

# **Participation of boys and girls in school**

## **Environmental Clubs:**

### **The case of Holeta Secondary and Preparatory and Yemane Birhan Secondary School Environmental Clubs, Ethiopia**

By: Tayech Ourgicho Didemo

A Research project submitted to Larenstein University of Applied Sciences in partial fulfilment of the requirements for the Degree of Master of Management of Development.

Specialization: Social Inclusion, Gender and Livelihood

September 2009

Wageningen

The Netherlands

© Copyright Tayech Ourgicho, 2008. All rights reserved.

## PERMISSION TO USE

In presenting this research project in partial fulfilment of the requirements for Postgraduate degree, I agree that the library of this University may make it freely available for inspection. I further agree that permission for copying of this research project in any manner, in whole or in part, for scholarly purposes may be granted by Larenstein Director of Research. It is understood that any copying or publication or use of this research project or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University in any scholarly use which may be made of any material in my research project.

Requests for permission to copy or to make other use of material in this research project in whole or part should be addressed to:

Director Research

Larenstein University of Applied Sciences

P.O.Box 9001

6880 GB Velp

The Netherlands

Fax: 31 26 3615287

The researcher can be contacted at:

tayechzewge@yahoo.com

# Acknowledgement

First of all I thank the Almighty God who has been my encouragement and only fortress throughout my life and during my stay in the Netherlands, especially during the loneliest times I experienced. I thank Him for his mercy, patience with me and provision of second chances. I thank him for helping me throughout my study in the Netherlands.

I would like to thank the government of the Netherlands through Nuffic for giving me the opportunity to study and my organization the Federal Environmental Protection Authority of Ethiopia for supporting me to study.

The production of this thesis was made possible by the tremendous support of a number of people to whom I am grateful and feel indebted.

I wish to express my gratitude to my supervisor, Ms. Sonja Scheffers for the inspiration and valuable comments, suggestions and guidance she made while I was writing my thesis, which made this work possible.

My special thanks go to my course co-coordinator Mrs. A. Westendorp for the guidance and advice during the period of study. I would also thank Mrs. L. Grijpma and all MOD lecturers for their impartation of knowledge.

I would like to express my sincere thanks to Christian brothers and sisters at home and here in the Netherlands for their prayer and support while I am in the Netherlands. Without their support and prayer my academic life and the new environment would have been very difficult for me. I would like to thank my friend Eyesuswork Bekele for her assistance and presence while I was struggling to do my field work due to health problem. Thank you, for being there for me in time of trouble.

Lastly, I give special thanks to my dear husband Mengistu Mamo for his enormous support, encouragement and love. Thank you for carrying the entire family burden during my absence. Jerusalem, Ebenezer and Mercy thank you for being good children during my absence and performing well in your classes. As a loving mother, I wish you all the best.

## DEDICATION

This work is dedicated to my dear Husband Mengistu Mamo, my lovely children Jerusalem, Ebenezer and Mercy, for the endurance and perseverance shown during my absence. I love you so much.

## TABLE OF CONTENTS

|   |           |
|---|-----------|
| PERMISSION TO USE .....   | II        |
| ACKNOWLEDGEMENT .....   | III       |
| DEDICATION.....   | IV        |
| ACRONYMS.....   | VIII      |
| <b>CHAPTER 1. INTRODUCTION AND BACK GROUND OF THE STUDY .....</b>   | <b>1</b>  |
| 1.1. INTRODUCTION.....  | 1         |
| 1.2. BACK GROUND TO THE STUDY .....   | 3         |
| 1.2.1. <i>The context of Federal Environmental Protection Authority</i> .....   | 3         |
| 1.2.2. <i>School Environmental Clubs in Ethiopia</i> .....  | 4         |
| 1.3. SIGNIFICANCE OF THE STUDY.....   | 4         |
| 1.4. PROBLEM STATEMENT .....  | 5         |
| 1.5. OBJECTIVE OF THE STUDY .....   | 5         |
| 1.6. MAIN RESEARCH QUESTION .....   | 5         |
| 1.7. ORGANISATION OF THE REPORT.....  | 5         |
| <b>CHAPTER 2. LITERATURE REVIEW .....</b>   | <b>7</b>  |
| 2.1. INTRODUCTION.....  | 7         |
| 2.2. CONCEPT OF PARTICIPATION.....  | 7         |
| 2.3. THE LADDER OF PARTICIPATION FOR YOUNG PEOPLE-A MODEL BY ROGER HART.....  | 8         |
| 2.4. <b>SIGNIFICANCE OF PARTICIPATION AND EQUAL OPPORTUNITY OF PARTICIPATION FOR BOYS AND GIRLS</b> .....                 | 9         |
| 2.4.1. <b>Significance of participation</b> .....   | 9         |
| 2.4.2. <i>Equal opportunity of participation for boys and girls in community development and environmental care</i> ..... | 10        |
| 2.5. <b>GIRLS AND BOYS AT HOME, IN SCHOOLS AND IN THE SOCIETY</b> .....   | 10        |
| 2.5.1. <i>Discrimination of girls at home</i> .....   | 10        |
| 2.5.2. DISCRIMINATION OF GIRLS IN SCHOOLS.....  | 11        |
| 2.5.3. DISCRIMINATION OF GIRLS IN THE SOCIETY.....  | 12        |
| 2.6. THE SITUATION OF GIRLS AND BOYS IN ETHIOPIA .....  | 13        |
| 2.7. GENDER ROLES AND INTERACTION OF BOYS AND GIRLS WITH THE ENVIRONMENT .....  | 14        |
| <b>CHAPTER 3. METHODOLOGY.....</b>  | <b>16</b> |
| 3.1. INTRODUCTION.....  | 16        |
| 3.2. DATA COLLECTION .....  | 16        |
| 3.3. SCOPE OF THE STUDY .....   | 17        |
| 3.4. SAMPLING.....  | 17        |
| 3.5. AREA OF STUDY .....  | 18        |
| 3.5.1. <i>Ethiopia</i> .....  | 18        |
| 3.5.2. <i>Addis Ababa</i> .....   | 19        |
| 3.5.3. <i>Kolfe Keranyo sub-city</i> .....  | 19        |
| 3.5.4. <i>Holeta city</i> .....   | 20        |
| 3.6. DATA SYNTHESIS .....   | 20        |
| 3.7. LIMITATIONS .....  | 20        |
| <b>CHAPTER 4. RESULTS .....</b>   | <b>22</b> |
| 4.1. INTRODUCTION.....  | 22        |
| 4.2. DEMOGRAPHIC CHARACTERISTICS .....  | 22        |
| 4.3. ESTABLISHMENT OF THE ENVIRONMENTAL CLUBS .....   | 23        |
| 4.4. ACTIVITIES AND ACHIEVEMENTS OF SCHOOL ENVIRONMENTAL CLUBS.....   | 24        |

|   |           |
|---|-----------|
| 4.5. FACTORS INFLUENCING THE PARTICIPATION OF MEMBERS IN THE ENVIRONMENTAL CLUBS .....    | 25        |
| 4.5.1. <i>Participation of boys and girls in the School Environmental clubs</i> .....     | 25        |
| 4.5.2. <i>Trend of girls' membership in the clubs</i> .....                               | 25        |
| 4.5.3. <i>Factors emerged as major constraints</i> .....                                  | 26        |
| 4.6. PARENTS ON THE PARTICIPATION OF THE GIRLS IN THE CLUBS.....                          | 32        |
| 4.7. ROLE OF EPA, SCHOOLS AND NGOs IN PROMOTING PARTICIPATION OF GIRLS IN THE CLUBS ..... | 32        |
| <b>CHAPTER 5. ANALYSIS.....</b>   | <b>33</b> |
| 5.1 INTRODUCTION.....   | 33        |
| <b>CHAPTER 6: CONCLUSION AND RECOMMENDATION.....</b>                                      | <b>37</b> |
| 6.1 INTRODUCTION.....   | 37        |
| 6.2 CONCLUSION .....  | 37        |
| 6.3 RECOMMENDATIONS .....   | 37        |
| <b>REFERENCE.....</b>   | <b>40</b> |
| <b>ANNEX 1: DEFINITION OF IMPORTANT CONCEPTS USED IN THE STUDY .....</b>                  | <b>43</b> |

## LIST OF TABLES AND MAPS

|   |    |
|---|----|
| Table 2.1. Work related risks for women and girls.....  | 15 |
| Table 3.1. Categories of interviewees.....  | 19 |
| Map 3.2. Map of Addis Ababa.....  | 21 |
| Map 3.3. Map of Oromia.....   | 22 |
| Table 4.1. Number of respondents from Holeta club.....  | 24 |
| Table 4.2. Number of respondents from Yemane Birhan Club.....                                   | 24 |
| Table 4.3. Age distribution of respondents.....   | 25 |
| Table 4.4. Sex distribution of respondents.....   | 25 |
| Table 4.5. Grade distribution of respondents.....   | 25 |
| Table 4.6. Number of club members of Holeta secondary and preparatory school<br>Since 2004..... | 29 |
| Table 4.7. Constraints for active participation of girls in school environmental clubs.....     | 30 |
| Table 5.1. A girl on inability to speak in public.....  | 34 |
| Table 5.2. Another girl on inability to speak in public.....                                    | 35 |

## ACRONYMS

|        |   |
|--------|---|
| CP     | Club Patron                                     |
| EPA    | Environmental Protection Authority of Ethiopia  |
| EE& A  | Environmental Education and Awareness           |
| EWLNHS | Ethiopian Wild Life and Natural History Society |
| GO     | Government Organization                         |
| NGO    | Non Government Organization                     |
| FEE    | Formal Environmental Education                  |
| NFEE   | Non Formal Environmental Education              |
| SEC    | School Environmental Clubs                      |

## ABSTRACT

It has been increasingly recognized that environmental degradation is serious problem in Ethiopia. The causes for environmental degradation in Ethiopia are natural as well as human induced activities. Environmental mismanagement has contributed largely to the degradation of the environment, besides the natural hazards such as the recurrent draught the country has been experiencing.

Reversing the environmental problem in Ethiopia requires a coordinated national effort to educate the public, particularly the young people, if it is to have a lasting impact on the survival of future generations. The Environmental Protection Authority is committed to curb the problem by employing different strategies.

One of the strategies is promoting Environmental Education and Awareness among the society and Non-formal environmental education has been identified as an important tool. In view of this, the Environmental Protection Authority of Ethiopia and few of the environmental NGOs have embarked up on Non formal Environmental Education and Awareness creation programmes in schools. In this regard, the EPA has been facilitating the establishment of school environmental clubs by developing guide lines, providing materials and environmental trainings for club members. The clubs are also recognized as vital forces to communicate environmental message among the schools and the public. This study has been carried out for Environmental Protection Authority of Ethiopia as problem owner and two School Environmental Clubs (SECs) were taken as targets. The research will yield information and recommendations on enhancing active participation of club members for the Organizations dealing with the clubs.

Active participation of club members facilitates the spread of environmental education and awareness among the members, the school community and the society at large. It is critical to the success of non-formal environmental education because; first members of the clubs acquire appropriate environmental knowledge and skill necessary to them to contribute to environmental conservation as individuals. Secondly, they can be used as environmental messengers to reach their families and communities.

This study was conducted to investigate how actively boys and girls were participating in SECs and identify the constraints in Holeta and Yemane Birhan secondary schools in Oromia region and Addis Ababa, respectively. Data was collected by using semi-structured interviews and in-depth interpretation using comparisons from literature was used for the analysis of qualitative data collected from interviews.

Findings in the study area show that both girls and boys have involved in the clubs, but girls have different constraints which boys do not experience. Different socio-cultural factors are identified. First, many parents and the society consider work outside of home is inappropriate for girls. Some parents are stricter in controlling girls. Sexual harassment in the clubs and lack of self confidence also hinder active participation of girls.

Girls in the clubs were aware of the benefits of participating in the club activities and have shown motivation to take part. Hence, there is need to enhance their involvement in the clubs by removing the barriers. The research has identified the constraints and recommended for active participation of girls. The outcome of this finding will contribute in developing policies and strategies of ensuring active participation of girls and boys in SECs to achieve the objective of non formal environmental education in schools.

## CHAPTER 1. INTRODUCTION AND BACK GROUND OF THE STUDY

### 1.1. Introduction

Environmental degradation is one of the major challenges for Ethiopia. Environmental degradation is deterioration in the quality of the environment for humans, vegetations, animals and aquatic life (EPA, 2008). Misuse and unsustainable exploitation of natural resources and natural hazards left the country under serious environmental degradation. The Strategic Plan of Environmental Protection Authority (2007-2012) has recognized that the causes for environmental degradation are not only natural but also man-made. A work shop document on Environmental Education (1997) has also confirmed that natural causes such as draught, improper resource use practices, increasing human and livestock population and inappropriate land management are the underlying factors for the degradation.

The major environmental degradation the country is experiencing is land degradation. Land degradation can further be explained in the form of soil erosion and loss of soil fertility. According to the Secretariat of the United Nations Convention to Combat Desertification (2008), Ethiopia has one of the worst erosion problems in the world, losing 2 billion metric tonnes of soil per year. Large portion of agricultural and grazing land in Ethiopia is degraded.

Desertification is the other serious environmental problem of the country. It is caused by the recurrent draught (the most important) and environmental mismanagement reflected in over grazing, insufficient afforestation, the expansion of agriculture into marginal lands and inappropriate agricultural practices (IUCN, 1999). A study indicate that 70 percent of the total land mass of the country is affected by the spread of desertification, which in turn aggravates land degradation and poverty. The arid, semi-arid and dry sub-humid areas are highly prone to desertification. The report of the Federal Environmental Protection Authority confirms the same (EPA, 1998).

