Assessment of Factors Affecting Female Students' Participation in Education: The case of Beshale Secondary School, Addis Ababa, Ethiopia

By

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Declaration

I hereby declare that the dissertation entitled ASSESSMENT OF FACTORS AFFECTING FEMALE STUDENTS' PARTICIPATION IN EDUCATION: IN THE CASE OF BESHALE SECONDARY SCHOOL, ADDIS ABABA, ETHIOPIA, submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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Certificate

This is to certify that Mrs. Hana Alem Tekle, Student of MSW from Indira Gandhi National Open University; New Delhi was working under my supervision and guidance for her project work for the Course **MSWP-001**. Her project work entitled: Assessment of Factors Affecting Female Students' Participation in Education: the case of Beshale Secondary School, Addis Ababa, Ethiopia, which she is submitting her genuine and original work.

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Acronyms

EPRDF- Ethiopian People Revolutionary Democratic Front

ESS-Ethiopia Statistical Service

FAO- Food and Agriculture Organization

MDG- Millennium Development Goals

NGO- Non-Governmental Organization

OECD- Organization for Economic Co-operation and Development

REWA- Revolutionary Ethiopian Women's Association

TVETs-Technical & Vocational Education Training Colleges

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nations International Children's Emergency Fund

Abstract

Education is a key factor for the development and wellbeing of a society. It determines the overall economic, social and technological growth of any given community. In addition to its developmental role, it shows the impact of cultural and traditional beliefs. Access to education is determined in a variety of factors. One of the angles that are very crucial to measure the success of education is to look at the gender gap. The success of education is dependent on its outreach and equal distribution regardless of gender, race, or background of a person. This paper evaluates the disparities of gender equality from the perspective of lack of access to education. It evaluates data collected with a specific reference of high school located in Addis Ababa, Ethiopia.

Keywords: Gender, Education, Access, School, Female, Beshale

Chapter one

1. Introduction

1.1. Background of the study

Education plays an important role in the socio-economic development of any nation. Often, governments commit huge investment to education projects and program in order to realize its intended benefits. In many developing countries, female participation in education provision is restricted due to many factors. This study seeks to assess the impact of the factors which affect female access and participation in Senior High School education in Beshale secondary school. The study examines a body of available literature on education provision in the world in a bid to establish the extent of female participation in education. The study analyzes gathered data from the field with the intent of assessing how female participation in Senior High School education is affected by those factors. It draws a conclusion and makes recommendations to mobilize support and advocate policy changes for sustainable female participation in Senior High School education in the country.

Throughout the world, people look at education as a conduit to achieve sustainable change and development. Education contributes to the development of critical mindset and reasoning power in any individual who dedicate his time and attention to it. Realizing those qualities will help build up a sense of confidence, self-esteem and self-respect. Anderson (1992, p. 8) states that "in today's world, a child who is not educated is disadvantaged in terms of income, health and opportunity". Hence, lack of proper education of children has an impact on the community in limiting economic productivity and social wellbeing. Female education has significant implications for maternal and child welfare development. Educating girls contributes to lower maternal and infant mortality and reduced fertility

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rates (Bruce 2001). Studies have shown that one year of a mother's education could contribute to a decrease of 9 percent in under-five mortality (Anamuah-Mensah, 2000, p. 4). There is a positive relationship between female education and improved household incomes and nourishment (Caldwell 2000,). Education is seen as one single important contributor to national economic growth, self-sufficiency and cultural reawakening of a people (World Bank, 1999, p. 16; Abosi and Brookman-Amissah, 1992, p. 284). The role of quality human resource in a nation's development cannot be over emphasized here. However, the expected benefits of training human capital for national development in developing countries are not forthcoming because of gender inequalities in education provision in those countries. Some studies (Sutherland-Addy, et.al., 1995; Boakye, 1997; Coombs, 1985; Psacharapoulos, 1985) have provided explanations for the prevalence of this educational travesty in modern times. It is expected that the outcome of the study would contribute to gender equality policy formulation in education. The identified challenging factors can be addressed based on evidences to lead to development and achievement.

1.2 Statement of the Problem

Education provision has formed an essential service in the social sector of both developed and developing countries over the years. In the last thirty to forty years, there has been an increased demand for education provision in the developing countries. Because of this, enrolment increased dramatically at both primary and secondary levels in these countries within the period. For instance, in 1960, fewer than half of the children aged between 6 – 11 years in developing countries enrolled in primary school. By 2002 the world average net primary enrolment reached 81 percent (UNESCO, 2006). Within the period, girls' participation in education has been on the increase. From the last three-and-a-half decades, girls' enrolment witnessed considerable increase. In the 1970s, girls represented 38 percent and boy's 62 percent of primary enrolment in the least developed countries. By 2005, the gender gap has narrowed. While girls represented 48 percent, boys represented 52 percent of

primary enrolment (OECD/UNESCO, 2005). The increased demand for education contributed to a decline in the number of children who are out of school. Between 1990 and 2006, the number of children who were out of school worldwide was declined from about 100 million to 75 million. Regardless of the improved access to education, female participation in education in most developing countries is still characterized by disparities. Girls continue to constitute most children out-of-school. Girls represent 55 percent of all children who are out of school worldwide. Available data have indicated that worldwide, for every 100 boys out of school 122 girls are also out of school. This varies from country to country. For example, in Benin, for every 100 boys' out-of-school, 127 girls are also out-of-school (UNESCO, 2006). Access to secondary education, however, has been deteriorating in most developing countries. According to UNESCO/UNICEF, nearly 1 in 4 children between the ages of 10 – 15 years and 1 in 2 children between the ages of 11 – 14 years do not attend primary and upper secondary school respectively (UNESCO/UNICEF, 2005). Secondary education provision is characterized by large gender disparities between the sexes in terms of access, retention and performance. Again, according to UNESCO/UNICEF (2005) in 1960, only one child in twenty aged between 12 – 18 years attended secondary school in Sub-Saharan Africa.

Although worldwide, the transition rate from primary school to secondary school or the percentage of children who complete primary school and continue to secondary school is 85 percent, in half of the countries in the Sub-Saharan Africa region transition rates from primary to secondary level are below fifty percent (Elbakri, 1998). In Sub-Saharan Africa, girl's transition rate from primary to secondary school is 65.3 percent and that of boys is 62.6 percent (UNESCO, 2004). For instance, according to Sperling, in Sub-Saharan Africa, majority of girls do not complete primary school and only 17 percent of girls are enrolled in secondary school (Sperling, 2005). Again, Mulana also stated that in 43 developing countries secondary gross enrolment figures were under fifty percent, and despite this, girls

constituted most children out of school at this level (Mulana, 2006). According to UNESCO in South Asia only 47 percent of girls qualify for secondary school and in Sub-Saharan Africa only 30 percent of secondary-school aged girls enroll in secondary school (UNESCO, 2006). A study by Houphouet-Boigny (2000) into education provision in Côte d'Ivoire revealed that from 1995 to 1996 girls represented 42 percent of primary school pupils; 34 percent of students in the first cycle of secondary education; 30 percent of students in the second cycle and 24 percent in higher education (Houphouet-Boigny, 2000, p. 6). Similarly, it has been estimated that in Ghana only half as many women (6 percent) as against men (12 percent) have attended Secondary or Senior High School (GSS, 1999, p.11). According to source in 1999, 32 percent of females and 34 percent of males attended Senior High School level (GSS, 1999). A pointer to the under representation of girls in secondary education developing countries is seen in the world 1999/2000 academic year gross enrolment figures as shown below. For instance, in the 1999/2000 academic year, the world's female gross enrolment ratio fell below that of boys' ratio in many developing regions across the world.

Chart 1.1 Gross enrolment ratios, 1999/2000
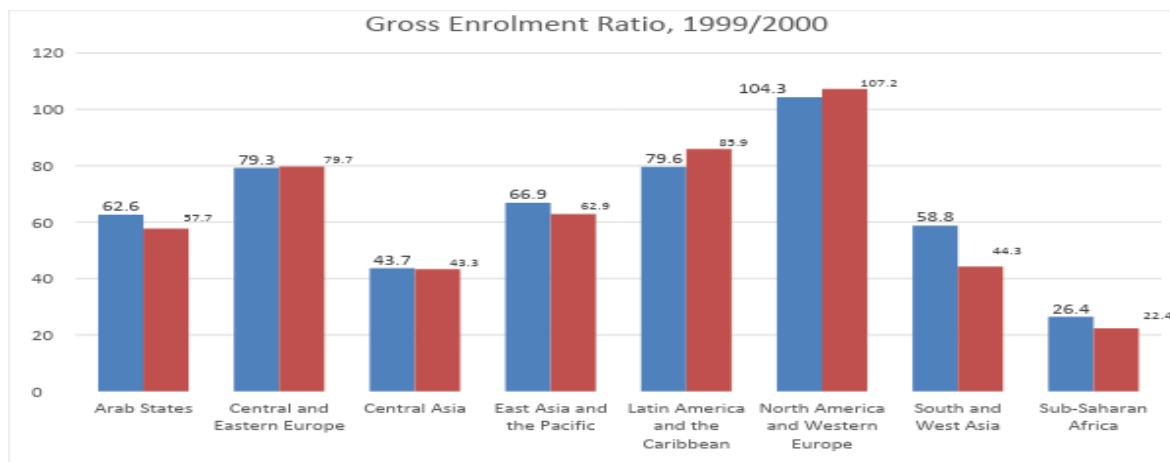
Source: Education for All Global Monitoring Report 2002,

From Chart 1.1, it can be observed that except the regions of North America and Western Europe, Latin America and the Caribbean, and Central and Eastern Europe where female enrolment ratio exceeded that of males; the remaining regions of Central Asia, South and West Asia and Sub-Saharan

Africa, females have the enrolment ratio that fell below that of males during the period. It can also be observed that when the gross enrolment ratios of the two sexes are compared on region by region basis, Sub-Saharan Africa had the lowest in the world and again the female ratio lagged the male gross enrolment ratio. This is an indication of the persistent low enrolment of girls in secondary education in the sub-region.

