

1      An Analysis of the Status of Marginalization of School Age  
2      Children in Wolaita and Dawro Zones: The Case of Maraka and  
3      Damot Pulasa Weredas of the two Zones, South Ethiopia

4      Tafano Ouke Labiso<sup>1</sup>, Endale Berhanu Demissie<sup>2</sup> and Deribe Debella Kebede<sup>3</sup>

5      <sup>1</sup> Wolaita Sodo University

6      *Received: 6 June 2015 Accepted: 1 July 2015 Published: 15 July 2015*

7

---

8      **Abstract**

9      The purpose of this study was to analyze the major causes of marginalization and illiteracy of  
10      ?Menas?, ?Menjas?, and ?Hilanchas? social classes in Dawro and Wolaita zones. In order to  
11      attain this objective descriptive survey method was employed. The study was carried out in  
12      four kebeles of Wolaita zone and 6 kebeles of Dawro zones. Purposive sampling technique for  
13      the selection of the weredas and availability sampling technique for the selection of the kebeles  
14      and subjects were used. Hence, the wereda education office authorities, parents and the  
15      children of ?Menjas?, ?Menas?, and ?Hilanchas?(in Wolaita case) were involved, and the  
16      questionnaire was distributed among officials, filled out and in addition, the wereda education  
17      office authorities, parents and children of those social classes were interviewed in group.

18

---

19      **Index terms**— marginalization, social classes, potters, firewood carriers.

20      **1 INTRODUCTION**

21      any young people in developing countries have weakened or severed family ties, are subject to social stigmatization,  
22      and are not connected to institutions such as schools, youth clubs, or the formal workplace. These youth-whom  
23      we refer to as "socially marginalized"-are vulnerable to sexual exploitation and are at disproportionately high risk  
24      of unintended pregnancies and sexually transmitted infections (STIs), information, counseling, legal protection,  
25      and health and other services, so reaching them requires special planning, advocacy efforts, and supplemental  
26      resources. Socially marginalized youth often have weakened or severed family and social ties. Some have been  
27      abandoned by their families, lured or abducted from their families, or sold into bonded labor or brothels. War  
28      and the AIDS epidemic have turned many into orphans. Psychological and physical abuse at home may have led  
29      many to prefer life on the street. Living or spending most of their time on the streets, they may beg, hustle, steal,  
30      or sell sex to survive. Others, especially the girls, are domestic workers who live at their place of employment.  
31      Cut off from families and the larger society in which they live, these youth have little or no system of social  
32      protection. The social support they receive is usually from peers living in similar circumstances.

33      Lack of family and social ties can be worsened by social stigmas. Whether they are members of ethnic, national  
34      or religious minorities; migrants or young people in "floating populations;" street children viewed as nuisances or  
35      criminals; or homosexual youth facing discrimination or repression; the indifference or hostility with which society  
36      treats these youth may further traumatize them. They may be subject to harsh discrimination at mainstream  
37      health service delivery points and in the marketplace, and they may internalize society's negative views of them,  
38      damaging their self-esteem and their ability to have healthy relationships with others.

39      Poverty may require these youth to work long hours to support themselves or their families, but they often are  
40      not recognized officially as workers. They may be forced to work under exploitative and hazardous conditions  
41      that endanger their physical, mental, and social development.\* Lacking job skills, they tend to work in informal  
42      sectors of the economy.

## 7 RESEARCH DESIGN AND METHODOLOGY A) RESEARCH METHOD

---

43 Many of these youth are victims of violence and physical abuse, including sexual abuse. Domestic workers  
44 may be forced to provide sex to their employers, street youth may be abused by other street youth or by  
45 adults, and refugees and youth in areas of armed conflict may be obligated to grant "sexual favors" in return for  
46 documentation, relief goods, or both. Young girls are trafficked into slave-like conditions in brothels. This abuse  
47 can result in STIs, unwanted pregnancy, and physical injury, as well as psychological trauma that increase  
48 vulnerability to future abuse. Some of these youth, especially those who live on the street, use drugs to  
49 diminish hunger, cold, and emotional pain or to help them sleep or stay awake. Repeated use of these drugs can  
50 cause physical and psychological problems, including hallucinations, pulmonary edema, kidney failure, and brain  
51 damage. When intravenous drugs are used, the additional risk of contracting HIV, hepatitis, and other diseases  
52 exists.