The country is also experiencing loss of biodiversity and deforestation problems. The growing threats such as burning of vegetation have led to destruction of habitats and extinction of endemic birds, plants and animals. High population growth rate and the subsequent rising demands for crop and grazing land, construction materials, fuel wood and charcoal have resulted in deforestation. Moreover, encroachment, resettlement and recurrent droughts have all added to the serious forest decline in the country (EPA, 2008).

Urban areas are suffering mainly from water pollution, municipal and hazardous waste, and lack of sanitation. Industrial and household solid and liquid waste is the major cause of water pollution in urban areas. The problem is mainly observed in big cities in places where the population is highly concentrated. In these areas both underground and surface water is exposed to pollution. Air pollution, especially indoor air pollution has been causing health problems to women and girls who are always responsible for food preparation and children ((EPA, 2008). Sanitary and toilet facilities are inadequate or poor according to the population and housing census of Ethiopia (Central Statistics Agency of Ethiopia, 2008). The household garbage collection is also not adequate. The amount of solid waste collected is about 70 percent only (EPA, 2000).

Reversing the environmental decline of the country requires changing attitude of different groups of the society, especially the young people through coordinated effort of environmental education and awareness. As noted by Bruce Mitchel (1997) the changes in

human attitudes on environmental management that we call for depend on a vast campaign of education, debate and participation of different groups of the society.

The importance of Environmental Education and Awareness (EE&A) raising to solve the environmental problems is highly recognized by the government of Ethiopia. Its significance in developing a society that is aware of and concerned about the environment and its associated problems is also realized by professionals and environmental organizations. As a result different governmental and nongovernmental organizations are engaged in educating and raising awareness of different groups of the society on national environmental matters and global environmental concerns.

The purpose of environmental education is re-directing the relationship of human beings with their environment towards a sustainable mode of existence (EWNHS, 2009). Currently, different approaches to EE and A are used in Ethiopia (Environmental Protection Authority of Ethiopia, 2008). Formal Environmental education is conducted through the formal Education system; starting from the primary up to the university level. The Ministry of Education is responsible for the undertaking of formal education, and the EPA, as mandated by law cooperates with the relevant organizations for the integration of environmental education in to the curriculum, especially starting from primary school up to secondary level (Federal Government of Ethiopia, 2005).

The second approach, which is the Non Formal Environmental Education (NFEE), involves creating awareness, developing skills and initiating active participation of different groups of the society. The NFEE is mainly undertaken by EPA and 11 Regional Environmental Bureaus and Environmental NGOs.

The EPA produces environmental awareness materials such as Videos, magazines, brochures and posters. It has also been engaged in producing radio and television programmes in collaboration with the National radio and Television stations. It also conducts training and workshops. The Environmental Education and Awareness Department of the EPA for which the researcher is working is mainly responsible for this task and the target groups are the general public, environmental clubs, policy makers, industry workers, industry owners and environmental professionals.

Since one of the target groups for this approach are school environmental clubs and the school communities, environmental clubs have been established in most of the secondary schools. With the case of the two school environmental clubs covered in this study, apart from EPA, Ethiopian wild life and Natural History Society and Lem Ethiopia, both local NGOs have important roles for the clubs functioning, supporting the clubs financially and technically.

The significance of involving young people in environmental care is recognized by Agenda 21 adopted in the Rio de Janeiro Earth Summit (UN Department of Economic and social Affairs (n.d). ( Agenda 21, is adopted by more than 178 governments at the United Nations Conference on Environment and Development held in 1992 and it is a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment). In the plan of action, the young people are recognized as the major groups in societies and their active involvement in environmental activities and decisions is imperative, because it affects their lives today and has implications for their futures.

Moreover, Ethiopia is a country with a demographic profile dominated by a young population. Hence, targeting the young people means addressing large group of the society. The youth

constitutes the population aged 15-24 years and the size of this group estimated to constitute about one third of the total population (Haile Sahlu, 2004).

Participation of both boys and girls in the clubs is essential because first, as stated in Agenda 21 young people comprise both boys and girls. For example, girls are about 40 percent in primary and secondary schools in Ethiopia (DFID, 2005) and mobilization of young people through environmental education programs may not be a success if true involvement of this large group is not realized. Moreover, boys and girls are differently affected by environmental degradation because of their gender roles in the society and they need to be reached by the message accordingly (see section 3.5). For example, lack of water and fuel wood shortage affects girls more than boys because they are responsible for fetching these basics for the family.

## **1.2. Back ground to the study**

### **1.2.1.The context of Federal Environmental Protection Authority**

The Federal Environmental Protection Authority is located in the capital city, Addis Ababa. It is established in 2002 by proclamation No. 295/2002 in response to the serious environmental degradation problems the country is facing. The organization is engaged in formulation and implementation of environmental policies, strategies, laws and standards.

Apart from formulating policies, laws and strategies, the major and specific activities of the organization include among others, regulating the discharge of industrial emission to water bodies and to the air, producing the state of the environment report of the country, undertaking environmental impact assessment of development projects and programs and conducting environmental education and awareness programmes in collaboration with Environmental Nongovernmental Organizations, schools and the Media. To promote EE&A the organization facilitates the establishment of school environmental clubs and supports the clubs through technical and material assistance.

The EPA has started its function as a department within the former Ministry of Natural resource and Environmental protection in 1990. It was established as an autonomous government organisation in 1995. Then, by broadening its responsibilities the organisation was re-established in 2002 by proclamation No.295/2002.

As stated in the strategic plan of the organization (EPA, 2007) the mission of the organization is to improve and enhance the health and quality of life of all Ethiopians and to promote sustainable social and economic development through the sound management and use of resources and the environment as a whole, so as to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The organization is successful in facilitating the establishment of Regional Environmental Protection bodies in eleven regional states of the country. Nowadays, there are eleven regional bodies which are responsible for matters concerning environmental management. The organization, in the past ten years, achieved good results in developing environmental policy, formulating and facilitating the issuance of Environmental laws of the country.

Ethiopia is signatory to eleven international environmental conventions such as the Kyoto Protocol and EPA is successful in developing national laws to implement the international environmental conventions. The EPA is a government organization and the budget for its activities is allocated by the government of Ethiopia. The organization also gets funds from environmental funding organizations such as Global Environmental Facility( GEF) and

United Nations Development Program (UNDP), especially for the implementation of international environmental conventions to which Ethiopia is signatory (EPA, 2007).

### **1.2.2. School Environmental Clubs in Ethiopia**

School Environmental Clubs (SECs) are student organizations established to promote non formal environmental education in schools. The clubs are initiated by school administrations and facilitated by environmental organizations and members are voluntary students. The SECs operate mainly in Primary and Secondary schools and coordinated by elected committee members (students) and are managed by Club Patrons (CPs) who are teachers. School Environmental Clubs are not only the target groups for NFEE but also are expected to reach local communities through their environmental message in formal or informal ways. The clubs are provided with offices in the school compounds with very limited budget from the schools. Major technical (training), financial and material support is provided by environmental GOs and NGOs, which deal with non formal environmental education and awareness.

SECs are recognized as effective means of mobilizing the youth for environmental conservation in schools and higher learning institutions (EVLNHS, 2007). The federal and regional environmental organizations and the environmental NGOs have been cooperating with schools for establishing and mobilizing clubs to promote environmental education and awareness.

The major objectives of the clubs are:

- To raise awareness of the young people (students) on national, global as well as regional environmental issues and concerns.
- To create a young people who have love and appreciation for the environment and contribute to the conservation of the environment.
- To enable the young generation acquire the indigenous knowledge of the community.
- To enable members take environmental message to their families and community.
- To enable students to implement what they have acquired in theory in to practice. Moreover, to create young citizens who are able to review and analyze the environmental issues and problems and change the environmental situation of the country and contribute to the global environmental concerns (EPA, 2007, EVLNHS, 2009).

### **1.3. Significance of the Study**

Through promoting Environmental Education and Awareness (EE&A) and involving the students in practical activities of environmental conservation, school environmental clubs play significant role in curbing environmental problems of the country and stop the emergence of new once (EPA, 2007). Although it was not possible to find data on the number of the clubs and members in the country, SECs have been established in most of the secondary schools. Both boys and girls have been involved in the club activities. However, not much has been done in School Environmental Clubs and on participation of members. This study is significant indeed, because there is not enough knowledge and it contributes to the accomplishment of EPA's mission statement.

It will form a basis for environmental governmental and non-governmental organizations and schools to provide information on active participation of boys and girls in the clubs and thereby enhance the dissemination of environmental message successfully.

#### **1.4.Problem statement**

The Environmental Protection Authority has been promoting Non Formal Environmental Education through school environmental clubs.( EPA,2007). To accomplish its education and awareness raising responsibility, the organization facilitates the establishment of school environmental clubs by providing technical and financial assistance. School environmental clubs comprise both boys and girls and participation of all members of the clubs is crucial for effective environmental education and awareness raising activities. However, the Environmental Protection Authority, as promoter of environmental education through environmental clubs does not know how actively both girls and boys are participating in the school environmental clubs.

#### **1.5.Objective of the study**

The objective of the study is to explore the participation of girls and boys in School Environmental Clubs in Holeta comprehensive high school and Yemane birhan primary and secondary schools and come up with recommendations for improvement.

#### **1.6.Main Research question**

How actively do boys and girls involve in the outdoor and indoor environmental education and awareness programs and activities in School Environmental Clubs in Yemane Birhan and Holeta secondary and preparatory schools?

#### **Sub questions**

1. What are the activities undertaken by school environmental clubs?
2. What are the factors that influence active participation of boys and girls in the clubs?
3. How do the School Administrations, the GO and the NGOs which are closely working with the clubs address the challenges of participation of boys and girls in the clubs?

#### **1.7. Organisation of the Report**

This report has six chapters. Chapter one is the introduction to the report. It highlights the environmental problems of Ethiopia and describes how environmental education, especially the non formal environmental education among the school environmental clubs is used as a tool to address the environmental problems of the country. It also spells out the research problem being studied, gives the objective of the study and the main and sub-research questions.

Chapter two of the report focuses on the conceptual framework. Definitions of major concepts of the study are covered in this chapter.

The research methodology, the back ground of the study area and scope of the research are covered in chapter three. This chapter also describes methods of data collection, sampling

procedures and tools of data analysis. Chapter four is the core of the report. This chapter provides findings of the study. In chapter five discussions of the findings was made and conclusion of the study and recommendations for improvement are covered in the last part, chapter six.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1.Introduction**

This chapter presents concepts and theories related to participation, especially participation of young people in community development activities and decisions. It also presents different meanings of participation and reviews the contributions of other authors on the significance and level of participation of young people in development activities.

### **2.2.Concept of participation**

Participation is a common word in development activities and processes. As it is stated by the World Bank (1998) it is mostly used in different development related undertakings and associated with the importance of involving wider groups of people in decisions, services, design and activities. Governmental and Nongovernmental Organizations, civil society groups and voluntary clubs such as school environmental clubs participate in taking part in environmental conservation activities and articulate their interests in decision making processes.

Participation has different meanings according to the context it is used. The different meanings of participation depend on the nature of the development initiative, the involving groups, and political, social and cultural atmosphere of a given situation. White A. Shirley and Nair K.Sadandan (1996) indicated that participation changes its colour and shape at the will of the hands in which it is held. Below are few of the definitions for participation given by organizations and individuals:

For World Bank (1998) participation is a rich concept that means different things to different people in different settings. For some, it is a matter of principle; for others, a practice and for still others, an end in itself.

Political participation is another form of participation which calls for representation in elected public bodies such as parliaments, state and local governments and global social and economic institutions such as the United Nations, the World Bank and the World Trade Organization. According to Human Development Report (1998) participation means people are closely involved in the economic, social, cultural and political processes and activities that affect their lives.

Gomezde Souza Luisa and Riberio Lucia (1996) defined young peoples' participation as the capacity to play vital role in the decision making process or take part in different economic and social activities and youth participation is the active engagement of young people in clubs, decision making, sports and other activities throughout their communities.

Karunan P. Victor (2005) defined young peoples' participation as young people partaking in and influencing processes, decisions and activities. Karunan further elaborated participation as seeking information, expressing the desire to learn, expressing ideas, taking part in activities and processes, being informed and consulted in decision making, initiating ideas, processes, proposals and projects.

Commonwealth Youth Programme and UNICEF definition of participation focuses on the involvement of young people. A basic concept of participation for the organizations is that people are free to involve themselves in social and developmental processes and that self involvement is active, voluntary and informed. Young peoples' participation, also called youth involvement, has been used by government agencies, researchers, educators and

others to define and examine the active engagement of young people in school clubs, sports, government and community development.

For the purpose of this study, the researcher will follow the definition of Common wealth and UNICEF due to the focus of the definition on the specific group of a society, the young people and has adopted the following definition.

For the researcher, active and free participation of members in this research is involvement of girls and boys in outdoor and indoor environmental conservation, education and awareness projects and decisions regarding the projects they involved in.