Female literacy rates are low in most developing countries. In Sub-Saharan Africa, although adult literacy rate is 62 percent women have a higher illiteracy rate compared to men. While women's literacy rate is 54 percent men's rate is 71 percent (UNESCO, 2004). Girls' participation in secondary education has been associated with frequent cases of grade repetition. Because of this, female participation in education has continued to lag male participation in secondary education in many developing countries. In Sub-Saharan Africa female repetition rate is 19.4 percent. For instance, in Rwanda, because of the poor performance of girls at the end of basic school examination, many girls are unable to enroll in public secondary schools. As a way out of the problem, many girls who complete basic schools enroll in private secondary schools where the entry requirements or selection criteria is lower. Female grade repetition has been associated with issues such as opportunity cost of educating girls and their contributions to the survival of their families, high cost of educating girls at secondary school, hostile teacher attitude, sexual harassment, teenage pregnancies and poor parental care for girls at this age. In Ethiopia since the 1991s female enrolment has improved significantly but this has not been large enough to equal male achievement rates in access and participation in the educational system in the country (Tolosa Megersa, 2000). Thus, the researcher of this study is interested to make assessment of the factors affecting female students' participation in senior high school education.

1.3   Objectives of the Study

The overarching objective of this study is to assess the participation of women in education regarding equal opportunity and access. The study listed the general and the specific objectives of the study.

1.3.1 General Objective of the Study

The general objective of the study is to assess factors affecting female students' participation in education in Beshale secondary school education.

1.3.2   Specific Objectives of the Study

1. To assess factors affecting female students' participation in education in Beshale secondary school.

2. To identify the role of culture and other relevant factors that contributes to the gender in equalities in education.

3. To examine how attitudinal or behavioral inclinations, beliefs and perceptions, socio-Economic-cultural phenomena affect female access and participation in Beshale Secondary School education,

4. To suggest appropriate measures to address the challenges against female Participation in Beshale Secondary School education.

1.4 Research Questions of the Study

The study provides to understand the current state of gender inequality, identify the root cause and mitigate the possible solutions for the following research questions of the study.

1. What are the factors that affected female student ion participation in education in Beshale secondary school?

2. What is the role of culture and other relevant factors that contributes to the gender in equalities in education?

3. How do attitudinal or behavioral inclinations, beliefs and perceptions, socio- Economic-cultural phenomena affect female access and participation in Beshale Secondary School education?

4. What are the possible suggestions to address the challenges against female participation in Beshale Secondary School education?

1.5 Significance of the Study

The study is significant to indicate the female enrollment in Beshale Secondary School to know the status of the female students in high schools. The recommended approach derived from the results of this study gives attention for girl's education and enrollment in high school. The study provides to the opportunities to administrators, school owners like public and private schools to have the guidance to emphasize the ways schools improve female students' enrolments in high school. The study also indicates the gap that is required to be investigated by other researchers.

1.6 Scope and limitation of the study

1.6.1 Scope of the Study

The scope of the study is limited to a single school that is Beshale, the geographical area of study is in Addis Ababa is a newly settlement peripheral area. The scope of content of the study is focused on the assessment of female participation in education in the study area.

1.6.2 Limitation of the Study

There are some limitations to this study. The sample is limited to the school that is selected as a primary focus. The respondents to questions address questions with the specific experience and perception they have within the given area. Their assessment might not reflect the reality of the overall population. The fact that the income gap and the cultural identity of the people are vastly different from place to place that contributes to the difference in standard across the board. The study is limited to a single school due to time and other resources limitation to cover more schools for in-depth study.

1.7 Operational Definition of Terms

There are many terms used in this study. The main operational terms that this study is based on are education, Participation, reform and factors. Senior high school and education reform are sub categories of education and reform respectively. To gain a deeper understanding of and develop a strong appreciation for these concepts and terms, it is necessary and appropriate to explain them.

1.7.1 Education

From the definitions given above, education connotes a process of sustained and systematic interaction that helps an individual and the society at large to realize self-improvement and enhanced quality of life through the transfer of knowledge and skills (UNESCO, 1975, cited in Lecture Notes, Dr. Nsiah-Peprah, 2008).

The operational concept of education in this study is the one that perceives education as the process of enrolling a child in an institution with demarcated physical structures provided with teaching-learning materials, equipment, and trained pedagogical professionals who impart knowledge and skills to people within specific time frame with the intent of making the child a useful individual or person and one who contributes to the realization of the development potentials of his or her community or nation (Abosi and Brookman-Amissah, ed.,1992).

1.7.2   Senior High School (Secondary Education)

The kind of education provided to children between the ages of 16 and 22 years. This kind of education comes after elementary or Junior High School but before tertiary education as it is in the Ethiopian educational system (Advanced Learner's Dictionary of Current English, 1963). Beshale secondary school is one of the schools in Ethiopia education system. The school provides education for grades 9 to 12. The system is designed in a way that gives an option to focus on vocational opportunities once they completed their tenth-grade class our study focus is on previous high school female students who attended their high school class in Beshale.

1.7.3   Participation

It refers to consenting to do something with other people for the realization of a common goal. The right to participation is a basic human right and essential for realignment of power in favor of disadvantaged groups for social and economic development (UNFAO, 1992). For purposes of this study, the working definition of participation adopted is the act of enrolling a child in a school or an institution of learning to undergo a program of studies which is assessed at fixed periods to determine the learning outcomes of the learners.

1.7.4   Reform

According to the Longman Dictionary of Contemporary English (2002) the term reform means a change initiated to a system or law or an organization to improve its operations in a fairer or more effective way to remove unfairness and imbalances,

1.7.5   Education Reform

Education Reform is defined as the process of initiating a change to an educational system because of perceived or observed disparities or lapses and/or inefficiencies so that it can operate in an effective way to improve upon its operations to achieve efficiency of resources and meet set targets of a nation or state. For purposes of this study, we will adopt this working definition (UNESCO, 1979).

1.7.6   Factor

An event is a behavior or operation produces some desirable or undesirable results in a given circumstance.

1.8   Chapterization of the Study

The study is organized into five main chapters. Each chapter of the study addresses a specific theme. The first chapter consists of introduction to the subject-matter of the present study, statement of the problem, objectives of the study, research questions, and significance of the study, scope and limitation. Second chapter deals with related review of literature of the study. The third chapter deals with research design and methodology. The fourth chapter focuses on the analysis and interruption of the data collected of the study. The Fifth chapter gives the recommendations and conclusions of the study.

Chapter two

2 Literature review

2.1 History of education

With the gradual rise of more complex civilizations in the river valleys of Egypt and Babylonia, knowledge became too complicated to transmit directly from person to person and from generation to generation. To be able to function in complex societies, man needed some way of accumulating, recording, and preserving his cultural heritage. So, with the rise of trade, government, and formal religion came the invention of writing, by about 3100 BC. (Ministry of Education, Youth and Sports, (2004). Because firsthand experience in everyday living could not teach such skills as writing and reading, a place devoted exclusively to learning the school appeared. And with the school appeared a group of adults specially designated as teachers the scribes of the court and the priests of the temple. The children were either in the clear majority who continued to learn exclusively by an informal apprenticeship or the tiny minority who received formal schooling. (Morales-Gomez, D. (ed.), (1999).

The method of learning was memorization, and the motivation was the fear of harsh physical discipline. Out of the ancient peoples of the Middle East, the Jews were the most insistent that all children regardless of class be educated. In the 1st century AD, the historian Flavius Josephus wrote: "We take most pains of all with the instruction of the children and esteem the observance of the laws and the piety corresponding with them the most important affair of our whole life." The Jews established elementary schools where boys from about 6 to 13 years of age probably learned rudimentary mathematics and certainly learned reading and writing. The main concern was the study of the first five books of the Old Testament the Pentateuch and the precepts of the oral tradition that had grown up around them. At age 13, brighter boys could continue their studies as disciples of a

rabbi, the "master" or "teacher." So vital was the concept of instruction for the Jews that the synagogues existed at least as much for education as for worship (Spring 2001).

2.2 Women in Ethiopia

Ethiopia is a country of many nations and nationalities. The role of women in society is dependent on the tradition and the cultural heritage that they are associated with. In current years, the role of Ethiopian women is being recognized in most areas due to an extensive campaign and continuous enablement activities. Overall, we can say that most of Ethiopian women are actively involved in all aspects of their society's life. Women are both producers and procreators and they are also active participants in the social, political, and cultural activities of their communities. However, the varied and important roles they play have not always been recognized. The discriminatory political, economic and social rules and regulations prevailing in Ethiopia have barred women from enjoying the fruits of their labor. Without equal opportunities, they have lagged men in all fields of self-advancement. (Clerk, 1983, cited in Astone, N, M and Mclanaham, S 1991).

Economic development is unthinkable without the participation of women. In some economic sectors women even constitute a proportionally larger group of the labor force than men. However, because their participation in the economy has not been valued, Ethiopian women have not received their fair share of the nation's wealth ((FAO, 1992) People's Participation in Rural Development)

2.3 Education in Ethiopia

Education is an important element of our life. It impacts the life of a people, the standard of living and the development of a nation. Hence everyone deserves to have an opportunity to get a decent education. To do well at school is to gain the highest acceptance with your peers. Most kids start school enrollment at the age of seven, although some start earlier. In some areas the kids age is often

assessed by height and teeth! There are some private fee-paying kindergartens in cities & some rural market towns.

Government schools are elementary Grades 1 to 8, secondary 9-10 and by selection to pre-university 11 & 12. Classes in cities are in shifts, morning, afternoon and evening. Class size officially is 50 but often can be more. There are few facilities for disabled students.

Every year a student must pass a school leaving exam, at Grades 8 & 10 these are nationally or regionally assessed. Failure means repeating a year, after a second failure the student can no longer attend a government school. There are no school fees in Government Schools, but students must provide their own books and writing instruments. In cities most schools have uniforms and children need footwear, these are not free. In cities there are several fee-paying private commercially run schools often managed by churches or NGOs. These are accredited by the Government Bureau of Education and are of a high standard. Students can move between the government and private sector, but with difficulty.

