (World Bank, 1998). Furthermore, polygamy and bigamy are also widespread, albeit punishable under Article 616 of the penal code, with 14% of married women involved in a polygamous marriage (NCTPE, 2003). As such relations are not recognised as legally binding in the event of separation second and third wives would not be entitled to any of the family's assets.

The limited implementation of civil and penal statutes has left women unaware of their rights and susceptible to discrimination in many aspects of their lives. The resulting subordination and reduced socio-economic status has a number of implications for women, not least an increased vulnerability to HIV and AIDS. With little or no financial backing, women are much more likely to put themselves at risk in order to remain in a stable relationship. This could include unsafe sexual practises, infidelity and polygamy as discussed above.

Ethiopia also has a very high prevalence of a number of harmful traditional practises that are predominantly focused on women. Early marriage is commonplace and affects many school age girls. More often than not an early marriage is also an arranged marriage with the girl not consenting to the proposal. This frequently sees the young wife leaving school early or running away to another part of the country. Such activities clearly limit girls' education and also risk their health by exposing them to STIs as well as medical complications such as fistulas and problems in childbirth. Furthermore, abduction of young girls for forced marriages is also common.

Moreover, individuals in many different parts of the country practise FGM, a custom that still occurs despite longstanding government policies against it. In fact about 70% of Ethiopia women are believed to be affected by FGM. The most common type of FGM in Ethiopia is clitoridectomy although infibulation is also carried out in some regions. The

associated physical and physiological health risks clearly limit many women’s capacity in many areas of life.

3.2 Gender and Education

The relative poverty of women reduces their educational achievements, which in turn limits their opportunities for economic advancement. For this cycle to be broken initiatives must be introduced and successfully implemented across the country. As with all United Nations (UN) member states, Ethiopia has committed itself to the Millennium Development Goals (MDG) as outlined in the UN Millennium Declaration 55/2. Two of the MDGs are related to education: goal two is to achieve universal primary education and goal three is to promote gender equality and to empower women. Under goal two the target is to ensure that by 2015 children everywhere, both boys and girls alike, will be able to complete a full course of primary schooling. Similarly, goal three aims to eliminate gender disparity in primary and secondary education, preferably by 2005, and the subsequent extension of this to all levels of education no later than 2015. Based on the MDGs, Ethiopia has set itself a more ambitious goal. For example, Ethiopia is aiming to provide 8 years of primary education for all children while the MDG has set its target at 5 years.

Ethiopia’s current educational policy is clearly in favour of equal opportunities for both sexes. However, Ethiopia continues to have one of the lowest female school enrolment ratios in Africa. During 2003/04 the gross enrolment ratio in primary schools (1-8) was 18.3% lower for girls than boys (59.1 for female and 77.4 for male) (MOE, 2002). Table two clearly demonstrates this gender division between 1998 and 2002.

Table 2. Enrolment by Grade, Government and Non-Government Primary School 1998 – 2002

Grade	1-4		5-8	
	Total	Girls as % of Enrolment	Total	Girls as % of Enrolment
1998/99	4 367 929	38	1 334 304	37.3
1999/00	4 873 683	40	1 588 820	36.9
2000/01	5 453 405	41.6	1 948 068	36.7
2001/02	5 813 855	42.5	2 330 520	36.8

Source: Education Management Information Systems, *Education Statistics Annual Abstract 1995 E.C./2002-2003*, Ministry of Education, Addis Ababa, 2003. pp.39, 42

As overall enrolment has risen over the past 4 years, the gender gap has actually increased in grades 5-8 as female students constituted 37.3% in 1998/99 and only 36.8% of those enrolled in 2001/02. In secondary education this disparity seems even more acute; in 2001/02 female enrolment was only 39.3% of the total as compared to 41.5% of the total in 2000-2001(MOE, 2003).

Due to a number of localized intervening factors, which will be discussed later, the gender gap is higher in some regions compared to others. Table 3 below provides the figures for the percentage of female students in primary education across Ethiopia's administrative regions. For example, at primary level in 2001/02 excluding Addis Ababa, Tigray Region has the highest female enrolment at 48.2%. Amhara Region with 45.8% is the second highest. Other regions have lower female enrolments, the Somali region for example has the lowest female enrolment.

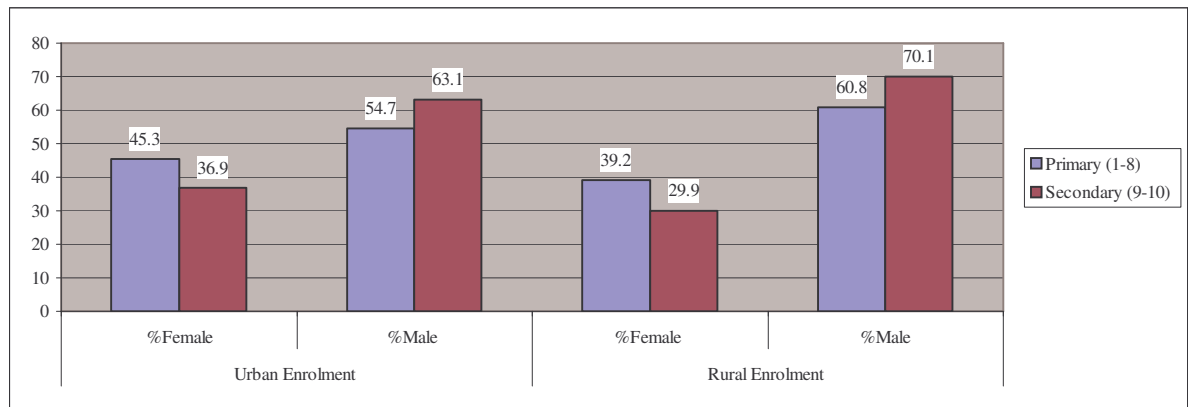
Table 3. Female Enrolment for Primary Education

Region	Primary grade 1-8	
	Total	Girls %
Addis Ababa	467 164	52.7
Afar	30 735	36.9
Amhara	1 964 101	45.8
Ben.Gumuz	102 024	36.3
Dire Dawa	43 152	43.5
Gambella	41 539	36.3
Harare	28 472	41
Oromia	2 969 966	36.9
SNNPR	1 784 410	37.4
Somalia	106 572	32.8
Tigray	606 202	48.2
National	8 144 337	40.9

Source: Education Management Information Systems, Education *Statistics Annual Abstract 1995 E.C./2002-2003*, Ministry of Education, Addis Ababa, 2003, pp.39,42

Another aspect of gender disparity in the Ethiopian context is the urban: rural dimension. Both in the urban and rural areas female enrolment rates are lower than their male counterparts at the primary level. Consequently the situation is aggravated still further at secondary level.

Table 4. Urban/Rural Enrolment by Level



Source: Education Management Information Systems, *Education Statistics Annual Abstract 1995 E.C./2002-2003*, Ministry of Education, Addis Ababa, 2003, p. 9.

Table 4 indicates that the proportion of female students attending primary education in urban areas is 9.4% lower than that of boys, while in the rural areas the gap is more than twice as big at 21.6%. The situation is even worse in secondary education with a 26% gender division in urban areas rising to 40.2% among the rural majority. The prevalence of such a gender inequality and how it may be resolved is a great concern for Ethiopia. One strategy for tackling this problem is the introduction of Girls' Club, which are expected to play a significant role in identifying and solving the problems that contribute to the gender gap.

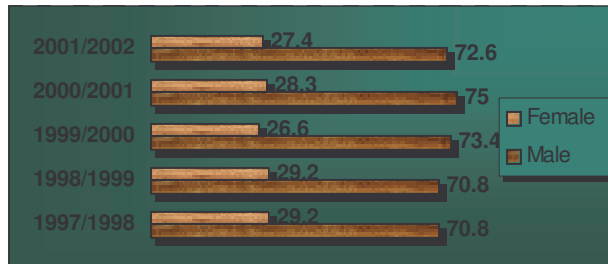
There are many and complex reasons for the low female enrolment in Ethiopia. These include political instability of the country, institutional structure, the proximity of schools to many communities, availability of infrastructure, poverty and low government expenditure in education. Ethiopia spends approximately 3% of its gross domestic product (GDP) on education; this has remained fairly steady since 1993/4 with the proportion falling to 2.6% between 1995/6 and 1999/00 and raising again to 3% in 2001/2 (World Bank 2004). At the same time there have been shifts in the proportion of the budget spent on various sectors; the share for primary and secondary fell from 81% in 1993/4 to 63% in 2001/2 (World Bank 2004, chapter 3)

Secondly, specific educational factors such as inadequate resources (schools, teachers, and textbooks), unfavourable gender ratio, inadequately trained teachers, unsupportive school culture and poor curricula have led to a low enrolment and retention rate. Thirdly, cultural factors such as early marriage/abduction, lack of educated female role models, discordance between religious and secular models of education, family and community commitment to children's education as well as overall social and family expectations of females has contributed to the gender inequalities across the educational system. Gender based division of labour could be seen as one of the root causes for discriminating against women as it places them in roles which do not require literacy. Most of the cultures addressed in this report institute division of labour by sex,

(defining stereotypical roles) limiting females to a domestic position incorporating the roles of wife, mother and housekeeper and promoting ideas and norms reinforcing this.

Bearing in mind the above and since for many people education is often tied to a future career, the availability of jobs that requires education may also lead both parents and students to undervalue education. In Ethiopia the number of women in the labour market is very low: a situation that has actually deteriorated over recent years.

Table. 5 Male and Female Employment Levels Between 1998-2002



Source: CSA, *Report on Large And Medium Scales Manufacturing And Electricity Industries Survey, April 2002*, (Addis Ababa 2003)

As a result, women make up the majority in the poorest sections of society and can be regarded as “the poorest of the poor in Ethiopia” (Original Wolde Giorgis, 2002).

3.3 School Girls’ Clubs

Scholars use different terms to define out-of-class activities such as Girls’ Clubs. Co-curricular, free-activities, inter-curricular and extra-curricular are some. These terms enable them to identify educational activities like Girls’ Clubs that take place outside regular school hours. The most common terms that are used to denote such activities are “extra –curricular” and “co-curricular”. Both terms are accepted by scholars but have different implications. According to some scholars such as Collins (1997) extra-curricula activities gives a negative concept as it excludes the activities from the actual curriculum. ‘Extra’ implies that the activities are extraneous to the real purpose of the school. Therefore, they prefer using the term ‘co-curricular’ as it reflects the curriculum inside the regular classroom. (Setotaw Yimam,...).