### **2.3.The Ladder of Participation for young people-a Model by Roger Hart**

*For the purpose of this research, the theory of ladder of participation is important to the researcher as it will be used to determine the level of participation of boys and girls in School Environmental Clubs in the environmental education and awareness raising activities.*

There are different levels of participation. Roger Hart (1999) developed a model for the degree of involvement of youth. According to him there are eight degrees of participation, among which the first five describe active involvement of young people where as the last three describe passive participation; which according to the author is not true participation. Starting with the highest ladder Roger Hart describes the ladders as follows:

- 8) Youth-initiated, shared decisions with adults is when projects or programs are initiated by youth and decision-making is shared among youth and adults. These projects empower youth while at the same time enabling them to access and learn from the life experience and expertise of adults.
- 7) Youth-initiated and directed is when young people initiate and direct a project or program Adults are involved only in a supportive role.
- 6) Adult-initiated, shared decisions and the youth take part in the projects or programs initiated by adults but the decision-making is shared with the young people.
- 5) Consulted and informed is when youth give advice on projects or programs designed and run by adults. The youth are informed about how their input will be used and the outcomes of the decisions made by adults.
- 4) Assigned but informed is where youth are assigned a specific role and informed about how and why they are being involved.
- 3) Tokenism is where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
- 2) Decoration is where young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.
- 1) Manipulation is where adults use youth to support causes and pretend that the causes are inspired by youth.

The abovementioned levels indicate to what extent the participants take part or involve themselves in a given development program or project. In the case of this study, it is possible to relate the participation of boy and girl members in school environmental clubs to the sixth ladder. School Environmental Clubs in the study area are voluntary clubs of

students initiated and supported by school administrations, Environmental governmental and Nongovernmental organizations and members of the clubs take part in the activities and decisions they are involved in.

## **2.4. Significance of participation and equal opportunity of participation for boys and girls**

*In this section the significance of participation in general and specifically, its importance to both boys and girls is presented. Further, how the treatment of girls in different stratum of the society affects their participation in matters concerning them is shown. This provides an overview and the relevance of factors that influence participation of members, in School Environmental Clubs as discussed in this report.*

### **2.4.1. Significance of participation**

A study has indicated that participation has different advantages to the young people who participate and the specific society they live in (UNICEF, 2001). It has great impact on the future development of the young people. UNICEF (2001) has identified eight values of young people's participation. The five values of participation which are relevant to this study are described and further elaborated as follows:

First, participation is a human right and an end in itself. According to this statement participation is important for its own sake. People get satisfaction by being involved. The right of youth to participate in decisions and development activities that affect them has been firmly endorsed through the United Nations Convention on the Rights of the Child (1989).

Second, Participation is critical to self-development. Young people cannot develop themselves by being passive members of the society. Participation helps them to build competencies and confidences.

Third, Young people can make a valuable contribution to society individually. They can contribute to society by taking care of the environment, helping in domestic chores, sharing their ideas...etc.

Fourth, participation fosters learning and builds skill. For example, it is recognized that students learn best through interaction and participatory learning. Young people who are encouraged to express their opinions and to be assertive will be more likely to have higher self-esteem. On the contrary, those who are denied their right of expressing their ideas freely develop low-self- esteem.

Fifth, young people's participation builds civil society. Young people's involvement in teams, groups, clubs, committees, NGOs, boards, unions and other types of associations can strengthen civil society, which are strong advocates. It allows the young to learn more about their surroundings and contribute to make it better. Hence, participation of young people in different societal and development matters would benefit them as well as the society they live in.

As mentioned above, for young people, to make effective transition to adulthood, they need opportunities to demonstrate that they are capable of being responsible, caring and participating members of society. According to the Mccreay Centere Society (2008) youth participation offers young people the chance to develop important decision-making and problem solving skills, develop meaningful relationships and a chance to bolster self-esteem.

Gomez de Souza Luisa and Ribeiro Lucia (1996) also emphasized that young people have to be active in all the community matters to develop themselves and contribute to the society.

#### **2.4.2. Equal opportunity of participation for boys and girls in community development and environmental care**

Young people comprise both boys and girls. This group of people are the future leaders, campaigners or advocates in societies. To be effective in their future endeavours, they need to be given opportunity to participate in development and decision making activities starting from their young age as indicated earlier.

Although participation in different activities that affect them is a right issue and has paramount importance for the future development of the young people and the society itself, many societies do not provide equal opportunity for all young members. The right of participation of all young people is not respected in societies always.

Girls are one of the most excluded groups in different societies and they are not usually given equal opportunity to involve in social, economic and political spheres. This has affected their self development and contribution to the society. The denial of girls' right of participation especially, has resulted in the miserable situation of their adulthood.

#### **2.5. Girls and boys at home, in schools and in the society**

*In this study, we shall see how the treatment of girls and boys specifically at home, in schools and in the society has influenced their participation in matters which concern them. This will help us to realize how girls and boys are encouraged or pushed from different directions to participate in social and economic areas or restrain from participation.*

##### **2.5.1. Discrimination of girls at home**

It all begins at home. Home is the place where socialization of a child starts, and where the biggest negative or positive change can happen to a girl or a boy (Casamova Sofia, n.d). A child's social learning occurs initially in the family and is gradually extends outside. Mothers and fathers, and the family can have significant positive impact on the future of their boys and girls. However, in many societies, son preference is common and discrimination against girls starts right from home. Girls are given less opportunities to develop themselves, fed less than their brothers, forced to work harder, provided less freedom and less schooling and access to medical care (UNICEF, 2001).

During childhood, they are not encouraged to express their ideas and develop self confidence (Friends of Street Children Association, 1999). They are often seen as less important to family and community life than boys. This attitude of parents has been hindrance for girls to exercise participation in matters which concern them from young age.

Parents want their girls to be confined to home, which is associated to their gender role; and if they are attending school, to schools only. According to Wainana Njoki (2007) for girls, discrimination often starts with in their families and extends to affect all other spheres of lives. They are more encouraged to carry out household work than boys and left with no time to develop themselves. For example, a study suggests that in Kenya girls spend more than four times longer hours on household work than boys (United Nations Division for the Advancement of Women, 1997). Cultural norms, social roles, and the gender stereotypes associated with them determine household roles and as a result, girls bear a disproportionate share responsibilities and care giving (UNICEF, n.d).

As Stromquist P. Nelly (1997) affirmed, the prevailing sexual division of labour which assigns women and girls domestic tasks and responsibilities results in obstacles to participating in community activities and schooling that boys do not face. Stromquist further noted that girls, particularly in poor homes are needed to perform domestic tasks, which is overwork to them. She also mentioned that these tasks are not the most dangerous or the most exhausting, but so far as they are performed constantly throughout the day and throughout the year and in very confined location; they also affect peoples' expectations of what women and girls are good for. Up to 90 percent of the care due to illness is provided in the home by women and girls (UNICE, n.d). This is in addition to the many tasks they already perform, such as taking care of children, cooking, cleaning and, in subsistence areas, fetching water and fire wood. In such an environment of home it is almost impossible for girls to develop physically, mentally and socially to their fullest potential and participate in development activities. This discrimination and neglect of girls which starts at home continues to lifelong deprivation and exclusion of girls from the social mainstream.

### **2.5.2. Discrimination of girls in schools**

There is a growing consensus that education contributes to personal development. It raises income, promotes health and increases productivity. Education is a powerful vehicle for ensuring girls' and women's equal access to knowledge, skills, jobs and participation in society and there is a growing consensus among the poor that education is important to get out of poverty and more and more girls are being enrolled into schools. ( Momsen H. Janet, 2004).

However, this does not necessarily mean that schools are the safest of all places for girls. It also does not mean that girls can involve in any activities in schools like boys do. Schools do not necessarily create enabling environment for girls and recognize their rights of participation. For many girls, gender inequality is a feature of their experience in schools (Oxfam n.d). In fact, as a study indicated for many girls the most common place where sexual coercion and harassment are experienced is in schools. It is further noted that sexual harassment in schools is common in Africa where teachers are often the instigators of such violence ( Krug et al. 1999 cited in Momson H. Janet 2004). The culture of a school and its practices in formal and outside of formal lesson, for example, in the play ground, or during meal times, also affect how girls and boys participate in curricular and extra-curricular activities (Oxfam n.d).

Active involvement in extra-curricular activities in schools is essential for all rounded development of a person as stated earlier. Schools are not institutions established for undertaking formal education in four walled rooms only. They are also places where students learn and develop themselves in involving in other extra-curricular activities which go side by side with the formal education (FSCA, 1999). The extra-curricular activities such as school environmental clubs can help children who have been silenced to articulate their ideas (Oxfam, n.d). And the type of participation which brings personal development is active participation, not nominal. Mitchel Bruce (1997) described that often effectiveness of participation exercise is judged on the basis of how many people show up at a public meeting. However, more than attendance is involved in an active and effective participation process.

Gender discrimination is also reflected in text books. Bhasin Kamla (2000) pointed out that in many parts of the world, text books and other teaching aids do not necessarily portray women and girls in a way that encourage girls to assume non-traditional roles in future; or take part in development activities. Women and girls are mostly displayed in relation to house hold chores. They are presented as passive members of a society; while men are

portrayed as managers and leaders in private and public sphere. Such environment only encourages girls who are usually already suffering from low self-esteem to hold low opinion about themselves. This in turn leads to lack of self-confidence to take part actively in matters concerning them. Teacher expectations concerning girls' abilities and achievement, girls' self-concept, and long-established gender stereotypes in schools, can have a negative impact on girls' participation in any activity in schools. Bhasin Kamla (2000) confirmed this truth by saying any number of analyses of textbooks and children's literature have shown the gender bias in them. Hence, the school environment has not been enabling for girls as it should have been.

### **2.5.3. Discrimination of girls in the society**

The Beijing Platform For Action, which is an agenda for empowerment of women and girls recognizes the elimination of negative cultural attitudes and practices against girls and promotes the girls' awareness of and participation in social, economic and political life ((United Nations, 1995).

The issue of the girls was also firmly placed on the international agenda by the Declaration of the World Summit for Children (1990). At the Summit, the international community acknowledged that participation of girls in the social, cultural, economic and political life of societies were a prerequisite for successful and sustainable development. It is also indicated that empowerment will be advanced if girls fully enjoy all human rights and fundamental freedoms, including the right to development, if they are empowered to participate fully and equally in all spheres of society and are protected and free from all forms of violence, abuse and discrimination. This implies that societies need to create conducive environment for girls.

However, the current reality does not depict this. Girls are discriminated, neglected and harassed in many societies. Wainana Njoki (1997) noted that although the situation varies greatly from region to region and even within countries, a common thread seems to be the lower value ascribed to girls in relation to boys in virtually all countries. The Beijing Platform For Action has also recognized that girls are less encouraged than boys to participate in and learn about the social, economic and political functioning of societies (United Nations, 1995).

UNICEF (1997) reported that despite widespread progress in improving the health, nutrition and education of children, the situation of girls continues to be disadvantaged compared to that of boys in many parts of the world. Especially in poorer communities, girls are not given equal opportunity to develop themselves to their fullest potential.

The prevailing cultural and social attitudes of societies about girls influence their participation in all spheres of life. Culture and social structures such as religious structures in some societies, do not encourage girls to take part freely in development activities. Equal participation of boys and girls is not measured by the equal number of girls enrolled in to schools or involved in any undertakings. As Momsen H. Janet (2004) pointed out gender equality does not necessarily mean equal number of men and women or girls and boys in all activities, nor does it mean treating them in the same way; it means equality of opportunity and a society in which women and men and girls and boys are able to lead equally fulfilling lives.

In most cases girls live in communities where men are always the decision makers, participate in the socio- economic affairs of the community and women are considered to be less able and significant than men; girls may accept an idea that they must be inferior to boys. They do not see any encouraging environment around them to freely participate in community activities. On their way they confront gender stereotyping and sexual

harassment. Girls are socialized from the beginning of their lives to accept the situation which makes them prey to a whole range of discriminatory practices. Girlhood is denied in most societies and this has resulted in denial of womanhood at latter age. As Sohoni (1995) confirmed the girl in every woman precedes and shapes the woman in her; to the extent to which girlhood is denied, librated and fostered woman hood perishes or prospers.

## **2.6.The situation of girls and boys in Ethiopia**

In Ethiopia, like any patriarchal society, girls are discouraged from involving in different aspects of the society. In fact the discrimination in Ethiopia starts from birth. Boy preference is common. Traditionally, girls stay in the kitchen where as boys stay in the living room and follow their fathers for outside work. Kitchen is assumed to be the place for girls while boys are encouraged to take part in any community matters. They are not seen as productive citizens and in their future life they are pushed to engage in reproductive roles. They are given less attention starting from birth and because of this they end up in lacking confidence to participate in different spheres of the society ( Mulugeta Emebet and Cherinet Haregewoin, 2002).

It is shame for a girl to involve in discussions in the family and in the presence of others. Quietness and staying in the kitchen are the criteria for decency. Because the sign for a decent girl is quietness, a girl is rebuked when she speaks in the presence of adults and boys, even if she is age mate to the boys. Therefore, her ideas and beliefs remain in her without being shared to others. Her freedom to express her ideas is limited and as a result she grows up lacking the self confidence, which is essential for her development.” (Friends of Street Children Association, Ethiopia, 1999).

Mulugeta Emebet and Cherinet Haregewoin (2002) on their study on the situation of Ethiopian girls indicated that girls are assigned a subordinate position in the home, and the community which results in lowered self-esteem. They are often treated as inferior to boys and are socialized to put themselves last. They further pointed out that boys are brought up to achieve and be self-reliant, whereas girls are brought up to conform, be obedient and dependent, their reproductive role taken as primary occupation.

In Ethiopia, a study based on school surveys showed that 78% of girls expressed fear of rape because they have been repeatedly threatened and in the same study 74% of the girls reported that they were harassed daily and 26% of the girls have been raped more than twice ( Mulugeta Emebet and Cherinet Haregewoin, 2002).

Although schools have significant role in creating responsible citizens, the discriminatory attitude of the families and society towards boys and girls is reflected in schools. As a result school environment in Ethiopia is usually disabling for girls to participate in any curricular or extra- curricular activity ( Friends of Street Children Association, Ethiopia, 1999).