Grade 10 exam (School Leaving Certificate) cannot be retaken at school. After Grade 10 students are streamed into pre-university (Grades 11 & 12) or Technical & Vocational Education Training Colleges (TVETs). TVETs cover artisan trades, physical education, teaching, catering, art, secretarial & computer science or IT. Entry level grades are continually being revised upwards as more students pass through the system and government college/university expansion is unable to accommodate all would-be entrants. For girls, disabled students and in some less developed regions there are lower entry levels. TVETs offer Certificate Course for two years or Diploma Courses for three years. Several private fee-paying colleges offer the same Certificate/Diploma courses for those unable to gain entry to government TVETs. University is from three to six years, dependent on the course.

Undergraduates are not always given either their choice of course or location of University. Attendance is principally free, but students must "pay back" after graduation when in employment. There are now private fee-paying Universities.

Every Ethiopian is desperate to attend school and beyond. Whilst the educational system is tightly controlled, every child may "adjust" their age, where they live and tell the most convincing tear-jerking stories to get admitted. To Ethiopians, education and those qualifications it offers is their panacea for all their problems (Kane. E, 1995).

2.4 Education and Women in Ethiopia

Economic development is unthinkable without the participation of women. In some economic sectors women even constitute a proportionally larger group of the labor force than men. However, because their participation in the economy has not been valued, Ethiopian women have not received their fair share of the nation's wealth. (Leka, W. and Tsion Dessie (1994). Before the 1974 Revolution, women's organized activities were run mainly by non-governmental bodies such as the Ethiopian Women's Welfare Association, the Ethiopian Officer's Wives Association, and the Ethiopian Female Students' Association. These Associations were, however, limited in scope, and only existed in the cities. They had little or no impact on government policies, laws, regulations or development programs. After 1974, the Revolutionary Ethiopian Women's Association (REWA) was established by proclamation, but this organization was too monolithic and too close to the Derg to be of any real use to women. The purpose of its establishment was, in fact, the consolidation of Derg's power. Promoting the interests of women was not high on its agenda nor was it designed to influence government policies or help women benefit from development programs. As a result, there was little improvement in the lives of Ethiopian women, whether in the social, economic or political sphere, especially of those who lived in the rural areas. Although a few development agencies, particularly NGOs engaged in relief and

rehabilitation work, had attempted to incorporate women's issues into their work programs, they did not show the expected results. This was because the previous government had not given women's development the priority it deserved and therefore had not created a conducive atmosphere for development initiatives for women .During the civil war Ethiopian women made a unique contribution, both as fighters and as civilian supporters, to challenging and ousting the brutal and incompetent regime of the Derg, as well as during the famine, displacements, and drought conditions which accompanied it. Their participation in these recent events has helped to create the impetus for giving special attention to women.

Soon after the downfall of the Derg regime, the various political and national organizations, setting aside their differences, formed a Transitional Government whose principals were set out in a Charter in which peace was the main principle of governance. This brought a period of relief to all Ethiopians, especially to women. The democratic process is able to grow and develop effectively when all people are given equal encouragement to exercise their democratic rights, and when women can experience the benefits of their labor on an equal basis with men. With this realization, the government of Ethiopia, both the Transitional Government and the first elected Government in 1995, has given priority to the speeding up of equality between men and women.

Until recently, governments in Ethiopia have not had any policy on women's affairs. Hence, they have not been seen as important potential beneficiaries of government development programs. Although women have made substantial contributions to the struggle Ethiopian people have waged to ensure their rights and freedoms, their struggle up to now has not been sufficiently institutionalized. Gender issues do not only concern women. Women's problems cannot be solved by women alone, but by the coordinated efforts of the society, including government. Careful planning in full consultation with women is essential, drawing lessons from past failures and experiences.

Women's demand to participate actively in national development and to exercise their right to enjoy its fruits is now receiving support in government and local communities. One effect has been the creation of a *modus operandi* which is increasingly free from partiality and sexual discrimination. Of course, there is still a long way to go.

 The first priorities are to improve the level of income of women by facilitating opportunities and woman-friendly conditions in the workplace, to improve the health and nutrition of mothers and their children and to upgrade and improve their education. It is also necessary to encourage favorable conditions for the formation of new women's associations, as well as to strengthen existing associations, so that women can have a hand in the resolution of their problems. Only women know the extent and difficulties of domestic labor, especially in the countryside, and they should have a say in devising solutions. After all, it is only when women are released from back-breaking domestic work that they will be able to participate in the national development effort on equal terms with men and go on to experience the benefits of their participation.

Women should not be restricted to any one association. Instead, they should be free to form associations of their choice in accordance with their specific needs or professions. To that end, it is important to set up conditions in which women will feel confident to initiate ideas and practical activities in ways which suit them, and which will promote their interests. The government has the obligation to give them its unreserved support.

This Policy on Ethiopian Women has, therefore, been formulated to focus on what the Government ought to do for women, and what women must do for themselves through their own free associations, as well as to show the relationships between the two. This policy is based on the principles mentioned above. (Ministry of Education (1999).

2.5 Women and Development

Women, especially those in the low-income strata, traditionally have contributed to productive activities such as agriculture (mostly small-scale), agro-processing crafts and home industries, trade and commerce, but there has been a tendency to underestimate their economic roles and to undercount their participation due to inadequate data, prevailing definitions of economic activity and current sampling and interviewing procedures employed in obtaining national statistics. More attention has been focused, especially in national plans and programs, on their reproductive and child-nurturing roles. (Patton, M.Q. (1987).

In general, women have benefitted increasingly from programs in the social sector, as evidenced by the large increases in school enrollment of the female population at all levels of education and a rise in life expectancy. However, severe health, nutritional and educational problems remain to be resolved, especially in the case of women in rural areas and low-income women in the urban centers.

While modernization has opened economic opportunities in some areas, on the other hand it has led to a decline in traditional sources of income for many women, e.g., those engaged in the production of handmade and homemade items. In the agricultural sector the introduction of mechanization and new technologies generally has displaced small producers and disrupted traditional systems of production and complementarily between the roles of the two sexes in the smallholder family (Yin, R.K. 1994).

The displacement of small producers' lack of income-generating opportunities and of social services in rural areas has caused both men and women to immigrate to the cities. These migratory flows have deeply affected women's roles in two ways. In the urban centers there has been a rapid entry of migrant women into the work force, with females being concentrated in low-level or unskilled jobs and services. Women are involved in the urban informal sector, largely in retail trade and in small scale enterprises. In the rural areas, wherever male outmigration has been strong, women who remain

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had to increase their workload and to assume full responsibility of carrying out both agricultural and household duties.

It is also within this context that one observes within the region many female-headed households, particularly in the low-income strata. Various studies emphasize the disadvantaged position of female heads of households: They are most likely to be living below the poverty line; they score lower than low-income men on educational attainment and are more apt to be unemployed or employed in low-skilled or service occupations (Patton, M.Q. 1987).

Moreover, the economic crisis of the 1980s in Latin America and the hitherto unprecedented levels of unemployment and underemployment which adversely affected particularly the poorest segments of the population, have had serious repercussions for women.

On the one hand, this situation led to relatively fewer income-generating opportunities available on an overall basis. On the other hand, cutbacks in social services have seriously affected women's level of health, nutrition and education, important determinants for their productivity and effective participation in the economy and society. The interaction of these factors creates a vicious circle in which low-income women are caught. The mounting economic responsibilities of these women thus make combating their poverty a crucial development goal.

The Bank recognizes that if women are to be effective agents of human capital development, attention should be paid to enhancing their contribution and considering their needs, multiple roles and changing economic and family situations. This means that more recognition must be given to their current and potential contribution as producers, as decision-makers and as income-generators. Recognizing the pressing situation of poor women within the region, the Bank will pay attention to supporting activities that address their needs in both rural and urban areas. (Ross, K. ed. 1995).

2.6 Education and Empowerment

The salience of human rights has contributed to the development of numerous initiatives to further popularize the notion and principles of human rights. One such initiative was undertaken by the United Nations when it designated the period 1995-2004 as the Decade for Human Rights Education. Other initiatives have included the development of national action plans by governments and educational programs conducted by local nongovernmental groups. In addition, organizations and groups working with specific sectors or issues-for example, children's rights groups, women's groups and trade unions-regularly conduct educational programs. These initiatives have helped popularize human rights and have contributed to the increased recognition and legitimacy of rights language. They have, moreover, resulted in the production of a multitude of teaching and learning materials for use in human rights education programs. Some of these materials are based on the underlying principle that human rights education should seek to empower individuals and groups (Hallak, J., (1990).

Human rights education is a process of acquiring relevant knowledge, skills and values for knowing, asserting and vindicating one's rights based on international human rights norms. This definition implies that human rights are empowerment tools. Therefore, human rights education by its very nature should be a positive intervention in the lives of people. As was already mentioned, there are some efforts to develop human rights education based on the principles of participation and empowerment.

However, most often programs conducted by governments and international agencies assume that dissemination of information on human rights standards is an end in itself; human rights education becomes a panacea for all the human rights problems of different societies. Increased availability of information on human rights is, of course, a positive result arising from this approach. However,

human rights education is often used in such contexts as an excuse for avoiding underlying structural factors that are at the root of the human rights problems. (Ministry of Education, 2000).

What is often missing among those advocating human rights education is a debate on the education practice itself. Human rights education is a relatively new field, which has emerged because of the prominence achieved by human rights in the last few decades. Human rights education by and large has become an article of faith, with the result that little debate has taken place on the meaning of education itself.

Education is integral to preparation for and legitimization of forms of social life. The idea that education is part of the social process is best reflected in the folk song, which was popular in the United States in the 1960s, reprinted on the preceding page.

It is important to begin with a discussion on educational practice as a form of "cultural politics." Take the case of literacy, which is normally seen as essential for enabling a person to function fully in his/her society. Literacy associated with multiple skills and knowledge is often reduced to the ability to read and write in the official state language. This understanding of literacy developed in the last two centuries with the formation of the nation-state, industrialization and mass schooling. This process has destroyed the pluralistic notion that a person may have other knowledge and skills, even while being unable to read and write. Furthermore, literacy, schooling and education became linked to the idea of individual responsibility and economic well-being; illiterates are carrying "society's evils." (El-Sanabary, N., (1993)

Instead of denying, weakening or distorting human capacities, an educational practice can, in contrast, contribute to the realization of a variety of differentiated human capacities. By encouraging the development of competencies and capabilities, it can expand the meaning of what it is to be human. Thus, education can and should be an empowering process, one that enables those who have been

marginalized in the economic, social, political and cultural spheres to claim their status as full participating members of a community. (Houphouet-Boigny, D., (2000).

