



**Dissertation**  
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**ADDIS ABABA**  
**UNIVERSITY**

**Socio-economic Factors affecting Female Child Labour  
and School Attendance : the case of Menge and  
Komosha**

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**June, 1995**



# **ADDIS ABABA UNIVERSITY**

**Research and Graduate Programs Office.  
Regional and local Development Studies**

**Socio Economic Factors Affecting Female Child  
Labour and School Attendance: The Case of  
Menge and Komosha Woredas of Benishangul  
Gumuz National Regional state.**

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**June 2004/5  
A.A.U**

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# ADDIS ABABA UNIVERSITY

Research and graduate programs office

Socio Economic Factors Affecting Female Labour and School Attendance: The Case of Menge and Komosha Woreda of Benishangul Gumuz National Regional State.

A Thesis Presented to the Research and Graduate Programs Office, A.A.U., in Partial Fulfillment for the Degree of Master of Arts in Regional and Local Development Studies.

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## Acronyms

A.A.U	Addis Ababa University
AIDS	- Acquired Immuno-Deficiency Syndrome
BGNRS-	Benishangul Gumuz National Regional State
BOPED-	Bureau of Planning and Economic Development
CMR-	Child Mortality Rate
CSA-	Central Statistics Authority
G.G-	Gender Gap
GB-	Great Britain
GPI-	Gender Parity Index
HIV-	Human Immuno Virus
IMR-	Infant Mortality Rate
MOE	Ministry of Education
MOLSA-	Ministry of Labor and Social Affairs
NMR-	National Mortality Rate
PHRD-	policy and human resource development
PRA-	Participatory Rural Appraisal
ILO-	International Labor Organization
SPLA-	Southern Sudan Population Liberation Front
TFR-	Total Fertility Rate
UNESCO-	United Nations Education, Scientific, Cultural Organization
UNICEF-	United Nations Children Fund
UN-	United Nations
DF-	Degree of Freedom
No-	Number



## ***Acknowledgements***

In the course of the research of this thesis, I have benefited from the help and assistance of many individuals and institutions. Among these, first I would like to extend my gratitude to Council for the Development of Social Science Research in Africa for financing this research program. Similarly I extremely thank my thesis advisor, Assefa Amassie (Ph D.), who generously devoted his time and knowledge to keep me on the right track. I also appreciate his patience and diligence in correcting my draft even during inconvenient times.

My heartfelt blessing and appreciation goes to my wife W/o Mebrat Galalcha. It was through her strong initiation, encouragement and support that my postgraduate study became a reality. Her sacrifice is beyond expression of words.

I also thank my family for their moral support and contribution to my life to date and for instilling the values of education, hard work, and good manners into my mind right from my childhood. I would also like to extend my appreciation to the staff of New Generation University for their unreserved assistance in word processing and moral encouragement throughout the study time.

In addition, my deepest gratitude goes to the resettled respondents for their willingness to contribute to the study by acting as a source of necessary primary data and information. I also thank the enumerators and research assistants for their participation in the collection of much of the field data and information.

Finally, I thank all those who in one-way or another have contributed to the success of the study; **GOD BLESS YOU.**

Taye Amssalu  
Addis Ababa

## Abstract

Child labour has been a very important research topic since two decades. It is the concern of both developed and developing nations as well as every sector of the society. To that end, international and national conventions were held to discuss about issues related to child labour. However, participation of children in work still exists in many countries. The notion that children work instead of schooling negatively affects the formation of future human capital.

Ethiopia is one of the countries where child labour is high with low school participation. Children participate in different forms of work activities that range from household activities to fieldwork of farming, cattle herding and the like. Some children specialize in work alone while others combine work and schooling. Engagement of children in such work activities has detrimental effects upon their school attendance as well as physical and psychological growth.

In line with the above-mentioned reality of the country, this research aims to find out causes, magnitude and socio-economic factors of female child labour that either hinders school attendance or affects their scholastic achievement. It was hypothesized that female children engaged in different work activities as a result of social, economic, political and cultural factors and these engagements affect their school attendance, academic performance and physical growth. Both ethnographic and quantitative analyses were used to capture the reality of the situation.

In most cases, the result goes with expectations. The education system of the specific study area is found to be internally inefficient. More than half of female entrants to school drop out without completing the first cycle of primary level and many of them repeat class. Parental need of their labour contribution is one of the major reasons for their withdrawal from the school and poor academic performance. Female child labour contribution is higher than that of males. Female children participate in domestic work affairs, traditional gold panning and agricultural activities.

The primary reason for their work participation is to contribute to the family income. Social expectations of perfection at work is also one of the major reasons for female children to resort to work rather than schooling. The society expects female children to have profound skill at homemaking. Low-income and household head illiteracy are the two most important determinants of female child labour in the area. Both of them are highly correlated with high female labour participation. School related factors like poor infrastructure, lack of quality education, distance to school, etc are also encouraging female labour participation rather than schooling.

Universal primary education and increment of human capital requires a ban on child labour. Different policy strategies are mandatory at least to minimize the incidence of female child labour. Introducing non formal types of education, adult literacy programs, establishing boarding schools, making schools available at walking distance, income generating activities, and improving the status of the schools are some of the possible intervention areas to which policy makers and legislative bodies should give due attention.

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# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

### 1.1 Background of the problem

The issue of child education and child labor is the concern of every sector of the society both at national and international level. The 1959 declaration of the right of the child states, “the child is entitled to receive education which shall be free and compulsory at least in the elementary stage” (UN, 1973:94). The 1948 Universal Declaration of Human Rights also conveys “every one has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory...” (UN, 1948). Ethiopian constitution also advocates the right of a child as every child has the right “not to be subjected to exploitative practices neither to be required nor permitted to perform work which may be hazardous or harmful to her or his education, health or well being” (Federal Negarit Gazeta No.1, Article 36(d), 1995).

The complex issue of child labour is a developmental issue worth investigating. The notion that children are being exploited and forced into labour, while not receiving education, which is crucial to development concerns many people (Badiwala, 2000). Children are growing illiterate because they have been working, not attending school. In such case, a cycle of poverty is formed and the need for child labour is reborn after a generation.

Empirical evidence indicates that child laborers are found mostly in developing countries and are employed mainly in agricultural and related activities (Assefa, 2002). Ethiopia is one of those countries where the majority of the labor force is engaged in the agricultural sector. The labor intensive and non-mechanized system of agriculture requires human labor in general and child labor in particular. Accordingly, within sub Saharan African countries, Ethiopia is one of those countries where the problem of the child work is rampant with over 40 percent participation rate (Assefa, 2001:25). In rural parts of Ethiopia, including Benishangul Gumel, the participation of children in different forms of work activities like domestic work, herding, agricultural work, traditional gold panning and other informal sectors with hardship is common. Ultimately, this is done at the cost of schooling.

Gender difference in school attendance and work participation is visible in almost all parts of the country. Higher participation in domestic work, early marriage and similar activities definitely reduce the enrollment of female students and also encourage female dropout. Tsion and Wanna (1994:27) assert the significance of female child labour as:

*Due to sexual division of labour in rural areas, the burden of subsistence and domestic responsibility devolve on women. These activities are laborious, routine, non-remunerative and non-prestigious.*

Such sexual division of labor, as a result of lack of awareness of female education, religious culture, political and socio-economic factors encourage female child labour and contribute to the sacrifice of girl's education in favor of boys.

Benishangul Gumuz, one of the least developed and emerging regions of the country represents an extreme case of socio-economic problems. The 1994 population and housing census of Ethiopia shows that the illiteracy rate of the population aged ten years and above was 82.1 percent. Females in particular are disadvantaged with respect to education access. The overall regional illiteracy rate of women aged ten years and over is 89.3 percent compared to 74.9 for men (CSA, 1996). The 2001/2002 Education Statistics Annual Abstract shows that the gross enrollment of primary school is about 89.1, which is higher than the national average. However, this figure is inflated due to late entry to school. Net enrollment rate is expected to be low though there is no compiled data for it. The region had the highest dropout rate of the country, 25.2 percent. The gender parity index (GPI), which shows gender disparity in enrollment is 0.6 putting the region above national average in the gender disparity. The high dropout rate and GPI (female low enrollment) may be attributed to socio-economic determinants of female child that either hinder school attendance or force them to dropout schooling. The two selected specific study areas Mengie and Komos woredas represent low enrollment and high gender disparity in Benishangul Gumuz.

The main aim of this research is to examine the causes and magnitude of female child labor and come up with socio-economic determinants which hinder their school attendance and also recommend region and country specific policy recommendations that have developmental implication for the country in general and to region in particular. To arrive at this overall objective of the research, primary and secondary data were collected from pertinent data sources. The collected data were systematically organized and interpreted through scientific analysis and sound research methodology.

## 1.2. Statement of the Problem

Investment in education is investment in human capital. Such investment has private and social return when students are enrolled in school, attend properly and be part of productive society. On the other hand, non-enrollment, which is a common problem in sub-Saharan African countries, is disinvestment in human capital. Such countries lose talents of individuals which could have been educated and contribute to national development. Accordingly, it is estimated that there were 211 million children aged 5 to 14 at work in economic activity throughout the world in 2000 without access to schooling. This accounts for a little less than one fifth of all children in this age group. About 73 million of those working children are less than 7 years old (ILO, 2002).

Even if low school enrollment rate is the characteristic of both sexes, the age-old gender-biased socio-economic structure placed women in a relatively disadvantaged position. Empirical evidence from both the developed and developing countries show that educational and/or school enrolment is biased in favour of males (Ballora, 1991; Ward, 1988). Cummings (1995:11) explains that in 1990 about 130 million children had no access to education. Of these children 81 million (63.3%) were girls. About two-third of the world's estimated 948 million illiterate adults are also women.

It is commonly agreed that low enrollment of females in favor of boys emanates from the demand of female child labor for domestic work or to combine both domestic responsibilities and education (Assefa, 1991; Boserup, UN, 1975; UN, 1976). The Beijing declaration (1996) explains that girls are supposed to take care of domestic work. In rural part of Ethiopia,

girls are not only required to participate in any domestic work but also involve to help the family in its subsistence efforts, in the form of farming, trade, etc (Assefa, 2002; Assefa, 1991).

The 1999 report of UNICEF indicates that in rural parts of Ethiopia, women are engaged in jobs like, fetching water, collecting fire wood, cooking food, participating in weeding, harvesting, going to market, looking after family and younger siblings etc. All the aforementioned activities require female child labour and contribute to low school enrollment, high dropout rate and poor academic performance.

Contrary to the age-old gender-bias beliefs that boys should be educated first, contemporary writers assert women education is extremely essential for the overall development of the country. Investment in education of women leads to better child health, lower fertility and reduced maternal mortality. Empirical data from thirteen African countries show a ten percent increase in female literacy rate and reduced child mortality by ten percent... the effect increases when mother have had more education (PHRD 1998; 5). Therefore, one can conclude that from their roles ranging from fertility to managing both field and domestic work, female education is the pillar of any development endeavor.

In Benishangul Gumuz of Menge and Komosha woredas female child labour does not only contribute to low enrollment, high dropout and poor academic performance but also the work obligation is beyond their physical capability leading to physical abnormality. Female children aged 7 to 14 are expected to work in the farm, manage domestic activities, undertake



trade activities, participate in laborious traditional mining, carry and take heavy bamboo trunks and charcoal to town centers to help the subsistence economy of the family.

In view of the aforementioned reality of female children, this particular research tries to answer the following basic and major questions:

1. What are the social, economic and cultural factors of female child labour that ultimately lead to hindrance of school attendance?
2. What are the causes and magnitude of female child labor in the specific study area?
  - 2.1 How many hours have been devoted to work and school attendance?
  - 2.2 How do parents prioritize the time allotment of their daughter labor?
3. Is there gender bias in terms of: -
  - 3.1 Work participation rate?
  - 3.2 School enrollment rate?
  - 3.3 Parent's preference?
4. What are the school related factors that encourage female child labor? Does the quality of education contribute to low enrollment and dropping out of female students from school?

5. What is the level of internal efficiency of female students in the school in terms dropout, repetition, etc?
6. What are the region and content specific policy measures that should be taken overcome female child labor and increase female participation of this disadvantaged group of people?

### **1.3 Objectives of the Study**

The main aim of the research is to examine and discuss issues of female child labour relation to their school attendance in accordance with the reality of study area. According the research has both general and specific objectives to be met.

#### **A. General objectives**

- ◆ To develop and recognize social, economic and cultural factors influencing female child labor and affecting their schooling as well as their physical growth.
- ◆ To formulate and/or envisage region and content specific development policy implications to overcome female child labor.

#### **B. Specific objectives**

- ❖ To identify the specific social, economic and cultural factors that determine female child labor:-
- ⇒ To portray the exact nature, extent and causes of female child labor.

- ⇒ To examine female child labor time allocation
- ⇒ To assess gender preference of parents in terms of work participation and school attendance.
- ❖ To investigate the role and responsibilities ascribed to female child (students) and their repercussions
- ❖ To discuss enrollment of female students relative to male students.
- ❖ To assess the dropout rates in particular and internal efficiency in general and assess their relation to female child labour
- ❖ To provide information regarding trade off between child labor and schooling.

#### **1.4 Significance of the Study**

The purpose and importance of this study is based on the following rationale.

First, planners and decision-makers are confronted with lack of properly organized and interpreted data. In Menge and Komosha woredas, where female child labour is rampant, female school enrolment is low and no research has been done so far, to find out the magnitude, causes and underlying effects of child labour. It is thus hoped that this study will enable officials to understand the real magnitude of the problem and seek solution.

Second, the policy recommendations given may serve as a starting point for concerned bodies to intervene the problem. Particularly, the Regional Education Bureau, Regional Planning and Economic Development Bureau, Regional Labour and Social Affairs Bureau, and the Regional Council, will possibly use the policy recommendation as a springboard to minimize and/or solve the problem.

Thirdly, the study may add to the literature and serve as a stepping-stone for further research in the woredas or neighboring woredas.

### **1.5 Scope and Limitation of the Research**

Determinants of child labour are best explained through econometric model; however, due to lack of background and limited knowledge of the researcher; it is not included in this paper. Moreover, due to transportation and similar problems some very remote areas are not included in the sample. The issue of child labour is countrywide problem but this research is delimited to small sample and the finding is applicable only to the research areas. In the beginning it was planned to include girls who are out of school in the sample; however, due to lack of exhaustive name list they are not included in the sample. Lastly, there is no habit as well as ability of birth registration in the community so it was difficult to get different age category of children and in some cases parents could not exactly tell the real age of their children.