They are less encouraged than boys to participate in and learn about the social, economic and political functioning of society and are not free to articulate their views. Mulugeta Emebet and Cherinet Haregewoin, (2002) confirmed that in all Ethiopian cultures girls are subjected to physical, sexual and psychological abuse in the family and in the community; and they are not free to involve in any matters affecting their life, currently or in the future.

Gender discrimination and societal abuse of girls is more acute in rural Ethiopia where 85 percent of the population lives, due to the higher rate of illiteracy of the rural population and lack of awareness on women's' and girls' right (Erulkar S. Annabel and Mekibib Tekle Ab, 2007).

## **2.7. Gender roles and interaction of boys and girls with the Environment**

*In this section I briefly present concepts on the difference of interaction of boys and girls with the environment and the different impacts of environmental degradation on boys and girls. The aim is to justify why the involvement of both boys and girls in school environmental clubs is essential, apart from the above mentioned advantages of participation in any development processes and activities.*

From the perspective of gender and environment, boys and girls interact differently with the environment because of their different gender roles. Mostly, girls are expected to assist their mothers in undertaking the house hold chores while boys go for outside work with their fathers. Bhasin Kamla's (2000) statement confirms this truth. She stated that both male and female children are exposed to traditional masculine and feminine activities from their very child hood. She further noted that girls are asked to help their mothers with household chores, while boys to accompany their fathers outside. Hence, girls are responsible for arranging for water and fuel for cooking while boys do not engage in such activities. women and girls in sub-Saharan Africa collect, on average, more than 20 Kg of wood and travel over five Km every day ( Lefebvre, 2002 cited in Momsen, H Janet 2004). In some parts in rural areas girls work on fields, grow vegetables, fruit and grain for consumption and for sale while boys assist men in crop farming.

The World Bank (2009) stated that women and girls are often responsible for providing their households with the basic necessities of life such as food, fuel, and water and they rely heavily on natural resources. The document further noted that men and boys seldom have responsibility for collecting and using natural resources for household use. In rural areas apart from the traditional household chores, girls work on fields, grow vegetables, fruit and grain for consumption and for sale. Women form more than half (51 per cent) of the world's agricultural work force and girls help their mothers (and at times fathers) in all these chores. According to the World Bank girls are generally considered as an additional hand in the fields. They also help their mothers in taking care of the siblings, and tending to elderly members of the household, while boys assist in farming and looking after animals.

Hence, this role of boys and girls determines their interaction with the environment and they are differently affected by environmental degradation. Gender-specific work exposes women and girls, and men and boys to different risks of disease and even death (Momson H. Janet, 2004).

In poor urban and rural areas women and girls are mostly affected by the environmental degradation such as water pollution. Women's and girls' collection and use of water exposes them to water borne diseases and parasites more than boys. Spending time in poorly built houses increases the risk of Chagas disease, a disease which is caused by insects living in mud walls, and smoke from cooking fires is also a health hazard (Mommsen H. Janet, 2004). Sanitation and waste treatments can be poor or non-existent in poor urban areas. These present new threats to health of women and girls who have the highest levels of exposure due to their engagement in household chores. A study in Accra depicted that cooking on both wood and charcoal exposes users to high levels of particulates and carbon monoxide (Songsore, 1999 cited in Momson H. Janet, 2004).

Table 2.1 Work-related risks for women and girls

| Health problem  | Gender-specific related cause   |
|---|---|
| Schistosomiasis (bilharzias)  | Washing themselves, children and clothes in streams   |
| Dengue, Chagas' disease, arsenicosis, leishmaniasis   | Domestic roles in the house   |
| Burns; back pain  | Cooking on open fires or stoves   |
| Respiratory infections; coughs; lung cancer; detrimental effects on foetal growth and children  | Cooking in poorly ventilated structures using biomass fuel fields.                                    |
| Fatigue and muscle pains in legs, shoulders and hips; prolapsed uterus; miscarriage; stillbirth | Carrying heavy loads of water and fuel wood or crops from fields.                                     |
| Headache; broken bones  |   |
| Malaria; filariasis; chronic back pain; leg problems; cuts                                      | Farm work involving constant bending, e.g. weeding, transplanting, threshing, post-harvest processing |
| Exposure to toxic chemicals with effects also on unborn and breastfed infants                   | Cash crop production: working in sprayed fields and in agro processing                                |

Source: Mosen H. Janet, 2004.

Girls and women are the most keenly affected by environmental degradation. For instance deforestation or contamination increases the time women and girls must spend seeking fuel wood or safe, clean water, and also increases the risk of water-borne diseases. In other words degraded environment makes women and girls spend more time and effort to find fuel, water or produce food. The amount of time and energy they spend on household duties dramatically increases as resources deplete. But, their other responsibilities, for meeting household needs and ensuring family health, do not diminish.

As income falls due to degradation of resources, education becomes an extra burden on the family ( World Bank, 2009). Most people anyway consider a girl's education an unnecessary responsibility. So, it serves as just another excuse for taking them out of school.

This further implies that the role boys and girls can play and the concern they show to environmental conservation can be different. For example, Momsen (2004) indicated that women and girls are more concerned about the environmental problems than men and boys because from childhood they are socialized to be family nurturers and caregivers.

Hence, participation of boys and girls in School Environmental Clubs gives them not only the strength and opportunity to voice their specific concerns about the environment and its degradation but also, assist them gain knowledge, skill and awareness to deal with the different environmental problems which concern them most.

## CHAPTER 3. METHODOLOGY

### 3.1. Introduction

*This chapter highlights area of the study, the methods used for data collection and analysis, scope of the study, sampling procedure as well as tools of data analysis. Qualitative techniques in collection and analysis of data were applied. The ethical considerations and limitations were also spelt out.*

### 3.2. Data Collection

From the very beginning, I decided to conduct the research with an assistant, who could help me because of time factor. The assistant helped in making arrangements for the interviews and taking note during the individual interview and the two focused group discussions.

The study used qualitative approach and was based on empirical data, literature and documents of schools and different organizations which are dealing with School Environmental Clubs.

Desk study was used for collecting concepts from various literatures that are used to understand about the constraints for participation of boys and girls in different spheres of life. Moreover, Intensive literature review was done before going into the field. In this case, scientific books and organizational documents such as annual reports, guidelines, Proclamations and strategic plan and proceedings of workshops were reviewed. Libraries of UNESCO in Ethiopia, the EPA and the Ethiopian Women Lawyers Association were visited for literature review. Moreover, internet was searched. The literature review was done to give more insight into the topic.

Primary data was collected using qualitative method. The qualitative methods employed in this case are interview and observation. Interviews through semi-structured questionnaires were conducted with respondents and key informants. The semi-structured questions allowed the researcher to come up with new questions during the discussion to get more and detailed information. The researcher was able to ask new questions based on the responses of the respondents. Interviews were used simultaneously with direct observation in the research. For example, it was possible to observe how far are schools from the living areas of the girls, especially in Holeta. It was also possible to observe some of the outdoor environmental activities. Qualitative method enabled the researcher to focus on the perceptions, attitudes, feelings and experiences of people to reduce the risk of making false assumptions about life.

After conducting the survey, two group discussions were held with girl members of the clubs in Holeta and Yemane Birhan Schools. The two groups consisted in total 10 participants ( 5 in Yemane Birhan and 5 in Holeta) who were able to take part in the discussions. The reason for undertaking the group discussion with the girls was that after the survey it was realized that the groups having constraints were girls and it was necessary to enrich the views collected from the survey with more detailed information from the group discussions. Moreover, it was realized that girls may not speak openly in front of boys, especially on the issue of sexual harassment. In total 45 informants and 6 key informants were interviewed.

The semi-structured questions used in the survey and group discussion were originally prepared in English and they were translated in to Amharic, which is the national language to administer to the interviewees in both areas. However, interviewees in Holeta were not able to express their ideas in Amharic (their mother tongue is Ormifa) and the researcher was

forced to use translator. This took much time and might have resulted in loss of some information/ideas. Then during data analysis the researcher translated the interviews in to English.

### **3.3.Scope of the study**

The scope of the study was limited to two school environmental clubs. The clubs are two of the school environmental clubs to which Environmental Protection Authority in collaboration with Ethiopia Wild life and Natural History Society and Lem Ethiopia (both local NGOs) has been providing technical and material support. School environmental clubs are important for the promotion of environmental education and awareness raising and the abovementioned organizations have concern for their proper functioning. Considering that boys and girls are participating in the club activities, they are used as the major source of primary data. Leaders of the clubs who are teachers and experts from EPA and EWLNHS who have been working with the clubs, and parents have also participated as key informants to back up the study.

### **3.4.Sampling**

The research was done on two school environmental clubs. The selected clubs were Yemane Birhan school environmental club which operates in Yemane Birhan secondary school in Addis Ababa and Holeta school environmental club which operates in Holeta secondary and preparatory school in Holeta town. The clubs were selected because they were two of the active Environmental Clubs in the nearby vicinity according to the recommendation of the experts working with them.

The other reason for the selection of the clubs was the nature of the members. Most of the club members of Holeta secondary and preparatory school are students from the nearby country side; although there were fewer members from Holeta town. Yemane Birhan school is located in the capital city and members are urban dwellers. The reason for the selection of the clubs was to investigate if there were differences in constraints of participation for boys and girls in urban and rural set up. It was expected that involvement of girls in rural set up is very much less than that of the urban area.

Yemane Birhan Environmental Club was represented by 20 club members; 10 boys and 10 girls were chosen by the following criteria: two committee members, Chairperson of the club and Secretary and others were members who have shown better concern in the club activities for example (involving in drama, writing poems, working in the school garden and cleaning) as recommended by the club patron were selected for the interview.

25 club members for interview were taken from Holeta Secondary and Preparatory school following the same criteria applied in yemane Birhan secondary school. From the participants, 5 were boys. After conducting interview with Yemane Birhan club members, it was realized that girls were having much constraint and it was decided to interview more girls in Holeta. In general, 30 girls and 15 boys were interviewed from both clubs. The interview was conducted in school compounds in one of the rooms in both places. Moreover, 2 Parents of the girls, 1 from Holeta ( father) and 1 (mother) from Yemane Birhan school area and 2 ex-club member girls, both from Holeta Secondary and Preparatory school were participated in the interview. The intention of involving parents and ex-club members was to get deeper insight in to the factors affecting participation of girls in the clubs from parents' and ex-club members' perspective.

Two Club patrons, who are teachers, were interviewed. These are directly responsible for the coordination of the club activities. From the interview, it was possible to get the overall

overview of the functioning of the clubs. One expert from Environmental Protection Authority and another from Ethiopian Wild life and Natural History society, both from Environmental Education and Awareness Departments of their respective organizations were interviewed to get insight of the organization's role concerning school environmental clubs targeted in the study.

Therefore a total of 45 respondents (boys and girls) and 6 key informants (2 parents, 2 club patrons and 2 experts from relevant organizations mentioned above) were interviewed from 16<sup>th</sup> July to 8<sup>th</sup> August 2008. Interviewees were told to freely give their responses and if they do not want to take part in the interview, their right of not participate in the interview was respected.

Table 3.1: Categories of Interviewees

| Interviewee category   | Number |
|--|--------|
| School Environmental Club members (respondents)                              | 45     |
| Parents ( Key informants)  | 2      |
| School Environmental Club Leaders (key informants)                           | 2      |
| Expert of Environmental Education and Awareness From EWNHS (key informant)   | 1      |
| Expert from Environmental Education and awareness Department (key informant) | 1      |
| Total  | 51     |

*Source: Researcher's data*

### 3.5. Area of study

#### 3.5.1. Ethiopia

Ethiopia is situated in the Horn of Africa, covering an area of 1.13 million square kilometres and has the second largest population in Sub-Saharan Africa with 83.1 million people according to the population census of the country( Central Statistical Agency of Ethiopia,2008). The population of Ethiopia is very young with 44.8 percent under the age of 15. It has an annual population growth rate of 2.5 per cent and it's estimated that the population will number about 101 million people in 2015.

### 3.5.2. Addis Ababa

Addis Ababa, is located is the capital city of Ethiopia and situated in the heart of the country. According to the population census of 2007 the population of Addis Ababa is 2,738,248, among which 1,304,518 are men and 1,433,730 are women. From the residents of the city 51.6 percent is between the age 10-29, which means the young population is the dominant in the city. It has an estimated area of 530.14 square kilometres and with the density of 5,165.1 inhabitants per square kilometre.