2.7 Current Gender issues in Ethiopia

The Joint Program "Leave No Woman Behind" (the Program) is an integrated program aimed to empower women in the Amhara and Tigray regions. It stems from the recognition of the various dimensions of women's poverty and responds with a holistic approach of complementary interventions, integrating economic empowerment with access to reproductive health, literacy and behavioral change at community level. Women participating in the Program are targeted by all the intervention areas, which results in rounded improvement in their lives. Implemented through local structures, the Program strengthened pre-existing capacities and contributed to building the Government's service delivery capacity. ((FAO), 1992, People's Participation in Rural Development)

Ethiopia suffers from some of lowest gender equality performance indicators in sub-Saharan Africa. While remarkable progress has been made in several of the Millennium Development Goals (MDGs), it is lagging in MDG 3. The Global Gender Gap report 2010 ranks Ethiopia at 121 out of 134 countries in terms of the magnitude and scope of gender disparities.

Women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. They also suffer from low status in their society and lack social support networks. Manifestations of discrimination against women are numerous and acute:

The morbidity rate of 75.5 percent for women, against 25.5 percent for men; the maternal mortality of 590/100,000 live births; and adult HIV prevalence of 1.9 percent for women, against 1.0 percent for men, are indicators of persisting gender inequalities around health and life expectancy. Overall, women's health has been adversely affected by poverty, poor nutrition and restricted access to health

care services due to financial constraints and cultural believes. Contraceptive use among women is low at 20 percent, and only 10 percent of births were attended by skilled health personnel in 2011. Moreover, 28 percent of women of reproductive age are chronically malnourished, with the problem being particularly acute in rural areas. (Ministry of Education (2000)

Ethiopia appears to be on track to achieve gender parity in primary school enrolment by 2015, but the gender gaps are still larger in rural areas. Furthermore, gender disparity increases at higher levels in education, where the enrolment of adolescent girls is lower than boys.

Regarding women's participation in economic life, the 2005 National Labor Force Survey reveals that women represent 47 percent of labor force in Ethiopia, with highly unequal participation: 68.5 percent of employed women were unpaid family workers and 24.8 percent were self-employed in informal jobs. In addition, women's illiteracy and inability to meet the initial payment required to qualify for agricultural credit has limited their access to credit facilities. The Program -supported baseline survey indicates that only 6 percent of rural women have access to credit and 1 percent have vocational skills training. Moreover, despite the widespread involvement of rural women in agricultural work, there is a persistent belief that "women don't farm," which discounts their vital contribution to Ethiopia's key economic activity.

Traditional attitudes, beliefs and practices that reinforce harmful gender roles contribute to constrain women's participation in social development. Harmful traditional practices, including female genital cutting (national prevalence rate of 74.3 percent) and child marriage disproportionately affect rural women and girls (Leka, W. and Tsion Dessie (1994).

The Government of Ethiopia is explicitly committed to the achievement of gender equality. The Constitution clearly stipulates the rights of women and the Women's Policy of Ethiopia reiterates the Government's commitment to gender equality. The revised Federal Criminal Code and Regional

Family Law support measures on different forms of gender-based violence, including child marriage and female genital cutting. In addition, the national poverty reduction strategy has included "addressing gender inequality" as one of its eight pillars. While there is general political will and commitment to address gender inequality, there has been limited capacity to fund and implement community-based interventions targeting vulnerable women. Generally, services have been skewed toward the wealthy, those living in urban areas, and adult men. (Beyene, A. 1991)

The Program was conceived and designed to respond to the above challenges, with efforts to support social mobilization; access to reproductive health and HIV prevention services; life skills and literacy; and livelihoods. It has focused its interventions on the Amhara and Tigray regions, two of the most vulnerable of the country, with severe land degradation and a prolonged history of emergency assistance by the government (Anderson-Levitt, K.et al. 1994).

2.8 Criticism of Education System in Ethiopia

The quality of higher education in Ethiopia has deteriorated since the massive expansion started during the reign of Ethiopian Peoples' Revolutionary Democratic Front (EPRDF). In the Ethiopian context, most of schools, colleges, and universities are funded and operated by the government. EPRDF dictates how the school and university systems should be organized and administered. EPRDF is using educational institutions to propagate its party ideology and to achieve narrowly focused and partisan goals. Teachers and faculty who are critical of the government's misguided policy and who stood for academic freedom are fired from their jobs. Students who oppose the divide-and-rule policy of the regime are killed Ethiopia Statistical Service (ESS, 2007). The root cause of the poor quality of education in Ethiopia is the misguided, politicized, and authoritarian administration of the education system by the government, along with the regime's lack of political will to truly address this root cause of the problem. This resulted in prison-like educational institutions that muzzle and stunt students and teachers. On the part of the government, there is no genuine demand for high quality education. The

regime is unwilling to attract and keep well-qualified human resources that can achieve quality; it is rather deliberately driving the quality of education down by staffing the educational institutions with incompetent and EPRDF-loyal individuals. It sets low and politically motivated expectations for the schools and colleges to achieve (Duncan (1989), cited in Zewide, G., 1994).

Ethiopia faces many historical, cultural, social and political obstacles that have restricted progress in education for many centuries. According to UNESCO reviews, most people in Ethiopia feel that work is more important than education, so they start at a very early age with little to no education. Children in rural areas are less likely to go to school than children in urban areas. Though gradually improving, most rural families cannot afford to send their children to school because parents believe that while their children are in school they cannot contribute to the household chores and income. Social awareness that education is important is something that Ethiopia lacks but has improved gradually. There is a need to change the importance of education in the country's social structure, and children should be encouraged and required to attend school and become educated. The society of Ethiopia expects teachers and parents to use corporal punishment to maintain order and discipline. Most believe that through punishing children for bad habits they in turn learn good ones. Also, since the mid-1970s there was a drastic loss of professionals who left the country, mostly for economic reasons. Many educated Ethiopians sought higher salaries in foreign countries thus many of those who managed to finish higher education emigrated from Ethiopia creating an endless shortage of qualified professionals in every sector of the country. As of 2006, there were more Ethiopia-trained doctors living in Chicago than in the entire country. Now, the custom of sending academics abroad with the risk of a brain drain is replaced by expansion of master's and doctoral programs to up-grade academic staff. Instead, foreigners have been funding programs for leadership, management and pedagogic skills or sending staff to help strengthen teaching and management practices (Debele, 1980).

Chapter three

3 Research Design and Methodology

3.1 Description of the Study Area

This study aims at investigating the impact of the causal factors of gender inequalities in education on female participation in Senior High School, it is appropriate to conduct an analysis of the operations of the causal factors in a chosen study area. I have selected Beshale Secondary School as my primary focus of this study. Beshale high school is a private school with moderate rate of school fee compared to other private schools in the city that enrolls students from grade 9 to 12. It is located in Addis Ababa, Bole sub city, special place called CMC area.

The school is established in 2007. The reason for selecting this specific school is because of its diversity. In addition to having student from all walks of life, I am able to assess the issue of gender inequality in every level from kindergarten to the high school. This school represents the community from different cultural, social and economic background. It provides a 360-degree view of what the current situation of gender equality or lack thereof from the perspective of access to education.

3.2 Research Design

A research design is a logical framework which details out directions to a researcher in a study regarding the collection, analysis and interpretation of data on observed phenomenon. Yin (1984) argued that generally the choice of an appropriate research design or methodology revolved around three main issues namely: the nature of the research problem, the behavior of the research theme and the extent of control the researcher have over contemporary events relating to the research issues (Yin, 1984). Research approaches are not mutually exclusive. They could be combined with other approaches or used solely to undertake a research.

This study utilizes a mixed design approach that involves both the quantitative and qualitative aspects of the research design. One of the most important research designs that were used is correlation design that explores correlations between the gender inequalities and other relevant factors. This design is used to compare all variables and determine how one impact the other or how they inter related to one another.

Usually, this research design relies on multiple sources of evidence. The researcher adopted the case study design to make an in-depth analysis of the phenomenon over a relatively smaller geographic scope. Casual comparison of people who live in different societies, cultures, economic situation and social situations is also used in this study.

3.3 Universe of the Study

According to kombo and troop (2006) a universe of study is a group of individuals, objects or items from which the samples are taken for measurement. The respondents of the study were drawn from 30 high school graduate of Beshale Secondary school and some stake holders that consist of 30 tutors, 30 education officials, 30 parents and district assembly and 30 Non-Governmental Organization officials. The total population of the study is five hundred.

3.4 Sampling and Sampling Methods

Sample sizes of 150 sampling units were selected for this study to make it adequate and representative. This consisted of 30 graduate female students, 30 tutors, 30 education officials, 30 parents and 30 district assembly and Non-Governmental Organization official. This sampling number is selected from the total number of eight hundred ninety eight stake holders and covers 30% of the total population. The sampling criterion differs from group to group. The students have to be from different back ground and also attended in different years. The other stake holders should be

associated to the school in their respective responsibilities and should have both male and female representation.

Information was gathered about other female Senior High School graduates who were contacted. Through purposive sampling techniques the sample units were selected. In order to ensure accurate data about the data were gathered officials who had served five years or more in their institutions were selected. About the selection of graduate female Senior High School students, graduated female students were used for the study. The study was employed purposive and simple random sampling methods of the study.

3.5 Tools for Data Collection

This study was employed various data collection tools. Interviews and document analysis means of data collection were used. The structured and open-ended questions were put together into a questionnaire to form the data gathering instrument for the discussions which were conducted. Interview participants included in the study were selected through purposive sampling. After scheduling a date, the interview was conducted. Every questionnaire sent out was filled and returned. Secondary data were gathered from the annually published school statistics of the Ministry of Education "EMIS" Project, Admission Records of Schools and Students' Program records, Computerized School Selection and Placement. The educational publications, articles and books on female education, education development in Ethiopia were used to collect data.

3.6 Data Analysis

The analysis of data involved editing, coding, categorization, tabulation and interpretation. The analysis revealed unsuspecting errors and omissions which if they had not been corrected would have posed difficulties in the interpretation of the data. The responses were translated into absolute figures and appropriate percentages, tables and supporting descriptive statements were derived according to the relevant themes of the study.