Activities included in the co-curricular bracket differ depending on who is defining them. Elicker (1964) defines the major categories as: homeroom, social activities, class organisation, physical, musical and speech activities, school clubs, assemblies, publications, student governments and student councils. Also included are school events, fundraising, outdoor activities, exhibits, contests, and graduation ceremonies. Aggarawal (1981) categorises the activities as observance and celebration of festivals and events of national importance, sports, educational excursions, tours and picnics, military training, debates, symposiums, dramatics and youth festivals.

Co-curricular activities have existed in Ethiopia since the beginning of modern education. Activities include sport, games, school bands, painting, handicrafts,

bookbinding, film, and meteorological observations. Field related clubs like history, geography, agriculture, art and drama, excursions and picnics, welfare activities, debating and discussion, and student councils also exist. Boy Scouts and Girl Guides movements are also included (Ministry of Education, 1952). Today most of the co-curricular activities seem to focus largely on current societal issues such as HIV/AIDS, the environment and gender awareness.

In the Guidelines of School General Administration issued by the Ministry of Education and Fine Arts in 1966, Article 12 states that “Students have to be encouraged to participate in the school clubs.” Article 13 also says that “A teacher beside the normal teaching load, should not hesitate to help students through various enriching activities so that his students develop their educational levels, etc...” The same guideline, in Article 33, states that. “Students’ participation in educational and social activities during their leisure time has a great importance and could give better knowledge. Governmental schools should encourage students to have many clubs. Every student shall be at least a member of a club. Students have to choose clubs according to their interest.” (translated from Amharic text by Setotaw Yimam). An additional and updated explanatory guideline was issued in 1988 (Setotaw Yimam). Since the establishment of Regional Education Bureau in 1993/94 the regions are expected to develop their own guidelines based on the federal one.

At the school level, the responsibility of coordinating the activities is given to a committee called the Co-curricula Activities Coordinating Committee, composed of the assistant director, guidance-counsellor, head of the pedagogical centre, unit leaders, teachers and student representatives. Each club has an executive committee composed of a teacher-sponsor who acts as a chairperson and four students as members (Setotaw Yemam).

Girls’ Clubs specifically appear to exist in most if not all elementary schools in Ethiopia. As with the other clubs, Girls’ Clubs are also expected to follow the guidelines produced by their REB. Additionally, the Educational Programmes And Teacher Education Department, Ministry of Education, organised a training workshop on the roles and responsibilities of Girls’ Clubs sponsors of primary and secondary schools as well as TTIs in Ambo 2002. In this workshop the below strategy was presented by the MoE.

Roles of Girls’ Clubs

- To develop human qualities which could not be attained only through classroom teaching.
- To spend their leisure time purposefully
- To enrich the regular instructional program.
- To develop the opportunity for leadership that is often missing from classroom instruction.
- To develop the opportunity to discuss their problems and seek solutions.
- To develop desirable attitudes and behaviour.

- To equip themselves to avoid undesirable practices associated with reproductive health.
- To develop the skills and methods of study of subject matters of classroom instruction.
- To develop relationships with parents of girl students.

Major Activities of Girls' Clubs

- The activities of Girls' Clubs fall into three categories (components)
 - Creating awareness
 - Spreading information
 - Education and training

Creating Awareness

- Organise consultations on the method of studying subject matters.
- Organise debating and discussions on the major problems of girl students and seek solutions.
- Organise meetings of parents of students
- Organise seminars and workshops on adolescent reproductive health problems.
 - Unwanted pregnancy
 - HIV/AIDS
 - Sexual Transmitted Disease (STDs)
- Involve teachers, health workers, religious groups and parents in helping to create the necessary awareness.

Spreading Information

- Prepare reports of consultation meetings.
- Prepare reports of discussions on the major problems of girl students with their solutions and disseminate to the school community.
- Prepare reports of meetings with parents and disseminate to the school community.
- Preparing posters, brochures, etc. highlighting adolescent reproductive health problems.
- Prepare news about reproductive health activities in the school.
- Prepare news letter.

Education and Training

- Organize training workshops for club members, teachers, parents, members of the surrounding community.
 - On girls education
 - On problems of girls students.
 - On adolescent reproductive health problems.
 - On HIV/AIDS
 - On STDs
 - Etc

Girls' Club Sponsors

- Girls' Club sponsors are teachers who provide leadership for the clubs.
- Female teachers are preferable to be sponsors of Girls' Clubs in schools unless there is a shortage of female teachers in the school.
- In the case of a shortage of female teachers, male teachers will be assigned as sponsors although they have to be gender sensitive.

- The sponsor.
 - Acts as an advisor.
 - Assist in answering in answering questions that arise and need immediate answer.
 - Acts as a moderator for the smooth functioning of the club.

Financing Girls' Club Activities

- Girls' Club activities are financed by the school's internal revenue as well as registration fees etc.
- Schools are required to allocate an annual budget for Girls' Club activities.
- A few weeks before the end of the school year sponsors should submit:
 - Short and long term plans for Girls' Clubs
 - Material needs
 - Financial needs
 - And other requirements

Evaluation of Girls' Clubs

- In evaluating Girls' Club activities the following should be considered:
 - Students participation
 - Attainment of goals
 - Opinions of students
 - Opinions of parents
 - Opinions of teachers
- Based on these, the following principles could be applied in the evaluation:
 - Evaluation should be continuous.
 - Measurements should be in terms of clearly stated goals.
 - All teachers should cooperate in the evaluation process.
 - Instruments and techniques should be developed in the areas of girl students' interests and personal development.

PART FOUR

FINDINGS AND DISCUSSION

4.1 Organisation of Girls' Clubs

With the exception of one school in SNNPR, Girls' Clubs exist in all elementary schools visited. As high as 88.9% of the Girls' Clubs have been setup by the schools themselves while the remaining 11.1% of the clubs were setup due to government obligation. In many schools female teachers have played an important role in setting up a Girls' Club as they saw female students as facing several problems. Most of these teachers are now club leaders.

From the data gathered 80% of the schools were found to have criteria for electing the club leaders while the remaining 20% did not have any criteria. However, the criteria in most cases are very basic and only require the potential leader to have some knowledge of sexual health and be sympathetic to the relevant issues. During focus group discussions it was gathered that in some schools the school director simply appointed a teacher to become the Club leader.

Close to half of the Girls' Club leaders have worked less than one year. This could be due to many reasons including the fact that most teachers are only obliged to stay in one place for two years before moving. This has a negative impact on the development of the clubs. For example, those club leaders who have received training on the relevant issues would not use their knowledge for a long period of time in order to develop the Club in a systematic manner. Another problem is that due to the sensitive nature of much of the work that the Club leader is engaged in it will take a considerable amount of time for members to build confidence in a new leader. This can result in students not using the service available to them.

Table 6 Girls' Club Leaders Length of Service

Less than year	47.4%
Less than two years	15.8%
Less than three years	21.1%
Less than four years	5.3%
Less than five years	10.5%

Becoming a member of a Girls' Club is voluntary. The quantitative study highlighted that approximately half of the Clubs were attended solely by girls while the other half stated that boys had some involvement. Almost all confirmed that they had only been a member of a Club for less than a year.

In many of the study sites the number of members attending the Girls' Club had declined. This was especially evident in schools where a membership fee had been introduced. Other individuals stopped attending as they felt their contribution had not been recognised. It was also observed that in some region parents had forbidden their children from participating in the Clubs.

4.2 Availability of Guidelines

In 1996 the MoE developed and distributed guidelines on co-curricula activities to all regions in Ethiopia. With the exception of Gambella REB which does not have any guidelines, all the others REBs have adopted the guidelines made available through the MoE. This document offers general guidelines for all school clubs and does not provide specific advice on girls' clubs. With reference to Girls' Clubs the guideline recommends addressing two issues: fighting HTPs and the general wellbeing of the children, although it fails to go into any further detail. Additionally, while the REBs have these copies it appears to have not been made available to the schools themselves. However a small minority of schools have a more detailed presentation paper they received from workshops conducted with the MOE and international organisations such as UNICEF and BESSO.

Additionally some school leaders have developed their own plan of action without having any official guidelines. In this case the leader may or may not have a good knowledge of gender issues. As found from the study only 58.8% of the schools claim to have operational guidelines while the remaining 41.2% do not have any form of guideline.

As in some other schools the Girls' Club leader in Ras Gobena School in Gambella has developed her own plan of action which was accepted by the school director. Part of this action plan was to eradicate HIV/AIDS among girls and this was done through stressing abstinence. The school stressed the cleanness and benefit of maintaining virginity.

The Girls' Club, in conjunction with the Anti-AIDS Club, made its proposal and asked for monetary support from ACCORD to carry out virginity tests on female students. With financial backing in place the school director and the Girls' Club leader took about 69 female students to participate in the tests. The school also organised a conference and made awards to those students who had been found to be a virgin. Anti-AIDS t-shirts were also available for those students to wear.

The school organised the tests as they believed it would provide a positive example to students and promote abstinence. However, this can be seen to work against gender equality as it is not possible to test the virginity of boys. Furthermore, despite the warnings of a neighbouring Girls' Club that had received advice from BESSO, this may well have increased the vulnerability of girls who had taken part in the tests as the results became widely known. Girls who were found to be both a virgin and a non-virgin could become targets for opposite reasons and see them becoming victims of rape and abduction.

In Acheber school in Oromia region the Girls' Club leader is teaching the female students how to produce traditional handicrafts. From the club leader's point of view, the chance of getting formal employment is very limited and these skills could guaranty some form of future income for these children. In future this could help them to become totally dependent of their husband's income. While the club leader has a genuine interest in securing a future for her members it could have several negative consequences. The handicrafts they make are not taken by the children themselves but rather they are sold and the money goes to the school. In future the school may start to see this as a regular income and this could result in the school exploiting the female children. Also, the types of handcraft they are producing are considered to be a female job and could be seen as legitimising gender based division of labour.

88.2% of Club leaders confirmed that they have agreed a TOR for running the Girls' Club. However, the result from the school directors indicated that only 64.7% of them acknowledged the Club leaders as having a TOR while 23.5% responded negatively and the remaining 11.8% did not know.