## **1.6 Organization of the Study**

The research paper is organized into six major chapters. The first and second chapters consist of the problem and critical analysis of literature respectively. The third and fourth chapters deal with description of study area and research methodology. The last two chapters encompass the main discussion of the research and conclusion with policy recommendations.

## **1.7 Definition of key Terms**

Basic and important terms used in this paper are defined as follows.

Child: - A child is recognized as a person under 18 years, unless national laws recognize the age of majority earlier (ILO convention on the right of the child)

Child labour: - any activity which the child undertakes to help the family in its subsistence efforts whether paid, or unpaid, legal or illegal, but which will have negative implications on the normal physical, mental, psychological and social development (Assefa, 2001).

Dropout: - an expression of the comparison between number of people who enter schooling at one level and number of people who successfully complete a later level (Good, 1973).

Education: - the social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development (Good, 1973).

Efficiency: - i. The ability to achieve desired results with economy of time and effort in relation to the amount of work accomplished (Good, 1973).

- ii. The relation between inputs into the educational system and outputs from that system (UNESCO, 1982).

**Enrollment:** The total number of students registered in a school or school system (Dejnozka, 1984:60)

A. **Gross enrollment ratio:** is the proportion of total enrollment in certain cycle or stage, irrespective of age, out of the corresponding school age population of the cycle or stage.

B. **Net enrollment ratio:** -is the proportion of pupils enrolled from the specific age group.

**Gender:** - is a basic category by which the social world is organized. It is the social role of being a female or male. Whereas sex has to do with a person's biological characteristics and erotic behavior, gender refers to the social creation of girls, boys, women, and men (Zanden, 1997)

**Gender gap:** - (G.G): - refers to the difference between male and female pupils enrollment ratio in a given year.

**Gender parity Index (GPI):** - some times known as gender ratio. GPI is defined as the ratio between female and male pupil's rates of particular stages of education in a given year.

**Performance:** - is the academic achievement of pupils in primary schooling considered in relation to how successful they become.

## CHAPTER II

### 2. REVIEW OF RELATED LITERATURE

The aim of this chapter is to review relevant literature that depicts the significance of the problem and experience of different countries that could serve as background information for the study.

#### 2.1 Conceptualizing Child Labour

Conceptualizing is the process of specifying what we mean by a term. It seems that there is no commonly agreed upon definition of child labour. It differs from the social, political and cultural context of a country to that of another as well as from society to society. However, child labour can be conceptualized in terms of its broad and narrow meaning. In the first case, it encompasses any form of child work activities, light or simple to the level of hazardous and exploitative activities performed by the child. The second concept excludes simple and light work, which does not have detrimental effect to the child's physical development and hinder school attendance. Children at work, in economic activity is a broad concept that encompasses most productive activities by children, including unpaid and illegal work as well as work in the informal sector (ILO, 2002).

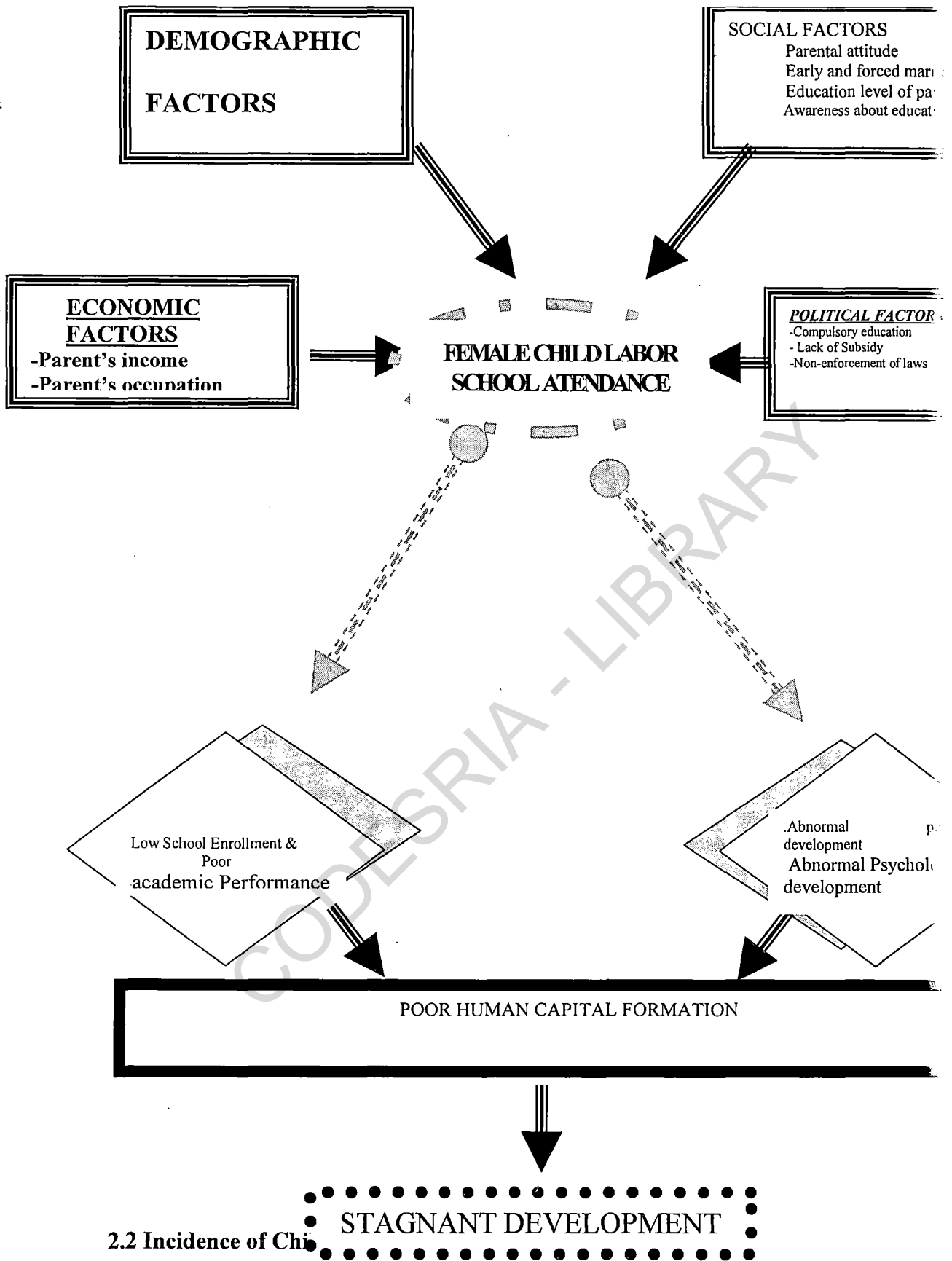
Two major conventions of international organizations, the ILO convention 138 and the UN convention on the right of the child (cited by Assefa, 2000) are used as benchmarks for providing a working definition for child labour. In this convention the basic principle is that

child work should not interfere with the education and the fullest mental and physical development of child. Many countries and some international organizations believe that until a certain level of age limit, most likely, until the completion of compulsory schooling in primary school, child labour should be protected legally and banned. In that case a child is not entitled to undertake work activities that endanger the physical and psychological development and thereby affect future human capital formation.

Despite minor difference in conceptualizing child labour among scholars and organizations there is a common understanding that child work in its different forms, particularly the hazardous and exploitative one affects child schooling and physical development. Therefore children in one way or another should be protected from undertaking hazardous work at the young stage. In this study child labour is conceptualized as any activity which the child undertakes to help the family in its subsistence efforts whether paid or unpaid, legal or illegal but which will have negative implications on physical, mental, psychological and social development of the child, (adopted from Assefa 2001).



Fig1 Conceptual Framework for the Study: Socio-Economic Factors Affecting Female Child Labor and School Attendance



The issue of child labour is an old-age phenomenon. The notion that children should be attending school rather than working in factories, mines, and fields is of relatively recent origin. The first industrial workers in the United States were nine children hired in 1791 as employees of Rhode Island textile mill. In the 1820s, half of the cotton mill workers in New England were children who worked 12 to 15 hours per day. Even as late as 1924, the National Child Labour Committee estimated that 2 million American children under 15 were at work, the majority as farm laborers (Zanden, 1990).

Due to lack of commonly agreed upon definition of child labour, it is very difficult to exactly state the number of children at work all over the world. However, the issue of child labour is the concern of both developed and developing nations with pronounced figure in Africa and Latin America (Assefa, 2001; Kebebew, 1998).

In sub-Saharan countries children under fifteen are obliged to undertake work activities either at part time or full time level. Most of them participate in the work activities that affect their later physical development and growth. In some cases they work in the invisible domestic services, subsistence agriculture and the informal sector, which usually takes place in the form of unpaid work. Basu (1999) cited in Assefa (2002) confirms that Ethiopia is one of those countries which has the highest child labour force participation. The existence of the law on the paper that prescribes the minimum age for employment could not be materialized.

It is estimated that there were 211 million children aged 5 to 14 at work in economic activities in the world in 2000. This accounts for a little less than one fifth of all children in this age group. About 73 million working children are less than 10 years old. The total economic

active child population 5 to 17 years old is estimated at 352 million children. Children at work in economic activity is a broad concept that encompasses most productive activities of children, including unpaid and illegal work as well as work in the informal sector. The global picture of the phenomenon is shown in the table below.

Table 1 Global Estimates of Economically Active Children Aged 5 to 17 in 2000.

Age group	Total population (‘000s)	Number at work (‘000s)	Work ratio
5 – 9	600,200	73,100	12.2
10 –14	599,200	137,700	23.0
5 – 14	1,199,400	210,800	17.6
15 –17	332,100	140,900	42.4
<b>Total</b>	<b>1,531,500</b>	<b>351,700</b>	<b>23.0</b>

Source: ILO ,(2002)

As far as the regional distribution is concerned, the Asian and Pacific region harbours the largest number of child workers in the 5 – 14 age category, 127.3 million in total. It is followed by sub-Saharan Africa, and Latin America and the Caribbean with 48 million and 17.4 million respectively (ILO,2002). Developed and transition economies have the lowest absolute number of child workers. Seen in relative terms, sub – Saharan Africa has the largest proportion of working children. The estimates shows that almost one child from three, below the age of 15 is economically active in the region.

Table:2 Regional Estimates of Economically Active Children Aged 5 – 14 in 2000.

Region	Number of Children (in millions )	Work ratio
Developed economies	2.5	2
Transition economies	2.4	4
Asia and the Pacific	127.3	19
Latin America and Caribbean	17.4	16
Sub-Sahara Africa	48.0	29
Middle east and North Africa	13.4	15
<b>Total</b>	<b>211</b>	<b>18</b>

Source:ILO,2002

### 2.3 Causes of Child Labour

Child work is a universal phenomenon; however, the nature of work performed by children, their working condition and the situation that pushed them to be engaged in work at each stage of their life varies from society to society (Lommi, 2002). Child labour is the result of many and varied interrelated factors. The causes are economic, social, cultural and political. One of the reasons for high incidence of female child labour in developing countries is economic problem. In such countries children are considered as economic assets. They participate in different forms of work to contribute to the families' subsistence life. Families cannot sustain themselves without children contribution to their income either in cash or in kind.

the form of kind. Generally, poverty in its economic dimension is one of the major causes of female child labour (Coulombe, 2000; Jensen and Nielson, 1997, Mahra-kerpelman, 1995). They confirmed that there is a direct relationship between poverty and child labour. Consequently, in poor households child labour is expected to be high because child work is the last resort to survival. Therefore, low income contributes to an increment of child labour in developing countries.

Likewise, school related factors like inadequacy or lack of schools, or even school-related expense of school leaves some children with little else to do but work. The attitude of parents also contributes to child labour. Some parents feel that children should work in order to develop skills useful in the job market, instead of taking advantage of formal education (Badiwala,2000).

Social problems such as famine, drought, family displacement, streetism, prostitution, unemployment, crime, and social instability, contribute to child labour. Such social problems in one way another require the involvement of children in the coping and survival strategy of the society at this juncture. Politically, lack of compulsory education that fights child labour and lenience to the legislation of minimum age prescription for employment aggravate child labour (ILO, 1996; Badiwala, 2000).

#### **2.4 Child labour and Education Policy**

The complex issue of child labour is a developmental issue worth investing. The notion that children are being exploited and forced into labour, while not receiving education that is crucial to development concerns many people (Bediwala, 2000). In such a case, children are growing up illiterate because they have been working and not attending school. To this effect a cycle of Poverty is formed and the need for child labour is reborn after every generation.

Empirical evidence suggests that work and schooling conflict substantially but not entirely (Cockburn, 2000; Psacharopoulos, 1997). This implies that there is a room where both complementarities exist and reduce the demand of child labour in favour of schooling. Different policy instruments are needed to reduce the gap between the decision of schooling and work.

The concept of compulsory education in which all children are required to attend school, not only combats the force of poverty that pulls children to attend school, but also contributes appropriate funds to the primary education system instead of higher education ( Bediwala 2000). According to Weina (1991) cited in Bediwala (2000), compulsory education policy has worked to reduce child labour in Srilanka. The government decided to enforce compulsory education in the 1920's and 1930's. In connection to the policy, school participation rose from 58 in 1946 to 74 percent in 1963. Literacy rate also increased from 58 in 1946 to 85 percent in 1984. The corresponding result has been that the employment rate of children from 10 – 14 age group has shown a substantial decrease from 13 percent in 1946 to 6.2 in 1995 and that it currently stands at 5.3 percent for male and 4.6 percent for female (ILO 1995). The above empirical data show that “ Srilanka has achieved a remarkably high enrollment rate, high retention rate, and a corresponding decline in child labour,” ( Bediwala 2000).

## 2.5 Child labor and Schooling in Ethiopia

The key findings of the Ethiopian Child Labour Survey 2001 reveals that Ethiopia has ratified the UN convention on the rights of the child and included provisions in her constitution on basic rights and privileges of children. Ethiopia has also signed, the ILO convention on required minimum age ( No 138 ) in 1999. The labour proclamation of Ethiopia (No 42/97) stipulates that children below 14 years are not allowed to work. Employment of young workers between 14 and 18 years is also subject to certain conditions such as maximum of seven working hours per day, prohibition of overtime work, night work and provision of weekly rest and public days. The same law requires the Ministry of Labour and Social Affairs (MOLSA) to legally prescribe lists of dangerous operations that are detrimental to the health of working children.