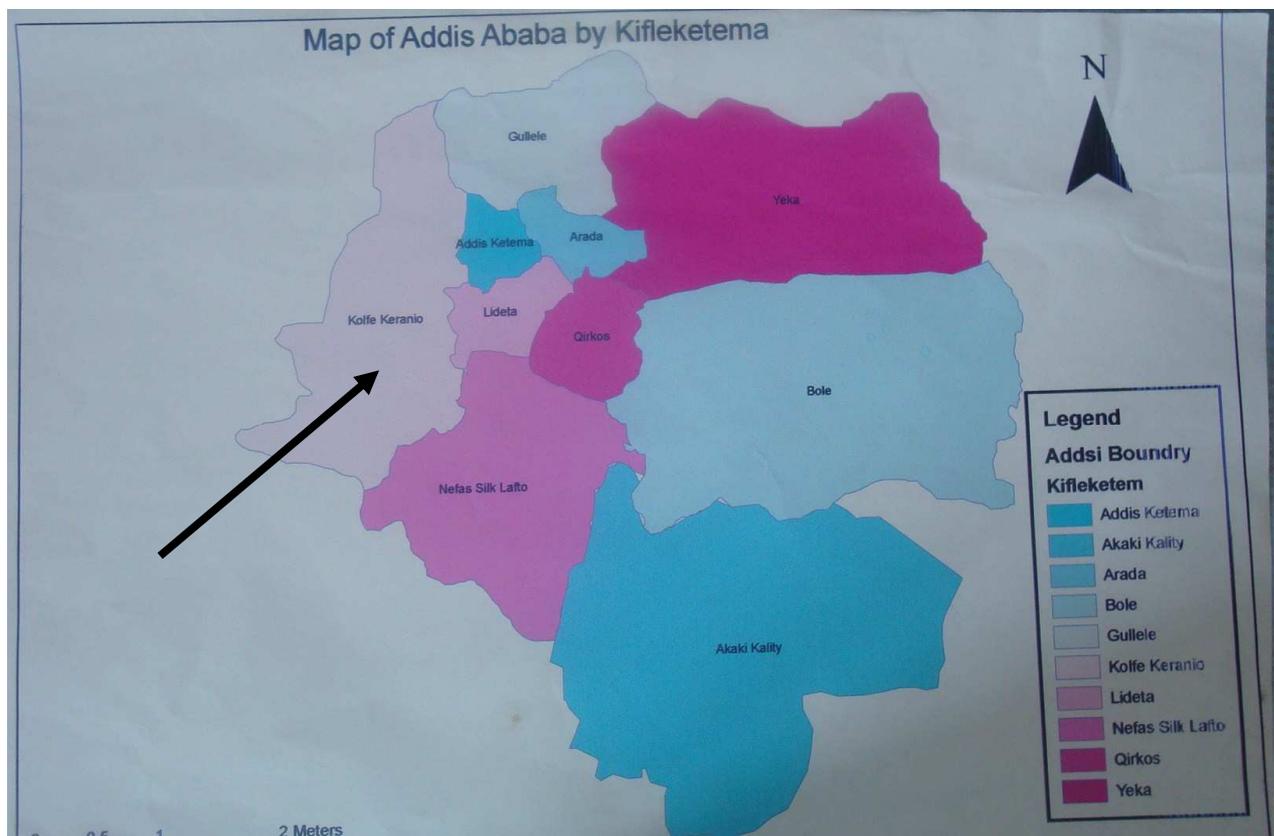
Addis Ababa comprises 6 sub-cities and 28 districts and divided into 328 dwelling associations (Kebeles) of which 305 are urban and 23 rural.

The day to day life activities of the city's population is predominantly based on different sorts of occupation. These include, trade and commerce; manufacturing and industry; home making, civil administration; transport and communication; education, health and social services; hotel and catering services; and agriculture.

### 3.5.3. Kolfe Keranyo sub-city

Kolfe Keranyo sub-city is located in the western part of Addis Ababa. It has ten dwelling associations (Kebeles) and it is mainly residential area. The population of kolfe-Keranyo is 428219 among which men are 20730 and women are 220915.

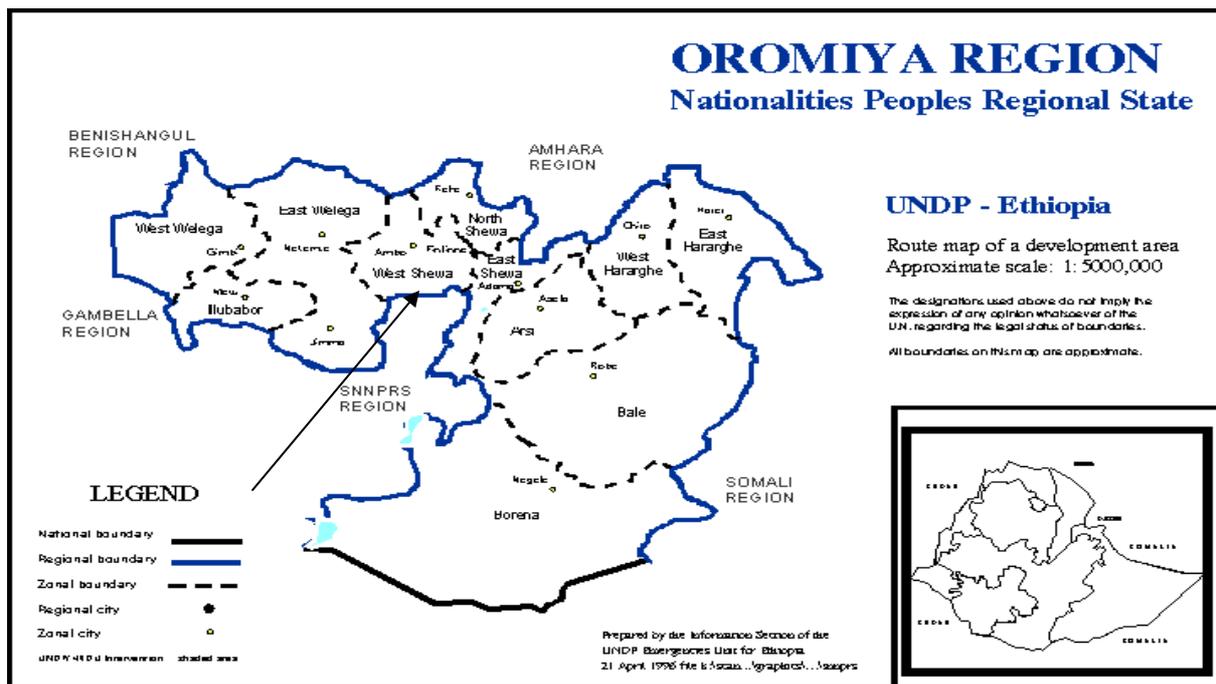
Yemane Birhan Primary and Secondary school is established in 1974. It is located in the western sub-city of Addis Ababa called Kolfe Keranyo. The school has 3280 students among which male are 1506 and female students are 1774. Water shortage and improper waste management is the major environmental challenge of the area.



3.2. Map of Addis Ababa , Source: Addis Ababa Administration

### 3.5.4. Holeta city

Holeta is a rural city thirty kilometres away to the west of Addis Ababa, the capital city. It is located in Finfine special zone and Wolmera district of the Oromiya regional state. The population of the city is Fifty six thousand among which women are 27, 700 and men are 27, 300 . The city is divided in to dwelling associations, which are called Kebeles. The Names of the Kebeles are Goro Kerensa, Burka Harbu, Birbisa Siba, Mede Gudina, Ilala Gojo, Tulu Harbu, Gelgel Kuyu and Sedem Wolmera. The district in which Holeta town is located is famous for its crop production. Tef, barely, wheat and vegetables are the major crops produced in the area. The major environmental problem of the area is deforestation. Trees are cut and burned for farming and especially indigenous trees are disappearing.



### 3.3 Map of Oromia-source: UNDP Ethiopia

According to the information from the city administration, the main occupation of the residents of Holeta is trading. However, recently, floriculture has become the major investment in the area and about 12, 000 people work as daily labourers in floriculture companies.

Holeta Secondary and Preparatory school is established in 1954 and currently it has 3,646 students among which male students are 2,324 and females are 1322.

### 3.6.Data Synthesis

In-depth interpretation using comparisons from literature was used to analyze the qualitative data collected from interviews.

### 3.7. Limitations

The greatest limitation of the researcher in this study was unavailability of girl members for interview. Although the researcher contacted experts from the Environmental Education and Awareness Department of the EPA and Ethiopian Wild Life and Natural History Society before hand, and the experts in the organizations promised to arrange for the needed

interviewees, arranging for girl interviewees was difficult; because most of them were not allowed to go out of home during vacation ( Schools are closed). I had to waste some time before parents of the girls were contacted by the Club Patrons for permission. However, once the first groups of girls were contacted by the Club Patrons, it was possible to get more girls, because the girls communicated the message among each other and the parents, and sufficient number of them was available for the interview.

The other challenge was Literature specific to the topic was limited; it did not happen as it was expected. I had to visit three libraries to collect secondary data and still it was not satisfactory. I hope that this small research will contribute for this particular area.

The researcher had no acquaintance with the Holeta area and did not realize that club members could not communicate in the national language with which the researcher intended to use for the interview. Hence, using translator for some interviewees became essential. It was possible to get translator from among the interviewees, but the researcher have fear of losing some important data in the translation process.

Power was not available whenever it was needed because of shortage of electricity supply in the country which is caused by lack of rain. (The country is using hydro power.) This was not expected because previously, there was no power shortage. In fact power was distributed in shift and even communicating with mail and working on the computer was difficult. I was forced to work on the computer when power was available and go for field work or to the libraries when power was not available in my area.

With the above limitations, data was gathered; discussions and conclusions have been made.

## CHAPTER 4. RESULTS

### 4.1. Introduction

*This chapter presents the findings from 45 respondents and 6 key informants who participated in the interviews. The findings are synthesized in relation to the objective of the study. Interpretation of the responses from the conducted interviews guided the researcher to come up with identified factors. The findings are presented in italics below.*

### 4.2. Demographic Characteristics

Table 4.1 and Table 4.2 show number of respondents from Yemane Birhan and Holeta secondary and preparatory schools.

Table 4.1. Number of respondents from Holeta School

| <b>sex</b> | <b>Number</b> | <b>percent</b> |
|------------|---------------|----------------|
| Male       | 5             | 20%            |
| Female     | 20            | 80%            |
| Total      | 25            | 100%           |

Source: researcher's data

Table 4.2. Number of respondents from Yemane Birhan School

| <b>sex</b> | <b>Number</b> | <b>percent</b> |
|------------|---------------|----------------|
| Male       | 10            | 50%            |
| Female     | 10            | 50%            |
| Total      | 20            | 100%           |

Source: researcher's data

Table 4.3, 4.4, and 4.5 show ages, sex and grade distribution of club members and ex-club members interviewed through semi-structured questionnaires from Yemane Birhan secondary and Holeta secondary and preparatory schools.

Table 4.3 Age distribution of respondents (club members and ex-club members)

| <b>age</b> | <b>Number</b> | <b>Percent</b> |
|------------|---------------|----------------|
| 15         | 8             | 18%            |
| 17         | 20            | 44%            |
| 16         | 3             | 6%             |
| 18         | 10            | 22%            |
| 22         | 4             | 9%             |
| Total      | 45            | 100%           |

Source: researcher's data

Table 4.4. Sex distribution of respondents

| <b>sex</b> | <b>Number</b> | <b>percent</b> |
|------------|---------------|----------------|
| Male       | 15            | 34%            |
| Female     | 30            | 66%            |
| Total      | 45            | 100%           |

Source: researcher's data

Table 4.5. Grade distribution of respondents

| <b>Grade</b> | <b>Number</b> | <b>Percent</b> |
|--------------|---------------|----------------|
| 9th          | 15            | 22%            |
| 10th         | 20            | 63%            |
| preparatory  | 10            | 15%            |
| Total        | 45            | 100%           |

source: Researcher's data

#### **4.3. Establishment of the Environmental Clubs**

Yemane Birhan Environmental Club is established in 1990 and has 38 club members among which girls are 16 and boys are 22.

Holeta School environmental club is established in 1992. The club has 200 members among which female are 65 and male are 135.

#### 4.4. Activities and achievements of School Environmental Clubs

Some of the specific outdoor and indoor environmental activities of Yemane Birhan and Holeta School Environmental Clubs include among others; planting tree seedlings in the school compound and out of the compound, organizing environmental lectures for school community, producing environmental magazine, participating in environmental trainings and workshops, travelling for educational trips, producing compost from waste, organizing awareness raising programmes such as environmental dramas, poems, question and answer programs for Parents Day. The clubs also use the environment days such as World Environment Day and World Desertification Day to create awareness of the school community.

In the past few years, through the clubs, it was possible to create environmentally aware young people, both boys and girls. This is reported by two of the key informants, Club Patron and Environmental Education Expert (Key informants, July 20, 2009). Few anecdotes told by the key informants are presented below:

*Lesson obtained from formal environmental education is very shallow and it is more of theoretical. But lesson gained from practical participation of environmental protection activities through the environmental clubs helps students to develop love and appreciation towards their environment. Moreover, members will be able to practice sustainable use of resources such as saving water and energy. As we have observed, members of school environmental clubs are by far better than the non-members in their knowledge of the environmental issues. They play significant role in promoting environmental education among members, the school community and the community around them.”(Key informant, July 20, 2009),*

*Members of the clubs are the first to engage in environmental campaigns undertaken by organizations.*

*In the past more than ten years, it has been possible to create young people who have concern for the environment. For example, if members of the clubs realize that a forest area is sold for some other investment activities in their area they report to the local government. They have acceptance by the local government especially in Holeta area.*

*The clubs in Holeta have been successful in growing indigenous tree seedlings and distributing to the community as “adoption”, especially in Holeta town. (During the survey it was observed that in most of the homes in the town, two or three indigenous trees are planted in Holeta town.)*

*It was possible to create supporters of environmental and natural resource issues at local administration level. Some of the former members of school environmental clubs are decision makers in different local administrative bodies and they are supporters of environmental matters and considerate for environmental issues of the areas. (key informant).*

## 4.5. Factors influencing the participation of members in the Environmental Clubs

### 4.5.1. Participation of boys and girls in the School Environmental clubs

Responses from interviews administered to the boys and girls of club members and key informants regarding active participation of members were compiled below.

The major revelation of the study is that girls were facing many constraints such as unacceptance of their involvement in work outside of home and sexual harassment. It is also found out from the study that boys do not have such constraints which affect their involvement in the club activities such as, field trips, communicate the environmental message to the community in social gatherings, environmental trainings, and other outdoor activities such as planting tree seedlings.