Considering the nature of Girls' clubs, most of the leaders have agreed the main focus is preventing female students from suffering due to different problems that can occur due to their gender. Surprisingly only 52.6% of the leaders agreed that the main focus of Girls' clubs is to enable female students to become successful students. The table below provides a summary of the information.

Table 7 The Focus of Girls' Clubs

	School Director	GC Leaders	Female teacher	Male teacher
Supporting girls in becoming real friends for each other	50%	36,6%	11.1	27.8
Encouraging them to actively consider how they interact in the world around them.	50%	36.8	22.2	38.9
To make them to say and becoming successful students	50%	52.6	38.9	44.4
Preventing them from different problem that can occur due to their gender	88,9%	89.5	55.6	66.7

4.3 Current Functional Status of Girls' Clubs

The number of Girls' Clubs has dramatically increased since the government made it a requirement for all schools. With the exception of one school in the SNNPR region, all the schools surveyed have now implemented this. Currently, the manner in which these

clubs function vary from school to school as well as from region to region. Although some regions demonstrate clear desires to work towards making female students successful it is equally clear that in some schools this is done for individuals' financial gains, such as daily allowances gained from trainings workshops. In fact in most cases, although training workshops have been organised the club leaders have not been invited to attend as others have been sent in their place. As a result the club leaders themselves have started to feel discouraged. Additionally, the clubs leaders have also pointed out that they do not receive the support needed with the exception of some who have received material support from UNICEF.

In one of the visited schools the Girls' Club in conjunction with the Anti-AIDS Club renovated the school with murals promoting gender equality and HIV & AIDS awareness. This event was put together using money gathered by the school in order to demonstrate their achievements. On the opening day the school invited the relevant government body but all failed to attend. This has discouraged the clubs as well as the school's management.

Most clubs are found not to organise as many activities as the students would want them to. However, those schools who use the medium of drama and acting as well as involving the wider community have increased their popularity and acceptance amongst the students and also amongst the local community. However, in some cases the exclusion of the wider community has led to conflict between club members who take part in the activities by playing particular roles, such as a prostitute or thief, and their parents who misinterpret the meaning of their children's actions.

4.4 Involvements of Female Students in Girls' Clubs

As stated above, the involvement of the wider community does in fact increase the success of Girls' Clubs. In the Amhara region, Girls' Clubs are viewed by the girls as protectors of their rights and in particular against early/arranged marriage. At the same time, Girls' Club have worked arduously advocating against the consequences of HTPs. For example, with the help of the government, the Amhara region has managed to cancel 500 early marriages out of 800 as well as taking a male teacher to court for conducting a sexual relationship with a student.

In the Somali region a student who was forced into an early/arranged marriage to a family member ran away to Hargesa, in neighbouring Somaliland, once she managed to escape from her future husband. Two years later the Girls' Club in her old town managed to get in contact with her, negotiated with her parents to return her to school and to provide her with separate accommodation and better security. This event has increased the popularity of the Girls' Club and greatly increased their membership.

Active clubs, as stated above, have increased the number of students coming to take part in the activities they provide but also more students seek support for problems

they face. However, it is only a limited numbers of clubs who have managed to achieve this.

As the clubs began to emerge in the many schools around the areas visited, many students sought to become members. However, as some clubs began facing financial problems they introduced membership fees and the number of active members began to decline. At the same time, in some regions, when female students saw members taking part in training workshops and gaining daily allowances this financial benefit encouraged some to join. In a number of instances, some girls became members, and even paying members, without having a clear knowledge of the aim of the club. In these cases, the personality and skills of the club leaders has attracted many students. Yet in some urban settings, where the number of students is high, the clubs are overcrowded. In one school that has 7,000 pupils the club holds almost 500 female members. Others have argued that the clubs do not actually achieve any real change for girls and thus choose not to join or even look down on these groups. Furthermore, some students have stated that they choose not to join these groups or even drop out of the clubs as they feel those who lead the clubs are no different from the rest of the society who they see as maintaining a gender bias.

4.5 Problems Faced by Female Students

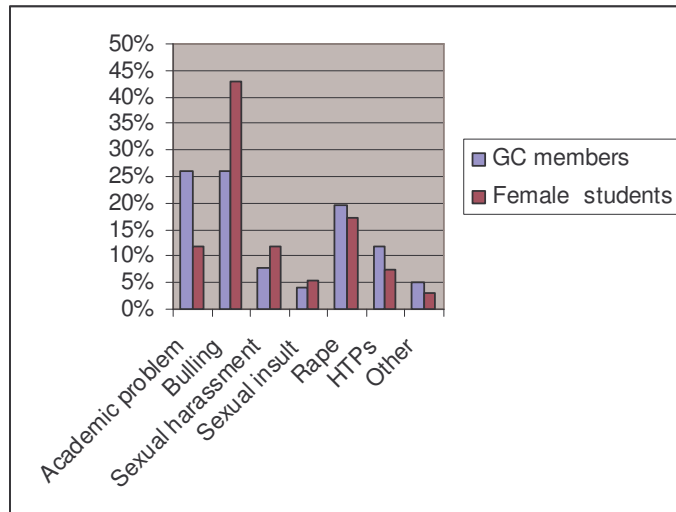
The group leaders and both member and non-member students were asked to identify in their questionnaire a salient issue that they felt that female students face. However, the parents and male teachers were asked to point to as many issues as they think are faced by the female students.

In order to assess the success of these clubs it may be suggested that by analysing the answers given by the leaders and the female students' one can gather if these two groups have identified the same issues.

The result of this study indicates that female students face more problems than male students due to their gender. Nearly half of the club leaders say that bullying is the most common problem and this is echoed by the members and non member female students alike. When comparing the leaders, members and non members female students a large number of leaders view HTPs as a common issue whilst only a small number of member and non member students identify this as being a problem.

A surprising result of this study is that both members and non club member female students and parents identified rape as a significant problem faced by students, only a minority of leaders and male teachers however agree with this point of view.

Table 8 Problems Faced by Member and Non-Member Students



With regards to sexual harassment yet again there are huge gaps between the groups questioned. For parents, this is a pertinent problem faced by their children. However, only a small number of both members and non club member students see it as a big problem.

This study concludes that in the eyes of all parents HTPs are the most prevalent problems that their female children face, but continue to expose them to the associated risk. This is presumably because of the pressure exerted by the wider society. The study shows also male teachers see this problem as a priority.

Table 9 Common Problems Faced by female students

Problems	Male teacher	Female teacher	Parents
Academic problem	50%	57.9%	38.5%
Bullying	38.9%	68.4%	61.5%
Sexual harassment	33.3%	47.4%	84.6%
Sexual insult	16.7%	31.6%	0
Rape	11.1%	42.1%	92.3%
HTPs	66.7%	47.4%	100%

As can be seen on the above table 50% of the male teachers and 25% of the Club members agree that due to their gender female students face academic problems. However, although parents and female students identify academic problems as an issue they are in a minority within their group.

While the above attempted to identify the common problems faced by female students the focus will now shift to specific issues that contribute to female school dropout. 64% of female teachers and 33% of male teachers see unwanted pregnancy as one of the causes of school dropout. Within HTPs early marriage is seen as the most common problem that contributes towards female school dropout:

Table 10 The Impact of HTPs on Female School Dropout

HTPs	Female teachers	Male teachers
Early marriage	88,9%	82,4%
Arrange marriage	44,4%	52,9%
FGMs	50%	47,1%
Abduction	33,3%	29,4%

All the parents that participated in this study agreed that at least some of the traditional practices were indeed harmful to female development. This then poses the question as to why parents continue to subject their children to harmful procedures if they are aware of at least some of the negative consequences. Nearly half of those questioned confirmed that they lacked sufficient knowledge as to the consequences of most HTPs, while others responded by citing social pressure as the reason for maintaining harmful procedures. In the Somali region parents also argued that FGM is a requirement of the Islamic faith and that it is still seen as desirable in potential brides.

In order to combat the continued prevalence of HTPs throughout Ethiopia the parents interviewed stressed the need of cooperation between themselves and the Girls' Club. Through such cooperation the parents felt that it would be possible to disseminate the relevant information concerning the negative consequences of HTPs to the wider community.

Rape is also seen as another problem that contributes to school dropout. 27.8% of the female teachers interviewed knew of students who had dropped out of school due to this problem. In the Somali Region parents stressed the difficulties faced by some female students when attending evening classes following the implementation of the multilingual language policy:

Due to the implementation of the new language policy the Somali region stopped providing daytime education for Amharic speakers. This forced many of the regions' Amharic speaking students into evening classes in order to continue their education. The result was to increase students' vulnerability as they were travelling after dark and saw many female students dropping out of school due to rape. As the problem began to affect more and more students, parents started to withdraw their children from school

in order to protect them. After numerous complaints the government addressed the issue by readmitting non-Somali speakers into the day school. While this change benefited many students some could not come back to school due to the consequence of the attacks they had suffered.

The sexual exploitation of female students by male teachers is another problem that often results in girls leaving school. Male and female teachers were asked if they knew of any cases where female students and male teachers had had sexual relations. The result of the quantitative study showed that it is very uncommon. However, contrary to the quantitative data the qualitative study showed the existence of this problem. In some schools students have argued that due to many reasons female students have sexual relation with their teachers. One of the more common explanations given was that teachers promised to give the student a better grade. In some cases these relationships have even developed into marriage, which is most likely to be an early marriage as many of the students are underage. In some parts of the country Girls' Club leaders have stressed the problems they face from male teachers as their work is aimed at ending teacher-student relations. Girls' Club leaders in Addis Ababa have also stressed that many of the students that have dropped out of school did so as a result of unwanted pregnancy resulting from this kind of relationship. This seems to be another prevalent problem with 64.7% of female teachers and 33.3% of male teachers confirming that they know of students that have left school due to unwanted pregnancies.

4.6 Major Girls' Clubs Contributions

Girls' Clubs contribute in making female students successful. This is done through preventing HTPs such as early marriage and abduction but also by creating a female friendly school environment. The club will also help protect them from problems they face due to their gender. This includes issues such as rape, sexual harassment or bullying. The following section will look at these different contributions separately.

4.6.1 Increasing Female School Enrolment

78.9% of the Girls' Club leaders said that their club is working to increase female school enrolment while the remaining 21.1% cited an alternative focus for their work. Almost all club leaders claimed to focus on advocating the benefits of girls' education. Many clubs also advise the community, and especially parents, in encouraging their female children to attend and succeed at school. However, during group discussions and individual interviews with students the above was found to be more common in the rural areas than in urban ones.