3.7 Ethical Considerations of the Study

As I am conducting the research in a country with many nations and nationalities, I took the cultural and the traditional aspect in to consideration. When I conduct the interview and collect the data I made sure that I explain the motive and the expected outcome of the research so that the interviewees feel confident to provide with the information that I need. I have also made sure that I keep the information that I gathered confidential so that I earn the trust of our interviewees. There were people that are part of the culture that promotes women no more than a house wife. I was situational aware not to collide and create a sense of confrontation. I always made sure that I got official consent to conduct interview or make an observation or review a document.

Chapter four

4 Analysis and Interpretation of Data

4.1 Major findings of the study and analysis of the collected data

Table 4.1Age and sex of respondent

No	Respondents	Age					Sex				
		Below 25	25-30	30-50	above 50	Total		Male	Female		Total
1	Female students (30)	2	28	-	-		30	-	30		30
2	Tutors (30)	-	21	9	-		30	20	10		30
3	Education officials (30)	-	4	21	5		30	22	8		30
4	Parents (30)	-	6	19	5		30	17	13		30
5	NGO officials (30)	-	11	17	2		30	24	6		30
Total		2	70	66	12	150	150	Total	83	67	150	150

Source: Own Survey, 2018

The above table 4.1 of respondents' age and sex were collected through interview questionnaire. Most of respondents' participants were male respondents and most respondents who participated in the research were male that is 55.33% and the female participants were 44.67%. The age category of the respondents was from 25 to50. The objective of this data is to show the balance of the age and sex composition. Except the students the rest of the stake holders include males. From this, we can see that the number of male respondents 7% more than female respondents.

4.2 Education status of respondents

Table 4.2 Education status of respondents in number

No	Respondents	Respondents educational status					
		Illiterate	Primary	Secondary	Certificate and Diploma	BA and MA	Total
1	Female students	-	-	-	12	18	30
2	Tutors	-	-	-	7	23	30
3	Education officials	-	-	-	2	28	30
4	Parents	6	8	7	5	4	30
5	NGO officials	-	-	-	3	27	30

Source: Own Survey, 2018

As the above table 4.2, the respondents' educational status data were collected through questionnaire. The majority of respondents who participated in the research sample were at BA and MA level in their educational status. Accordingly, out of the entire population of the study 100 66.67%) were found at BA and MA level of education. The table is also reflective of 19.33% were found at diploma level education. The objective of this comparison is to provide context to the education status of the respondents. The levels of education of respondents affect the way he/ she perceive the importance of equality, opportunity and access of education for women.

4.3 Religious situation of respondents

Table 4.3 Religious situation of respondents

No	Respondents	Religious situation			
		Christian	Muslim	Other	**Total**
1	Female students	18	10	2	30
2	Tutors	21	8	1	30
3	Education officials	19	6	5	30
4	Parents	21	8	1	30
5	NGO officials	16	5	9	30

Source: Own Survey, 2018

According to table 4.3 of the entire respondents' majority of the participants 63.33 of them are Christian religion followers and Muslim region followers are the second lager respondents that is 24. 67% and the rest are constituted 12%. The objective of this data is to compare the religious background of the respondents. As religion is one of the factors in a way any community look at the importance of education or the right of female to have equal opportunity and access to education. This effect has its own impact on the overall assessment of their response.

4.4 Marital Status of the respondents

Table 4.4 marital Status of the respondents

No	Respondents	Respondents Marital status				
		Single	Married	Engaged	divorced	**Total**
1	Female students	25	2	3	-	30
2	Tutors	10	11	6	3	30
3	Education officials	5	16	4	5	30
4	Parents	3	20	4	3	30
5	NGO officials	4	19	3	4	30

Source: Own Survey, 2018

The above table 4.4 is reflective of the respondents' marital status that is out of the total respondents 45.33% are married, 31.33% are single, 13.33% are engaged and 10% are divorced respondents. Marital status is one of the most important factors in girls' education. There are societies that consider women to be no more than a house wife. On the other hand, married women tend to be forced to withdraw from school when they give birth. Hence, this data gives us the overall marital status and their response shows a direct reflection of their life experience based on their status.

4.5 Family size and age group of respondents

Table 4.5 Family Size of respondents

No	Respondents	**Family Size of the Respondents**						
		1	2	3	4	5	5	Total
1	Female students	7	4	7	8	2	2	30
2	Tutors	6	3	6	9	1	2	30
3	Education officials	6	4	6	5	8	1	30
4	Parents	3	5	5	5	8	4	30
5	NGO officials	2	6	6	7	4	5	30

Source: Own Survey, 2018

The above table 4.5 shows that out of 30 respondents 26, 67% of respondents' female students have 4 family sizes this includes their father, mother, sisters and brothers. Of the tutors30% of them have 4

families; the educational officials 26.67% of them have 5 family members; among the respondent parents 26.67% have 5 families and 26.67% of the NGO officials have 4 family members.

Family status is also one of the factors which will affect the participation and engagement of women's on their education. The larger the families number the more women's engagement on domestic activities such as cooking, looking after their younger sisters/brothers, washing cloths and so on. Therefore, from the above table, we can see that the issue of family members didn't affect female participation in education at senior high school level in the study area.

4.6 Parental Attitudes, Perceptions, Behavior and Interest Patterns

The study sought to find out how parental attitudes and interest patterns, beliefs and perception influence female participation in Senior High School education. In this attempt, the issues were considered as 'factors'. The responses to questions provided by the respondents were put together and labeled "yes" and "no": "yes" responses connote the factors have negative effects and "no" responses imply that the factors did not affect female participation in education.

The analysis reveals that in Beshale secondary school out of the entire population 39 percent of the responses were indicated "no" but 61 percent of the responses indicated "yes". Thus, the analysis of data indicative of parental attitudinal inclinations, interest patterns, beliefs and perceptions negatively affected female participation in education at senior high school level in the study area.

4.7 Socio-Cultural Factors

4.7.1 Teenage Pregnancy

Early betrothal of girls /early marriage and teenage pregnancy has been identified as factors which restrict female participation in education in developing countries. The results of the analyzed data on teenage pregnancy shows that of the entire respondents 62 percent and 38 percent were indicated 'no' and 'yes ' respectively. The responses of the respondents show that a teenage pregnancy is rare.

Parental control and culture are the major reason for low number of teenage pregnancy. It is taboo to be pregnant before marriage. Though, there are many instances where people have a child before marriage, teenage pregnancy is limited due to this cultural factor. As a result of parental control and cultural background and beliefs i.e most of the respondents are Christianity religion follower, it is strictly forbidden to have a child before marriage. Hence, Teenage pregnancy is not a contributing factor for female students' participation in education at the senior high school level in the study area. Therefore, from the assessment, it is not restrictive factor for female student participation in the study area.

4.7.2 Early Betrothal and Early Marriage of Girls

In societies or communities where the practice of early betrothal/early marriage of girls is ripe, the practice has been identified as a factor which impinges on female access and participation in education.

Based on the assessment on the selected respondents, 76% of them indicate that betrothal/early marriage of girl is not a factor while the remaining 24% indicates that it is possible. It is interesting to see the composition of the responses. Out of the different groups 100% of parents indicates that it is not the factor, 80% of the students responded that betrothal/early marriage of girl are the factors. Hence, this clearly shows that there is a perception gap between parents and children. The parents' perception is based on the expectation that they set to their kids, whereas the students perception is shaped based on what they see in their day to day interaction. Putting this interesting factors aside, we can conclude that early betrothal of girls/early marriage does not affect female participation in education at the Senior High School level in the study area.

4.8 Social-Economic Factors

4.8.1 Socio-Economic Status/Poverty

Certain socio-economic conditions and practices have been identified as factors which restrict female participation in education in developing countries. For purposes of this study, poverty, girls' involvement in family businesses, girls' provision of domestic chores and cost-sharing in education were assumed as 'factors', and an analysis conducted to assess their influence on female participation in education at the senior high school level.

Table 4.7 Socio-Economic status/ Poverty

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	22	15	8	5
Parent	23	15	7	5
Educational officials	18	12	12	8
Tutor	18	12	12	8
Female students	23	15	7	5
Total	104		46	
Percentage (%)		69.33		31.67

Source: Own Survey, 2018

Socio-economic status is a major factor in overall access and opportunity to education and professional growth. Starting from family to a school each one is being impacted by the level of the economic status of an individual, family and community. The above table 4.7 analysis reveals that in Beshale secondary school, 30.67% of the responses indicates that socio economic status is not a factor on access and opportunity to education. On the other hand, 69.33% p of the responses indicates that economic situation or the poverty level of a society has a direct correlation and great impact on

education. In addition to its general impact on the quality of education poverty impacts the ability of a family to send their kids to school. The level of infrastructure and educational resources as well as the quality of teachers are dependents on these economic factors. Hence Girls education will always be impacted in one or another way due to the economic factor of a society.

4.8.2   Girls' Involvement in Family Occupational Backgrounds or Activities

The next issue considered is the involvement of girls in their family occupational backgrounds or activities.

Table 4.8 Involvement of Girls in Family Business/ Occupation

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	18	12	12	8
Parent	7	5	23	15
Educational Officials	6	4	24	16
Tutor	13	9	17	11
Female students	18	12	12	8
Total	62		88	
Percentage (%)		42		58

Source: Own Survey, 2018

The table 4.8 above reveals that in Beshale secondary school 58 % of the responses indicate the involvement of girls in a family business has no impact on their ability to be considered to proper education. On the other hand, 42% of the responses indicate the involvement of girls in a family business has its own impact on the education opportunity of girls. The fact that most of the respondents indicates that the girls involvement in a family business do not impact them, imply one

35

other social factor. That is the perception that female members of the family have more opportunities to own or operate family business. Hence, this assessment proved that the involvement of girls in their family occupational activities do no affects female participation in senior high school education.

4.8.3 Girls' Involvement in the Provision of Domestic Chores

Furthermore, the study sought to find out how the involvement of girls in the provision of domestic chores affects or influences female participation in education at the Senior High School level.