53 Collectively, all of these characteristics make these youth more vulnerable to unintended pregnancy and  
54 STI/HIV infection. Poverty and lack of education and job skills make them more vulnerable to all kinds of  
55 exploitation. Social stigma and lack of a stable, supportive environment diminish the self-efficacy needed to  
56 undertake self-protective behavior. Sexual abuse stunts the skills needed to prevent unintended pregnancy and  
57 STIs. Drugs diminish inhibitions and impair judgment, making it less likely that youth will use information and  
58 skills to protect themselves from risk.

59 Although it is difficult to quantify the extent of the problem, according to the United Nations estimation, 404  
60 million youth under the age of 18 do not attend school; 190 million youth between the ages of 10 and 14 work;  
61 three quarters of these youth work six days a week or more, and one half of them work that approximately 100  
62 million youth work on the streets in activities such as picking garbage, hawking small goods, parking and washing  
63 cars, shining shoes, and begging. It is estimated that 10% of these youth actually live in the streets, with no  
64 connection to their family or a permanent home.

65 United Nations agencies and non-governmental organizations (NGOs) estimate that at least one million young  
66 people under the age of 14 are lured or forced into commercial sexual exploitation each year. While the vast  
67 majority of these are young women, young men are also exploited. Hence, Ethiopia in general and Wolaita and  
68 Dawro zones in particular are no exceptions .Thus, the study aims to answer the following basic questions.

- 69 ? What are the causes for marginalization of school age children? ? Who are the marginalized elements?
- 70 ? Which problem is the most serious one?
- 71 ? What attempts were made to tackle this problem?
- 72 ? How is the status of illiteracy? II.

## 73 2 Objectives of the Study

74 The study has the following general and specific objectives a) General Objective

75 The general objective of the study is to investigate the causes of marginalization of school age children and  
76 to come with solutions for those who are concerned about them so that to increase the participation of children  
77 and contribute to illiteracy reduction.

## 78 3 Significance of the Study

79 The study will have the following significances 1) The findings may be the reliable sources for the policy makers  
80 at different administrative echelons; 2) It may add to the corpus of literature in the area of marginalization;  
81 3) The study may create awareness on the part of government officials about the importance and the problems  
82 of the subjects' 4) The study may reduce the level of illiteracy in the country and in the zones as well through  
83 implementation; 5) The findings may contribute to changing the negative attitude of the the large society and  
84 the government officials as well through its dissemination.

85 IV.

## 86 4 Delimitation of the Study

87 The study was conceptually delimited to investigating the status of marginalization and geographically to the  
88 two weredas of Wolaita and Dawro zones and 6 kebeles of Dawro zone and four kebeles of Wolaita zone:V.

## 89 5 Limitations of the Study

90 The researchers have faced the following problems while conducting the research ? Topography where the subjects  
91 were living.

- 92 ? Availability of the subjects/ business of the experts.
- 93 ? Lack of transportation or its expensive cost.

## 94 6 VI.

## 95 7 Research Design and Methodology a) Research Method

96 Descriptive survey and both qualitative and quantitative techniques for data collection were employed.

---

## 97 8 b) Sample Size and Sampling Technique Sample Size

98 The marginalized school age children of the Maraka and Damot Pulasa weredas of Wolaita and Dawro zones  
99 were the target population of the study and the sample were as per the availability of the marginalized.

## 100 9 Key: large= >18 heads of household medium=between 7&18 101 heads of house hold;small=<7 heads of house hol c) Sampling 102 Technique

103 The sampling techniques used were availability sampling for the selection of the subjects, and purposive for the  
104 selection of the weredas.

## 105 10 d) Data Administration

106 Tools for critique were prepared and checked by experts tool was prepared and used. After thorough discussion  
107 with the subjects the time was arranged and tools were distributed and the data were gathered.