One of male respondents from Yemane Birhan said *“My parents encourage me to participate in school clubs, including environmental clubs. I have no problem in participating in Environmental Club.”*

Another respondent from Holeta said *“my family creates no problem to me. They encourage me, because they realise the impact of environmental problems on their farming activity”.*

### 4.5.2. Trend of girls' membership in the clubs

The number of girls in the clubs has increased since 2004, even though the figure fluctuates especially in Holeta (see table 4.3. It was not possible to get similar data from Yemane Birhan due to recording problems of the club). However, girl respondents and all expert and club patron informants confirmed that girls have interest to involve in the club activities as fellow boys but they face constraints. This forced some of the girls to drop out of the clubs.

According to one of the key informants ( 10 August 2009, key informant) in the last five years 3 boys dropped out of Holeta environmental club, but the reasons are not similar to that of girls. The boys dropped out of the clubs when they dropped out of schools due to reasons unknown to the Club Patron. However, according to the Club Patron, from Holeta secondary and preparatory clubs, 44 girls have dropped out due to different influencing factors in the last five years. The influencing factors which have pushed the members to drop out and still continued to be the constraints for the existing girl members are the major findings of this study.

Table 4.6. Number of club members of Holeta secondary and preparatory school since 2004.

|              | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------|------|------|------|------|------|------|
| <b>Girls</b> | 28   | 40   | 45   | 40   | 45   | 65   |
| <b>Boys</b>  | 65   | 90   | 100  | 85   | 100  | 135  |

Source: Researchers data

### 4.5.3. Factors emerged as major constraints

Table 4.5 reflects the responses from interviews with girl respondents regarding reasons behind low participation and drop out of girls from the clubs.

During the interview the respondents were asked to give the most constraining factor for their involvement in the clubs and the majority of the girls reported that parents do not accept their participation in the clubs. This was followed by another majority of respondents who said that parents control the girls too much and deny them freedom. Sexual harassment in the clubs and on the way to and from home was another serious factor that limited girls' participation. These constraints were confirmed by key informants, especially by Club Patrons, who are teachers and Environmental Education Experts of the organizations working with the clubs.

The constraints of girls limiting active participation in school environmental clubs emerged as a result of the survey were categorized as follows.

- A) Parents consider girls' participation as inappropriate
- B) Parents restrict girls and control them too much
- C) Sexual harassment in clubs, on the way to and from home
- D) The society considers engagement of girls in outside work as being spoiled
- E) Inability of girls to speak in public and lack of confidence
- F) The community does not accept the message of girls seriously
- G) Girls lack time because of domestic work

Table 4.7. Constraints for active participation of girls in School Environmental Clubs

| <b>Constraints for active participation of girls</b>                     | <b>Number</b> | <b>Percent</b> |
|--|---------------|----------------|
| Parents consider girls' participation as inappropriate                   | <b>8</b>      | <b>27%</b>     |
| Restriction of girls and too much control                                | <b>6</b>      | <b>20%</b>     |
| Sexual harassment on the way to home and in the clubs                    | <b>4</b>      | <b>13%</b>     |
| The society considers girls participation as being spoiled               | <b>3</b>      | <b>10%</b>     |
| Girls' inability to speak in public and lack of confidence               | <b>3</b>      | <b>10%</b>     |
| The community does not take the environmental message of girls seriously | <b>3</b>      | <b>10%</b>     |
| Girls lack time because of domestic work                                 | <b>3</b>      | <b>10%</b>     |
| <b>Total</b>   | <b>30</b>     | <b>100</b>     |

Source: researcher's data

#### **A) Parents consider girls' participation as inappropriate**

According to the respondents the first constraint for active participation in the clubs is related to parents' attitude towards girls. Parents consider girls' participation as inappropriate. Although most of the girls have managed to involve in the clubs, parents discourage them from taking part in the club activities. They expect them to be good at academic performance only. As the girls reported, parents do not want them to "waste" time in use less matters which do not benefit them for now and the future.

While discussing the issue with the girls in both schools, they were asked to elaborate why their parents consider their involvement as not rightful. They explained the reasons from their individual experience. According to the responses, involvement of girls in environmental clubs is unacceptable by parents, because work out side of home is considered for boys, not for girls.

The following were some of the expressions of girls from Yemane Birhan club.

*Whenever I mention about my involvement in the club, my mother challenges me by asking "Are you not female? How can you engage in boys' work?"*

*My parents do not know that I am participating in the club. If they know they will stop me. They are not interested in my involvement simply because their mind does not accept my involvement in outside matters. They think that such activities are appropriate for boys.*

Respondents from Holeta also reported similar experience.

*I have never been given permission to go to educational trip. I have two brothers and they always go. I have interest to learn about the environmental problems and that is why I joined the club. I want to see natural sceneries whenever there are chances, but my parents always tell me that visiting natural sceneries is not for me and they expect me to be at home.*

*I do not think that I will continue in the club because of my parents. They do not want me to involve in the club activities, because they think it does not benefit me.*

## **B) Restriction and too much control on girls**

The second constraint which came out of the interview was parents' restriction and too much control on girls.

It was enquired from the groups that how do they comment on their parents' feeling. Some of the responses came out during the group discussion in Yemane Birhan were:

*My parents believe in controlling girls. They think that is a sign for good parenting. They know stories of girls being pregnant and stop their education. They even hear of stories of girls who died of illegal abortion. So, they are mostly concerned about what people would say about them if the same happens to me. That is why I should be at home on time. My parents know the time that I can reach home. So they expect me to be at home exactly at that time but, my brothers can come at any time. They are free to participate in the club meetings and other activities as well. I struggle to balance between my interest of participating in the club and my parent's interest of being at home on time.*

*When I ask my parents to go for field trip they tell me to go with my elder brother. I am not allowed to go if he does not go. I do not feel freedom at all.*

The respondents participated in Holeta group discussion also reflected similar stories about too much control.

*Last time we had field trip outside of the city. I am allowed to go because the Club Patron discussed the matter with my parents and took the responsibility to take care of me. It is always challenging. I do not think that I may be allowed next time. My parents are not ready at all to take any risk; so they limit me too much.*

*Even for this discussion, I was not allowed to come, because the school is closed and my parents saw that there is no reason for me to go somewhere. Our Club Patron asked permission from my parents and I was able to come. If schools are closed I am expected to stay at home.*

*The school administration always warns parents to control their children and parents are stricter in controlling us, the girls. They should have been serious in controlling the boys also ( Yemane Birhan).*

### **C) Sexual harassment on the way to home and in the clubs**

According to many respondents sexual harassment is real and their every day challenge. They said that they experience it in the schools, clubs and on their way to and from school and club works. However, it is intensified when they are going to home a little late and when they are alone. For example, if there is club meeting, by the time they finish the meeting most of the students have gone home and the girls are left alone. So on their way to home the exposure for sexual harassment is higher than usual. Therefore, the girls cannot participate in the club activities full heartedly.

It was asked in the group discussion of both clubs, how they managed the problem of sexual harassment individually to continue in the clubs. Following were the responses.

*I and my friends sometimes take time in school for the club activities. When we go home after all the students left, we usually meet bad boys on our way. They insult us and we keep quite. If we say any unkind words they can beat us. No one is there to protect us. So we keep quite. My place is far from here. I come from country side. (Yemane Birhan).*

*If I take time in the school I remain alone and I may encounter some bad people on my way. I left the club because of this (Ex-club member, Holeta).*

*Boys out of the compound harass me always when I go home alone. They never stop harassing me especially in words. I never give them answer. If I do, they become worse than before. So I use "wisdom". I treat them politely even though it is not from my heart. It hurts me a lot psychologically. They humiliate me (Holeta).*

*I do not feel secured. I have no freedom to involve in the club activities. That is why I left the club (Ex-club member, Holeta).*

*I never remember a day in which I have never been harassed while I am going to or coming from school. Throughout my way starting from home up to school someone is there to harass me in words or insult me. There are always boys standing on the street doing nothing. I have always to think how to confront them peacefully and arrive wherever I want safely. Sometimes, I am aggressive towards them. I like to take part in the environmental activities of the school just like my friends but it is additional burden to me, because it requires of me to stay longer in school and be exposed to the sexual harassment. (Holeta).*

*I do not want my mother to listen about my case even if I am harassed, because she blames me, not the boys. She always say that boys follow girls if they show some kind of attracting action or if they do not come home on time. I live with the problem (Yemane Birhan).*

*I am always anxious. Even in school there are bad boys. When we take some time for meetings these boys follow us. If I need to take more time in club meetings I should ask my friend to stay and go with me. It is better when we are two. At least we can challenge them (Yemane Birhan).*

*I go to field trip if only the Club Patron takes responsibility. Otherwise I do not go because I am afraid of our fellow boys and even others (Holeta).*

During the group discussions, it was suggested by some of the respondents that measure should be taken by school administration and parents against sexual harassment.

*The school administration does nothing with those boys who harass us and I do not want to report my case to the school administration. They see our problem as normal. (Yemane Birhan).*

*Training should be provided to parents and boys, for example on parents' day. I think that parents, boys, the school administration and girls themselves must be aware of the rights of girls. The Mini Media service in the school also can address this problem. Some club members should be given training on the issue of sexual harassment and they can train other members and even students at large. ( Holeta).*

#### **D) Work out of home is not acceptable by the society**

Not only parents, but the neighbours and the community also expect girls not to engage in work out of home. The society perceives working out of home as abnormal for girls; that is why this point came out as a constraint for girls' participation in the clubs. While discussing on the problem the respondents from Yemane Birhan reported their views as follows:

*When girls work with boys in farm activities such as growing vegetables, it is considered that girls have missed their place.*

*My parents do not bother me concerning my involvement in the club. But I am always worried about what people would say about me when I work in club activities with boys.*

*When some people see us (the girls) engaged in cleaning activities they comment that "you better cook at home for your mother instead of wasting your time here." They think that it is not proper for us. Such kinds of comments come from the school community as well.*

The opinions reflected in the group discussion in Holeta school were basically similar to the above ones.

*Some people, when they see us engaged in planting seedlings and other environmental activities, they think that we are there to look for boys for other sexual interest. If they see a girl out of home they think that she has some kind of sexual interest, not other kinds of interest such as participating in community work.*

*And when the people see us with boys they start to blame us for nothing. They think that we are spoiled. Their attitude towards us does not make us feel free.*

### **E) Girls unable to speak in public and lack self-confidence**

The survey revealed that girls are unable to speak in public and they lack self-confidence. Hence, they have difficulty in sharing the message to their parents and the community. In Ethiopian culture girls are told to keep quite in the presence of other people.

Girls are not encouraged by their parents and the society to speak freely at home and out of home. As some respondents mentioned, that habit of quietness, follows them all the days of their life, where as some thought that it is natural for them to be afraid to talk in public.

In the group discussion held in Holeta, the girls were asked how this behaviour affected them. The responses came from the discussions were the following:

Box 5.1. a girl on inability to speak in public

**We are expected to communicate environmental messages to our families and the community in social gatherings and boys do that. But for me, taking the initiative to speak in the presence of the elderly people who are men is the most challenging. I fear even the women, because they may think that I am not decent girl and they may make me a topic of discussion. Therefore I have never tried to do so up to now.**

*We, girls are expected to communicate environmental messages in social gatherings and boys do that. But for me, taking the initiative to speak in the presence of the elderly people who are men is the most challenging. I fear even the women, because they may think that I am not decent girl and they may make me a topic of discussion. Therefore I have never tried to do so up to now.*

*I do not always speak in meetings of the club. I am not bold enough to express my ideas. I am afraid to talk in the presence of others. May be it is because I am female. Many times I have ideas, but I do not communicate them.*

Few of the views reflected in Yemane Birhan group discussion were the following:

*Our culture does not encourage women and girls to talk. At home we are told to keep quiet, not encouraged to express our ideas. My mother always tells me that quietness is good quality of a girl. So, in most cases I am quite and agree to what others say.*

*I am not free to share my ideas as boys do. I think that if I am mistaken, others would laugh at me. I want to contribute to the club and interested to know about the environment just like boys do; but I am limited in this part.*

Box 5.2. Another girl on inability to speak in public.

**I do not always speak in meetings of the club. I am not bold enough to express my ideas. I am afraid to talk in the presence of others. May be it is because I am female. Many times I have ideas, but I do not communicate them.**

#### **F) The community does not accept the message of girls seriously**

Some of the girl respondents in Holeta revealed that the community does not accept their message. They are expected to, first develop knowledge about their environment and take the messages to home, the neighbours and the society and communicate it formally and informally. To do so, for example, they use the social gatherings. However, people are not confident of girls' knowledge.

*Through the environmental club we learn about our environmental problems. When we go in to the society we need to tell other people about the environmental problems and help them change their attitude while interacting with the environment. For example, we can share our idea on how to handle waste. But I feel that people undermine us.*

*Once, when I told my father about preparation of compost he ignored my idea.*

*I and my brother are members of environmental clubs. My parents prefer to listen to what my brother tells him and they discuss. But they do not consider my idea as important.*

#### **G) Domestic work load of girls**

When the girls were interviewed some of them revealed that they have time constraint to involve in club activities because they must work at home. Especially, girls from Holeta expressed that they had to work at home to assist in daily household activities like cooking, cleaning, washing, fetching water, taking care of their brothers, taking care of livestock and work on farm.

During the group discussion, it was further enquired that how this limited them from involving in the club activities, the following were some of the responses that came out.