Table 4.9 Girls Involvement in the provision of Domestic Chores

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	15	10	15	10
Parent	17	11	13	9
Educational officials	12	8	18	12
Tutor	10	7	20	13
Female students	14	9	16	11
Total	68		82	
Percentage (%)		45		55

Source: Author's Field Survey, September/ October 2018

The analysis reveals that in Beshale secondary school, 55% of the responses indicate that Girls 'Involvement in the provision of Domestic Chores has no impact on their access to education while the remaining 45% of the responses indicate that their involvement actually impact them. Hence, the impact of girls' involvement in their family domestic services towards their education has both sides with the one with more margins. Hence, other factors like neighborhoods, cultural and economic factors might contribute in the outcome of their involvement. However, in general we can conclude

that in most cases girls' involvement in their family domestic services do not affect female participation in education at the Senior High School level in the Beshale secondary school.

4.9 Schools-Environment Conditions

For purposes of the analysis, female academic performance, female participation in science and technology studies and teacher attitude and questioning techniques were assumed as 'factors', and an analysis of the collected data was carried out to assess their impact on female participation in education at the Senior High School level.

4.9.1 Female Academic Performance

Table 4.10 Female Academic Performance

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	22	15	8	5
Parent	19	13	11	7
Educational Officials	11	7	19	13
Tutor	10	7	20	13
Female students	22	15	8	5
Total	84		66	
Percentage (%)		57		43

Source: Own Survey, 2018

According to the above table 4.10, of the entire respondents 57% responses that the female academic performance has been directly affected by participation in education at the senior high school level. This indicates that sometimes the gender bias and the expectation differences between male and

female has its own role in impacting the effort and the outcome of female academic performance. The remaining 43% of the respondents indicates that the female academic performance is not being affected by participation in education at the senior high school level.

4.9.2   Female Participation in Science and Technology Studies

Other analysis was done on the collected data to find out the impact of female participation in science and technology studies on female participation in education at the Senior High School.

Table 4.11 Female Participation in Science and Technology Program

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	17	11	13	9
Parent	17	11	13	9
Educational officials	24	16	6	4
Tutor	24	16	6	4
Female students	11	7	19	13
Total	93		57	
Percentage (%)		61		39

Source: Own Survey, 2018

The analysis reveals that in Beshale secondary school, 39% of the responses indicate Female Participation in Science and Technology Studies has no impact on their role in their participation in education while 61% of the responses indicate there is correlation between the two.

In a nutshell, the analysis revealed that the level of female involvement in science and technology studies has direct relationship with female participation in education at the senior high school level.

4.9.3   Teacher Attitude and Teacher Questioning Techniques

Further, the collected data were analyzed to find out how teacher attitude and teacher questioning techniques influence female participation in education at the senior high school level.

Table 4.12 Teacher Attitude and Act of Questioning

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	6	4	24	16
Parent	15	10	15	10
Educational officials	5	3	25	17
Tutor	5	3	25	17
Female students	17	11	13	9
Total	48		102	
Percentage (%)		31		69

Source: Own Survey, 2018

The analysis of table 4.11 above reveals that in Beshale secondary school 69% of the responses indicate teacher attitude and act of questioning has no impact on women's participation in the education system whereas the remaining 31% of the responses indicate that the teacher attitude impacts their ability to access and excel in their education. Thus, the analysis shows that teacher attitude and teacher questioning techniques have no or minimal negative influence on female participation in education at the senior high school level.

4.10   Sub-Agencies Interventionist Support Measures

 Non-Governmental Organizations (NGOs) provide assistance to schools in the form of exercise books, library books, scholarships or bursaries or indirectly construct school buildings, libraries. The study analyzed the collected data to find out the impact of the activities of the two bodies on female

education at the Senior High School level. For purposes of the study, 'support package' was considered as any social enhancement program like scholarship/bursary or academic/moral improvement program instituted by any agency or body intended to support female education at the Senior High School level. The results of the analysis on the support package provided by local government agencies and NGOs are shown in Table 4.12.

Table 4.13 NGO Social Support

Respondents	Yes	Percentage (%)	No	Percentage (%)
NGO	9	6	21	14
Parent	13	9	17	11
Educational officials	13	9	17	11
Tutor	5	3	25	17
Female students	11	7	19	13
Total	51		99	
Percentage (%)		34		66

Source: Own Survey, 2018

The analysis of above 4.12 tables above reveals that in Beshale secondary school 66 % of the responses indicate no but 34% of the responses indicate yes. Accordingly, the above analysis indicates that the Non-Governmental Organizations did not initiate any specific social support programs to support female participation in education at the senior high school level. Lack of NGOs support to motivate the students to actively participate in the education is the constraint that has been observed.

In conclusions, the findings of the study show that attitudinal inclinations, behavioral and interest patterns, beliefs and perceptions of parents   directly related with low female participation in Senior High School education; socio-cultural practices such as early betrothal of girls and early marriage, and

the incidence of teenage pregnancy have no direct relationship with female participation at the senior high school level; poverty has negative affects   female participation in Senior High School education; there is a causal link between girls' involvement in domestic services and female   participation in Senior High School education in Beshale secondary school.

Some school-environment or school-related conditions and practices like female academic performance and female participation in science and technology studies have a direct   relationship with female participation in Senior High School education. However, teacher   attitude and practices have no relationship with female access and participation in secondary   High School education. Weak institutional social support like scholarship scheme for girls at the local level correlates with female participation in Senior High School education.

4.11   Discussions of Key Findings

4.11.1 Parental Attitudes, Interests, Perceptions and Beliefs

The study revealed that the commitment and support of parents for female secondary education were low in the school because the poor academic performance of girls over the years has contributed to few about forty percent of female professional teachers, nurses and forestry technical officers and about sixty percent beauticians, dressmakers, traders and 'pupil' teachers (Goaso; Centre for National Culture, 2008, Goaso). As a result, parents have poor perceptions about the role of girls' education and tend to show poor interests in their daughters' education. These girls do not get their school fees paid up fully and lack personal needs like provisions and up-keep money often. Parents rather like to support their daughters to acquire basic education so that after completion they can help them in farming and trading. In Beshale secondary school, the study revealed that perceptions and beliefs largely account for poor parental support for girls at the Senior High School level. About thirty percent of the workers are civil or public servants. Nearly sixty percent of the people who are petty traders and

subsistence farmers have abandoned themselves to the fate of being poor people and seemed to believe that they are not capable of looking after their families. Due to parents' poor estimation of their abilities and the negative socio-cultural orientation that limit a woman's role to the home, parents tend to shy away from giving adequate support to their daughters in school.

The study indicated that the patterns of parent's interests and socio-cultural values constituted constraints to female education. From the group discussions it was realized that girls were discriminated against when costs of financing higher education arose because of poor community attitude towards female education and poor parental care which often happen due to high expenses on funerals and household goods (Boakye, 1977 cited in Sutherland-Addy, 2002). This finding has reaffirmed the assertion that home-environment factors exercise greater influence than the intelligence of the child for most parents in their decisions to invest in the education of their children (Fraser, 1959; Burns, 1964).

4.11.2 Early Betrothal of Girls and Early Marriage

The study revealed that early betrothal of girls/early marriage is not a customary practice because the people who live in that area abhor /hate/ the practice. That means 76% of respondents said that early marriage does not affect girls' participation in school. It was realized that opinion leaders and civil society organizations have over time organized talks and radio program is to educate parents and the public on the bad nature of the practice and encouraged parents to send their daughters to school.

4.11.3 Teenage Pregnancy

The study revealed that the incidence of teenage pregnancy among school girls does not affect female participation. The study unearthed the fact that since the 1985s feminine advocacy groups like the

"Wegen Lewegen / citizen to citizen " which operated educational programs in the Basic Schools and Senior High Schools in the school has created awareness about the dangers and consequences of teenage pregnancy through various program s and activities including seminars, debates, camp meetings, drama and tours. The study also showed that a local NGO and Initiators has also created awareness among the public on the dangers of the HIV/AIDS menace and the need for people to abstain and/or protect themselves from its threat through weekly radio discussions in the school. Because of the activities of these groups, girls have been equipped with information on female reproductive health, relevance of female education and the need to practice chastity. This has contributed significantly to a change in the sexual behavior of girls and a low incidence of teenage pregnancy in the school. The study found that a Christian group, the "Scripture Union", which promotes Christian teachings has also been organizing forums and talks for students especially its members on chastity, parenting and child up-bringing. As a result, the confidence of girls has been built up in issues of sex education and health and this has contributed to reduce the incidence of teenage pregnancy among school girls in the school.

Through collaboration with the School Health Program Coordinators and the Ethiopia Health Service, the Unit has organized seminars and forums on health and HIV/AIDS for pupils and students in Basic and Senior High Schools. This has contributed to a significant behavioral change among girls especially female students in the Senior High Schools on health issues many of whom now either abstain from pre-marital sex or take precaution to avoid unwanted pregnancies as they endeavor to pursue their education.

It should be stated that the incidence of girls leaving school pre-maturely due to teenage pregnancy cannot, however, be described as 'early marriage' because the study found no evidence on the ground. The study found no reliable documented evidence or accurate data on the incident which shows that

the victims of teenage pregnancy got married either customarily or through the church system to those men responsible for their conditions or whether the victims ended up living as single teenage parents.

4.11.4 Socio-Economic Practices and Conditions

The study revealed that poor economic status of parents adversely restricts female participation. The poverty-stricken circumstances and poor perceptions of parents about girls' abilities makes it extremely difficult for them to sponsor their children especially girls to the Senior High School level given the higher cost of financing education at the Senior High School level. To provide girls with a reasonable leverage in life, parents encourage their daughters to learn trades or vocations instead. The study indicated that the poor financial status of parents compelled them to enroll their children especially girls pursuing further education at the Senior High School level as day students. Despite this decision to cut down the educational cost about 40 % of girls in schools do not often have adequate parental support manifesting in poor provision of school and personal needs such as back-up textbooks, pamphlets, stationery, daily up-keep and dresses.

In the absence of adequate parental support, these girls often feel unhappy and helpless at school and this tends to affect their studies at school which contribute to their poor attendance and weak academic performance. This finding has reaffirmed the assertion of Tadoro (1985), Psachoropoulos (1985) and Khan (1993) that home-environment factors such as low educational attainment, income, poverty and unwillingness of parents to bear educational costs of children are major factors that play a key role in the decisions of parents and families to invest in the education of girls in the developing countries.