Regarding school attendance, Ethiopia Child School Survey 2001 results indicate that out of 10 Ethiopian children aged 5-17 years, only 4 (about 38 percent) were attending school (formal or informal). Moreover, about 55 percent, never attend school. The survey also reveals that more urban children compared to rural children and more male children compared to female children have a better chance of school attendance. In urban areas, 8 out of 10 children were in school at the time of survey. In rural areas, however, only 3 out of 10 children were attending school. The survey further shows that about a third of the children aged 5-17 years were engaged in work while attending school. About half of the children were reported as working without getting the chance to attend school. The two most important

reasons for the engagement of children in work rather than school attendance are assistance of children in family business and desire to supplement household income.

Empirical evidence from 1477 rural households from 15 villages through out rural Ethiopia reveals that children participate in household farm or domestic work activities and school attendance is extremely low (18%) particularly among girls (14%). The survey clearly indicates that a large share of children; primarily younger children not only are out of school but also have work as their main activity. The table below shows a more detailed age profile of child activities.

Table 3 Age Profile and Child Engagement

	Ages 6 to 10			Ages 11 to 15			All Children	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Work	47.5	51.4	49.5	63.5	78.1	70.9	54.5	63.1
School	15.2	10.6	12.8	31.7	18.0	24.8	22.4	13.8
In active	37.3	38.0	37.7	4.8	3.9	4.3	23.1	23.1
Total	100	100	100	100	100	100	100	100
Count	678	700	1378	526	544	1070	1204	1244

Source: Cockburn, 2000.

As it is indicated in the above table, the survey result shows more than half of the children out of school specializing in work alone. While only 18.1 percent of the children



specialized in going to school. The general implication is school attendance low in comparison with labour participation.

## 2.6 Gender, Child Labour and Schooling

Despite the Universal Declaration of Human Rights that asserts the right of every individual to education, empirical evidences from developing countries indicate that a small number of girls attend school (Coombs, 1985; Chabaud, 1970; Seyom, 1989; Teshome, 1989). Chabaud (1970) explains that females are far from exercising their rights in education. He says:

*Women have not enjoyed all the educational opportunities they should have and often do not have any at all. Nearly, everywhere in the world, they are given less education than men, and over vast area of the globe the majority of the illiterates are women (Chabaud, 1970 ;74 )*

Low female school attendance is the combined effect of many and varied interrelated socio-economic, socio-cultural, school related and location specific factors. Female child labour is the major cause for the gender disparity in school enrollment of developing countries. Women or girls are charged with the responsibility of domestic affairs in the sacrifice of schooling at their school age. An ILO (1995) document confirmed that parents prefer to have boys in school during peak or harvest season than girls. It was believed that school attendance is more profitable for boys than girls.

The gender difference in school attendance and work participation rate may be explained by cultural, economic, social and school related factors. The patriarchal systems of life, comm

in all parts of Ethiopia, encourage females to be good wives by mastering domestic activities rather than school attendance. This arises not only from the cultural background but also from the attitude that girl's education does not contribute to the improvement of family life, instead it is considered as investment, which is reaped by another individual, husband.

## **2.7 Girls and Schooling in Ethiopia.**

Education plays a significant role in reducing poverty and enhancing the development of society; however, low enrolment, high gender and regional disparity and low quality of education have been the major challenges of Ethiopian education system for a long period of time. Researchers and educators have found that both traditional and modern schooling systems of Ethiopia significantly show a lot of gender disparity in school enrolment (Assef 1991; Genet, 1991; Seyoum, 1986; Teshome, 1979). The sociology of Ethiopian education can be traced back to the 4<sup>th</sup> century with the introduction of Christianity. During this time the main purpose of education was to produce adherents who promote their respective religion. To this end women are excluded from education in that their role was perceived as wife and mother. The art of home making and domestic activities were considered as feminist responsibilities (Teshome, 1979; Seyoum, 1986). Until the establishment of the first girl's school by the Swedish Evangelical missionaries in 1890, there were barely any female students in Ethiopia.

From 1931 onwards, with the establishment of Empress Menen School for girls, there was an effort for the inclusion of females in the education system. This initiation was disrupted in 1936 due to the Italian invasion. After the withdrawal of the Italian government from Ethiopia

and until 1951 it was reported that female student enrollment was 10.5 percent on average (Teshome, 1979).

Gender disparity in school enrollment has continued to the present. Low female participation is clearly indicated in the Ministry of Education Statistical Annual Report Abstract as follows:

**Table 4. G.G and G.P.I. by Sex and Years for Primary Schools**

Academic	Boys	Girls	Both	G.G	G.P.I
1996/97	43.0	26.0	34.7	17.0	0.6
1997/98	52.0	31.2	41.8	20.8	0.6
1998/99	55.9	35.3	45.8	20.6	0.6
1999/2000	60.9	40.7	45.8	20.6	0.67
2000/2001	67.3	47.7	51.0	20.3	0.7
2000/2002	71.7	51.2	61.6	20.5	0.7

*G.G = Gender gap (the difference between the male and female enrollment ratios)*

*G.P.I Gender parity index (the ratio between the female and the male enrollment ratio)*

*Source: - compiled from MOE education statistics and annual abstract (1996/97-2001/2002)*

The table reveals that there is an increase in the participation rate for both sexes. However, the participation rate of girls lags behind that of boys for all the years. The 2001/2002 MOE education statistics and annual abstract indicates that Benishangul Gumuz is also among the regions with high gender parity index, with 0.6 (MOE, 2002).

## CHAPTER III

### 3 RESEARCH DESIGN AND METHODOLOGY

This section of the research work describes the method used, the subjects included in the study, the sampling procedure, the instruments used for data collection and the techniques used for data analysis.

#### 3.1 Methods and Sources of Data Collection

The study is both descriptive and explanatory on the assumption that it helps to reveal the current status of female labour and school attendance and makes explanatory assertions about the findings. Both primary and secondary data were used in this paper. Secondary data were collected through direct access to different records and official documents of MOE, region zones, woredas educational institutions and schools. The Education Statistics Annual Abstract of MOE and the region were consulted. Relevant literature concerning child labour and female school attendance was also reviewed.

Primary data were collected from 300 households 52 education officials, 73 school girls and boys and 8 focus group discussion. Different methods of data of collection were used to ensure reliability, validity and representativeness of the nature of study. Accordingly, standardized and open-ended questionnaires, interviews, focus group discussion, observation (complete observer) and PRA (Participatory Rural Appraisal) were employed to overcome the pitfalls

traditional methods of data collection. Moreover, the paper tries to combine several methods in a single piece of research, using each to supplement and check upon the other, a process known as triangulation.

### 3.2 Sampling Method.

It was very difficult to get a list of elements of the survey population, particularly for focus group discussion and household heads. Therefore, multistage cluster sampling, which involves the initial sampling of groups of elements or clusters-followed by the selection of elements within each of the selected clusters, were used. In this case 10 kebeles from two woredas were selected through proportionate to size probability whereby 30 households from each kebele were systematically picked for inclusion in the sample. Moreover, five primary schools were selected by systematic sample, in which in school girls and boys are assessed against their school achievement.

**Sample size:** Several statistical methods can be adopted to estimate the appropriate sample size. However, the sample size generally depends on the size of population, level of confidence and the maximum tolerable error. In this study the researcher opted for a sample size determination by the formula below with 95% of confidence level.

Proposed sample size

$$No = \left( \frac{z_{\alpha/2} \cdot \sigma}{E} \right)^2$$

Where  $z_{\alpha/2}$  = standardized corresponding value of confidence level

$\sigma$  = Similar study standard deviation

E = maximum allowable error

The final sample size was determined by the formula

$$N = \frac{no}{1 + \frac{no}{N}}$$
 = no initial (proposed) sample size

= N. population size

### **3.3 Procedure**

As per the work plan and schedule acceptable procedures were followed to effectively undertake the research process. In the beginning all legal permission was secured and pre-visit was made for initial contact with institutions and individuals. After the verification of the aims and objectives of the research, 20 enumerators who can understand and speak local language and Berta language were recruited and given a one-day orientation about data collection procedure. Next to pilot-study on limited subjects, questionnaires were administered on office bases, school bases and household bases. The focus group discussion (6-8 persons) was organized into 8 separate groups, of which four were groups of parents (mother and/or father), 2 groups of mothers only, 2 groups of in-school girls and boys.

### **3.4 Data Analysis and Interpretation**

Qualitative data were simply reviewed and interpreted using Meta data analysis. Quantitative data were analyzed by manipulating the information collected during the study to assess and evaluate the findings and arrive at some valid, reasonable and relevant conclusions.

Multiple methods of measuring information were employed to deal with nominal, ordinal, interval and ratio data. Rational measures such as percentage, proportion, ratio, and rate were used to compare or relate a group of scores of data to each other or to the whole population. Measures of central tendency, and measures of dispersion /variation were also used to summarize an entire distribution of measurement by describing the most typical, central or representative value of set of observation, so that statistical inferences can be made from the measures and the hypothesis can be tested easily. Likewise, chi-square tests of independence and correlation analysis were employed to assess the relationship and determine the nature and value of the relationship for categorical and numerical variables.

The Gender Parity Index (GPI) was used to show the variation between female and male rate of participation to assess the effect of female child labour upon female school attendance opposed to males. GPI is calculated by dividing the percentage of female participation by that of male participation. The minimum value of GPI is zero in which case it indicates maximum gender disparity. In addition, female student absenteeism, repetition and drop out rate as well as academic achievement were calculated and construct cohort analysis was made to investigate the influence of female child labour on academic performance.

Different economic, social and cultural factors (independent variables) that facilitate child labour at the cost of schooling (Independent variables) were assessed. Some of the determinants of schooling are poverty and/or income, quality of education, attitude of teachers towards female students, availability of school at walking distance, school environmental issues, cultural factors, etc. Moreover, level specific enrollment approach or level enrollment

ratio was used to measure the extent of female participation at woreda, zone and regional level.

### 3.5 Hypothesis

In order to meet specific objectives mentioned earlier, the following hypotheses are formulated:

- I. Female child work is the function of poverty, illiteracy, backward agricultural activities, inaccessibility of schools, poor quality education.
- II. The female child labour contributes to low enrollment, dropout and poor academic performance for girls versus their male counter parts.
- III. Female child labour is higher than male child labour, in other words, female children work more than male children due to cultural, religious and parental attitude towards girls education.
- IV. Too many hours of work in combination with schooling leads to poor academic performance of female students and has a detrimental effect upon their physical and psychological development.
- V. Female child labour contributes to absenteeism during harvest time and during favorable trade with neighboring areas. This ultimately leads to drop out of school.
- VI. The direct and indirect cost of schooling and inability to envisage the private and social return enhance child labour.
- VII. Dissatisfaction with education and lack of quality education encourage work participation of female child labour instead of schooling.
- VIII. Females accomplish a large portion of household activities. These activities take time that could be used for educational activities and lead to poor result, which



turn discourages the interest of girls in education and finally lead to dropout school.

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## CHAPTER IV

### 4. DESCRIPTION OF STUDY AREA.

This section describes the regional profile and specific study areas in terms of physical, social and political issues.

#### 4.1 Location and Topography.

Benishangul Gumuz National Regional State was established in 1994 by the new constitution of Ethiopia, which created a federal system of governance. It is situated in western part Ethiopia and stretches along the Sudanese border between  $09.17^{\circ}$  and  $12.06^{\circ}$  N. The western and the eastern limits are given by the longitudinal  $34.1^{\circ}$  and  $37.04^{\circ}$ E respectively. The neighboring region to the north and northeast is the Amhara region, and to the south and southeast is the Oromia region. The total area of BGNRS is about  $50,380 \text{ km}^2$ . The region is divided by the Blue Nile into two parts. The northern part, Metekel Zone and Pawe Special Woreda, comprises an area of  $26,561 \text{ km}^2$ . The southern part, Asosa zone, Kamash zone and Mao komo Special woreda is about  $23,820 \text{ km}^2$ . There is no bridge over the Blue Nile within the region (Herman 2001).

The region of Benishangul Gumuz is part of the western green stone belt of Ethiopia. The elevation ranges from 580 meters to 2731 meters above sea level. The highest peak is the Belaya Plateau in Dangur Woreda while the lowest is where the Blue Nile crosses the Ethiopia-Sudan border. The major parts of the region, about 75 percent, are low lands, which are estimated to be below 1500 meters above sea level. The climate of the region is characterized

by a monomodel rainfall pattern, of a single rainfall maximum per year. The duration rainfall decreases from South to North. The climatic zone classifications are Kolla(75% Woina Dega (24%) and Dega (1%). The major part of the region is still covered by natural forest vegetation, especially bamboo thicket; broad leaved deciduous woodlands and acacia woodlands.

#### 4.2 Populations and Settlement Structure

The population of the region is about half a million with an average family size of seven. The population of Benishangul Gumuz is growing rapidly. The age group composition shows the typical features of a developing country. The base is broad, indicating high fertility and continuous population growth.

Table-5 Population of BGNRS

Zone	Area in Km <sup>2</sup>	Population No (Census 1994)	Projected popu Dec.2000	Population census, 2001.
Metekel	25993	165663	195,585	217,490
Pawe S.W	569	35,858	42,335	40,477
Assosa	12604	194,084	229,140	227,268
Tongo S.W	2245	14,071	16,612	23,346
Kamshe	8970	50,783	59,956	66,656
Total	50381	460,459	543,627	575,237

Source: BoPED, 2001

Concerning the settlement structure, 92.2% of the population lives in rural areas. The urban population amounts 36,027(7.8 %). The vast majority of the population lives in remote and inaccessible areas. In some areas the settlement pattern is scattered., people are living in small villages often not more than 5-20 houses .To reach the remotest villages, up to 5-7 hours walking is necessary .

The indigenous population of Benishangul Gumuz regional state consists of five ethnic groups; Gumuz, Berta, Shinashi, Mao, and Komo. After the great famines of 1973/74 and 1983/84 in the northern and central part of Ethiopia, people from wollo settled in the region. Moreover, Amhara , Oromo, Tigre, Agew, are also settled in the region.

The largest religious group is Muslims (44.1%). They are followed by Orthodox Christians (34.8%). Protestants and traditional religion comprise 5.8% and 13.1% respectively. Catholic Christians and other religions constitute 0.5 and 1.5% of the total population. Berta, Fedas, Komo and Mao are almost exclusively Muslims.