Additionally, some regions are seen to be more active at advocating gender equality than others. As a result most of these schools have achieved higher female school enrolment. The clubs in the Amhara region are the most active in this area. They advocate for these issues in churches and other social gatherings as well as door-to-door avocation.

Besides increasing female enrolment, Girls' Clubs also endeavour to reduce the dropout rate. Most schools have now introduced activities tailored to narrowing the gender division in academic performance. Some clubs work on confidence raising by encouraging students to participate and awarding prizes to notable successes. 84.2% of leaders, 91% of members and 77.4% of students have said that the Girls' Clubs work together with other schools to make sure that the learning environment is more appealing and comfortable for girls. Different methods are used to make schools a more positive learning environment for girls:

Table 11 Different Mediums Used by Girls' Clubs

Mini-media	42.1%
Theatre/Drama	47.4%
Discussion	84.2%

72.2% of the female teachers and 83.3% of the male teachers claimed that the Girls' Clubs are giving sufficient academic support to female students. However, while the Clubs support students in personal matters as discussed above, most of the academic tutorial classes are UNICEF funded and external to the Girls' Clubs themselves. As high as 88.2% of the Girls' Clubs make deliberate efforts to give leadership positions to girls in school. Many of these clubs are giving prizes to female students who have performed well at school. While some schools have got these prizes from UNICEF other clubs have had to collect money through fundraising among club members or from the local community.

4.6.2 Addressing Problems Faced By Female Students

Women and especially young girls are vulnerable to STIs and HIV/AIDS. Lack of information on these issues increases their susceptibility still further. As high as 94.7% of Girls' Club leaders have claimed Girls' Clubs are providing female students with basic sexual information. However, only a small number of Girls' Clubs are providing girls with information related to HIV and STIs. This is because it is usually seen as the duty of Anti-AIDS Clubs rather than the Girls' Club. Those clubs found to be addressing these issues limit themselves to HIV transmission and occasionally stigma.

88.6% of the club members and only 59.6% of the female students consider themselves to have received basic sexual education. Out of those totals it is only 35% of the members and 21.9% of the female students that have received this information from Girls' Clubs.

Table 12 Students' Source of Sexual Information

From	Member students	Female students
Lecture	7.6%	45.3%
Anti-AIDS club	28.9%	21.9%
Girls' Club	35.5%	21.9%
Other	7.9%	10.9%

Moreover, 64.9% of the female students said that they have sufficient information about contraceptives. However, these students have not received this information from Girls' Clubs as it was found from the qualitative study that the few clubs found to provide information on the prevention of HIV and STIs are focussed primarily on abstinence. The leaders' rationale behind this was that to teach about contraceptive practises would act as an encouragement to members to begin sexual relationships. Consequently, with the exception of one school in Oromia Region, Girls' Clubs do not give any information relating to contraceptives including condom use.

As mentioned earlier in this section bullying, sexual harassment, and rape are common problems faced by female students. Unwanted pregnancy is also another problem faced by female students. However, with the exception of a very small number of schools located in the urban areas most Girls' Clubs were not found to be addressing this problem. In fact, it was only the Girls' Club in Mesrago Elementary School in Addis Ababa that had openly addressed a rape case and took the defendant to court. Instead of tackling these problems many of the club leaders were actually found to be suppressing these issues especially in rural areas. Some club leaders were also found to be very judgmental to the victim.

4.6.3 Preventing Harmful Cultural Practises

Most Girls' Club are working on preventing HTPs. However, while most club leaders identify several HTPs that are practiced in their region they are limited in preventing early marriage and arranged marriage leaving many practises unchallenged. For example, in the Somali Region a number of HTPs have been identified including FGM, arranged marriage, wife inheritance, polygamy, operating on a child's tonsils and foodifor (a practice whereby a stick is inserted into the child's rectum in order to induce a bowel movement resulting in a lot of bleeding and tissue damage).

Table 13 Those who Consider Girls' Clubs to be Working to Prevent HTPs

Club leader	94.4%
Club member	89.6%
Students	
Female teacher	73.2%
Male teacher	100%

Girls' Clubs in some regions are seen to be more active in the prevention of HTPs than others. For example, Girls' Clubs in the Amhara region are not only protecting their female students from arranged/early marriages but they also attend social gatherings such as churches and teach the community about the consequences of HTPs. Additionally in some regions where they had a problem with abduction they have organised community policing around school areas. This consists of a chain of people guarding the children's route to school. If a threat becomes apparent then the guard will scream, which in turn is followed by others. This will alert the police and/or scare of the

attacker. This method has helped to greatly reduce the number of abductions in the area.

4.7 Perception of Girls' Clubs

The perception of Girls' Clubs varied depending on how much knowledge the individual or group had about the Club's activities. However, in general they seem to have been accepted by female students, male teachers, parents and the community. The next section will look at the different groups' views on Girls' Clubs.

4.7.1 Female Student's Attitude Towards Girls' Clubs

The existence of Girls' Clubs is clearly known by most female students. As high as 84.9% of the female students interviewed confirmed that they knew of the existence of a Girls' Club in their school. At the same time only 58.5% of female students that responded thought that most students were aware of the existence of Girls' Club. In fact female students are aware of the focus of Girls' Club. The result found from club member students and non club member female students is quite similar, if one put the result after hierarchy. This is, many of those groups have identified the focus of Girls' Club been preventing female students from different problem that can occur due to their gender. Second largest amount of respondent of both group have also identify Girls' Club encouraging female students to actively consider how they interact in the world around them. The full results can be seen in Table 7.

While most female students know of the existence of Girls' Club at their school the number attending activities organise by Girls' Club are as low as 54.3%. Out of those 32.8% have attended physical activities, 31.3% have attended drama/theatre, 20.9% have attended discussion programs and the remaining 14.9% attended other activities.

There are several reasons why the remaining 46.7% have never attended activities organised by Girls' Club. Among other reasons some students have said that they have not been informed of the activities taking place. However, out of those who attended activities 55.3% found out about the activity taking place through Girls' Club announcements while 34.1% found out through a friend and the remaining 10.6% through other means.

For some female students it is not a matter of not being interested in activities Girls' Clubs provide rather it is a matter of not having the opportunity to take part. This is because some parents require their female children to come home directly after class. In fact only 52.1% of the female students have reported that their parents allowed them to attend activities that are held after school hours. This is done for many reasons including the need for the child's labour and also the belief that female children should not be away from home outside of school hours. Other students have also complained that the time Girls' Clubs run activities is not convenient as they clash with their classes.

Many female students who have been victims of HTPs such as early marriage seek help from Girls' Clubs. Several children have said Girls' Clubs have prevented them from getting married. However, if the girls face other problems such as sexual harassment or rape, then the majority have said they prefer not to report their problem to Girls' Clubs. This is a result of many reasons. For example, the quantitative study found that some female students see the Girls' Clubs as not providing them with maximum confidentiality.

Table 14 Who Female Students Prefer To Speak To Concerning Problems They Face Due To Their Gender

Female teacher	39.4%
Male teacher	2.1%
Parents	20.2%
A Friend	13.8%
Girls' Club	17.0%
AAC	4.3%
Other	3.2%

In general while most female students appreciate the existence of Girls' Clubs in many schools female students and members themselves see Girls' Clubs as not being productive enough. One of the reasons for this is due to their perceptions about the Club leader. In most schools Club leaders are often female teachers and they are perceived as not having a different mentality to the rest of the society especially regarding gender issues. Due to this in some schools members have stressed the difficulty they face working with club leaders.

In one of the schools where students do not have school uniform, it was found that the teachers, including the management, have created a regulation on female clothing. Consequently they have forbidden female students from wearing trousers. Those female students found wearing trousers are forbidden from attending class. As found out in discussion groups, both the Girls' Club and the HIV/AIDS Club leaders support this decision. They have also forbidden female students found wearing trousers from attending their classes.

However, many female students have complained that during their menstruation they find wearing dresses uncomfortable. When questioned, the school's administration explained that rather than protecting their students the motivation came from the male teachers in the school. They saw that some male teachers may become distracted from their work if female students wore skirts in their class.

Despite understanding the concerns of the female students, the Girls' Club and Anti-HIV/AIDS Club leaders still supported this view in favour of the male teachers.

4.7.2 Teachers' Attitude

77.8% of the female teachers and 83.3% of the male teachers themselves responded that male teachers appreciate and encourage the work of Girls' Clubs. However, the remaining 22.2% of the female teachers and 11.1% of male teachers said that male teachers discourage the work of Girls' Clubs. At the same time 5.6% of female teachers said they do not know the attitude of male teachers towards Girls' Clubs.

However, during some of the focus group discussions a contradictory result was found from the above. Some Club leaders and female teachers have stressed the negative attitude of male teachers towards Girls' Clubs. It was found that some male teachers undermined the work of Girls' Clubs by discouraging and belittling their work.

A club leader in Addis Ababa stressed the problem she faces from male teachers. In this school most students are from extremely poor backgrounds. The school also has a large number of orphans who do not have any income. In fact it was found that a few female students had been engaging in prostitution as a means of survival. Some of these students are also a victim of daily starvation. In many cases the Girls' Club leader and Anti-AIDS Club leader have developed close relationships with many of these students. Sometimes Club leaders buy bread or other materials these students need out of their own incomes.

As a result many students come to these Club leaders to seek any form of help. As the Anti-AIDS Club leader is male most of these students prefer to ask him for material

help. All other types of problem that female students face will generally be directed towards the Girls' Club leader. But as these club leaders work together they know the problem these students face. According to these Club leaders, sexual exploitation of female students by male teachers is common. As a result of this many students have dropped out of school. Some of these girls are now engaged in several types of work such waitressing around the area. The Girls' Club is now doing its best to protect these girls from any form of sexual exploitation and to make them successful. This has not been accepted by many male teachers. As a result, many of these teachers are undermining the work the Girls' Club leader is doing.

4.7.3 Parent's Attitude Towards Girls' Club

This study has observed that 85.7% of parents claim to have encouraged their children to join a Girls' Clubs and this has been supported by 62% of the club leaders. However, only 45.5% of the female students and 49.1% of the Club members agree with this. In fact, as high as 47.9% of the students have said that their parents do not allow them to attend activities that are held after school hours. The result of the focus group discussions supports female students and the members.