4.11.5 Girls' Involvement in Domestic Services

The study showed that the involvement of girls in home or domestic services does not, however, affect female participation in education in the school. It was realized that parents in this area rely on the services of their sons and daughters to provide their domestic services. Often while boys are assigned

duties which involve weeding around the compound of their homes, tidying or cleaning up rooms in the house girls are given tasks such as cooking, care of siblings and washing clothing. In certain instances, very few parents, about 5 percent, rely on the services of house-helps to carry out their domestic services at home. Besides parents assigning their children responsibilities to perform at home, they also make arrangements for them to undertake their studies. Parents allow their children to either learn in the morning before performing their house chores or study in the evening after performing their duties before they go to sleep. In some cases, parents assign their daughters domestic responsibilities like cooking and washing but often the house-helps perform much of the domestic chores in many homes, and this provides the girls with the opportunity and time to undertake their studies.

4.11.6 Girls' Involvement in Family Occupational Activities

The study revealed that the regular involvement of girls in the occupational activities of their parents affects their participation in higher education. Parents tend to engage the services of their children especially daughters because girls are reckoned as "soft" people who accept stipends as remuneration for services they render. The early and regular involvement of girls in these ventures have created in them a strong desire to practice them regularly on their own as a means of raising money while in school but this affects their participation in school and drive for further schooling (Ankomah, 1998, pp. 87 – 89). In the school area, it was realized that parents regularly involve girls in their family businesses like trading because they were reckoned as reliable, trustworthy and skillful people whose participation in their ventures attracts many customers to purchase their wares rapidly contributing to increased sales or turn over. The role girls play in their parents' businesses contributes to the loss of much of their time for studies and this is something which tends to affect their academic performance.

These young men and women often engage in all kinds of odd jobs for a small fee or stipend for a living. Merchants in the area rely heavily on the availability of this cheap labor to carry out their occupational activities such as collection, loading and off-loading of goods and sale of items. In some circumstances parents have resorted to the use of their daughters in their businesses but their role has been minimal and restricted to duties such as receiving cash from sales or supervising the deposit of money at banks. Since girls play a minimal role in their parents' occupational activities they often get enough time to undertake their studies and do other things at school.

4.11.7 School-Environment Conditions

Some school-environment conditions and practices have a strong bearing /relationship/ on the low female access and participation in education at the Senior High School level.

4.11.8 Poor Female Academic Performance

The study revealed that fifty-five percent of adolescent girls who attend Senior High Schools in the Beshale secondary school spend much of their time to engage in activities not related to their education. More often, girls do petty trading in confectioneries or telephone cards and watch video at certain centers late into the night so that they do not study in the evenings. The indulgence of girls in these acts has contributed to the poor academic performance of females at school thereby affecting their participation (Table 3.8). Again, the study showed that in the school area weak parental control and female indulgence in female bravado activities contribute to poor female academic performance. About forty percent of parents exercise little or no control over their children especially daughters. Some parents feel that their daughters are of age and for that reason they should have some level of freedom while other parents do not take pains to interact with their daughters to find out about their problems. Due to poor parental care and control over girls about forty percent of female students

indulge in pre-marital relationships to raise "support" for their needs. These girls spend little time on their studies both at school and home and this affect their performance and participation in education. The study showed that because of the poor economic status of some parents often these parents were not able to provide the school and other needs of their daughters promptly. As a result, these girls often felt helpless and emotionally disturbed. They therefore become traumatized something that affects their participation at school (Sutherland-Addy, 2002) and contributes to the pre-mature withdrawal of a few girls from school.

4.11.9 Low Female Participation in Science and Technology

The study showed that female students from Basic Schools do not often offer science at the Senior High School level. While Students who study Home, Economics could select science subjects like Chemistry or Biology, General Arts I Program students could also select Elective Mathematics in addition to Core Mathematics if they so wish. Notwithstanding this, female participation in science is low. The study revealed that the poor perceptions of female students about their academic prowess have affected girls' participation in the study of science program s. It was realized that girls perceive science as a difficult discipline because of the numerous mathematical calculations involved which they think boys can handle better or easily than girls. Therefore, female students shy away from studying science.

It was realized that a mix of socio-cultural and school-related factors has conspired to limit female participation in the study of science and technology program s. It was revealed that female students often selected courses like General Arts, Business and Home Economics which they perceive as "soft" or "manageable" because such program s did not require a lot of mental drill and they could easily pass to gain admission to pursue nursing and teaching professions in the future. It was also realized

that the absence of credible female role models tended to provide little motivation for girls in the study of science and technology and this seemed to reinforce the perception that science is a male dominated discipline (Anamuah-Mensah, 2000).

4.11.10 Teacher Attitude and Questioning Techniques

The study found that in Beshale secondary school the attitude and work of teachers have not adversely affected the participation of girls in secondary education. The study showed that the conduct of teachers' professional duties was guided by a code of conduct of their profession which did not allow them to engage in acts of discrimination and segregation. Due to this, teachers in the act of questioning students in classrooms in an attempt to elucidate correct or appropriate responses about issues did not direct their questions to selected students in a particular sex group or even base their questions on students' abilities but rather they often tried to involve all groups of students (brilliant and non-brilliant; female and male students,) to allow them to express their opinion on issues or make contributions to issues under discussion at any time. Usually, teachers while presenting topics or issues for discussions, they often started at the rudimentary level on the assumption that none of the students (boys or girls) knew the topic and through acts of questioning, discussions and illustrations the students are assisted to bring up the main issues or the salient points on a topic for the consumption of all of them. The study also revealed that some group of students (boys and girls) found their studies difficult because they performed poorly due partly to their poor attendance caused by weak parental care, peer pressure and/or indulgence in vices such as gambling and pre-marital relationships. This finding has shown that the assertion of Evans and King (1991) that discriminatory acts of teachers are a contributory factor to low female participation in education in developing countries is not applicable in the study areas.

4.11.11 Government Sub-Agencies and Non-Governmental Organizations Intervention

The study indicated that weak local institutional support has a direct relationship with low female participation in secondary Senior High School education. The study revealed that a Non-Governmental Organization which operates in the area instituted a sustainable educational program for girls at the Senior High School level in the city. It was realized that the NGOs has developed social capital in the form of school infrastructure (library structures, students' dormitory) and provided financial support for organizing Science, Technology and Mathematics Education Clinics (STME. The scheme offered employment to Senior High School graduates who did not obtain entry requirements to enter tertiary institutions for further studies and financial assistance to Circuit Supervisors. The scheme did not, however, provide support for female education at the Senior High School level in any way. The study revealed that though the NGOs has developed the infrastructure base of Basic Schools through the construction of school buildings, libraries and provision of furniture around female education at the Senior High School level the NGOs has not given much attention to it because the NGO's aim is to expand access and participation at the basic school level.

Chapter Five

5. Conclusions and Recommendations

5.1 Conclusions

In conclusions, it is worthy to note that circumstances differ from place to place and the social terrain being dynamic keeps changing from time to time just as the factors which precipitate events in the social milieu also change status from time to time. The study has revealed that factors such as early betrothal of girls, early marriage, girls' involvement in home management services and the act of questioning students in schools which some scholars postulated as significant factors which negatively affect female participation in education turned out to be insignificant influences and non-starter factors in the issue of female participation in education at the Senior High School level in the study area.

The study, however, revealed that parental attitudes, behavioral and interest patterns, beliefs and perceptions about the roles and abilities of women, poverty, cost-sharing in education, poor female academic performance, low female participation in science and technology studies, girls' involvement in family business, government educational policies and weak institutional social support at the local level turned out as significant factors that conspire to restrict female access and participation at the Senior High School level in the study area. These latter groups of factors have negatively affected female participation in education at the Senior High School level and have contributed to the whole saga of low female participation in Senior High School education in this country. From the findings, it can be concluded that a combination of attitudinal, socio-cultural, economic, political, operational and institutional factors has conspired to restrict female participation in education at the Senior High School level in the study area.

As a way out of the problem, a number of recommendations have been made which if accepted and implemented by policy makers, policy implementing agencies, social support groups and parents as a whole would help to correct the lapses that have plagued female education at the Senior High School

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level in the study area and help to improve female participation in education to acceptable levels in the country as a whole.

5.2 Recommendations

The factors that affect female participation in education relate to attitudes, parental behavior and interest patterns, societal beliefs and practices, socio-cultural practices, socio-economic conditions, school-environment conditions and institutional policy practices. Any efforts directed towards promoting and achieving sustainable female participation in secondary education would require multiple perspectives and multi- sectors approaches including policy changes to correct these shortcomings in the society.

5.2.1   The policy makers and Government

The policy makers should be able to draft and implement an educational policy that enables the participation of females in education. The policies should be followed with strict enforcement and engagement mechanism so that all the stake holders contribute in a way that brings comprehensive results.

The government should amend the national curriculum designed for Senior High Schools to incorporate a new formulation of the concept of "remedial tuition". The government should formulate a policy that would expand the scope of remedial tuition to serve the needs of weak students and provide extra tuition for female students. It is suggested that a Remedial Tuition Scheme should be incorporated into the national curriculum of the Senior High Schools. The scheme should make provision for additional teaching hours of at least two and at most three hours of tuition for three days each in every week). Additionally, the government should institute a Science and Technology Scheme for female education with support from industries and organizations. The scheme should give

recognition and support to all female students and female teachers in the field of science and technology. Female students in Junior High Schools and Senior High Schools who excel in science and mathematics should be given awards and a support package of financial award and study material to encourage them to pursue science in their education.

5.2.2 Parents

Parents are the central factors of women's success in their education. They should be engaged in their children education and help their daughters succeed in their education. Parents need to overcome their cultural and social challenges and lead by example to show everything is possible regardless of gender.

