Primary Completion and Achievement for 8th Grade Girls in Rural Ethiopia: A Gap Analysis for Gender Inequities

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Grade 8 Girls’ Primary Completion and Achievement: Case Study Questions

1. What are the knowledge, motivation, and organizational challenges for teachers to effectively teach all the proficiencies necessary for girls to pass the grade 8 national examination?

2. What are the potential knowledge, motivation, and organizational solutions for teachers to effectively teach all the proficiencies necessary for girls to pass the grade 8 national examination?

Key Literature

Gap Analysis Framework (Clark & Estes, 2008)
Gender Inequities in Education in the Developing World (Lewis & Lockheed, 2007).
Attribution Theory (Wiener, 1985)
Expectancy Value Theory (Wigfield & Eccles, 2000)
Barriers to Girls’ Education (Camfield, 2011; Clark, 2011; Rose & Al-Samarrai, 2001)
Anderson and Krathwohl, 2001

Methods and Data Analysis:

-A qualitative study
-Interviews: 8 interviews, 4 teachers, 2 administrators, 2 community representatives
-Classroom Observations: 4 Classroom Observations
-Document Analysis: Conducted prior to interviews

Significance & Findings

Validated Causes

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<tr>
<th>KNOWLEDGE</th>
<th>Teachers lack skills as to how, when, or why to apply different instructional strategies and when to use the four types of knowledge.</th>
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<td>Teachers lack sufficient English language skills, preventing them from teaching the grade 8 English competencies.</td>
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<th>MOTIVATION</th>
<th>Teachers lack job satisfaction in regards to low teaching salaries and lack of prestige and respect in the teaching profession.</th>
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<td>Many teachers are not committed or engaged, making them unwilling to participate in new learning to expand their skill set.</td>
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<td>Many teachers are unwilling to change instructional practices or apply in the classroom what they learned in their professional development training.</td>
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<th>ORGANIZATION</th>
<th>Teachers and schools lack agency regarding traditional gender roles and cultural practices that are barriers to girls’ schooling.</th>
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<td>Teachers lack a uniform age of students, making teaching more difficult and impeding student success.</td>
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<td>Teachers lack curriculum that is aligned with the grade 8 national examination.</td>
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Proposed Solutions

- Increase teacher knowledge of how, when, and why to apply different instructional strategies.
- Increase teacher English language proficiency.
- Increase teacher job satisfaction and perceived value by improving community perceptions.
- Provide non-salary incentives for teachers.
- Increase teachers’ value and expectancy to change instructional practices through improved commitment and engagement.
- Develop the agency of schools and teachers in securing conditions for gender equitable education.
- Minimize the number of overage students in primary school.
- Align curriculum and instruction to grade 8 national examination.

Areas for Future Research

-Strategies on how to promote community engagement to catalyze a shift in social norms towards gender equity

-Language policy specific to multilingual African contexts and methodologies that best facilitate transfer and knowledge between languages

-The impact on overage students on educational systems

-Effective NGO models that can be replicated to create sustainable gains in education quality and delivery

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