*My mother needs me at home immediately after class is over. She allows me to involve in environmental clubs but I usually lack extra time and miss field trips. Even now, I have to go home fast to take milk to the Milk Collection centre, as my mother is waiting for me.*

*On Saturdays, I always wash the clothes of the family. So, I do not go to meetings or environmental workshops organized by other organizations; whereas my brother can go.*

*Sometimes, the Club Patron releases us earlier than boys because some of us ask him to do so. I feel stressed. I may not continue in the club ( Yemane Birhan ).*

#### **4.6. Parents on the participation of the girls in the clubs**

The above findings needed to be verified further by opinions of the parents. The revelations from the parents strengthened the findings from the interviews conducted with the club members and key informants from the supporting organizations and Club Patrons. Following were some of the revelations from the interviews with the parents:

*I do not believe in her (his girl) involvement in the club. That is for boys, it is not for girls. Girls should assist their mothers at home. (Father informant)*

*I want my girl to be at home on time. I hear many bad stories about girls in my area. (mother informant)*

*How can a girl travel with boys to long distance? What if she gets pregnant? You know that boys do not bring troubles to home, but girls do. (father informant)*

*My girl should assist me in house hold chores. We cannot hire house assistance. So I need her. (mother informant).*

#### **4.7. Role of EPA, Schools and NGOs in promoting participation of girls in the clubs**

The key informants from the EPA, EWLANHS and two Club Patrons were enquired in the interview if they realize the constraints of girl members of environmental clubs in schools. All of them agreed that the problems of girls are real. When further asked if they tried to solve the problems, they admitted that they have done nothing. As all of them reflected it is accepted as one of the many cultural problems and expected to be solved on its own time.

In fact, one of the key informants (the Club Patron of Yemane Birhan) pointed out that it is cultural problem and nothing can be done about it. This implies that the EPA and EWLANHS should integrate local gender issues in to the environmental trainings organized for Club Patrons.

The key informant from EWLNHS recognized that girls have different challenges to freely and actively participate in the clubs and he noted his observation that some teachers and students harass girls sexually, because they are products of the society.

## **CHAPTER 5. ANALYSIS**

### **5.1 Introduction**

*This chapter presents the analysis of the report. It attempts to compare and contrast the results obtained with the literatures on the study.*

In Ethiopia, involvement of girls in different areas of the society is influenced by different factors. The constraints go beyond home in to schools where both boys and girls are assumed to take part in curricular and extra-curricular activities without limitations.

This study which was conducted in Addis Ababa and Holeta town in two School Environmental Clubs revealed that girl members are unable to take part actively in all of the clubs' activities which are designed to promote environmental education and awareness among the club members, the school community and the nearby community.

It was also found out from the study that in the last five years, 44 girls have dropped out of Holeta environmental club because of the constraints (data was not available for Yemane Birhan School). Moreover, their representation is less in the clubs although their number is almost equal to that of boys in the schools. In fact the number of girls in Yemane Birhan School is more than boys. The impediments for girls' participation are discussed below in detail.

The first constraint which came out as a result of the study is that parents see girls' participation in the clubs as inappropriate. This was revealed by the majority of respondents. As the respondents showed parents do not see the importance of girls' involvement in outside work, since girls are expected to be good mothers and wives. This is also confirmed by the parent informants. Socially, girls and boys have different roles and girls are socialized to be good mothers and wives beginning from childhood, where as boys are encouraged to take part in outside work.

Parents assign different roles for girls and boys and in my opinion; this attitude of the society is a hurdle for girls participation in the clubs. Wainana Njoki (2007) affirmed this truth by saying "parents want their girls to undertake household work, whereas encourage boys to engage in outside matters". Tsegaye F. Netsanet's (1999) statement is also in line with this finding. She noted that the denial of participation rights is often related to the attitudes and practices on gender roles within the family.

The second limitation which came out as the result of the study was restriction and too much control on girls. According to the respondents in this group, the parents do not miss the importance of involvement of their girls in the clubs but they do not want to give freedom to the girls. An informant (mother) was asked why she puts too much control on her girl and she replied that she needs to control her daughter because anything can happen to a girl at any time.

Traditionally, girls were not allowed to go out of house after they were ten or eleven years old. Now, time has changed and girls have to go to school. But parents and the society still restrict girls' freedom. Bhasin Kamla (2000) confirmed this truth by saying that women often treat their sons better and restrict their daughters' freedom. UNICEF (2001) also asserted that girls lack freedom because of too much control by their parents. It is a paradox that parents put too much control on the girls who are usually victims and acknowledge boys freedom.

The third impediment of active participation in the clubs, according to the finding of this study is sexual harassment. School environments, as well as the surrounding environment is discouraging and pose risk for girls. As the study indicated girls are harassed by their fellow boys in the clubs and teachers who coordinate the clubs as Club Patrons. Therefore, they choose not to involve in any activities which expose them to sexual harassment.

The researcher is a witness that sexual harassment in Ethiopia is so common that girls are even abducted and get pregnant and suffer from unwanted pregnancy and even die because of illegal abortion. Cultural beliefs and attitudes perpetuate sexual harassment of girls in every place and at any time and this is considered normal. The same happens in schools and SECs. In fact it is clearly depicted in a study that schools are the most common places where sexual harassment is experienced by girls (Krug et al. 1999 cited in Momsen H. Janet, 2004). This also goes with the findings of Mulugeta Emebet and Cherinet Haregewoin (2002). Tsegaye F. Netsanet (1999) noted that sexual harassment is not recognized as a problem and thus the need for prevention and protection is neglected. She further mentioned that in Ethiopia employers and schools are not liable for sexual harassment by their employees or by their students.

The fourth constraint of the findings of the study was unacceptability of girls' involvement in outside work by the society. The study depicted that the society considers girls' involvement in outside work as being spoiled. Most of the club activities are outdoor activities such as planting tree seedlings, growing vegetables, travelling long distance, visiting natural sceneries and participating in environmental seminars and workshops. The society does not accept the involvement of girls in these activities because it considers work outside of home is to be for boys, not for girls. In my opinion, the tradition of the society regarding gender roles is so strong that even if the girls are able to escape their parents; they could not escape the society. As Bhasin Kamla (2000) indicated boys and girls are exposed to traditional masculine and feminine activities from their very childhood and deviation from this traditional role is unacceptable by the society.

The society rejects girls' involvement in these activities through negative comments. Disapproval against girls when they deviate from their gender roles is very powerful way to make them conform to expected male-female behaviour. A boy is ridiculed and considered feminine if he stays in the kitchen and works at home; whereas girls are considered spoiled if they stay outside and take over boys work. In fact in most parts of Ethiopia boys are not allowed to enter the kitchen. This is confirmed by Basin Kamla (2000). She noted that the most common form of sanction is social ridicule. In this regard I would say that the way the society discourages girls from taking part in outside work is not force full, but it is powerful.

This attitude is reflected even in teaching materials and text books of students and teachers. A study by the Ministry of Education of Ethiopia (1992) asserted that most of the stories in the text books are about men; and when the nature of work examined, it depicts that men engaged in outside work while women work at home. Hence, as Goonesekere Savitri (1997) said men as well as women contribute to denial of the participation of girls in social, economic and development undertakings.

Girls' participation will not work until parents' and the society's perception and thinking will not be changed.

The fifth constraint of girls which the survey depicted was inability of the girls to speak in public and lack of self confidence. Involvement in the SECs requires participating in meetings and workshops and exchanging views since it is in a way a learning process. It is also about disseminating environmental message to others. However, significant number of girls responded that they are passive in these specific activities. They have also mentioned that they avoid being involved in committees due to this limitation.

Quietness is considered as a quality for decent girl and girls are pushed to have such behaviour in Ethiopia. Boys learn to express their ideas freely from childhood and girls are considered too emotional to be rational. Whatever the case, the society is responsible for the miserable situation of girls in this regard. In most cases, the girls internalize (accept what the society says about them) their situation and accept that they are created like that. The report of the United Nations (1996) shows that in many countries available indicators show that the girl is discriminated against from the earliest stages of her life, through her childhood and into adulthood in all aspects of life, including expression of her views freely. Tsegaye F. Netsanet (1999) supports this idea and pointed out that girls are forced in to situations where they have little or no chance to express opinions as they grow from childhood towards adult status. Bhasin Kamla (2000) also asserted that women and girls are expected to have perfect qualities such as gentleness, quietness and men and boys are expected to be self confident and rational in what they say.

It is considered effective strategy by the environmental organizations to transmit environmental messages to the family and society formally as well as informally by the club members. That is one of the reasons for providing practical and theoretical environmental trainings to club members. However, during the interview the girls reported that their message in informal as well as formal discussion is not taken seriously. The number of girls in this group is also significant. The society does not accept the message of girls because it does not trust girls' knowledge as reliable.

In a culture where women and girls are considered incompetent, weak and whose ideas are not to be taken seriously, this situation comes as no surprise. Stereotyping that undermines women's and girls' knowledge is so common that it can easily make any one believe that girls are really incompetent. To mention two of these, "Set min bitawk bewond Yalik" (i.e. whatever a woman knows is incomplete". "Set yabokatchew lerat aybekam" (i.e. "The dough that a woman prepares is not enough for supper". As to me, this attitude of the society is not only impeding girls from involving in environmental activities, it is also killing their personal development.

The last constraint that came up from the study is work load of girls at home. In Ethiopia, especially in rural areas women and girls work 15-18 hours a day and are responsible for over half of subsistence agriculture (Mulugeta Emebet and Cherinet Haregewoin, 2005). In the study areas all the reproductive work is carried out mainly by women and girls. Girls struggle to reconcile their responsibilities at home, in the school and the clubs. They have to work at home to help their mothers in daily household activities like cooking, cleaning, washing, fetching water, taking care of their brothers and taking care of livestock. The researcher strongly believes that the domestic work load of girls must be shared by boys to relieve the girls as it is recommended in this study.

It was realized from the reports of boys that they do not have impediments which limit their involvement in the clubs, apart from the common constraint faced by all of the members, which is lack of consistent support from the organizations, dealing with the clubs. The situation can be attributed to the norms of the society that favours boys and encourages their involvement in different spheres of life starting from home.

Moreover, the impediments which came out of the study for girls' participation in rural and urban areas were more or less similar. This can be due to the vicinity of the rural area in this study (Holeta) to the urban area and the similarity of the attitude of the two communities. However, it is reported by some of the interviewees that work load is more on rural girls because they should work on farms, and sexual harassment may go up to the level of abduction in rural areas.

Finally, although SECs are initiated, guided, facilitated by the school administrations and environmental organizations members have shown interest to take part in the club activities because they realize the benefits of involving in the clubs for personal development and the community (see section 4.4). Hence, in my opinion, the SECs are basic grounds for the members self development of environmental knowledge and to build the future civil societies which will have concern for the environment.

## **CHAPTER 6: CONCLUSION AND RECOMMENDATION**

### **6.1 Introduction**

*This chapter draws conclusion and recommendations of the study. The recommendations are derived from the identified constraints of participation of members, especially girls in the school environmental clubs.*

### **6.2 Conclusion**

From this study, the following conclusions are drawn.

Above all, the study found out that girls were not able to involve actively in the SECs programs and activities in Yemane Birhan secondary school in Addis Ababa and Holeta secondary and preparatory school in Oromia region. Cultural norms, gender roles and gender stereotypes are at the root of inactive participation of girls. The cultural norms and attitudes privilege boys and put burden on girls in the society in the study areas. However, the environmental organizations working with the clubs and the school administrations have not considered these problems as serious.

As reported by the respondents, many parents and the society do not accept involvement of girls in school environmental clubs as appropriate where as the organizations were trying to mobilize both boys and girls in the schools to promote Non Formal Environmental Education to address the environmental degradation problem. Perception of parents and the society contradicts with the intention of the programs of the environmental organizations and the clubs.

The constraints for girls who dropped out of the clubs and who have still continued in the club membership are similar. This implies that more girls can withdraw from the clubs if their problems are not addressed. This in turn has implications for the success of Non Formal Environmental education in schools.

To sum up, girls comprise about 40 percent of the primary and secondary school student population (see section1.1) and their number is also large in the schools covered in this study. Inability to remove the impediments of this large group of people may result in failure of the NFEE program which is intended by the Environmental Protection Authority, the Non Governmental Environmental Organizations and the Schools. The EPA, NGOs and the School Administrations need to realize and address gender related problems in the clubs and take the problems seriously in order to achieve the set objective of mobilizing large number of young people in Non Formal Environmental Education.

### **6.3 Recommendations**

From the findings of the study, many gaps were identified that need to be filled if girl members of the School Environmental Clubs participate actively and freely (able to express their ideas) in the undertakings of the clubs for the effective dissemination of environmental message and their own self development. To achieve their objective and be fruit full in their efforts, the EPA and the NGOs and the school administrations can work together to make SECs safer and better places for girls as well as for boys by employing appropriate strategies.

Recommendations are given basing on the findings of the study, literature review and in my own reflection. The recommendations can be implemented by the EPA, the environmental NGOs and schools who are committed to work with the Clubs. Following are the

recommendations for ensuring active participation of girls and boys in School Environmental Clubs.