The attitude of parents varied as a result of their knowledge about Girls' Clubs. In fact most parents want Girls' Clubs to inform them about their aims and methods. However, most Girls' Clubs have been found not to involve parents at all. Therefore parents' knowledge about Girls' Clubs stem largely from the information they get from their children. Furthermore, both positive and negative perceptions of Clubs were found in different regions from the wider community. This perception is often a consequence of the behaviour of club leaders and members. Those parents who were found supporting and encouraging their children to be active members have been informed about the Club's aim and activity by their children who are active in the Girls' Club. These female students and members managed to develop a very good image of Girls' Clubs among their parents. However, it is only a minority of students and members who have ever invited their parents to activities organised by Girls' Clubs. 68.4% of the members have invited their female friends rather than their parents or a male student. This suggests that the attitude of the above mentioned parents has developed mainly from what they have been told by their children.

Most parents involved in this study have stressed the need of cooperating with the Club. Additionally, many parents have also stressed that their children have developed a different mentality due to the information they have gained from Girls' Clubs. In fact some parents see this information as pure indoctrination. The resulting differences have in some cases resulted in a clash between children and parents. The following case study provides one such example.

4.7.4 Community's Attitude Towards Girls' Clubs

As high as 76.5% of the Girls' Club leaders, 56.4% of club members, 40.2% of non-member female students and 53.8% of the parents responded in the qualitative study as

having thought that members of the local community knew of the existence of Girls' Clubs.

Not only does the community know of the existence of Girls' Clubs they have also developed a strong opinion of them. As the following table shows a large percentage of the respondents believe the local community has accepted the existence of the Clubs.

Table 15 The Community's Attitude To Girls' Clubs

	Club leaders (%)	Club members (%)	Parents (%)
Community Acceptance of Girls' Clubs	71.4	57.7	77.8
Community Rejection of Girls' Clubs	14.3	14.1	11.1
I do not know	14.3	25.4	11.1

Through the qualitative research it was also found that some of the community have developed a negative attitude towards the existence of any clubs. Some sections of the community have developed a feeling that these clubs are organised for financial benefits. Additionally some club leaders and members are seen as promoting bad behaviour among the youth rather than ensuring their wellbeing. Even though these clubs are known for not being school clubs some parents still see school clubs with the same mentality. As a consequence these parents prevent their children from attending any club activity. The below is one example found in the Somali Region.

In the Somali Region those parents who are now encouraging their children to be active members of Clubs have stressed several issues as to why they have had a change of heart. They have mentioned that in the past they did not want their female children to be active in Girls' Clubs or any other club. According to them children who attend out of school clubs and especially Anti-AIDS club members, were well known for promoting bad behaviour among youth. Also Club leaders were seen as having some form of financial interest in the club and were known for abusing their position. Club leaders and also their members were known to visit bars, chew chat and also encourage young girls to do the same.

Leaders were also blamed for not sending the relevant members to workshops and training that were organised by NGOs or other relevant bodies. Parents argued that Club leaders often sent girls they liked sexually to workshops and trainings if it generated a daily allowance, which is often considered to be a lot of money. Consequently Club leaders have been in a position to exploit these girls with some becoming pregnant and having to have an abortion. These situations appear to have been known by many in the wider community.

However, as these parents now have a much better knowledge about Girls' Clubs they have developed a more positive attitude. Parents are still worried, especially when their children go for workshops in other areas, but they now also appreciate the knowledge

they receive through their children. This includes knowledge gained from workshops about gender and HIV/AIDS, which outlined the negative consequences of FGM and the fact that it is not required by Islam.

4.8 Girls' Clubs Coordination With Other Organisations

As high as 88.9% of the Girls' Clubs have said that they coordinate with other relevant groups. Out of those all Clubs have said that they work together with religious groups. However, only 36.8% cooperate with other Girls' Clubs. The table below lists the other groups that Girls' Clubs cooperate with.

Table 16 Girls' Clubs Coordination With Other Groups

Coordination with	
Other Girls' Clubs	36.8%
Anti-AIDS Club	52.6%
NGOs Working With Females	36.8%
Women's Associations	31.6%
Religious Groups	100%

While the above indicates that all Girls' Clubs coordinate with religious groups, the results from the qualitative research remains very different. With the exception of Girls' Clubs in the Amhara Region and a small number of others, this form of coordination was found to be very poor in many places. Additionally, the coordination between Girls' Clubs and NGOs is largely a result of NGOs contacting the Clubs rather than vice versa. In rural locations a very real lack of infrastructure is one reason for the limited organisation but this is not the case everywhere.

Moreover, only 16.7% of the Clubs confirmed that they had restrictions placed on them concerning the nature of the information they disseminate. None of these were restrictions appear to have originated with religious groups, rather it has come from the members themselves.

Table 17 Groups That Restrict The Information Girls' Clubs Provide

Religious Groups	0%
School Administration	25.0%
Government	0%
Parents	25.0%
Students Themselves	50.0%
Other	0%

PART FIVE

STRENGTHS, CHALLENGES & OPORTUNITIES OF GIRLS' CLUBS

5.1 Strengths

This report has outlined how some Club members and leaders are taking part purely for financial gain. However, it should not be forgotten that a much larger percentage of the leaders and members are working to make female students successful. In fact some participants are known to use their own money in order to run the club. Moreover, the level of support most of these Clubs get is found to be greatly unsatisfactory. Therefore, the dedication of these Club leaders and members in helping to make female students successful should not be underestimated.

The presence of Girls' Clubs have provided an arena for the critical discussion of gender issues in Ethiopia. They also serve to highlight the existence of gender inequalities in many areas of life and the commitment that some schools have taken to address this imbalance. By cooperating with other relevant organisations many Girls' Clubs have managed to cancel early and arranged marriages. Their existence, even in locations where they have failed to be effective, makes future interventions much easier.

5.2 Challenges

According to the Club leaders only 47.1% of the Clubs have been receiving support. Out of these 63.2% receive financial support and the remaining 36.8% receive technical support. It is important to remember that the remaining 52.9% stated that their Girls' Club has never received any form of support whatsoever. This view is also maintained by the school directors with 47.1% confirming that Girls' Clubs do not receive any form of support from outside sources.

The technical support referred to above is mostly limited to training conducted with governmental institutions such as the MOE and the REB as well as non-governmental organisations such as UNICEF and BESSO. Most of the Clubs have stated that the support they get is not sufficient at all.

The results gathered from the school directors showed that only 29% of schools give financial support to Girls' Clubs although 76.5% stated that they give technical support and 82.4% give material support. However, Girls' Club leaders and members have said the support the Girls' Clubs receive from the school is unsatisfactory. One Club even stated that they had been discouraged by the school director.

From the above it is clear that there is lack of sufficient support. As a result most of the Club leaders and members lack the skills to enable Girls' Clubs to have an impact. Also, of those leaders and members found to receive training many are considered very poor at spreading the information they have gained. Many of the Clubs also fail to make the best use of the few opportunities available to them. For example, while most schools have access to mini-media, many of the Girls' Clubs did not take the opportunity to use

them. Furthermore, while many schools organise parents' days most of the Clubs did not take the chance to spread the information and resources available to them.

Many of these problems stem from a clear lack of guidelines. This also means that some Clubs do not focus on addressing the actual problems their female students face. Club leaders also lack clear TOR and some leaders and members do not accept taking responsibility. There is also a clear lack of discernable skills amongst those in positions of authority.

With the exception of some Clubs, most lack cooperation with other relevant groups; with Girls' Clubs in other schools, with other clubs in the same school such as the Anti-AIDS Club, with parents, religious groups, NGOs etc. Almost all the Clubs surveyed also failed to involve street children.

Most Club leaders lack the conviction to act as a positive role model for the members. In turn the Club members also fail as role models for other students in the school and in the community. Additionally many of these clubs are not well organised and lack a sense of creativity that is sorely needed in tackling the issues they face.

As previously mentioned, a lack of support from the relevant governmental and non-governmental bodies has made Club leaders powerless to challenge the system. This has resulted in many problems being suppressed for fear of reprisal.

5.3 Opportunities for Future Intervention

- To cooperate with the REBs and make sure that co-curricula guidelines are made available to all clubs.
- To provide supportive material that identifies the problems female students face and how the Girls' Club should attempt to address them.
- Support and encourage harmonization and coordination. This can be done by setting up networks that can lead to workshops, conferences or meetings in order to identify problems and to share ideas and best practices.
- Provide training to Club leaders in managerial and leadership skills, counselling, advocacy and communication skills. Also encourage the leaders to pass this knowledge to the members' representative so they can work productively.
- Provide them with networking opportunities with professional organisations in order to provide role models for the members.
- Provide a space for Girls' Clubs and the Head of Women's' Affairs in the local woreda to meet and develop an effective working relationship. This will help both the woreda officials as well as the Club participants to work efficiently on the relevant issues. Additionally it will allow a space for both the Girls' Club and the woreda Women's Affairs Office to deal with suppressed and sensitive issues such as rape, sexual harassment and sexual exploitation. This will also allow the Girls' Club access to the legal system and to report these problems officially or anonymously. By making this relationship known it will in itself help to deter many potential problems.

- Financial support and up-to-date materials relating to gender issues.
- Support advocacy on gender issues especially on the benefit of female education.
- Support coordination with relevant groups including the various religious groups. This will help to guaranty their message reaching the wider community for advocacy purposes. As religious leaders have a huge influence in the community this opportunity should be exploited by the Girls' Clubs.

PART SIX

Conclusion & Recommendations

6.1 Conclusion

With the exception of one school in SNNPR all the other schools surveyed were found to have a Girls' Club. However, the level of activity varied from region to region and school to school. Some regions were found to be very active in fighting problems that female students face. For example, Girls' Clubs in the Amhara Region were found to be active in advocating to the wider society on gender issues by going to churches. Together with other groups they have managed to prevent 500 early/arranged marriages out of 800. They have also managed to prevent abduction by having guardians that monitor the way to school. This has contributed to a reduction in abductions and assaults. While there are many Clubs throughout the country found to be contributing to making female students successful there are also those Clubs that are not active at all. There is also a lack of commitment from many individuals to meet the goals of the Girls' Clubs.