## 108 11 e) Data Collection Tools

109 Close ended questionnaire with 5 scale likert, focus group interview of 6-12, non-participatory observation and  
110 documents were used.

## 111 12 f) Data Analysis Tools

112 The quantitative data collected were analyzed using frequency count, percentage, and average mean, and the  
113 qualitative data was categorized and used as supportive for the quantitative.

## 114 13 VII.

## 115 14 Discussions and Findings a) Discussions

116 This part of the research deals with the characteristics of the respondents, and the presentation, analysis and  
117 interpretation of the data gathered through the research tools-questionnaire and interview from the 2 weredas  
118 of two zones. Hence, the wereda education office experts and heads and parents and children of menjas, menas  
119 and "chinashas" were involved.

120 Eight wereda education officials and fifty parents and children of menjas, menas, and chinashas were involved  
121 in the study. Eight copies of questionnaire were distributed among the wereda education office experts and  
122 returned back. Again focus group discussion was made with the parents and children of menjas, menas, and  
123 chinashas.

## 124 15 i. Characteristics of the Respondents

125 Table ??II With regard to the personal information of the subjects, 8 officials from the wereda education office,  
126 all are male and 30 male and 20 female parents and their children were involved in the study.

127 With regard to the age, all wereda education office authorities were aged between 26 and 30; whereas, 36(72%),  
128 10(20%), and 4(8%) parents and children were found to be aged below 20, between 20

129 Regarding the marital status, whereas all the wereda education office officials were married, however, 40  
130 subjects were children and the rest 10 were married. As far as the educational qualification is concerned, while  
131 all wereda education officials were first degree holders, parents and children of the subjects were all found to be  
132 illiterates. With regard to the above table, it could be learnt that self-image and self efficacy related problems took  
133 the first position, economic barriers took the second place, institutional problem took third place, sociocultural  
134 problem took fourth place, topography and distance related problem took fifth position, harmful traditions and  
135 practice related problems took sixth place, and finally, the political ideological problems took It could be learnt  
136 from the above table, that institutional and socio-cultural factors are still the main challenges for the children  
137 of the subjects either not to join schools or not to retain in the schools. There are still social classes. Because  
138 of the socialization of this negative attitude, menas, menjas, and chinashas as well are not willing to send their  
139 school age children to schools. And also the family make their children overloaded by house chore and exploit the  
140 labor of their children. They make them fetch construction soil for pots of different sizes and types. They make  
141 them to carry the pot to distant market places. The menjas on the other, hand make their children carry and  
142 sell coals and fire woods to distant market places and local towns. Furthermore, the subjects themselves and the  
143 society still consider these social classes as if they are not fit for the public according to the data obtained both  
144 qualitatively and quantitatively. Hence, institutional and socio-cultural factors were found to be still significant  
145 problems. Table 3 b inferiority complex, fear to others, lack of confidence on themselves, and also found to  
146 reluctant to benefit from the constitutional human rights. And also it is learnt from the data that lack of basic  
147 needs, transport access to schools, lack of pocket money, migration to the nearby towns(though insignificant), lack  
148 of standard roads, bad topographies, lack of bridges, non-attractive school compounds , poor health conditions  
149 were some of the significant problems. And also it was learnt and observed that law enforcing bodies and the

150 authorities themselves were found to be negative towards these social classes(though there were positive rules  
151 and regulations on the paper). And also the subjects were observed that they were not aware about the existence  
152 of supportive law regarding human and democratic laws.