### **4.3 Administrative System**

The Federal Constitution of 1994 has established a federal system of governance in Ethiopia assigning extensive responsibilities to the regional state governments. The new institutional structure has strong implication for management of the development process. While the federal government retains responsibility for overall national policies and strategies, key decisions on development and policy implementation in the regions are now within the competence of the regional state governments.

The regional constitution of Benishangul Gumuz was ratified by the council members. According to Article 45(1) and Article 49(1) of the constitution, the legislative body of the Benishangul – Gumuz regional state is the regional council which has the national supreme power. Its accountability is to the masses who gave it the representation as a proxy. According to Article 45(1), the region is structured into zones, districts (woreda) and kebele. The Regional council has the right to establish other organizational structures and can delineate their power and duties (BGNRS,1996). However, structural rearrangements have been made currently in connection with recently adopted civil service reform.

#### **4.4 Economic Activity Status**

The livelihood of the majority of the population is based on subsistence agriculture. Farming is the major source of food. The contribution of livestock to household economy is low, due to difficulties in livestock rearing because of rampant livestock diseases. Household income is low. Unfortunately, data for the whole region is not available. A survey in Menge Woreda indicates that 12% of households earn less than 150 birr a year, while 95% of them earn above 500 birr a year.

Agriculture, on which 87.2 % of the households depend, is the mainstay of the people. The major crops produced are sorghum, maize, millet, teff and barley. Some cash crops like cotton, coffee, tobacco, chat and hop leaves (gesho) are produced and are sources of income. Crop rotation, fallow system, crop shifting and intercropping are practiced. There is huge agricultural and mining potential in the region. Land holding is not a problem as is the case

many places in the country. Rainfall is generally abundant; water sources for irrigation are available; grazing is ample and the land is fertile. However, agricultural production in the region is constrained by backward farming practices and low application of agricultural inputs. Crop diseases, wild animal and insect pests, and lack of oxen due to livestock diseases are the major causes for low agricultural output. Only 4.2 % of the farmers use improved seeds, 7.4 % apply fertilizers and insignificant proportion use pesticides. As a result over 50 % of the farmers do not produce sufficient food crops for their domestic consumption (OXFAM, GB, 2001). Generally, there are no employment opportunities in the region except subsistence agriculture. However, trade and traditional gold mining are sources of income for a few residents. Cross border trade with the Sudan has been affected by the presence of SPLA. A significant number of (mainly) the indigenous people depend on hunting and collection of wild leaves and roots for their living.

The total economically active population from the population and housing census 1996 amounted to 262,200 people (CSA, 1996). The major economic sector is agriculture (including hunting, forestry and fishery). Agriculture constitutes about 93.2 % of the economically active population (BOPED, 2001). The unemployment rate is low which is estimated to be 0.69 %. However, there exist obvious differences between rural and urban areas, 0.30% and 7.21 % respectively. On the contrary, many employees do not have regular jobs; day labour is quite a typical feature.

#### 4.5 Social Sector and services

Since 1994, the number of schools has increased. This has been brought about by the construction of new schools and the reorganization of existing ones. Some schools were also upgraded. In some zones, communities started to construct schools from their own initiative using locally available materials (wood, mud and grass). Local people who had no formal teaching qualification taught lessons. Sixth to twelfth grade students started to work as teachers. This development suggests the people's awareness of the importance of education. The community initiatives were supported by the government through supplying professional teachers, giving training opportunities to the qualified teachers, and supplying brick buildings.

Table 6. Development of Schools over Time

		1994/95	1995/96	1996/97	1997/98	1998/99
No of schools		215	242	263	389	292
Primary	Grade 1-6	196	217	232		
	“ 7-8	14	18	23		
	“ 1-4				254	257
	“ 5-8				126	126
Secondary	Grade 9-12	5	7	8	9	9

Source: BoPED(2001)

Despite such improvement and development of the sector, the region is one of the least developed regions in the country. Social services are critical. Rural literacy is high. Girls

enrollment is low with a high gender gap. Repetition and dropout rate is high. Due to lack of materials, inadequate number of teachers, school furniture and personnel, the quality of education is poor. (OXFAM, 2001).

Ethiopia has one of the worst health status in the world, mainly due to poor socio-economic development resulting in low standards of living, poor environmental conditions and inadequate health service. According to the vital health status indicators, the situation in Benishangul Gumuz is worse than the Ethiopian average. Over 64% of the people use water from rivers and unprotected sources. Infant mortality remains high and the major causes of death are malaria, diarrhea and vomiting.

The health situation is influenced by the sanitary/hygienic problem to which people are exposed. Communicable diseases may be spread by contaminated drinking water and inappropriate fecal treatment. The close contact between humans and domestic animals may also facilitate the spread of diseases. High morbidity, mortality and low life expectancy are functions of the living conditions, educational level, access to health service and quality of health care.



Table 7. Vital Health Status Indicators for Benishangul Gumuz and Ethiopia

Indicator	Benishangul Gumuz	Ethiopia
Infant Mortality rate (IMR)	97.6	112.9
Child Mortality rate (CMR)	111.0	84.5
Under five Mortality rate	197.7	187.8
Maternal Mortality rate (MMR)	750	560-850
Total Fertility rate (TFR)	5.4	5.9
Life expectancy	46.8	50.9

Source: BoPED,2001

#### 4.6 Specific Study Areas

The major administrative units of BGNRS are zones and woredas. It has three zones and twenty woredas. The two specific study areas, Komasha and Mengie, are found in Asoke zone. They are 45 and 56 kilometers from the regional town respectively. The two woredas cover an area of 2,188 square kilometers with a total population of about 41,000. Both woredas have only dry weather roads. The population of Menge is about 30,000 of which approximately 51% are women. Family size ranges from one to 21 members (OXFAM GB 2001). The majority of indigenous people belong to Berta nationality. Komasha woreda has a population of about 11,526 (CSA 1999, medium variant). Both woredas are marginalized, representing an extreme case of poor social service and economic problem. In connection with this the house to house survey result of OXFAM GB assets that:-

Improvement of these basic social services in this marginalized woreda is of utmost importance intervention. The attitude and beliefs of the people towards education general and girls' education in particular should be changed in order to increase school enrollment (Oxfam, 2001:3).

In both woredas currently there are about 7709 house holds, of which 489 ( 6.34 percent ) are females. There are about 22 and 14 kebeles in Menge and Komosha woreda respectively. The population predominately belongs to the Berta nationality and Muslim religion. In both woredas economic activity of the people is subsistence agriculture supplemented with traditional mining and seasonal trade. The household income level is low. A survey study in Menge woreda by OXFAM, GB revealed that about 12% of the households earn less than 100 birr per year. 59% of the households have an annual income of less than 500 birr. An income of more than 1500 birr per year is true for only seven percent of the household. Food shortage, at least seasonal is a common phenomenon in both woredas. Different coping mechanisms are applied during such occasions: selling labour, collecting wild fruit and vegetables, engagement in gold panning, selling animals and fixed assets or borrowing money.

In both woredas social sector services are extremely poor. Health and sanitation are the two most important problems in the woreda. About 87% of the households use untreated river water for drinking. Due to poor sanitation intestinal parasites, diarrhea, skin and eye diseases are common. According to similar survey, in one year about 960 (64.5%) out of the total 1480 births reported, died before reaching a age one. A awareness on reproductive health service is very low. About 70% of the households have not heard about family planning, 54 percent

them do not know how HIV/AIDS is transmitted, and 96% have not tried birth control practice. The main cause for poor health and sanitation include lack of awareness, lack of trained personnel, inadequate drug supply and low-income level to pay for treatment.

Poor quality education, inaccessibility to school, lack of awareness about female education are also some of the most pressing problems in the woredas. About 89% of the heads of households are illiterate and thus the majority of them do not send their children to school. According to the survey undertaken by Oxfam, GB in Mengie woreda only about 49% of the households send their children (26% of them only one boy, 15% of them only one girl, 13% of them two boys, and 3% of them two girls) to school. School dropouts are very high due to families' demand for child labour and inability of some families to pay for school expenses (OXFAM,, 2001).

The general trend of school attendance that might conflict and/ or sometimes complement with child labour can be explained in terms of pupils' flow participation rate. According to our own survey of household, the education participation in both woredas is 30.4 percent for females and 52 percent for males. The quality and efficiency of the sector is more explained through pupils' flow and reconstructed cohort method. Internal efficiency analysis and cohort analysis is delimited to the first cycle of primary level because it is assumed that the issue of child labour is most associated with students at this level.

Table 8. Promotion, Repetition and Dropout Rate of Students in the Woreda

rs	Grades	1				2				3				4			
		M		F		M		F		M		F		M		F	
		No	rate	No	rate	No	rate	No	rate	No	rate	No	rate	No	rate	No	rate
	Enrollment	1537		645		1178		386		764		201		355		90	
	Promotion	917	.60	394	.60	849	.72	263	.68	488	.64	100	.50	252	.71	34	
	Reception	209	.14	119	.18	120	.10	51	.13	143	.19	59	.29	64	.18	29	
	Drop out	411	.26	132	.22	209	.18	72	.19	133	.17	42	.21	39	.11	27	
	Enrollment	1675		715		1327		444		887		271		424		95	
2	Promotion	1003	.60	430	.60	937	.71	288	.65	560	.63	136	.50	284	.67	46	
	Reception	218	.13	121	.18	150	.11	64	.14	179	.20	75	.28	82	.19	34	
	Drop out	454	.27	164	.22	240	.18	92	.21	148	.17	60	.22	58	.14	15	
	Enrollment	1451		604		983		497		874		324		431		185	
3	Promotion	666	.46	292	.49	686	.70	290	.58	592	.68	163	.50	215	.50	67	
	Reception	201	.14	146	.24	144	.15	118	.24	162	.19	102	.31	120	.28	91	
	Drop out	584	.40	202	.27	153	.15	89	.18	120	.13	59	.19	96	.22	27	
	Enrollment	1489		660		1017		495		823		335		670		253	
4	Promotion	666	.40	292	.44	686	.70	290	.59	548	.67	163	.49	467	.70	129	
	Reception	178	.12	124	.19	155	.15	91	.18	140	.17	78	.23	95	.14	49	
	Drop out	645	.48	244	.37	176	.15	114	.23	135	.16	94	.28	108	.16	75	

Source: Computed from Mengie and Komosha Woreda Capacity Building Office Document.

The above table is a summarized data of education participation rate and internal efficiency both woredas. It shows the standardized rate at which pupil promote, repeat or drop out of the school. Though there is no regular relationship between grade level and wastage rate (drop out and repetition), it seems both dropout and repetitions are higher at grade one and grade four. At grade one the environment of the school, which might not be identical to home, can influence the survival and performance of students while at grade four the contribution of a child through participation in different work activities may contribute for the dropout as well as for repetition. In terms of gender, girls are more prone to wastage than boys indicating the higher participation of female children in work activities. That is why female children in work activities are more exposed to low enrollment, drop out and poor academics performance than

leads to repeating a class than their male counter parts. Key informants and community leaders participating in focus group discussion confirmed that female child labour is higher than that of male child labour. In other words, female children work more than male children due to cultural, religious, and parental attitude towards girls' education.

Moreover, internal efficiency of the education system explains the influence of child labour on academic performance, as well as retention and survival of students in the system. Efficiency is a term borrowed from economists to education. It is the optimal relationship between input and output. The flow of a pupil through a system shows the internal efficiency of a system. Internal efficiency of a system is measured by promotion, repetition and drop out rates and their calculated results; retention, survival, pupil years, coefficient of efficiency etc. The chart/cohort indicated in the annex IV shows the theoretical pupil flow (Reconstructed Cohort). The implication of wastage from reconstructed cohort in terms of child labour will be explained in the forthcoming section.

Table.9 Base Figures for Pupils' Flow (cohort) in the System

Base year 1992 E.C. Academic year.

A. Boys

Pupils/grade	1	2	3	4	Total
Enrollement92	1675	1327	887	424	4313
Enrollment 93	1451	983	874	431	3739
Repetition93	201	144	162	215	722
Promotion	0.46	0.72	0.68	0.50	
Repetition	0.14	0.15	0.19	0.28	
Drop out	0.4	0.15	0.13	0.22	

B Girls

Pupils/grade	1	2	3	4	Total
Enrolement92	715	444	271	95	1525
Enrolement93	604	497	324	185	1610
Repetition93	146	118	102	91	457
Promotion	0.49	0.58	0.50	0.36	
Repetition	0.24	0.24	0.31	0.49	
Drop out	0.27	0.18	0.19	0.15	

C. Total

Pupils/grade	1	2	3	4	Total
Enrollment	2390	771	1158	519	4838
Enrollment93	2055	1480	1198	616	5349
Repeaters 93	347	262	264	306	1179
Promotion	0.48	0.64	0.59	0.43	
Repetition	0.19	0.19	0.25	0.39	
Drop out	0.34	0.33	0.32	0.37	

## CHAPTER 5

### 5 Main Discussion and Findings

This section describes sources and results of primary data. Both quantitative and qualitative data were summarized, organized and interpreted

#### 5.1 General characteristic of respondents

The units of analysis of the study are household heads, education officials, community leaders and in schoolboys and girls. The profiles of those units of analysis are indicated in the table below.

**Table 10 Summarized profile of data sources**

Item		Household Head		Educational Officials%		In school Girls & Boys	
		%	NO	%	NO	%	NO
SEX	MALE	79	237	84.6	44	-	-
	FEMAL	21	63	15.4	8	-	-
AGE	Below 20	0	0	0	0	100	52
	21-40	33.7	101	47	90.4	-	-
	Above40	63.3	199	5	9.6	-	-
Marital Status	Single	6.7	6.7	42.3	22	-	48
	Married	85.3	46.2	3.8	2	-	2
	Divorced	4.7	-	7.7	4	-	2
	Widowed	3.3	-	-	-	-	-
Education level	Illiterate	72	216	-	-	-	-
	Read write	19.3	58	-	-	-	-
	Grade 1-6	8.0	24	-	-	-	-
	Grade7-12	0.6	2	-	-	100	52
	Above 12	-	-	100	52	-	-
Occupation	Farmer	86.3	259	-	-	-	-
	Civil servant	5.7	17	100	52	-	-
	Trader	6.7	20	-	-	-	-
	Daily laborer	1.3	4	-	-	-	-

Source, own survey, 2003

As it is indicated in the above table, both sexes are included to make the data more representative, however, most education officials including school principals are males. This shows that the scarcity of females as head of educational institutions. This may have

negative effect on the attraction and retention of female students as well as on their academic performance, contributing for the incidence of female child labour. Most of the household heads and education officials are married, and they are at their old stage. This enables the researcher to have a reliable and valid data about decision of schooling and/or work.