A lack of guidelines and knowledge from the Club leaders has resulted in many of the Clubs failing to address the relevant issues. According to female students the most common problem they face is bullying, followed by rape, sexual harassment, academic problems, HTPs and sexual insults. A similar result is also found from their parents and the Club members. However, with the exception of a very few Girls' Clubs most of the others have not been addressing these problems. In fact some Club leaders are said to suppress these problems so as not to endanger themselves. It was also found that Clubs needed to promote a positive image of themselves amongst the community so that parents could understand their motives and allow their children to attend. Coordination with other groups such as religious groups, other Girls' Clubs and also Anti-AIDS Clubs was also seen as being extremely limited. However, all of these issues are negated by the most pressing needs of financial and material assistance as well as appropriately trained and skilled Club leaders.

6.2 Recommendations

- The REBs should make sure the existing guidelines are made available to all elementary schools. Furthermore, these guidelines need to be expanded to include specific procedures for Girls' Clubs that address regional issues concerning gender.
- The REBs and the WEBs should make sure that Girls' Club leaders are not leaving their school without training someone to replace them. This procedure can also be expanded to make sure that a teacher that has been a Girls' Club leader in one school continues in that capacity in her new school.

- The REBs and the WEBs should make sure that the appropriate officials in the woreda and the regional women affairs office are obliged to work with Girls' Clubs.
- The REBs, the WEBs and the schools should promote and encourage advocacy on gender issues with particular emphasis on the benefits of female education.
- The REBs should allocate a budget to improve the Girls' Clubs.
- The school should encourage leaders and members to spread information they receive from workshops. A deliberate effort should be made by Girls' Clubs to advocate on gender issues and creating an awareness of women's rights in the wider community.
- Clubs should be encouraged to coordinate with other associations existing in the school and especially with the Anti-AIDS Club.
- The school should give greater authority to these Clubs by allowing them to use various methods to educate and inform. This should include encouraging Clubs to disseminate information through drama, theatre and song.
- The school should provide a written TOR to Club leaders.
- Girls' Clubs should report their work and progress to the relevant bodies such as the WEB who can then report to the REB.
- Girls' Clubs should be encouraged to coordinate with other Clubs, religious groups, parents and with the community at large.
- Teachers should be encouraged to give special assistance to female students and girls who do well academically should receive incentives.

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GC-01

Please complete the following information

To be completed by school administrator and management

Region

Woreda

Residence 1. Urban 2. Rural

Sex 1. Female 2. Male

Age

Name of school

I. Who started the girl's club?

1. The school
2. Student themselves
3. Government

4 Other.....

2. For how long has the girl's club program been running.

1.....

3. What are the main objectives of the club?

1.

2.

3.

4. What is the focus of the club?

1. Supporting girls in becoming real friends for each other

2. Encouraging girls to actively consider how they interact in the world around them.

3. To help them gain confidence and improve their academic performance

4. Protecting them from different problems that can occur due to their gender

5. Other

5. Who elected the GC leaders?

1.

2.

6. Were there any criteria while electing the GC leaders?

1. Yes 2. No

7. If q6 yes, what were the criteria?

1.

2.

3.

8. Do you think GC leaders have sufficient knowledge to make female students successful?

1. Yes

2. No

3. I do not know

9. How many meetings or workshops (excluding staff and committee meetings) have been conducted by the GC during the last year?

1.

2.

10. Do you think the leaders of the GC are committed to accomplish their goals?

1. Yes

2. No

3. I do not know

11. Do you face any problem associated with leadership?

1. Yes

2. No

12. If q11 yes what are the problems? Specify

1.....

2.....

13. How does the school support the GC? (Circle more than once if necessary)

1. Financial

2. Technical

3. Material

4. All of the above

5. None of the above

6. Other, specify.....

14. Does the GC receive any form of support from other organisations?

1. Yes

2. No

15. If q14 yes, from whom?

1. Government

2. NGOs

3. Women association

4. Other (specify)

16. If you receive other donations please specify from whom and what kind.

	Government	NGOs	Women Association	Others
Financial				
Technical				
Material				
All of the above				
Non of the above				
Other specify				

17. Do you think support given (financially, materially, technically and morally) to GC by the school is satisfactory?

1. It is satisfactory

2. Not satisfactory

3. I do not know

18. Does the GC keep financial records properly?

1. Yes

2. No

3. I do not know

19. Does the GC report financial expenditure?

1. Yes

2. No

20. If yes, to whom?

1. The school
2. Other donors
3. Other (specify).....

21. Does the GC have a clear term of reference (TOR)?

1. Yes
2. No
3. I do not know

22. Does the GC have operational guidelines?

1. Yes
2. No
3. I do not know

23. Does the GC report their work?

1. Yes
2. No
3. Do not know

24. If yes, to whom?

1. To the school
2. To donors
3. To WEB
4. Other (specify)

25. What do you think is the main problem faced by the club? (Circle more than once if necessary)

1. Financial
2. Bad attendance by club members
3. Means of communication
4. Lack of up-to-date material
5. I do not know
6. Other, specify

26. Have the GC leaders received any form of training on gender issue in the last two years?

1. Yes
2. No
3. I do not know

27. Are the GC members required to provide full confidentiality for students when they are informed of their problems?

1. Yes
2. No
3. I do not know

28. What kind of communication method does the GC use?
1. Electronic
 2. Printed
 3. Using teaching tools
 4. Other (specify).....
29. What is your impression about the performances this year compared to the last couple of years?
1. The GC is getting stronger
 2. The GC is getting weaker
 3. There is no change in their performance
 4. I do not know
30. What are the main obstacles encountered to accomplish the objectives of the GC?
1.
 2.
 3.
31. What do you think are the most frequent problems encountered by GC?
1.
 2.
 3.
32. What do you suggest to improve GC involvement to enable female students to become successful?
1.
 2.

GC-02

Please complete the following information

To be completed by GC leaders

Region

Woreda

Residence 1. Urban 2. Rural

Sex 1. Female 2. Male

Age

Name of school

1. For how long have you worked with the GC?
 1. Less than one year
 2. Less than two years
 3. Less than three years
 4. Less than four years
 5. Above four years
2. What motivated you to serve GC?

1.
2.
3.
3. Are the club members only female students?
 1. Yes
 2. No
4. In which education level are the members of the GC?
 - 1.....
 - 2.....
5. How many students are members of the GC?
 1. Female
 2. Male
 3. Total
6. Do you involve non-club members' in activities organized by the GC?
 1. Yes
 2. No
7. If q6 yes, who else do you include?
 1. Teachers
 2. Male students
 3. Out of school children
 4. Other
8. Do you provide any form of activities to promote female students?
 1. Yes
 2. No
9. If q7 yes, what kind?
 1. Physical activities
 2. Drama/theatre
 3. Discussion programs
 4. Other
10. Does the GC keep financial records properly?
 1. Yes
 2. No
 3. I do not know
11. If q10 yes, whom do you involve?
 1. Non member girls' student
 2. Boy student
 3. Parents
 4. Out-school children

5. Religious group
6. Government body
7. Other

12. If you have any activities organized by the GC who do you invite?

1. Only girl students
2. Boy students
3. Parents
4. Out-school children
5. Religious group
6. Government body
7. Other

13. What is the focus of the club?

1. Supporting girls in becoming real friends for each other
2. Encouraging them to actively consider how they interact in the world around them.
3. To help them gain confidence and improve their academic performance
4. Protecting them from different problem that can occur due to their gender
5. Other

14. The statistics show that the performance of girls is usually low, especially in mathematics and the sciences. Precisely what is GC doing to change the situation?

1.
2.
3.

15. Do you work together with the school to make sure that the learning environment is more appealing and comfortable for girls so that they do not drop out?

1. Yes
2. No

16. If q15 yes, in what way?

1.
2.
3.

17. Do you do anything to increase female school enrolment?

1. Yes
2. No

18. If q17 yes, how exactly do you work with others (for example, schools, parents) to get those who are already out of school back into school, or get those who haven't been in school at all into the school system?

1.
2.

3.

19. Do you advocate on the benefit of girls education?

- 1. Yes
- 2. No

20. If q19 yes, do you also advise the community, and specifically parents, to try to encourage girls to achieve at school?

- 1. Yes
- 2. No

21. Even though the Ethiopian constitution gives women equal right as men the reality is different. Exactly what do you do to change the situation for your students' future?

- 1.
- 2.
- 3.

22. Do you provide any form of activities to allow girls to speak up and produce things that make them feel good?

If yes, what methods do you use?

- 1. Mini-media
- 2. Theater/drama
- 3. Discussion
- 4. If other.....

23. Do you have any coordination with any other institution?

- 1. Yes
- 2. No

24. If q23 yes, whom?

- 1. Other girl's clubs
- 2. AAC
- 3. NGO working on women's issues
- 4. Women association
- 5. Religious group
- 6. Other.....

25. Do you provide any information about HIV/AIDS as well as other Sexual Transmitted Infection (STI)?

- 1. Yes
- 2. No
- 3. I do not know

26. Do you provide any basic sexual information?

- 1. Yes
- 2. No

27. If yes to q26, in what form?
1.
 2.
 3.

28. Do you have access to contraceptives?
1. Yes
 2. No

29. If q28 yes what form?
1.
 2.
 3.

30. What is the main problem faced by the club
1. Financial
 2. Bad attendance by club members
 3. Means of communication
 4. Lack of up-to-date material
 5. I do not know
 6. Other, specify

31. Does your club receive any form of support?
1. Yes
 2. No

32. q31 yes, from whom and what form?

	Government	NGOs	Women Association	Others
Financial				
Technical				
Material				
All of the above				
Non of the above				
Other specify				

33. How good is the level of communication between club members?
1. Very good
 2. Good
 3. Not bad
 4. Very bad

34. Do you have any problems with club members not attending activities?
1. Yes
 2. No

35. If q34 yes, what are their reasons?
1. Inconvenient time (clash with their class)
 2. Prevented by parents
 3. Attending other activities

4. Other

36. Do you have any restriction related to information you provide to students?

- 1. Yes
- 2. No

37. If q36 yes, by whom?

- 1. By religious groups
- 2. By the school
- 3. By government
- 4. By students' parents
- 5. By student themselves
- 6. Other

38. Do female students come to the girls' club to get help or advice about their personal problems?

- 1. Yes
- 2. No

39. If q38 yes how often?

- 1. Never
- 2. Infrequently
- 3. Often
- 4. I do not know

40. If female students come to the girls' club to get professional assistance, what is the common problem they face?

- 1. Bullying
- 2. Sexual harassment
- 3. Sexual insult.
- 4. Rape
- 5. Harmful traditional practices; arrange/early marriage, fear of abduction
- 6. Other

41. Does the girls club provide full confidentiality for students who discuss their problems?

- 1. Yes
- 2. No
- 3. I do not know

42. Does the girl's club work to prevent traditional practices that are considered harmful?

- 1. Yes
- 2. No
- 3. I do not know

43. If q42 yes specify the harmful practice(s) you try to prevent.

1.
2.
3.