153 Furthermore, information could be obtained from the experts of wereda education offices,parents and children  
154 of manas and menjas(marak)and hilanchas(Wolaita)through focus group discussion. Hence, accordingly, the  
155 following data were obtained

156 The focus groups in both Damot Pulasa and Maraka weredas raised the following issues as the major problems  
157 for their marginalization and absence from the school ? The school leaders were said to have discouraged and  
158 insulted the children of hilanchas in case of Wolaita zone; ? There were no awareness creation on the part of  
159 the wereda administrative councils and wereda education offices for the children of these social classes; ? There  
160 were no evening class to make these children continue their formal education; ? Children were said to have  
161 participated highly in house chore to solve the economic problem(carrying and selling fire wood and charkol,  
162 clay soil,pots and ovens,grinding clay soil); ? There was high child labor exploitation -parents were reluctant to  
163 send their school age children so that to make them help in labor and help themselves economically; ? There  
164 was no attempt made to support their activity by organizing them together to store what they did and seeking  
165 market for their products on the part of government authorities;

166 VIII.

## 167 16 Major Findings

168 The general objective of the study was to investigate the causes of marginalization of school age children and to  
169 come up with solutions for those who are concerned about them so that to increase the participation of children  
170 and contribute to illiteracy reduction.

171 Accordingly, the assessment of the major factors-socio-cultural, political-legal, economic, selfrelated, institu-  
172 tional, and geographical and environmental factors were carried out.

173 In order to achieve the purpose of the study, the following basic questions were stated and dealt with ? What  
174 are the causes for marginalization of school age children? ? Who are the marginalized elements?

175 ? Which problem is the most serious one?

176 ? What attempts were made to tackle this problem?

177 Accordingly, the major findings of the analysis made were as follows 1) School age children of menjas, menas,  
178 and chinashas were marginalized.

179 2) The self image related, economic, and institutional factors hold the places of high marginalization ranking  
180 from first to third respectively; 3) The children of the subjects were overloaded by house chores and highly  
181 labor exploited as well; 4) There was both explicit and implicit violence observed on the children of these social  
182 classes by the leaders of the schools and the authorities as well; 5) Self related, economic, institutional, socio-  
183 cultural, topography, traditional practices, and politicalideological-legal were the causes for marginalization. 6) Low/or no attempt was made to enable the parents of these children to send their school age children by the  
184 local government; and to capacitate the economically; 7) There was no alternative education like evening class;  
185 8) There was discouraging actions observed on the part of school leaders and authorities that ? Though there  
186 were some models from such social classes, they made no support for others by such models; ? There was both  
187 implicit and explicit violence on the part of the authority; ? It was observed that in both weredas and zones the  
188 authorities were found to defame these social classes;

189 ? There was a psychological violence by non menjas, non menas, and non-hilanchas on the children of such  
190 social classes.

191 contributed the dropout of children immediately after their enrolment; 9) Though there were some model  
192 teachers from the 'chinasha' family(in case of Wolaita zone), however, they failed to convince and bring their  
193 families to school; 10) No attempt was made to economically settle and capacitate the family and children of  
194 these classes.

195 11) The subjects were found to be reluctant to benefit from the human and democratic laws stipulated in  
196 constitution, and also found to be illiterate of laws; 12) There was an explicit violence of classmates on the  
197 children of these classes-the classmate children of non-menjas, non-menas, and non-chinashas insult them saying  
198 'chinasha' or 'goromotia' in Wolaita case and 'manio' or 'manjio' in Dawro case. 13) It was observed that they  
199 still (in both Wolaita and Dawro zones) the children of these classes fear other people both to talk to and to  
200 listen to.

201 Based on the findings, the following conclusions were drawn 1) The children of "menas" and " menjas"(in  
202 case of Dawro) and "chinashas"( in case of Wolaita) were found to be marginalized because of mainly their self  
203 image and self-efficacy problems, economic problems, institutional problems, negative sociocultural attitudes,  
204 bad environmental and geographic conditions(topography), and bad practices and traditions.

205 2) It could be concluded that the effort made to improve the education of the children of the subjects by the  
206 government officials was weak may be due to the negative attitude developed towards these social classes.