- First of all, the experts who are working with the clubs and the club patrons should be given training on how to identify and address gender issues in the clubs.
- Awareness programmes about gender and environment issues should be designed by the EE&A Department of the Environmental Protection Authority of Ethiopia in collaboration with the Women's Affair Department, Nongovernmental Environmental organizations and school administrations. The programmes need to target specifically, the school community, parents, and members of the clubs. The organizations can collaborate to buy Air time from the National Media, especially, Radio Station to address wider group of people; the EPA has had experience of transmitting radio programs in collaboration with the radio stations and gender issues can be integrated in to the programme. This may contribute to the improvement on the society's attitude towards girls, in the study areas and out of the areas.
- The EE and A Department of EPA need to integrate gender issues in to the existing environmental awareness materials. The Department especially needs to target school environmental clubs regarding gender matters. The channels of communication used in dissemination of information need to be appropriate. Brochures and Posters which depict reality and simple for the audience to read and grasp are effective. This may assist in enhancing the gender awareness of club members as well as creating gender sensitive school environment. The EPA and the Environmental NGOs, which are already working with the clubs, should assist the clubs financially and technically in establishing drama groups in schools, because Drama groups can reach the nearby community and the school community regarding gender and environmental matters. From experience, drama is proved to be powerful method of communication in Ethiopia. Drama as well as Videos can be shown to the community inside and outside of the schools, for example in Parent's Day. The club Patrons and School Administrations can use the Mini Media to address the gender related problems in schools. However, Club Patrons as well as school administrators need to be given sufficient training on gender (TOT), apart from the environmental trainings.
- To create girl-friendly environment in schools and among school environmental clubs, school administrations should develop policy on sexual harassment and other gender discriminatory behaviours such as stereotyping in schools and make aware the school communities regarding the policy. The gender policy will serve as a guidance to recognize the rights of boys and girls in school environment and create enabling environment.
- Girls should be empowered through special training on gender issues, especially on assertiveness and their right of participation in societal matters, including involving in school environmental clubs. The Women's Affair Department of the EPA can play significant role in this case. This will enable the girls to develop self confidence to take part in any activities of the clubs and take the opportunity to exercise leadership and express their opinions freely just like boys. The training may help them to realize that their lack of confidence is not natural, rather man-made; and can be improved.
- Text books enforce discrimination of girls in schools, which are expressed in different forms such as sexual harassment. Eliminating gender bias from textbooks and learning materials is likely to improve gender equality in schools and increase the participation of girls in extra-curricular activities such as environmental clubs and

contribute to the societal matters. Incorporating gender issues in to the curriculum is in a way eliminating gender bias. The EPA is mandated to collaborate with relevant organizations for integration of environmental issues in to the curriculum and it should take the opportunity to realize the integration of gender and environment issues in to the curriculum.

- Incentive mechanism for the SECs and individual members need to be organized. For example, the EPA or NGOs, in collaboration with the schools should endeavour to organize annual award for clubs and club members. This will encourage the members to actively take part in club activities.
- It is crucial to ensure that training on gender and environment is included in all training and workshop programmes specifically designed for school environmental club members to target both boys and girls.
- Consistent support should be provided to SECs in training and financial matters so as to ensure continuity of the activities.
- Undertake further study on how to enhance contribution of school environmental clubs and their members to non-formal environmental education and awareness raising programme.

## Reference

- Baraki Tesfu, 1996. *Culture, society and women in Ethiopia*, addis Ababa, Ethiopia.
- Bhasin Kamla, 2000. *Understanding Gender*, Pauls Press, New Delhi, India.
- Central Statistics Agency of Ethiopia, 2008. *Population census*, Addis Ababa, Ethiopia.
- Common wealth youth program and UNICEF, *Participation*. Available at: [www.unicef.org/.../index.document.html](http://www.unicef.org/.../index.document.html). [Accessed July7, 2009]
- De Lucca Jean-Paul, 2004. *Young people and sustainable development*. Available at: [www.um.edu.mt/\\_data/...young\\_people\\_sd\\_Delucca.pdf](http://www.um.edu.mt/_data/...young_people_sd_Delucca.pdf). [ Accessed September 2, 2009].
- Department for International Development, 2005. *Girls Education Available at: www.dfid.gov.uk/Documents/.../factsheet-girls-education.pdf* [Accessed September 8, 2009].
- Erulkar S. Annabel and Mekbib Tekle Ab, 2007. *Reaching disadvantaged rural girls*. Available at: [www.populationcouncil.com/pdfs/.../PGY\\_Brief20\\_Amhara.pdf](http://www.populationcouncil.com/pdfs/.../PGY_Brief20_Amhara.pdf) -[Accessed September 8, 2009].
- Ethiopian Wild Life and Natural History Society, 2009. *Annual Report, January- December 2008*.
- Ethiopian Wild life and Natural History Society, 2009. *A guide to the formation of Environmental Clubs at secondary and Tertiary levels*.
- Environmental Protection Authority of Ethiopia, 2005. *Gender Mainstreaming Guide lines for Environmental Related Programs and Projects*, Addis Ababa. Unpublished.
- Environmental Protection Authority of Ethiopia, 2008. *Environmental Outlook of Ethiopia*, Addis Ababa. Ethiopia, Bole Printing Press.
- Environmental Protection Authority of Ethiopia, 2007. *Environmental Clubs Establishment Manual*.
- Environmental Protection Authority of Ethiopia, 2007. *Strategic Plan for the year 2007-2012*, Addis Ababa, Ethiopia.
- Environmental Protection Authority of Ethiopia, 2004. *The third national report on the implementation of the United Nations Convention to Combat Desertification*, Addis Ababa.
- Environmental Protection Authority of Ethiopia, 2005. *The Role of women in Environmental Management*, Unpublished.
- Federal government of Ethiopia, 2002. *Proclamation for Environmental Organs Establishment*, Biranena Selam Printing Press, Addis Ababa.
- Gomez de Souza Luisa and Ribeiro Lucia, 1996. *Youth Participation in the development process*. Unesco Press, Paris, France.
- Goonsekere Savitri, 1997. *Realizing the human rights of Adolescent girls*, Addis Ababa. Ethiopia.

Haile Sahlu, 2004. Population, Development and Environment in Ethiopia. Available at: [wilsoncenter.org/topics/pubs/ecs\\_prlo\\_special\\_report.pdf](http://wilsoncenter.org/topics/pubs/ecs_prlo_special_report.pdf) [accessed August 1, 2009].

Hallman Kelly and Eva Roca, 2007. Reducing the Social exclusion of girls. Available at: [www.popcouncil.org/pdfs/.../PGY\\_Brief27\\_SocialExclusion.pdf](http://www.popcouncil.org/pdfs/.../PGY_Brief27_SocialExclusion.pdf) [ Accessed September 6, 2009].

International Union for Conservation of Nature,1999. *IUCN Sahel studies*. Available at: [books.google.nl/books?isbn=2880329779](http://books.google.nl/books?isbn=2880329779). [Accessed September 2, 2009].

Karunan P. Victor, 2005. *Adolescent development and promoting meaningful child participation in schools*, Unpublished.

Ministry of Education and National Environmental Protection Authority, 1995. *Environmental Education work shop*, Addis Ababa, Ethiopia.

Ministry of Education, 1999. *Gender in student's and teacher's text books*, Addis Ababa, Ethiopia.

Mitchel Bruce, 1997. *Resource and Environmental Management*. Pearson Education Limited, Edinburgh Gate, England.

Momsen, Janet H.2004. *Gender and Development*. Wiltshire, The Cromwell Press.

David Wilcox, 1994. *A Guide to Effective Participation*. Available at: <http://www.partnership.org.uk>. [Accessed July 5, 2009].

Mulugeta Emebet and Cherinet Haregewoin, 2002. *Country Gender Profile*, Addis Ababa, Ethiopia.

Musnil Claude, 1995. *Inequality worldwide; Grandeur and Penury of International statistics*, Unesco press, Paris.

Oxfam,(n.d),*Gender equality in schools*. Available at: [www.oxfam.org.uk/resources/policy/education/.../edPaper2.pdf](http://www.oxfam.org.uk/resources/policy/education/.../edPaper2.pdf) - [Accessed July 20, 2009].

Roger Hart, 1997. *Children's participation: the theory and practice of involving young citizens in community development and environmental care for UNICEF*. Available at: [www.flipkart.com/children-participation-roger-hart.../1853833223](http://www.flipkart.com/children-participation-roger-hart.../1853833223). [Accessed July, 8 2009].

Save the Children UK, 2000. *Learning from Experience: Global Action for Girls' equality*, Development and Peace, unpublished.

Friends of Street Children Association-Ethiopia, 1999. *Gender inequality in Ethiopian schools*, Bole Printing Press, Addis Ababa.

Sohoni N.Kuckreja, 1995. *The burden of Girlhood: A Global inquiry in to the status of Girls*, Available at [www.eric.ed.gov/ERICWebPortal/recordDetail?accno](http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno). [Accessed July 5, 2009].

Stromquist P. Nelly, 1997.*Increasing girls' and women's Participation*, Unpublished.

Tilahun Bethelhem and Seifu Helen, 2006. *Sexual harassment against girls and women*, Addis Ababa, Ethiopia.

The World Bank, 1996. *The World Bank Participation source Book*, Washington. DC, USA.

Youth net, Youth participation Guide: Assessment, planning and implementation. Available at [www.thi.org/en/youth/youthnet/...ypgvide.htm](http://www.thi.org/en/youth/youthnet/...ypgvide.htm).

Tsegaye F. Netsanet, 1999. *Sexual harassment against women at work places and in schools: The law and the practice*, Addis Ababa University, Addis Ababa.

UNICEF, 1990. World Declaration on the survival, protection and development of Children. Available at [www.unicef.org/wsc/declare.htm](http://www.unicef.org/wsc/declare.htm) - [Accessed July 10, 2009].

United Nations, 1995. *Fourth World Conference on Women: Beijing Declaration*. Available at [www.un.org/womenwatch/daw/beijing/platform/declar.htm](http://www.un.org/womenwatch/daw/beijing/platform/declar.htm). [Accessed July, 10 2009].

United Nations Children's Fund, 2005. *Human rights: The Foundation for sustainable human development*, New York, U.S.A. Unpublished.

United Nations Department of Economic and social Affairs (n.d). *Agenda 21*, Available at [www.un.org/esa/dsd/agenda](http://www.un.org/esa/dsd/agenda). [Accessed August 2, 2009].

United Nations Division for Advancement of women, 2006. Counting invisible workers: Girls in domestic activities with in their homes. Available at [www.un.org/womenwatch/dawegm/.../ep.9%20zapta.pdf](http://www.un.org/womenwatch/dawegm/.../ep.9%20zapta.pdf). [Accessed date August 30, 2009].

White A. Shirley and Nair Sadanadan K., 1994. *Participatory communication: Working for Change and Development*, SAGE Publications, New Delhi, India.

Wondimu Habtamu et al, 2000. *Gender and Cross cultural Dynamics in Ethiopia*, Addis Ababa University Printing Press, Addis Ababa.

## **Annex 1: Definition of important concepts used in the study**

### **Environment**

In general, the term environment is what is around us. But more specifically, it has three major components, namely the non-living environment which includes air, water, soil sunlight etc. The second environment is the living environment which includes micro-organisms, plants, animals and man. Third, the socio-cultural environment which comprises everything developed by man through his tools, skills, social institutions such as buildings, roads, villages, cities, factories...etc. The socio-cultural environment also includes society and social activities originating from culture. All aspects of culture are part of the man-made environment.

### **Environmental Education (EE)**

Environmental education is a process aimed at developing a society that is aware and concerned about the total environment and its associated problems, and which has knowledge, attitudes, motivations commitments and skills to work individually and collectively towards solutions of current problems and prevention of new ones. Environmental Education is used more broadly to include all efforts to educate the public and other audiences, including print materials, websites, media campaigns, and related activities including outdoor education and experiential education. Environmental education and awareness helps people become environmentally knowledgeable, skilled, dedicated citizens who are willing to work, individually and collectively to protect the environment.

**Formal Environmental Education (FEE):** is the hierarchically structured and provided from primary school through university level including a variety of specialized programmes and for full-time technical and professional training. Formal EE takes place as part of an ongoing class or program that is often guided by a curriculum framework and may be based on education standards.

**Low self-esteem:** is having a low opinion of oneself (either consciously or unconsciously), and/or feelings of being 'worthless'. It can surface in thoughts and in feelings and will often appear to manifest physically - in body postures, actions and health.

**Non Formal Environmental Education (NFEE):** is an organized educational activity outside the formal system. Non-formal Environmental Education can occur anywhere there are people interested in learning. Non-formal EE is sometimes described as education in which participation is voluntary.

**Environmental Club:** An environmental club is a group of people who have joined together to share their interest in and concern for the environment. In schools and universities, most club members should be students. Through students the environmental message can reach out to their families at home. This will increase awareness, and will influence attitudes and activities of individuals towards the environment.

**Gender:** This refers to the socially determined power relations, roles, responsibilities and entitlements for men and women; girls and boys.

**Gender Discrimination:** is characterized as the unequal treatment of a person based solely on that person's sex.

**Gender roles:** Learned behaviours that condition activities, tasks, and responsibilities viewed within a given society as "masculine" or "feminine."

**Gender stereotype:** gender stereotypes are beliefs held about characteristics, traits, and activity-domains that are "deemed" appropriate for men and women.

**Indoor air pollution:** is contamination of indoor air. The main source of indoor air pollution is biomass smoke which contains a range of health-damaging pollutants, such as small particles and carbon monoxide.

**School Environmental club (SEC):** School Environmental Clubs are voluntarily formed youth groups for promoting environmental education and awareness among the school community apart from the community they live. The clubs provide an avenue for member and non-member students to acquire skills needed to identify, investigate, and experience the resolution of environmental issues and problems.

Environmental clubs energize students to take care of the environment and help the community while learning about the environmental issues.

**Self confidence:** is being assertive, getting what one wants, standing up for one self, having the personal power to regard oneself as equal to others and to behave in a way that reflect this.

**Sexual Harassment:** Unwelcome acts of a sexual nature that cause discomfort to the targeted person. These include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse and rape.

**Water pollution:** Water pollution is the contamination of water bodies such as lakes, rivers, oceans, and groundwater caused by human activities, which can be harmful to humans who use the water, organisms and plants which live in these water bodies.

**Water borne disease:** Disease acquired by drinking water contaminated at its source or in the distribution system, or by direct contact with environmental and recreational waters.