44. Do you give the same information to all students or do you consider age.

1. Yes
2. No
3. I do not know

45. Do you make deliberate efforts to give leadership positions to girls in school?

1. Yes
2. No

46. Do you think parents have enough knowledge about GC?

1. Yes
2. No

47. If q46 yes, what do you think their attitude towards their children's involvement in the GC?

1. Parents encourage their children to join the GC
2. Parents discourage their children to join the GC
3. They encourage them in the past but not any more
4. I do not know

48. Do you think the community recognizes GC operating at school?

1. Yes
2. No

49. If q48 yes, do you think the community has accepted the club?

1. Yes
2. No
3. I do not know
4. Other, specify

50. Do the leaders of the GC have a clear term of reference (TOR)?

1. Yes
2. No

51. If q50 yes, what are you doing as members in terms of implementing the girl's club agenda?

1. Yes
2. No

52. What is your impression about the performances this year compared to the last couple of years?

1. The GC is getting stronger
2. The GC is getting weaker
3. There is no change in their performance

4. I do not know

53. What do you think are the most frequent problems encountered by GC?

- 1.
- 2.
- 3.

54. What do you suggest to improve GC involvement to help make female students successful?

- 1.
- 2.

55. What is the structural organization of your club?

- 1.
- 2.
- 3.

GC-03

Please complete the following information

To be completed by GC members

Region

Woreda

Residence 1. Urban 2. Rural

Age

Name of school

1. For how long have you been member of the GC?

- 1. Less than one year
- 2. Less than two years
- 3. Less than three years
- 4. Less than four years
- 5. Above four years

2. What motivated you to join GC?

1.
2.
3.

3. Have you attended activities organized by GC?

1. Yes
2. No

4. If q3 yes, what kind?

1. Sports
2. Drama/theatre
3. Discussion programs
4. Other (specify).....

5. If you have attended activities organized by the GC have you invited other people to come with you?

1. Yes
2. No

6. If q5 yes, whom?

1. Female students
2. Male students
3. Parents
4. Out-school children
5. Other

7. What do you think the focus of the GC is?

1. Supporting girls in becoming real friends for each other
2. Encouraging them to actively consider how they interact in the world around them.
3. To help them gain confidence and improve their academic performance
4. Protecting them from different problem that can occur due to their gender
5. Other

8. Do you think GC makes sure that the learning environment is more appealing and comfortable for female students?

1. Yes
2. No

9. Does the GC provide any form of activities to help girls voice their opinions and produce things that make them feel good?

1. Yes

2. No

10. If q9 yes, what methods do you use?

1. Mini-media
2. Theater/drama
3. Discussion
4. If other.....

11. Do you consider yourself having basic sexual information?

1. Yes
2. No

12. If q11 yes, who provided it to you?

1. From lectures
2. AAC
3. GC
4. Other.....

13. Do you consider yourself having sufficient information about contraceptives?

1. Yes
2. No

14. If q13 yes, who provided you with the information?

- 1 From lectures
2. AAC
3. GC
4. Other.....

15. Do you think female students will go to GC to get help if they have problems due to their gender?

1. Yes
2. No
3. I do not know

16. If female students face problems due to their gender, what is the common problem they face?

1. Academic problem
2. Bullying
3. Sexual harassment
4. Sexual insult.
5. Rape
- 6 Harmful traditional practices (specify).....
- 7 Other

17. Do you think GC provides full confidentiality for students discussing their problems?

1. Yes
2. No

3. I do not know

18. Do you think GC work to prevent traditional practices that are considered harmful?

- 1. Yes
- 2. No
- 3. I do not know

19. If q18 yes, specify the harmful practice(s).

- 1.
- 2.
- 3.

20. Do you think parents have enough knowledge about GC?

- 1. Yes
- 2. No
- 3. I do not know

21. If q20 yes, what do you think their attitude is towards their children involvement in the GC?

- 1. Parents encourage their children to join the GC
- 2. Parents discourage their children to join the GC
- 3. They encourage them in the past but not any more
- 4. Not applicable
- 5. I do not know

22. Do parents accept the participation of their daughter(s) in GC?

- 1. Yes
- 2. No

23. If q22 no, why not?

- 1.
- 2.
- 3.

24. Do you think the community recognizes GC operating at school?

- 1. Yes
- 2. No

25. If q24 yes, do you think the community has accepted the club?

- 1. Yes
- 2. No
- 3. Some have accepted the GC but not other
- 3. Other, specify

26. What is your impression about the performances this year compared to last couple of years?

- 1. The GC are getting stronger
- 2. The GC are getting weaker
- 3. There is no change in their performance
- 4. I do not know

27. What do you suggest to improve GC involvement in helping to make female students successful?

- 1.
- 2.

28. What do you think are the most frequent problems encountered by GC?

- 1.
- 2.

29. What is your GC organizational setup?

- 1.
- 2.

GC-04

Please complete the following information

To be completed by female students (non club member)

Region

Woreda

Residence 1. Urban 2. Rural

Age

Name of school

1. Do you know of the existence of GC in your school?

- 1. Yes
- 2. No (interviewers thanks the respondent and finish)

2. Why are you not a club member?

- 1.
- 2.
- 3.

3. Do you think most students know the GC exists in their school?
 1. Yes
 2. No
 3. I do not know

4. Have you attended activities organized by GC?
 1. Yes
 2. No

5. If q4 yes, what kind?
 1. Physical activities
 2. Drama/theatre
 3. Discussion programs
 4. Other

6. If you have attended activities organized by the GC how did you find out about it?
 1. GC announcement
 2. Through a friend
 3. Other

7. What do you think the focus of the GC is?
 1. Supporting girls in becoming real friends for each other
 2. Encouraging them to actively consider how they interact in the world around them.
 3. To help them gain confidence and improve their academic performance
 4. Protecting them from different problems that can occur due to their gender
 5. Other

8. Do you think GC work to make the learning environment more appealing and comfortable for female students?
 1. Yes
 2. No
 3. I do not know

9. Does the GC provide any form of activities to encourage girls to voice their opinions and produce things that make them feel good?
 1. Yes
 2. No
 3. I do not know

10. Do you consider yourself having basic sexual information?
 1. Yes
 2. No

11. If q10 yes, who provided you with the information?
 1. From lectures
 2. AAC

- 3. GC
- 4. Other.....

12. Do you consider yourself having sufficient information about contraceptive?
1. Yes 2. No

13. If q11 yes, who provides you with the information?
1 From lectures
2. AAC
3. GC
4. Other.....

14. Do you think female students will go to GC to get help if they have problems due to their gender?
1. Yes
2. No
3. I do not know

15. If female students face problems due to their gender, what is the common problem they face?
1. Academic problem
2. Bullying
3. Sexual harassment
4. Sexual insult.
5. Rape
6 Harmful traditional practices; arrange/early marriage, fear of abduction
7 Other

16. Do you think GC provides full confidentiality for students informing their problem?
1. Yes
2. No
3. I do not know

17. If you face problem due to your gender who would you prefer to speak to?
1. Female teacher
2. Male teacher
3. Parents
4. A friend
5. GC
6. AAC
7. Other

18. Do you think GC work to prevent traditional practices that are considered harmful?
1. Yes
2. No
3. I do not know

19. If q18 yes, specify the harmful practice(s).

1.
2.
3.

20. Do you think parents have enough knowledge about GC?

1. Yes
2. No

21. If q20 yes, what do you think their attitude towards their children involvement in the GC?

1. Parents encourage their children to join the GC
2. Parents discourage their children to join the GC
3. They encourage them in the past but not any more
4. Not applicable

22. Do your parents allowed you to attend activities that are held after normal school hours?

1. Yes
2. No
3. I do not know

23. Is the community aware of the existence of GC at their children's school?

1. Yes
2. No
3. I do not know

24. What are the main problems faced by the GC?

1.
2.

25. What do you suggest to improve GC involvement to help make female students successful?

1.
2.

GC-05

Please complete the following information

To be completed by female teachers

Region

Woreda

Residence 1. Urban 2. Rural

Age

Name of school

1. Are you aware of the existence of GC at your school?
 1. Yes
 2. No (if no, interviewers thank the respondent and quit)

2. What do you think are the main objectives of the GC?
 1.
 2.
 3.

3. What do you think the focus of GC is? (Circle more than once if necessary)
 1. Supporting girls in becoming real friends for each other
 2. Encouraging them to actively consider how they interact in the world around them.
 3. To help them gain confidence and improve their academic performance
 4. Protecting them from different problems that can occur due to their gender
 5. Other

4. Do you support the GC?
 1. Yes
 2. No

5. If yes, what form of support do you give? (Circle more than once if necessary)
 1. Financial
 2. Technical
 3. Material
 4. All of the above
 5. Non of the above
 6. Not applicable

6. Do you think parents recognize GC operating at school? If yes, what do you think their attitude towards their children involvement in the GC?
 1. Parents encourage their children to join the GC
 2. Parents discourage their children to join the GC
 3. They encourage them in the past but not any more
 4. I do not know
 5. Not applicable

7. What is the attitude of male teachers towards GC?
 1. Male teachers appreciate and encourage the work of GC
 2. Male teachers discourage the work of GC
 3. I do not know
 4. Not applicable

8. What is the attitude of female students towards GC?
 1. They appreciate the work of GC
 2. They do not appreciate the work of GC
 3. I do not know
 4. Not applicable

9. What is the attitude of male students towards GC?
 1. They appreciate the work of GC
 2. They do not appreciate the work of GC
 3. I do not know
 4. Not applicable

10. Do female students come to you to discuss or to get advice about their personal problem?

1. Yes
2. No

11. If yes q10, how often?

1. Never
2. Infrequently
3. Often
4. I do not know

12. Do you know any case where a female student and a male teacher had a sexual relationship? If yes, how common is that

1. Never happen
2. Infrequently
3. Common
4. Very common
5. I do not know

13. Do you think female student face more problems than male student due to their gender?

1. Yes
2. No

14. If yes, what form of problems? (Circle more than once if necessary)

1. Academic problem
2. Bullying
3. Sexual harassment
4. Sexual insult
5. Rape
6. Harmful traditional practices (specify).....
7. Other

15. Have you ever encouraged female students who faced problem due to their gender to get in contact with GC?

1. Yes
2. No

16. Do you know any female student who has been a victim of rape?

1. Yes
2. No

17. Do you know any student who has dropped out of school due to pregnancy?

1. Yes
2. No

18. Do you think GC provides sufficient academic support to female students?

1. Yes

- 2. No
- 3. I do not know

19. Do you think female students contact GC when they get into problems?

- 1. Yes
- 2. No
- 3. I do not know

20. Do you think the GC provides full confidentiality for students discussing their problem?

- 1. Yes
- 2. No
- 3. I do not know

21. Do you think teachers encourage male students more than female students to be active in their education?

- 1. Yes
- 2. No
- 3. I do not know

22. Do you think GC is committed to accomplishing their responsibility?

- 1. Yes
- 2. No
- 3. I do not know

23. Do you think GC give sufficient amount of information and help to encourage female students to actively consider how they interact in the world around them?