The educational status of house hold clarifies that, 72%( 216 ) of them are illiterate, with a few numbers who can read and write (19.3%) .Thus, one can conclude that there is high illiteracy rate in those woredas. The educational level of officials and school leaders would suffices them to respond to the questionnaires according to their local condition. Like other parts of Ethiopia, most household heads are farmers. There are also few civil servants with lower level of education. Those people are political appointee working in the woreda council and in other sector offices. Student respondents are those who are attending grade five and six and aged about ten to sixteen years. Given their education level and age, it was believed they could give reliable information that may supplement the data collected from other sources. Surprisingly, there are married students at their younger age that indicate the custom of early marriage.

## **5.2 Summery of Descriptive Statistics**

On top of secondary data presented and analyzed in the above sections, primary data were collected form the field by the researcher in collaboration with enumerators and supervisors. Accordingly, there are numerical, Categorical and ordinal data. The table below shows the summary of some variables under consideration analyzed by using social science statistical package (SPSS), which is commonly used for intermediate level of data management.

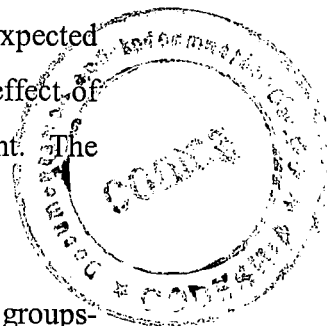


**Table 11. Summary of Variables**

No	Variables	Mean	Standard Deviation	Min	Max
1.	Age	52	41.3	33	87
2.	Sex	1.3	0.47	1.00	2.00
3.	Religion	2.1	0.28	2.00	3.00
4.	Ethnic group	2.9	0.32	2.00	5.00
5.	Marital status	2.0	0.49	1.00	4.00
6.	Educational level	1.4	0.67	1.00	5.00
7.	Occupation	1.2	0.62	1.00	4.00
8.	No of children, daughters	3.62	2.48	1.00	12.00
9.	# of children Son's	3.35	2.17	1.00	15.00
10.	# of children reached school age daughters	2.54	2.32	0.00	12.00
11.	# of children reached school age, sons	0.268	2.04	0.00	8.00
12.	# of children's attending school daughters	1.62	1.26	0.00	4.00
13.	# of children attending school sons	1.89	1.81	0.00	10.00
14.	# of children not attending school, daughters	1.62	1.84	0.00	9.00
15.	# of children's not attending school sons	0.95	1.40	0.00	10.00
16.	# of dropout children, daughter	0.66	1.25	0.00	5.00
17.	# of dropout sons	0.68	1.19	0.00	6.00
18.	Parents preference in sending school	1.75	0.76	1.00	2
19.	Monthly income	114.2	0.67	40.00	1300
20.	People expectation from female child	1.83	1.08	1.00	4
21.	Hours of work supplied	6.66	2.08	1.00	12.00
22.	Hours of schooling	5.81	1.69	0.00	8.00
23.	Effect of work on school performance	1.38	1.13	1.00	6.00
24.	Effect of work on physical and psychological growth	1.46	1.28	1.00	11.00
25.	Nature of work	1.53	2.07	1.00	3
26.	Distance of primary school	5.94	5.95	0.00	21.00
27.	Impact of distant school	2.07	0.81	0.00	7.00
28.	Reason for work engagement	1.95	1.61	1.00	14.00
29.	Awareness of public about education	1.26	0.63	0.00	5.00

Source, own survey, 2003

The data from house hold survey is summarized in terms of mean, standard deviation, minimum and maximum values. The summary of the variables can be understood better with reference to labeling and definitions of variables indicated in the annex III The variables included are factors related to schools and household attribute that are expected to influence the decision for child labour and school attendance as well as the effect of work on school performance and physical and psychological development. The significance and effect of each variable is discussed in the forthcoming sections.



### 5.3 Main Activities of Children

In a certain a community a child status can be categorized in the following four groups- work only, school only, combine working and school and none (ideal). The research result in rural Ethiopia from 15 villages of 1477 house hold indicated that almost all children participate in the house hold farm or domestic activities. . School attendance was found to be extremely low (18%), particularly among girls (14%) (Cockburn, 2000)

The result of this conveys that female children in the area are also employed in one of the three most category of child engagement. Accordingly it was found that about 50% of the children are engaged in work with out schooling. While 2.4 % them specialized in going to school. The survey indicates that about the third of children aged 5-17 years engaged in work while attending school. About half of the children are engaged in work with out getting the chance to attend school. Table12 provides more detail status of children aged six to sixteen

**Table 12. Children's main activity of study area.**

No	Status/Activities	Female	Male	Total
1	School Attendance	12.4	10.3	11.4
2	Work Only	51	32	41.5
3	Combine School and Work	33	46.5	79.5
4	Others	3.6	4.2	3.9
5	Total %	100	100	100
6	Total Number of Children	1086	1005	2091

Source, own survey, 2003

#### **5.4 Working and School Attendance Status**

Empirical evidence both in Ethiopia and other countries testify that many children combine work and school attendance. If children perform certain type of activities this might not automatically lead to hinder to school attendance as well as poor academic performance.

In such manner school and work is complementing rather conflicting each other.

It is part of normal life that children participate in different work activities particularly light once after school. Such types of work is easily integrated with schooling. This is also encouraged by educators. To this end, in some countries the curriculum for labor education was introduced where by students take part in community initiative work engagement and environmental protection work activities. This helps them to develop their physical fitness and positive outlook towards manual work and later appreciate Blue – Collar workers.

On the other hand; excessive and long hours of work could definitely be incompatible with school attendance and affect the learning ability of the child. (Assefa, 2001) On top of going to school and attending classroom instructions, students are also expected to use library, study, do assignments, home work, have recreation and work in group. However, long hours of work are incompatible with such activities, and influence academic performance of a student in the sense that it reduces the time allocated for schooling purposes.

The nature of work is incorporated in the questionnaires to identify the behavioral outlook of household heads. Of the total female children engaging in the work 83.7 percent of them work hazardous type of work. My personal observation in the villages supplements the response of households' heads. It is not uncommon to find female children engaging in laborious traditional gold mining. For gold panning activities female children go more than 20 kilometers with mother or younger siblings. They may stay for a week or less in digging the ground to search for gold, sometimes without food or with minimum level of calories intake.

Key informants disclosed that many children of both sex died in the gold panning process. While going under ground and dig, the upper part of floor crack and killed many people according to the discussion result of focus group. It is the norm of the society that female children with their mothers cover all the expense of the home making. To this end, female children have to carry a bundle of bamboo trees to near by town centers so that they may earn income to buy consumable commodities.

The number of hours worked is one way of measuring the nature of work and its influence on school attendance as well as academic performance. The statistical analysis indicates female children work more hours than male children by 15 percent. The questionnaires are designed for children combining school and work. It was found that on average level a female child supply 6:66 hours per day with a maximum and minimum of 12 and 1 hour's of work with in a day. This implies during public and holy day female student spent working all day. On the other hand the average hours of schooling is 5:81 hour with a maximum and minimum of 8:00 and 0:00 hours of schooling per day.

The general implication of the figure is that students schooling is limited to classroom lectures only. Contrary to the recently discovered student centered learning which encourages independent learning female children are pressurized by work. So it is normal to expect poor academic performance and class repetition. The schooling system of the area is half day. The principals and teachers claimed that it was too difficult to teach as well as too learn afternoon due to the weather of the area, which is hot. Such schooling system by it self encourage female child labor than school attendance.

Literatures on Ethiopian child labor also confirm that Ethiopian children spent long hours of work. Children engaged in the productive activities during the reference week of Ethiopian child labor survey 2001 worked for 32.8 hours per week, about 6 hours per day. However, female children of study area work more than average child laborers in Ethiopia by 1.2 hours per day.

Table 13: Hours supplied for work and school Attendance

Central Tendency	Hours of Work	Hours of Schooling
Mean	6.67	5.81
Median	6.00	6.00
Mode	6.00	6.00
Std.Deviation	2.08	1.69
Range	11	8.00
Minimum	1	0.00
Maximum	12	8.00

### 5.5 Reasons for Working

At the country level the Ethiopian child survey result conveyed that the need for labor assistance of children in family business (66 percent) and desire to supplement household income (24 percent) are the two most important that drive children to work. Similar pattern has been found for children of specific study area.

Table 14 Possible reasons of female children engaging in work activity.

No	Possible reasons	Freq.	Percent	Valid Percent	Cumulative Percent
1	To help family by earning income	126	42.0	42.0	81.3
2	Social normal	118	39.3	39.3	39.3
3	No School to attend	44	14.6	14.6	
4	Total	100	100	100	100

Source, Own Survey, 2003

Empirical evidence previously analyzed indicated that poverty is found to be the main determinant of female child labour. Similarly responses of household head reveals that 4 of female child out of ten works in order to contribute to the income of the household, which is purely economic issue. It is normal to expect high figure of child contribution in

a community with the annual income of below a minimum required as well as food shortage is rampant.

Another Prominent figure is the attitude of society towards female children, The society expects them to be expert in the art of home making as well as managing domestic affairs. The data confirms that about 39.3 percent of female children engaged in work because society expects them to have profound skills of works, which are considered to be women's specification

Focus group discussion result and my personal observation in the community complements with response of house hold heads To this end, looking for a girl specialized in work for marriage is a standardized social normal. To this end Girls themselves are eager to know and specialize in managing domestic affairs. However, there was a disagreement and idea conflict among participants of group discussion whether to accept this culture as good that should perpetuate for the coming generation. Adult illiteracy, common in the Woredas aggravate the engagement of female children in work solely for the purpose of getting skill from the work engagement.

## **5.6 . Types of Work Engagement**

The contribution of children to the subsistence economy of Ethiopian household takes different form in rural and urban areas. In urban areas majority of child worker are engaged in elementary occupations like street vending, shoe shining, messenger service, daily labor and etc. While in the rural areas the majority of children are engaged in agricultural and related activities like herding cattle, helping adults in farming, etc. (Ethiopian Child Labor Survey, 2001). According to another study, the contribution of children to the rural economy is mainly in the form of farm work and domestic work. Herding was also reported to have significant place as one of the most important child activities in rural Ethiopia.

Respondents were requested to rank different activities performed by children and they were also given a chance to exhaustively list activities, which were not indicated in the

alternatives. The data is organized and calculated by weighted mean scores. The result testifies that domestic work stood first with a weighted mean score of 2.5 and followed by traditional gold panning with 3.25 weighted mean score. The third major activity was participating in agricultural or farming activities.

Likewise, the data clearly show that female children participate in multiple of work activities that range from domestic activities to fieldwork. Domestic work is found to be the main activity of female children. It includes childcare, preparing food items, fetching water from a long distance, collecting fire wood, etc. Next to domestic work, traditional gold panning is also the main activities of female children. Female children are taking part in laborious traditional gold mining activity. In such case, they have to walk a long distance from home and stay for a certain period of time. Such work engagement has a negative impact on physical and psychological development of female children. The third level engagement is participating in farming or agricultural activities. Female children are also expected to work in elementary agricultural activities. Moreover, female children also engage in other invisible and informal activities. Trade, shopping, messenger service, daily labor, etc. are also cited from the respondents and confirmed by personal observation during fieldwork. Unlike other parts of Ethiopia, cattle herding was found to be to have insignificant place in female child labour contribution.

Focus group discussion with community leaders and key informants particularly with mothers testify that women and/or female children carry the burden of almost all living making of household. They also emphasize the negative implication of those work engagement up on the physical and psychological development of female children.

### **5.7 Basic Determinants of Female Child Labor and School Attendance**

Female children in the specific study area are participating in multiple types of work. The quantitative data collected and personal observation as well as the discussion made with participant proved the labour exploitation of children at their early stage. The

implication of such finding is a negative influence on future human capital formation and stagnant development. Searching of underlying causes for such crucial developmental issue is paramount importance for developing countries like ours. It has been hypothesized that many interrelated social, economical, cultural and political factors affect future human capital formation in through societal decision of children work or schooling. Accordingly some has been explained earlier while other are reported in this section by statistical analysis using SPSS.

### **5.7.1. Economic Factors**

In economic terms, education is considered as a service or as a production of intangible asset; the acquisition of knowledge and know-how. The provision of education entails the mobilization of premises, furniture, consumption of paper, books, uniform, etc. Those resources generally expressed in financial terms. To that extent schooling needs money economic factors plays a great role in determining the probability of sending children to school.

Poverty as one the economic factor has been proved to be the major determinants of child labor Poverty is defined in many ways. Lipton and Revallin (1995) explain it as lack of some thing like income, employment, asset technology etc. Poverty in its economic dimension is associated with no or low levels of in come to sustain lively hood of a certain group. In poor families child labour is considered as source of income. Children work was considered essential to maintain the economic level of households either in the



form of work for wages, of help in the enterprise of household chores in order to free adult household members for economic activity elsewhere (Mehra-Kerpelman, 1996). In some cases, the study found that a child's income accounted for between 34 and 37 percent of the total household income.

World development report and human development report assert that Ethiopia is a very poor country in every aspect of life, the second poorest nation in the world with per capita income of about 110US\$(WDR,2000). The contributions of children on a poor society for subsistence economy aggravate the need for child labour in general and female child labour in particular. Children are expected to contribute either in cash or in kind to survive the family.

The empirical evidence of this research testifies that poverty in its economic dimension has been strongly correlated with high incidence of female child labour and low school attendance. The positive correlation resulted at 0.73 and significant at 0.01 level. It has been explained in terms of the household income. Poverty or low income affects school enrollments both boys and girls, however the effect is more pronounced more upon female children. If poverty forces them to choose which children attend school, the community leaders (Key informants) admitted that girls are less likely to be chosen. The empirical evidence of the research not only shows the positive relationship between higher income and better school attendance of female children but also it signals that above monthly income of 300 birr no female children was found to be out of school.

However, the relationship between poverty and child time use decision is complex and controversial. It is generally assumed that as household income increases children will be progressively withdrawn from labour activities in favor of schooling (Assefa, 2001.)