207 3) The self-image and inferiority related complex are still the significant problems which are may be due to  
208 the socialization of the subjects into negative societal attitude. 4) Lack of the evening classes was found to be  
209 one of the causes for the illiteracies of these children. 5) It could be concluded that the wereda education offices  
210 and the wereda administrations could not organize these subjects economically just by constructing a store for

212 what they are making and selling. 6) High level of illiteracy is still prevalent in the two weredas of the two  
213 zones-Wolaita and Dawro zones. 7) It could be concluded that no/ or low attempt was made to mitigate such  
214 long lived marginalization problem in both zones. 8) It was learnt that the subjects were interested to discuss  
and tell their problems to the researchers and did not hesitate to provide the researchers with <sup>1 2</sup>



Figure 1:

215

<sup>1</sup>Year 2015 © 2015 Global Journals Inc. (US)

<sup>2</sup>An Analysis of the Status of Marginalization of School Age Children in Wolaita and Dawro Zones:The Case of Maraka and Damot Pulasa Weredas of the two Zones, South Ethiopia

s.no.	Name of the Kebele	Name of the wereda	31-35	Name of the zone	Technique of Sampling	
					below 20	20-25
1	Shanto ketema	Above 45	36-40	Damot Pulas	Wolaita	availability
2	Golo Shanto		41-45	”	”	”
3	Zamine Wulisho			”	”	”
4	3 Warbira Golo	Marital status	single	-	”	”
5 6	Koysha Mada	Gendo Married divorced	Maraka	8	Dawro	100
				”	”	”
7	Gendo Shama		”	-	”	”
8	4 Maila	Qualification diploma	”	-	”	”
9	Ocha Bed/BA/BSc		”	8	”	100
10	Semu	Above	”	”	”	”
No.Characteristics				Respondents		
				Wereda Education officials		
				N=8		
1	Sex	Male		No.	%	
		Female		8	100	
				-	-	

Figure 2: :

---

:

S.NO.	ITEMS	RANK OF DEGREE OF SERIOUSNESS	REMARK
1	Harmful traditional practices	6 th	
2	Institutional Barriers	3 rd	
3	Self image and self-efficacy	1 st	
4	Economic Barriers	2 nd	
5	Socio-cultural Barriers	4 th	
6	Political- Ideological Barriers	7 th	
7	Geographical - Environmental factors	5 th	

Figure 3: Table :

**3**

S.No.

[Note: © 2015 Global Journals Inc. (US)]

Figure 4: Table 3 a



---

216 [International (1998)] , Anti-Slavery International . <<http://www.charitynet.org/~asi>> (online 1998.  
217 October 29,2013.

218 [Unicef ()] *Children at risk: Ending hazardous and exploitative child labor*, Unicef . 1997. Oxford and New York:  
219 Oxford University Press. (The State of the World's Children 1997)

220 [Connolly and Franchet ()] 'Manila street children face many sexual risks'. M Connolly , C N Franchet . *Network*  
221 1993. 14 (2) .

222 [Ringers (1999)] 'Personal commun-ication'. P Ringers . *Formerly of Mkombozi Center for Street Children*,  
223 (Moshi, Tanzania) 1999. February 3.

224 [Black and Farrington ()] *Promoting life for Indonesia's street children*, B Black , A P Farrington . 1997.

225 [References Références Referencias] *References Références Referencias*,

226 [Barker ()] *Research on AIDS: knowledge, attit-udes and practices among street youth*, G Barker . 1993.

227 [Shanler ()] 'Sexual Abuse & Young Adult Reproductive Health'. S Shanler . *FOCUS on Young Adults*,  
228 (Washington, DC) 1998.

229 [Ruiz ()] *Street youth in Colombia: lifestyle, attitu-des and knowledge. AIDS Health Promotion Exchange*, J Ruiz  
230 . 1994.

231 [Martins and Ebrahim ()] 'The Female street children of Rio de Janeiro: a qualitative study of their backgrounds'.  
232 S B Martins , G J Ebrahim . *Journal of Tropical Pediatrics* 1995. 41 (1) .

233 [The Health of Adole-scent Refugees Project Family Health International ()] 'The Health of Adole-scent  
234 Refugees Project'. *Family Health International* 1998. (Unpublished program description)

235 [Bond ()] 'The sad reality of street children. Bol-etin de la'. L S Bond . *Oficina Sanitaria Panamericana* 1993.  
236 114 (2) .