- 1. Yes
- 2. No
- 3. I do not know

24. What are the common harmful traditional practices that are considered to prevent female students from participating in education?

- 1. Early marriage
- 2. Arrange marriage
- 3. FGM
- 4. Abduction
- 5. Other (specify).....

25. Does the girl's club work to prevent traditional practices that are considered harmful?

- 1. Yes
- 2. No
- 3. I do not know

26. If q25 no, do you think they should work to prevent these problems?

- 1. Yes
- 2. No

27. Have you ever given any form of support to the GC?

- 1. Yes
- 2. No

28. If q26 yes, what form?

- 1. Financial
- 2. Technical
- 3. Material
- 4. Labour
- 5. All of the above
- 6. Non of the above

29. What is your impression about the performances this year compared to last couple of years?

- 1. The GC is getting stronger
- 2. The GC is getting weaker
- 3. There is no change in their performance
- 4. I do not know

30. What do you think are the most frequent problems encountered by GC?

- 1.
- 2.
- 3.

31. What do you suggest to improve GC involvements to help make female students successful?

- 1.
- 2.
- 3.

32. Do you think it is helpful having GC to help make female student successful?

- 1. Yes
- 2. No

33. If q32 yes, do you think every elementary school should have GC?

- 1. Yes
- 2. No
- 3. I do not know

GC-06

Please complete the following information

To be completed by male teachers

Region

Woreda

Residence 1. Urban 2. Rural

Age

Name of school

1. Are you aware of the existence of GC at your school?

1. Yes

2. No (if no, interviewers thank the respondent and finishes)

2. What do you think are the main objectives of the GC?

1.

2.

3.

3. What do you think the focus of GC is? (Circle more than once if necessary)
 1. Supporting girls in becoming real friends for each other
 2. Encouraging them to actively consider how they interact in the world around them.
 3. To help them gain confidence and improve their academic performance
 4. Protecting them from different problems that can occur due to their gender
 5. Other

4. Do you support the GC?
 1. Yes
 2. No

5. If yes q4, what form of support do you give? (Circle more than once if necessary)
 1. Financial
 2. Technical
 3. Material
 4. All of the above
 5. Non of the above
 6. Not applicable

6. What do you think the attitude of male teachers is towards GC?
 1. They appreciate the work of GC
 2. They do not appreciate the work of GC
 3. I do not know
 4. Not applicable

7. Do you know any case where a female student and a male teacher had a sexual relationship? If yes, how common is that
 1. Never happen
 2. Infrequently
 3. Common
 4. Very common
 5. I do not know

8. Do female students come to you to discuss or to get advice about their personal problem, if yes how often?
 1. Never
 2. Infrequently
 3. Often
 5. I do not know

9. If female students have discussed their problem with you what was your response?
 1. Put them in contact with GC
 2. Put them in contact with HIV/AIDS club
 3. Helping them myself
 4. Other

10. Do you think female students face more problems than male students due to their gender?

- 1. Yes
- 2. No
- 3. I do not know

11. If yes q10, what form of problems? (Circle more than once if necessary)

- 1. Academic problem
- 2. Bullying
- 3. Sexual harassment
- 4. Sexual insult
- 5. Rape
- 6. Harmful traditional practices (specify).....
- 7. Other

12. Do you know any female student who has been a victim of rape?

- 1. Yes
- 2. No

13. Do you know any students who dropped out of school due to unwanted pregnancy?

- 1. Yes
- 2. No

14. Do you know if the GC gives any academic support to female students?

- 1. Yes
- 2. No
- 3. I do not know

15. If q14 no, do you think they should?

- 1. Yes
- 2. No

16. Do you think teachers encourage male students more than female students to be active in their education?

- 1. Yes
- 2. No
- 3. I do not know

17. Do you think GC give sufficient amount of information and help to encourage female students to actively consider how they interact in the world around them?

- 1. Yes
- 2. No
- 3. I do not know

18. What are the common harmful traditional practices that are considered to prevent female students from becoming successful in their education?

1. Early marriage
2. Arrange marriage
3. FGM
4. Abduction
5. Other

19. Do you think GC work hard to prevent traditional practices that are considered harmful?

1. Yes
2. No

20. If q19 no, do you think they should work to prevent these problems?

1. Yes
2. No

21. Do you think AAC work hard to prevent traditional practices that are considered harmful?

1. Yes
2. No

22. If q21 no, do you think they should work to prevent these problems?

1. Yes
2. No

23. Have you ever given any form of support to the GC?

1. Yes
2. No

24. If q23 yes, what form?

1. Financial
2. Technical
3. Material
4. All of the above
5. Non of the above

25. Have you ever given any form of support to the AAC?

1. Yes
2. No

26. If q25 yes, what form?

1. Financial
2. Technical
3. Material
4. All of the above
5. Non of the above

27. What do you consider as important issue to be addressed by the GC to help make female students successful?

1. Academic support
2. Prevent harmful traditional practices
3. Provide information on reproductive health
4. Supply contraceptive
5. Other

28. What is your impression about the performances this year compared to last couple of years?

1. The GC are getting stronger
2. The GC are getting weaker
3. There is no change in their performance
4. I do not know

29. What do you think are the most frequent problems encountered by GC?

1.
2.
3.

30. What do you suggest to improve GC involvements in helping to make female students successful?

1.
2.
3.

31. Do you think it is helpful having GC to help make female student successful?

1. Yes
2. No

32. If q21 yes, do you think every elementary school should have GC?

1. Yes
2. No
3. I do not know

GC-07

Please complete the following information

To be completed by parents

Region

Woreda

Residence 1. Urban 2. Rural

Sex 1. Female 2. Male

Age

Name of school

1. Do you know if GC exists in your child's/children's school?

1. Yes

2. No (if no, interviewers thank the respondent and finishes)

2. What is your attitude towards your child's/children's involvement in the GC?

1. I encourage my children to join the GC

2. I discourage my children to join the GC

3. I encourage them in the past but not any more

4. I do not know

3. If you don't want your child involved within the GC, what are your reasons?

- 1.
- 2.
- 3.

4. What do you think the focus of the GC is?

- 1. Supporting girls in becoming real friends for each other
- 2. Encouraging them to actively consider how they interact in the world around them.
- 3. To help them gain confidence and improve their academic performance
- 4. Protecting them from different problems that can occur due to their gender
- 5. Other

5. Do you think the community recognizes GC operating at school?

- 1. Yes
- 2. No
- 3. I do not know

6. If q5 yes, do you think they have accepted the club?

- 1. Yes
- 2. No
- 3. I do not know
- 6. Other (specify)

7. If the GCs are not accepted by the community, why do you think the reason is?

- 1.
- 2.
- 3.

8. Do you support the GC?

- 1. Yes
- 2. No

9. If q8 yes, what form of support do you give?

- 1. Financial
- 2. Technical
- 3. Material
- 4. All of the above
- 5. Non of the above

10. Do you think female student face more problems than male student due you to their gender?

- 1. Yes
- 2. No

3. I do not know

11. If q10 yes, what form of problems?

1. Academic problem
2. Bullying
3. Sexual harassment
4. Sexual insult
5. Rape
6. Harmful traditional practices (specify)
7. Other

12. Do you think sexual harassment or sexual insult is a common problem faced by young girls?

1. Yes
2. No

13. If female students face any form of problem, whom do you think they should try to get help from?

1. Teachers
2. Parents
3. Friends
4. GC
5. Other (specify).....

14. What is your opinion about gender based division of labour?

1. Good
2. Not good
3. I do not know

15. Do you think gender based division of labour is one of the main reasons for lower female school enrolment, high school dropout and bad school performance?

1. Yes
2. No

16. Do you consider some of the traditional practices being harmful to female?

1. Yes
2. No

17. If q16 yes, please list down those practices you consider being harmful traditional practices?

1.
2.
3.

18. Do you think female children should go through FGM? If yes, would you push your daughter to get her daughter circumcised?

1. Yes

- 2. No
- 3. I do not know

19. Do you think you have enough knowledge about the consequence of harmful traditional practices?

- 1. Yes
- 2. No

20. If q19 no, do you think GC should play important roll in giving out information to the community on the consequence of those traditional practices?

- 1. Yes
- 2. No
- 3. I do not know

21. Have you ever been invited to activities organized by GC?

- 1. Yes
- 2. No

22. If q21 yes, did you attend?

- 1. Yes
- 2. No

23. If you have not been invited to activities organized by the GC, would you like to be invited?

- 1. Yes
- 2. No

24. Do you think girls compete at an equal level with boys in their education and while looking for a professional job?

- 1. Yes
- 2. No

25. If q24 no, do you think GC should work hard on promoting this form of equality?

- 1. Yes
- 2. No

26. What do you suggest to improve the role of GC?

- 1.
- 2.
- 3.

27. Do you think it is beneficiary for girls having GC?

- 1. Yes
- 2. No

28. If q27 yes, do you think every elementary school should have GC?

- 1. Yes
- 2. No