Moreover, as far as schooling is profitable investment, i.e. the net expected returns to schooling are greater than child labor activities; increased wealth may encourage schooling by relaxing household credit constraints. It may also be argued that the returns to school themselves increase with household wealth through social capital, self-employment opportunities or other employment advantages.

### **5.7.2 Non Economic Household Attributes**

Household attributes greatly influence the decision behavior of individuals for schooling or child labor. The mere hypothesis ( $H_0$ ) of the research is there is a relationship or interdependence between female school attendance and those household attributes. Household attributes like age, sex, religion, marital status, education level, ethnic affiliation, occupation, family size (number of daughters, number of sons), are included in the variables.

Sex of the household heads are found to have a relation with a schooling pattern of female children; however, the relation of those attributes of schooling is low for sex (Cramer's  $V=0.29$ ). Though the pattern of relationship is not clearly observed it seems female headed households are more likely to send their female children to school. Despite the problems and other difficulties of life that female headed households suffer from, female children in those households are in better chance of going to school than specializing on work. We may conclude that having the same sex with head might contribute in the form of humility. Those female heads may also consider themselves both as father and mother that encourage them to invest on their children's future. Similar empirical results also conclude the positive relation between schooling and

female head ship though their finding was not for female sex ( Assefa ,2001 Canaparejah and coulomb 1988)

The relation between female schooling and age of house hold is statistically significant (  $\chi^2 = 649079$ , D.F=8 and P is less than 0.05 ) and the relation ship is moderately strong ( Crammer's V= 0.74). The pattern of the relation ship is observed as inverted U. At the younger age of head we found that lesser number of female students are attending school. The need for female child labor to build economy at this stage contributes for low rate of school attendance. Moreover, school attendance in most rural parts of the region is after official school age.

Religion and Ethnic dummies were found to have no significant influence in affecting female child labour and school attendance in the specific study area. The result was not for the mere reason that religion has nothing to do with the issue of child labour, however predominantly the sources of data belong to same religion and Ethnic group Muslim and Berta respectively.

The relationship between female child labour participation and occupation of house hold heads is statistically significant (  $X^2 = 65.68$  D.F=8 and P .000) less than ( 0.05). The relationship was moderately strong (0.47) The statistical result reveals clear pattern of relationship. Female children from house hold head occupation of farmer and daily labourer is less likely to attend school as compared to female children from civil servants and trader. Civil servants and trader are more educated than other groups. They also have more awareness about the importance of female education and the negative impact of child labour upon school participation and school attendance.

Another major hypothesis is the negative correlation between the education level of house hold head and female child labour participation. It is hypothesized parents with a certain level education know the importance of female education, earn better income and as well send female children to school. Previous study in rural parts of Ethiopia reveals that education of the head of the house hold increases the likelihood of school attendance

( Assets, 2001) . Another study result also conveys that parental education has a strong positive effect on school participation than working (Canepaejah and Coulomb ,1998) .

The statistically result of this research also support the hypothesis and agrees with previous findings for that matter, the relation ship between education level of house hold head and female school attendance is very strong ( Cramer's V=0.79) and statistically significant at  $\alpha = 0.05$  .The pattern of the relation ship is that as education level of the parent increases, the probability of sending more female children to school also increases

Table 15. Number of female children attending school and Education level cross tabulation

#Female children attending school	Education Level of the Household Head							
	Illiterate		Read write only		Grade 1-6		Grade 7-12	
Number	Count	%	Count	%	Count	%	Count	%
0.00	64	29	0.00	0.00	0.00	0.00	0.00	0.00
1.00	49	6	16	27.5	17			
2.00	30	22.6	15		7	70.8	8	29.6
3.00	62	1.38	27	25.8		29.2	7	25.9
4.00	11	28.7	0.00	46.5			12	44.5
<b>Total</b>	<b>216</b>		<b>33</b>		<b>24</b>		<b>27</b>	<b>100</b>

The result shows that no literate household head was cross-tabulated with 0.00 number of female children attending school. On the other hand, 29.6% of illiterate households do not send their female child to school. 29%, 1.3%, 28.7 and 5.0 of them send 1,2,3 and 4 children to school . 25.5, 25.8 and 46.5 of those who can read and write send 1,2,3 female children to school. Generally, adult literacy has strong relationship with female schooling and labour .

Parental education is the most influential attribute in that it influences multiple of other attributes. In most cases, income, occupation, the education level of the parents determines family size and the like. The empirical result in this study shows a moderate association between the education level of household heads and their families income at 95% level of confidence. It confirms that the higher the education level of the head, the more their annual income tends to be. The education of the households heads also has a negative relation ship with family size. The association is about  $-0.533$  at 95% of confidence level .It implies that the higher the education of the head of the household, the number of family size tends to be lower implying lower dependency ratio, better welfare, better access to education as well as other social services.

Family size is also another factor affecting child time allocation for schooling and work. The presence of siblings in the home has both negative and positive effect on female child labor and school attendance depending on the household income and other attributes. Lager family size generally positively correlate with chide labor in that it reduce the pre capital income of household members and inability of parents to afford school related expense on top of other living expenditure. On the other hand the presence of other siblings may reduce the burden of female children from household chores. Empirical evidence in Ghana indicates that the presence of female siblings in the household had a positive margin effect on school participation (Cangarajha and Colombe, 1998). There are also another empirical evidence supporting and rejecting the negative as well as positive effect of female siblings on school attendance.

The empirical evidence of this research indicates insignificant type of relation ship between female children school attendance or labour contribution and female siblings in the household. The correlation result of SPSS program shows weak relation with unclear pattern of relation ship. It needs another better mathematical model, which may be beyond the scope of this research. The same holds true for male siblings. No significant relation has been found between female child labour or school participation and the presence of male siblings in the household. The insignificant effect of male and female children of household upon child labor is not the unique feature of this research.

Cockburn(200) also asserted that those attributes of house hold has no significant effect on school and/or work status of a child.

### **5.8 School related factors**

School related factors were expected to influence child labor in general and female child labour in particular. To some extent the result goes with the expectations. The argument emanates from the essence that children may not attend school or dropout of school and resort to work not only for demand of child labor but also the supply side factors matters a lot. School related factors such as non availability of infrastructure distant school, irrelevant curriculum, over crowding, inflexibility the of program, teachers attitude, education policy, poor private return to education and other similar factors may encourage child labor than schooling.

The inability of the academic structure to accept every one of school age population lead households to send their children to work and try their luck in the informal instead of schooling. (Bequelle and Boyden, 1988). Poor infrastructure, inflexibility of the calendar, school distance cost of school and education policy were found to be some of the supply side factors having a negative effect on school attendance and encourage female child labor in the study average.

It was hypothesized that lack of school, as supplied side factor is one of detrimental factors for schooling. Accordingly, it was found for 14.6 percent of female children the reason for work engagement instead of schooling is lack of school. The average distance to primary school is 5.95 km with minimum and maximum of one kilometers and 21 kilometers respectively. It has been proved that long distance to school had significant negative effect on probability of going to school. For a female child, it is unthinkable to go to school daily, if the school is far and the road is unsafe. On the other hand, the economy does not allow parents to take students where the school is.

The impact of distant school is considered as a cause for forced marriage, abduction, Sexual harassment and physical tiredness. The cumulative effect is then early marriage. The temperature of the study area is high which may make walking so difficult. 70.7 percent of the household relates the problem of distant school with the issue of physical tiredness that may later cause health problem. The key informants of the research explain their experience of forced marriage while coming back from school. Since the settlement of the area is sparsely populated, the probability of forced marriage is high. Parents argue that rather than forced marriage, marriage based on their willing at younger age is advantageous and they encourage early marriage. Contrary, early marriage has negative biological and psychological influence on females.

Most of schools are in shortage of textbooks. Even for teachers let alone for students. Classrooms are dilapidated; some are with no chairs, tables and blackboards. School and education survey of the region indicates that 15 schools were with out teachers; four schools had more classes with out teachers than with is. 75% of schools visited some or all locally built classrooms and bamboo seats accommodation (Pankhurst,1999).All those factors push female child out of school rather than pulling them in to the system. Community leaders are also complaining the national and regional government for the status of the school

Academic calendar was similar with other parts of the country. It was designed for a summer vacation. In high land parts of Ethiopia, summer is a season where child labor is important and schooling is unthinkable. However, response of educational officials and school documents implies that dropout is higher from 2<sup>nd</sup> week of October to December. After the rainy season was culminated, experience teaches them that traditional gold mining is extremely important. It was also a time of trading with neighboring woreda as well to Sudan. So one can conclude that fitness the calendar to the local realistic condition reduce the need for child labor and increase school attendance. Scale, which was developed by reninst scale to measure the degree of influence of a certain factor was used to asses school related factors that influence school attendance as well as academic performance of female children labor contribution. Household heads and education officials are and students are requested to rate the scale and the data is summarized below.

Table: 16 School related factors affecting female child labor and school Attendance

Item	Household heads (%)				Education officials (%)		
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree
Lack of quality education	37.7	25	8.3	15.3	15.4	34.6	26.9
Negative attitude Of teachers towards female	30	20	21.7	28.3	7.7	11.5	19.2
Ignorance about female education	50	18.3	18.3	10.4	43.1	27.7	14.6
Long distance and unsafe road to school	36.7	76.9	18.3	31.7	30.8	30.8	23.1
Lack of future prospect	38.3	23.3	16.7	21.7	40.4	40.4	13.5
Financial problem to Afford school expense	51.7	16.7	23.3	18.3	50	23.1	19.2
Unattractive and irrelevant curriculum	33.3	15	31.7	20	50	38.5	11.5
Lack of motivation from Teachers and school officially	38.3	18.3	28.3	15.1	26.9	30.8	26.9
Shortage of text & materials	20	36.7	25	18.3	7.7	34.6	30.8
Lack of compulsory education policy	41.7	23.3	18.3	16.7	32.7	42.3	21.2
Difference of mother tongue and medium of instruction	30	18.3	25	26.7	23.2	30.7	25

Source: own survey 2003



## **5.9 Cultural Factors**

It has been explained that significant number of households about 39 percent force their female children due the custom and norm of the society that attaches the responsibility of women to mastery the art of home making. In addition, the negative attitude of parents towards female children encourages female child labour than school attendance. In most rural parts of Ethiopia parents feel happier when they give birth to sons rather than daughters and also give much respect to a woman who gives birth to a baby boy. Such preference is observed not only in our country, but also in countries with strong patriarchal family system (UN, 1998). In the specific area of this study, female children are preferred to work rather than school attendance. The value attached to education is higher for males than females. Focus group discussion participant claimed that the return of education is higher for male children than females. They disclosed at some point due to different reasons female children drop out school and resort to marriage.

### **5.9 Academic Performance and Female Child Labour.**

Academic performance is the academic achievement of pupils in schooling considered in relation to how successful they become. Such academic performance is influenced by many factors. It was hypothesized that combining school and work is one major cause for poor academic performance and higher wastage of female students. The result goes with the expectation.

The analysis of female student document shows that the average result for the last consecutive three years differs for those who are specializing at work and those who are

combining schooling and work. Consequently, the average mean result for those who are combining work and school attendance is 52 while it is 64.9 for those who specialize in work alone with a standard deviation of 1.56 and 2.08 respectively. The significance of each mean is tested using z-statistically significance of the difference. Hence, the difference is statistically significant at a critical value between -1.96 to +1.96 and  $\delta=0.05$

Academic performance is influenced by multi dimensional factors. Child labour is found to be one major cause for poor academic performance of female children .Previously, it is indicated that education wastage is higher for girls than for boys at each grade level. Female children drop out of school and repeat classes more often than male students. The educational survey of the region also confirmed that in all schools girls scored lower grades lower grades (Pankhurst, 1999).

## CHAPTER SIX

### 6. Summary, Conclusion, and Policy Recommendations.

#### 6.1 Summary

Children are the assets of any society. The education of the younger generation is a developmental issue that concerns every sector of the society. The notion that children are being exploited and forced into labor without receiving education is disinvestment of future human capital formation. Child labor is the problem of both developed and developing countries with pronounced figures in developing nations. Like other rural parts of Ethiopia, Benishangul Gumuz experiences low female school enrollment and high incidence of female child labor. The main purpose of this research is to examine and discuss the causes and magnitude of female child labor and come up with socio-economic determinants that hinder the school attendance of girls.

The study also aims at recommending region specific and possible policy recommendations. Both ethnographic and quantitative analysis was employed through sound research methodology to answer the research questions and test the hypothesis. Accordingly the study came up with the following findings;

1. Female child labor contribution was found to be the major cause hindering school attendance and affecting future human capital formation.
2. The cause of female child labor are multidimensional. Female child labor is the cumulative effect of economic, social, political factors, as well as school related factors. Female child labor is also closely associated with low income and low adult literacy. The majority of female children about 42% resort to work instead of school attendance to

contribute to their family income. While about 39% of them participate in work to conform the societal expectation of perfection in work by acquiring skills from work engagement

3. Incidence of female child labour is extremely high. Half of female children specialize in work with out getting the chance to attend school. Only about 2.4%of female specialized in schooling. The nature of the work is found to be in conflict with school attendance. Female children work long hours that directly affect school attendance and contribute to high wastage of female students and to their poor scholastic achievement. Consequently, the education system is internally inefficient at least for first cycle of primary level. Wastage is high due to high drop out and class repetition.

4. Female children are not only expected to participate in domestic and household chores but also work in the fields. They participate in every work-portion of household activities including preparing food, childcare, fetching water from long distance, collecting fire wood, etc. They also take part in traditional gold mining. The contribution of female children in the elementary agriculture sector also has a great place in their time allocation. All those work activities are found to affect school attendance and their academic performance.

5. Household attribute like sex, age, education level, family size are found to be the determinant factors in affecting child labour and school attendance of female children. Female children from female-headed household have better chance of attending school rather than specializing in work. The relationship of household head age and female school attendance is found to have an inverted “U”. Shape. Parental education is strongly associated with female school attendance. The higher education level of the head, the probability of female student attending school rather than work participation also

increases. The education level of the head is also found to influence the income and family size of household.

6. Female child labor contribution is affected both by demand and supply side. Supply side factors particularly school related such as: poor infrastructure, school distance from residence, inflexibility of the program, lack of quality education and the like contribute for the incidence of the female child labor

## **6.2. Conclusion**

Child labour is not limited to developing nation. It is a concern of both developed and developing nations with varied and different causes. Disinvestments on future human capital, particularly on children affect every corner of the world. Despite the magnitude of the problem, content specific research in the field is limited. Sometimes the research work focuses on wage employment around urban areas. However, in agrarian country, including Ethiopia, child labour is rampant in rural areas with invisible type of work activities, which directly conflict with schooling and impede the scholastic achievement of a child

Causes of female child labour in Benishagul Gumuz are multifaceted and varied. They range from social and political to cultural and economic. Separated intervention may not help much in reducing child labour. An integrated approach is necessary to overcome the problem. It should also be recognized that child labour will not be eradicated overnight, and a ban on child labour could come at cost of short term welfare of certain group of the society through diverting investment to future human capital formation

### 6.3 RECOMMENDATION

On the basis of findings and conclusions drawn, the following policy recommendations are given

1. The result shows that more than half of female children are out of school and about one third are combining school and work, which is found to have an impediment upon the scholastic achievement of the students. Attainment of Universal Primary Education and increment of country's human capital stock at least for the region is unthinkable unless the issues of child labour are taken into consideration. To this end, realistic policy measures that resort female children from work to school should be introduced. Boarding school and non-formal teaching and learning programmes have to be introduced in the specific study area. Non-formal type of education particularly by taking school where they are: gold mining areas, around mosques and by using unconventional type of teaching methodology female children have to be encouraged. School officials should arrange seminars, workshop to resort the attention of parents' from using their labour to schooling. School subsidies in the form of school-meals, free educational materials, uniforms, etc. should be introduced so that both parents and female children will develop an interest towards schooling
2. Parental education, particularly education of the household head has a very strong effect on female child labour and schooling. Higher parental education is

associated with low incidence of child and higher school attendance. Hence, adult literacy programme should be launched

3. Income generating activities are the best means of combating child labour in general and female child labour in particular. Schemes like revolving funds and credit facilities based on feasibility studies should be arranged on the base of targeted group. Diversification of the economy is also another way of increasing income at least for self-sustenance of the household. Diverting the attention of the people from traditional gold mining activity to farming and non-farming economy activity is one possible means of intervention to minimize the incidence of female child labour.
4. The improvement of supply side factor is another possible area of intervention. The structure of the education system and the calendar should be flexible to accommodate female children who are currently out of school. Infrastructure of the school should be improved, so that female students will be able to see a better environment than their home. The curriculum should be relevant and related to daily life and should enable them to solve the problems they might face. School should be available at working distance. Teachers should be equipped with modern type of teaching methodology and should give help and support for female children. The regional education bureau should assign female teachers to the areas so that female children will have role models and be able to have future prospects upon education

5. Compulsory education policy in consultation with community leaders and religious institution should be commenced so that parents will be urged to send their female children to school rather than to work.
6. Large family size coupled with ignorance as well as resistance to birth control is potential threat to female child labor, so that the issue of family planning is one major area of intervention. Health institution with community leader should propagate the importance as well as usage of family planning for the households.
7. Three interrelated but separate activities should be undertaken at Regional, Zonal and Woreda level: legislation of child labor, enforcement of law and public awareness of inherent negative consequence of child labor. Law with enforcement is mandatory. Sensitization of the law is also equally important. People in the study area are not aware of child labor and laws related to it. To that end, community should be aware and publicized with issue of child labor.



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## Annex I

Addis Ababa University

School of Graduate Studies

Department of Regional and Local Development Studies (RLDS)

### Questionnaire

The main objective of the questionnaire is to gather data with regard to socio-economic factors affecting female child labour and school attendance. In response to each question/item, you are expected to indicate your opinion about female child labour and school attendance in your respected area.

Since your assistance is of a paramount importance to attain the objectives of the study, you are kindly requested to answer all the questions/items presented. The answers and results of the study will not in any way affect you or any other person. Do not write your name in the questionnaire.

#### Instructions

1. In questions which do not have alternative answers, indicate your answer/choice by writing in the space provided
2. In questions with alternative answers, choose one and indicate your choice by putting "X" in the space provided
3. When you are asked to rank alternatives, indicate their rank by writing number on the space provided

**Part One**  
**HOUSE HOLD SURVEY**  
For household head

**A. General Information**

1. Sex

1.1 Male

1.2 Female

2. Age \_\_\_\_\_

3. Region

3.1 Region \_\_\_\_\_ 3.2. Woreda \_\_\_\_\_ 3.3 Kebele \_\_\_\_\_

4. Religion

4.1 Catholic

4.2 Moslem

4.3 Orthodox

4.4 Protestant

4.5 Other, Specify \_\_\_\_\_

5. Ethnic Group

5.1. Agew

5.2 Amhara

5.3 Berta

5.4 Gumuz

5.5 Oromo

5.6 Shinasha

5.7 Ohter, Specify \_\_\_\_\_

6. Place of Birth      Region \_\_\_\_\_      Woreda \_\_\_\_\_

7. Martial status

7.1 Single

7.2 Married

7.3 Divorced

7.4 Widowed

7.5 Separated

8. Educational Level

8.1 illiterate

8.2 only read and write

8.3 grade 1-6

8.3 grade 7-8

8.5 grade 9-12

8.6 above 12

9. Occupation

9.1 Farmer

9.2 Civil servant

9.3 Trade

9.4 Daily Laborer  9.5 Other, Specify \_\_\_\_\_

1. How many children do you have?

1.1 Number of daughters \_\_\_\_\_

1.2 Number of Sons \_\_\_\_\_

2. How many of your children reach school age?

2.1 Daughter \_\_\_\_\_

2.2 Sons \_\_\_\_\_

3. How many of school age children attend school at presents?

3.1 Daughter \_\_\_\_\_

3.2 Sons \_\_\_\_\_

4. How many of your school age children do not go to school?

4.1 Daughter \_\_\_\_\_

4.2 Sons \_\_\_\_\_

5.1 Daughter \_\_\_\_\_

5.2 sons \_\_\_\_\_

6. Whom do you think should be given priority to go to school?

6.1 A girl       6.2 A boy       6.3 Others, Specify \_\_\_\_\_

If you answer is a boy, please explain possible reasons

\_\_\_\_\_

\_\_\_\_\_

7. Your average monthly income in Birr is-----

8. Whom do you think should be given priority to go to school?

8.1 A girl       8.2 A boy       8.3 Others, Specify \_\_\_\_\_

If you answer is a boy, please explain possible reasons

\_\_\_\_\_

\_\_\_\_\_

community. Rank them by giving number 1 for the important activities currently girls are performing

Domestic work \_\_\_\_\_

Cattle herding \_\_\_\_\_

Farming/Agriculture \_\_\_\_\_

Traditional gold mining \_\_\_\_\_

Trade \_\_\_\_\_

Other, specify \_\_\_\_\_

10. What is your daughter(s) is/are performing and specify their number.

10.1 school only \_\_\_\_\_

10.2 Work only \_\_\_\_\_

10.3 combine school and work \_\_\_\_\_

10.4 none \_\_\_\_\_

10.5 other, specify \_\_\_\_\_

11. What is the average hours allocated for work or school attendance of your daughter(s) within a day

A) Daughters

11.1 School attendance \_\_\_\_\_

11.2 work engagement \_\_\_\_\_

B) Sons

11.1 School attendance \_\_\_\_\_

11.2 work engagement \_\_\_\_\_

12. Does those work engagement negatively affect female school attendance as well as their academic performance.

12.1 Yes  12.2 No  12.3 I do not know

13. Does those work engagement have detrimental effect on physical as well as psychological growth of female child

13.1 Yes  13.2 No  13.3 I do not know

14. What are (is) possible reason(s) Why female children Engage in work activity. You



can choose more than one.

14.1 To help their family by earning income

14.3 No school to attend

14.4 To gain skill from work engagement

14.5 Other, Specify \_\_\_\_\_

15. The type of work female child engaged in are

15.1 hazardous  15.2 Light

### School Related Factors

13. What is the distance of primary school from your residence? \_\_\_\_\_

14. What is the impact of distant school on female students?

14.1 Forced Marriage  14.2 Physical tiredness /Exhaustion  14.3 Early Marriage

15. Does the nearest school gives quality education to students?

15.1 Yes  15.2 No  15.3 I Don't Know

16. Do you know the importance female education for a society?

16.1 Yes  16.2 No  16.3 \_\_\_\_\_

17. Have you ever given any orientation about female education?

17.1 Yes  17.2 No  17.3 Other, specify \_\_\_\_\_

18. Some school related factors which encourage female child labour rather than school attendance are listed below. Explain your view by putting "X" in the space provided

NO	School related factors	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
18.1	Lack of quality education					
18.2	Negative attitude of teachers towards female students					
18.3	Ignorance about female education					
18.4	Lack of orientation about female education					
18.5	Long distance and un safe road to school					
18.6	Lack of future prospect in education					
18.7	Financial problem to afford school expense					
18.8	Un attractive and irrelevant curriculum					

18.9	Lack of motivation from teachers and school officials					
18.10	Shortage of text and other materials					
18.11	Lack of compulsory education policy					
18.12	Difference of Mother tongue language and medium of instruction					
18.13						
18.14						
18.15						

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Part II

For in school girls and boys

I. General information

1. Age

- 1.1 Below 10  1.2 10-14  1.3 14 and above

2. sex

- 2.1 Male  2.2 Female

3. Region \_\_\_\_\_ Woreda \_\_\_\_\_ Kebele \_\_\_\_\_

4. Religion

- 4.1 Catholic 4.2 Muslim 4.3 Orthodox 4.4 Protestant  
4.5 other specify \_\_\_\_\_

5. Ethnic group

- 5.1 Agew  5.2 Amhara  5.3 Berta  5.4 gumuz   
5.5 Oromo  5.6 Shinessh

6. Educational Level

- 6.1 illiterate  6.2 only read and write  6.3 grade 1-6   
6.3 grade 7-8  6.5 grade 9-12  6.6 above 12

II. Economic and social Factors

7. Do you have mother?

- 7.1 Yes  7.2 No

8. Do you have father?

- 7.1 Yes  7.2 No

9. Does your mother and father live together?

- 9.1 Yes  9.2 No  9.3 Other Specify \_\_\_\_\_

10. Parents Background

10.1 Educational level

	<u>Mother</u>	<u>Father</u>
10.1.1 Illiterate	<input type="checkbox"/>	<input type="checkbox"/>
10.1.2 Only read and writ	<input type="checkbox"/>	<input type="checkbox"/>

- 10.1.3 Grade 1-6
- 10.1.4 Grade 7-8
- 10.1.5 Grade 9-12
- 10.1.6 Above 12

10.2 Family monthly income

- |                           | <u>Mother</u>            | <u>Father</u>            |
|---------------------------|--------------------------|--------------------------|
| 10.2.1 Less than 100 birr | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.2.2 100- 300 birr      | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.2.3 Above 300          | <input type="checkbox"/> | <input type="checkbox"/> |

10.3 Occupation

- |                      | <u>Mother</u>            | <u>Father</u>            |
|----------------------|--------------------------|--------------------------|
| 10.3.1 House wife    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3.2 Farmer        | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3.3 Civil servant | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3.4 Merchant      | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3.5 Daily laborer | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3.6 Other         | <input type="checkbox"/> | <input type="checkbox"/> |

11. Family size

Number of sisters \_\_\_\_\_

Number of brothers \_\_\_\_\_

Total \_\_\_\_\_

12. How many of your

sisters are in school \_\_\_\_\_

brothers are in school \_\_\_\_\_

13 What are some of the things you do at home? Rank them by giving 1 for the very important engagement.

13.1 Farming \_\_\_\_\_

13.2 Trade \_\_\_\_\_

13.3 Domestic Work \_\_\_\_\_

13.4 Fetch water \_\_\_\_\_

13.5 Preparing charcoal

13.6 Taking bamboo tree to nearer town centers

13.7 Studying your lesson

13.8 Other \_\_\_\_\_

14. Do you combine work with schooling?

14.1 Yes

14.2 No

15. Does the work you perform at your home affect your school attendance and performance? 15.1 Yes  15.2 I No

16. Does the work you perform at your home affect your physical and psychological development?

16.1 Yes  16.2

17. In your opinion, whom do parents usually prefer to send to school between their daughters and sons?

17.1 Their daughters  17.2 Their sons

17.3 Other specify

18. Which of the following do you think girls in your community prefer to do?

18.1 To combine school and work

18.2 To stay at home and help their mothers with domestic work

18.3 To go to school

18.4 To get married

18.5 Other specify \_\_\_\_\_

19. In your opinion, who do parents usually prefer to perform different work activity between their and sons.

19.1 sons  19.2 Daughters  19.3 I do not know

20. Some school related factors which encourage female child labour rather than school attendance are listed below. Explain your view by putting "X" in the space provided

NO	School related factors	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
20.1	Lack of quality education					
20.2	Negative attitude of teachers towards female students					
20.3	Ignorance about female education					
20.4	Lack of orientation about female education					
20.5	Long distance and un safe road to school					
20.6	Lack of future prospect in education					
20.7	Financial problem to afford school expense					
20.8	Un attractive and irrelevant curriculum					
20.9	Lack of motivation from teachers and school officials					
20.10	Shortage of text and other materials					
20.11	Lack of compulsory education policy					

21. Have ever dropout of school

21.1 yes  21.2 No

If your answer is yes , list some of the reasons that force you to drop out of school

---



---

22. Have you ever repeat in a class

22.1 Yes  22.2 No

If your answer is , list some of the causes for your repetition

---



---

23. What is your average result for the last three years

23.2 below 60 23.2 61-80 23.3 above 80

part III

For Principals, Teachers and Education Officials

A. General Information

1. Sex

1.1 Male

1.2 Female

2. Age

2.1 Below 30 years

2.2 31-50 years

2.3 Above 50 years

3. Region

3.1 Region \_\_\_\_\_

3.2 Woreda \_\_\_\_\_

3.3 Kebele \_\_\_\_\_

4. Religion

4.1 Catholic

4.2 Moslem

4.3 Orthodox

4.4 Protestant

4.5 Other, Specify \_\_\_\_\_

5. Ethnic Group

5.1. Agew

5.2 Amhara

5.3 Berta

5.4 Gumuz

5.5 Oromo

5.6 Shinasha

5.7 Other, Specify \_\_\_\_\_

6. Martial status

6.1 Single

6.2 Married

6.3 Divorced

6.4 Widowed

6.5 Separated

7. Educational Level

7.1 illiterate

7.2 only read and write

7.3 grade 1-6

7.3 grade 7-8

7.5 grade 9-12

7.6 above 12

8. In your community child labor is the effect

No	Item	Strongly agree	Agree	Disagree	Strongly Disagree	Neutral
8.1	Poverty					
8.2	Social problem					
8.3	School related factors					
8.3	Lack of awareness of child right and education					

8.4					
8.5					

9. Does female child labour contribute for low enrollment, dropout and poor academic performance of female students

9.1 yes  9.2 No

10. At what time of the year female dropout is higher

10.1 September-November  10.2 December-February

10.3 March-May  10.4 June-August

11. Is there any special academic calendar arrangement for students?

11.1 Yes  11.2 No

12. Some school related factors which encourage female child labour rather than school attendance are listed below. Explain your view by putting "X" in the space provided

NO	School related factors	Strongly agree	Agree	Disagree	Strongly disagree	Neutra
12.1	Lack of quality education					
12.2	Negative attitude of teachers towards female students					
12.3	Ignorance about female education					
12.4	Lack of orientation about female education					
12.5	Long distance and un safe road to school					
12.6	Lack of future prospect in education					
12.7	Financial problem to afford school expense					
12.8	Un attractive and irrelevant curriculum					
12.9	Lack of motivation from teachers and school officials					
12.10	Shortage of text and other materials					
12.11	Lack of compulsory education policy					



Part IV

FOCUS GROUP DISCUSSION THEME

- ☎ The right of child and perception of community on child labour
  - ☎ Awareness of female education
  - ☎ Factors that forces female students to work
  - ☎ Activities performed by female students
  - ☎ Impact of work on school-attendance, physical and psychological development
  - ☎ Socio cultural and religious out look of people towards female, female child labour and female education
  - ☎ Possible intervention areas to reduce the problems and issues related with child labour
- ETC

**Annex II**  
**Labeling and Definitions of Data**

<u>No.</u>	<u>Variables</u>	<u>Labeling</u>
1	Sex	Male== 1 Female== 2
2	Religion	Catholic==1 Moslem= 2 Orthodox= 3 Protestant= 4
3	Ethnic Group	Agew= 1 Amhara= 2 Berta= 3 Gumuz 4 Oromo= 5 Shinasha= 6
4	Marital status	Illiterate= 1 Only read and write=2 Formal education=3
5	Occupation	Farmer=1 Civilsrevant=2 Trader=3 Daily labor=4
6	Priority given	A girl=1 A boy=2
7	Main activities of the child	Attend school Work only Combine school and work
8	Work affect school attendance	Yes =1 No=2
9	Type of work	Hazardous=1 Light=2
10	Impact of distant school	Forced marriage=1 Exhaustion=2 Early Marriage=3
11	Quality education	Yes=1 No=2
12	Have you knowledge about female education	Yes =1 No=2
13	Continuous variables	Actual number

### Annex III

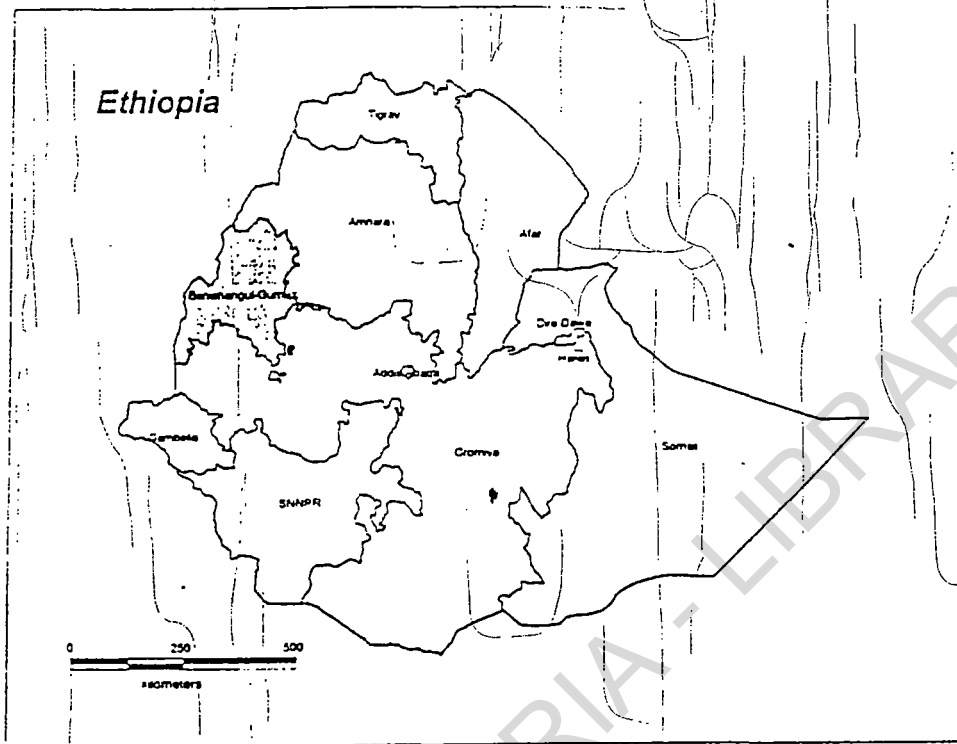
Number of female children attending school and sex of the household head.  
cross tabulation.

Female Children Attending School	Male		Female	
	No	%	No	%
0.00	103	43.5	17	26.9
1.00	60	25.5	21	33.3
2.00	58	24.5	13	20.6
3.00	11	4.6	12	19.1
4.00	4	1.89		
Total	237	100	63	100

chi-square tests and symmetric measures of educational level of the household Head and income of the family.

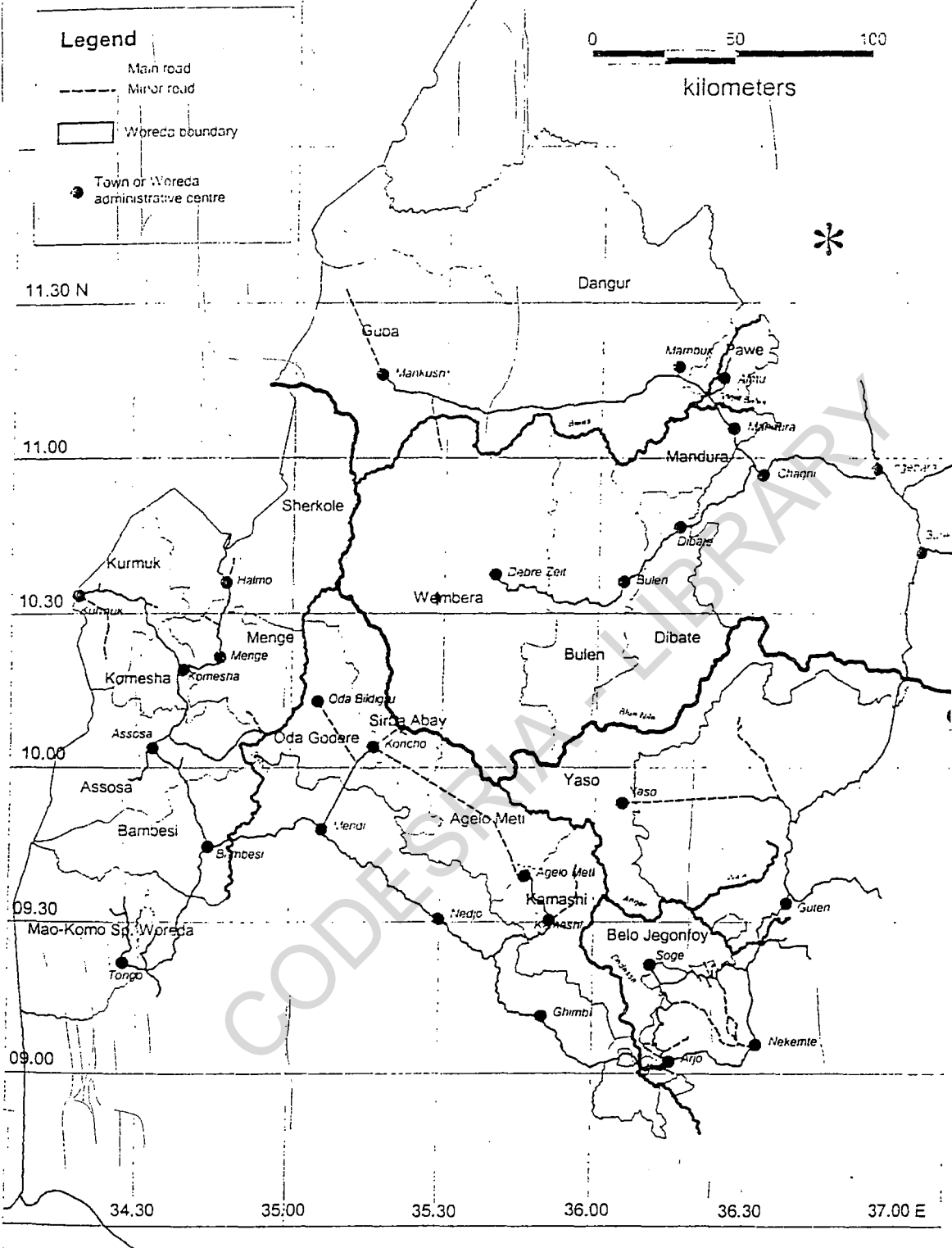
	Value	df	Asymp. sig 2-sided
Person chi -square	45.6	12	0.000
Cramer's v	0.47		0.000
No valid cases	300		

	Value	df	Asymp. sig 2-sided
Person chi -square			0.000
Cramer's v			0.000
No valid cases			



Map 1: The geographic location of Benishangul-Gumuz within Ethiopia

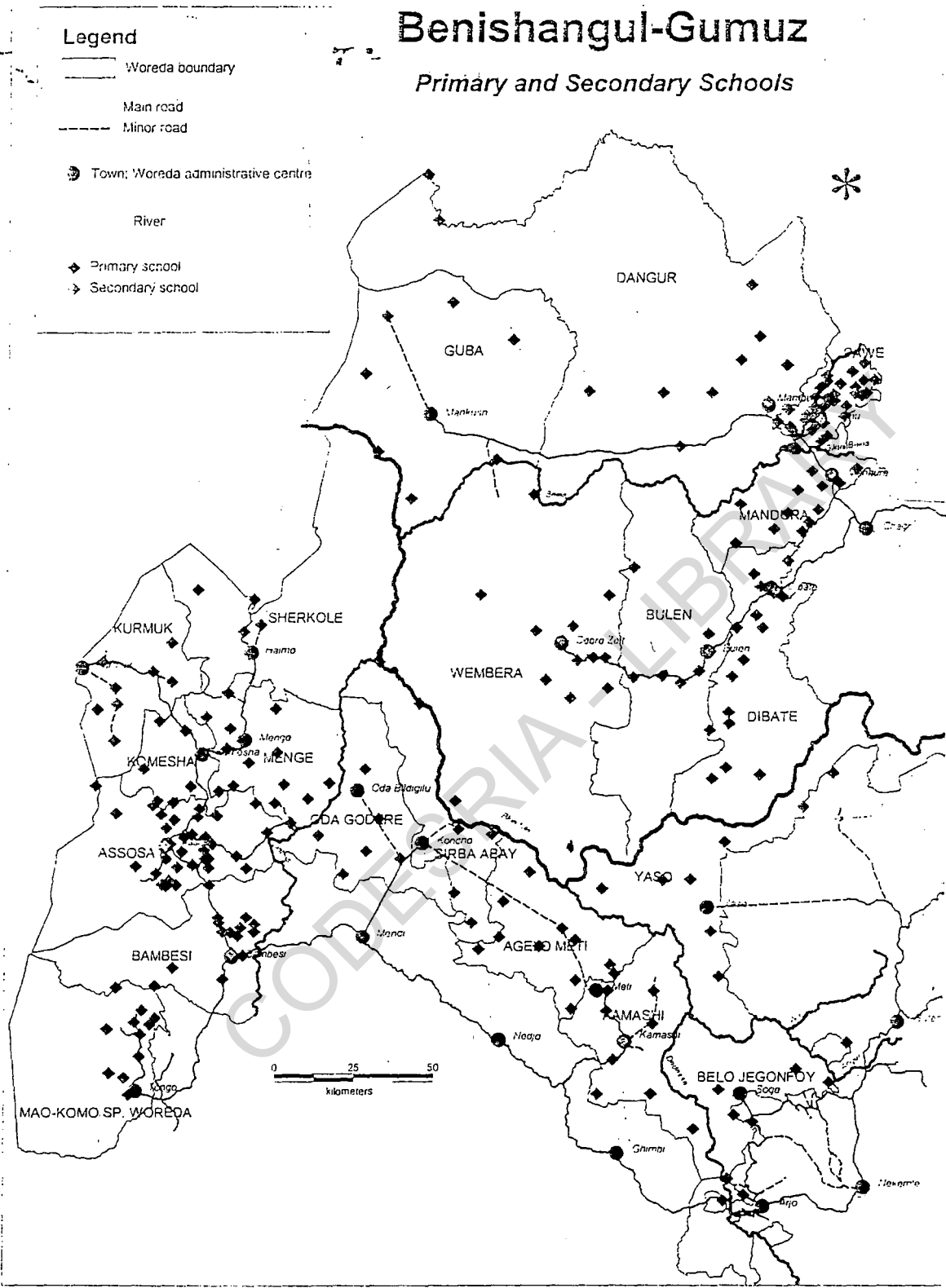
# Benishangul-Gumuz



Map 2: Overview map of Benishangul-Gumuz. All border lines are unofficial and approximate.

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<b>No.</b>	<b>Variables</b>	<b>Labeling</b>
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13	Continuous variables	Actual number



Map 3: Primary and secondary schools in Benishangul-Gumuz. Data from ATTFIELD *et al.*, 1999 (partly updated 2001). All border lines are unofficial and approximate.

# DECLARATION

I declared that this thesis is my original work and has not been presented for a degree in any university and all the sources of materials used for the thesis are duly acknowledged.

Name Taye Amssalu

Sig. \_\_\_\_\_

Date \_\_\_\_\_

**Place: Addis Ababa University**

The thesis has been submitted for examination with my approval as a university advisor.



\_\_\_\_\_  
Assefa Admassie

(Ph.D)