Parents should have positive attitude and outlook towards female education and always encourage girls to adopt successfully educated women both near and far in the society as role models. Additionally, parents should often collaborate with school authorities to organize durbars and open-days for students. Some successfully educated women in the communities and outside could be invited to share their experiences or talk with the girls. Also, parents should always endeavor to provide their daughters' schools needs such as fees, textbooks, pamphlets, stationery and up-keep money because the failure to do so make girls feel unhappy in school and tends to affect their participation in school. Lastly, the issue of teenage pregnancy is a multi-faceted problem, and this needs a multi-faceted approach to overcome it. Both parents and victims have a role to play to overcome this social and moral challenge in the society. Parents should exercise greater responsibility towards the welfare of their children especially girls. Parents should foster the culture of parent-child interaction in their family relations. Parents, especially mothers should often interact with their daughters to find out their needs, interests and challenges at any time so that they can take immediate steps to solve any emerging problems their daughters may face in their education. On the part of the victims, it was realized that

most of them suffered child-isolation or neglect because they neither had access to, nor the moral courage to discuss their problems with their parents.

5.2.3 School community

The school community should work towards providing quality education, improving the infrastructure and building a health environment that promotes equal opportunity for women and good learning atmosphere. NGO's should also identify the underserved and underrepresented communities and help them by funding projects that provide access and opportunity to education. Improved female academic performance will contribute to improved female participation in Senior High School education and will enhance female training and skill acquisition in the country.

School clubs and social groups such as the Virgins' Clubs which seek women's welfare and development should regularly organize workshops for girls on fundamental human rights and advocacy skills. When girls are empowered this way, it will help them to have self-confidence to discuss their problems with their parents. Constant parent-child interface will enable parents to know the problems and needs of their daughters and give quick attention to save them from falling victims to the machinations of unsuspecting but irresponsible people.

5.2.4   Government Sub-Agencies and Non-Governmental Organizations

Next, some Assemblies stakeholders should show more commitment to the development of education at the Senior High School level than they are doing now. Currently, the Assemblies spend a lot of their development budget on education at the basic level as stated earlier on. Firstly, the Assemblies should increase their share of development assistance to education for female education at the Senior High School level. Most of the Senior High Schools do not have adequate on-campus residential accommodation or facilities for girls. The Assemblies should now focus their attention on the provision of residential accommodation in the form of dormitory facilities to increase female intake in

the Senior High Schools. Secondly, the Assemblies should establish a scholarship scheme for female education. From the scheme, financial assistance could be given out to support girls who enroll in the Senior High Schools. Every year, provisions and stationery items could be supplied to all female students from the scheme. Additionally, the Assemblies should collaborate with school authorities at the local level to establish night schools for girls who have completed Junior High School or Senior High School who did not obtain the entry requirements to enter Senior High Schools or tertiary institutions. The purpose of the night schools is to organize and conduct remedial classes for these girls to enable them to improve upon their performance to further their education.

The assemblies should take steps to attract Non-Governmental Organizations to their operational areas. Sub-city assemblies should enter into collaborative program s with NGOs to provide study materials such as textbooks, pamphlets and stationery for girls. Alternatively, NGOs should develop program s which will bring parents, school authorities, female students and officials of the Assemblies together to discuss issues related to female education such as girls' welfare, academic performance and human rights at the Senior High School level. Besides, NGOs should organize talks and seminars at certain times for parents, girls and government officials at local and national levels to sensitize them on their roles and responsibilities so that the stakeholders would be empowered to demand changes to policies and practices that might be harmful or retrogressive to female education especially at the Senior High School level whenever necessary.

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Annexes

Appendix I

Questionnaire for Beshale secondary High School Female Students

My name is Hana Alem Tekle, I am currently an MSW student in Indira Gandi National Open University (IGNOU). I am working on my post graduate thesis focusing on gender inequalities with specific reference to Bashale Secondary School. My objective is to assess the overall cause and impact of gender inequalities in relation to access to education. I would really value your input to attain my objective.

ASSESSING THE INFLUENCE OF CAUSAL FACTORS OF GENDER INEQUALITY, A CASE STUDY OF BASHALE SECONDARY SCHOOL

Questionnaire Number ………………………………………………….

Name of your address……………………………………………………

Your religion: Christian [ ]   Muslim [ ]   Other [ ]

Age:- 25[ ] 25 – 30   [ ] 30 – 50   [ ] +50 [ ]

1. Is female education important in the development of this country?
    Yes [ ]   No [ ]
    If "yes" why is it important?
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………...

2. Is the level of female participation in education at Senior High School (SHS) level in your school what you expect it to be?
    Yes [ ]   No [ ]

    If "no", explain why.

1

……
……..

3. Is female participation in education at SHS level affected by socio-economic practices here?

Yes [ ]   No [ ]

Explain:

……………………………………………..…………………………………………………
…………………………………………………………………………………………………..

4. Does the perception or belief that female academic performance is poor affect female participation in education?

Yes [ ]   No [ ]

If "yes" how?

……………………………………………………………………………………………………
………………………………………………………………………………………

5. Is female participation in education at SHS level affected by parental attitude in your school?

Yes [ ]   No [ ]

if "yes" how?

……………………………………………………………………………………………………
………………………………………………………………………………………..

6. Would you say that beliefs that a woman's role lies in the kitchen or in housekeeping affect female participation in education at SHS level in your school?

Yes [ ]   No [ ]

if "yes" how?

……………………………………………………………………………………………………
………………………………..…………………………………………………………….

7. Should parents bear part of the cost (fees, levies etc) of providing education at the SHS level in this country?

Yes [ ]   No [ ]

Explain:

………

……………………………………………..……………………………………………………………….

8. In your opinion, does poverty affect female participation in education?

    Yes [ ]   No [ ]

  if "yes" how?

………

………………………………………………………………………………………………..

9.   How does the act of girls performing domestic chores affect female participation in education?
Explain:

……………………………………………………………………………………………..………

………………………………………………………………………………………………….

10. Show how the act of engaging girls in family businesses like trading or farming affect female
participation in education at SHS level?
Explain:

……

…………………………………………………………………………………………………....

11. What role do you expect government to play to improve female participation in education at SHS
level?

……

………………………………………………………………………………………………………

            End. Thank you, God Bless you

Appendix II

Questionnaire for Parents

ASSESSING THE IMPACT OF CAUSAL FACTORS OF GENDER INEQUALITY A CASE STUDY OF BASHALE SECONDARY SCHOOL

Questionnaire Number ……………………………………………………..…………………….…

Name of your area…………………………………………………..………………..…………

Sex: Male [ ]   Female [ ]

Your religion: Christian [ ]   Muslim [ ]   Other [ ]

Age:- 25[ ]   25 – 30 [ ]   30 – 50 [ ]   +50 [ ]

1. How would you describe the level of female participation in education at the Senior High School (SHS) in this school?

Explain: ………………………………………………………………………………………..

2. Would you agree to the claim that female participation in education at SHS level is constrained by the following societal perceptions or socio-cultural practices?

    i. Girls are academically weak?

        Yes [ ]   No [ ]

        If "yes", how has female participation at SHS level been affected here?

        ………………………………………………………………………………………………

        …………………………………………………………………………………………...

    ii. Beliefs that a woman's role lies in the kitchen/house-keeping?

        Yes [ ]   No [ ]

    If "yes", how has female participation at SHS level been affected here?

    ………………………………………………………………………………..………………

    …………………………………………………………………………………….……

    iii. Parental attitude?

    Yes [ ]   No [ ]

If "yes", how has female participation at SHS level been affected here?

…………………………………………………………………….…………………………………………...…

……………………………………………………………………………………………………

3. Is it necessary that parents and government share the cost (fees, levies etc) of providing education at the SHS level in this country?

          Yes [ ]   No [ ]

Explain:

……

………………………………………………………………………………………………………

4. In what ways does cost-sharing (payment of fees, levies etc) affect female participation in education at the SHS level here?

………

……………….………………………………………………………………………........

5. Is female participation in education at SHS level affected by economic circumstances and practices such as poverty and families' engaging girls in their businesses in your area?

          Yes [ ]   No [ ]

ii. if "yes", explain how has female participation at SHS level been affected here?

……………………………………………………………………………………………….……………

……………..………………………………………………………………………………..

6. What can these stakeholders do to improve female participation in education at the SHS level in your area?:

      Parents:

…….…

………........................... ……………………………………………………………….

NGOs:

……

End. Thank you, God Bless you

Appendix III

Questionnaire for Education Directorate Officials

FACTORS OF GENDER INEQUALITY A CASE STUDY OF BASHALE SECONDARY SCHOOL

Questionnaire Number …………………………………………………………………………

Name of Municipality/Metropolis……………………………………….……………….

Sex: Male [ ]   Female [ ]

Your religion: Christian[ ]   Muslim [ ]   Other [ ]

Age:-   25[ ]   25 – 30 [ ]   30 – 50 [ ]   +50 [ ]

Position/Rank: Director [ ] Assistant Director [ ] Principal Superintendent [ ] Other [ ]

1. Should female education be encouraged in national development efforts in this country?

    Yes [ ]   No [ ]

Explain:

………………………………………………………………….……………………………

…………………………………………………………………………………….

2. How would you like female academic performance to be like in your school?

   Explain:

…………………………………………………………………………………………………….

…………………………………………………………………………………………………

3. What are some of the obstacles to female participation in education at SHS level in your school?

   Please, list them:

……………………………………………………………………………………………………..

……………………………………………………………………………………………..

4. How have these obstacles you listed in question 3 affected female participation in education at the SHS level in institutions?

   Explain:

………………………………………………………………………………………………………

………………………………………………………………………………………………..

5. What should government do to improve female participation in education at the SHS level?

………………………………………………………………………………………………

………………………………………………………………………………………..

End. Thank you, God Bless you

Appendix IV

Questionnaire for Tutors

ASSESSING THE IMPACT OF CAUSAL FACTORS OF GENDER INEQUALITY A CASE STUDY OF BASHALE SECONDARY SCHOOL

Questionnaire Number …………………………………………..

Name of address……………………………………………………

Sex: Male [ ]   Female [ ]

Your religion: Christian [ ]   Muslim [ ]   Other [ ]

Age:-   25[ ]   25 – 30 [ ]   30 – 50 [ ]   +50 [ ]

1. What role can female education play in national development efforts of this country?
Explain:

…………………………………………………………………………………………..……………

…………………………………………………………………………………………….

i. Are you satisfied with the level of female participation in education at SHS level in your area? If your answer is "yes",

Explain.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

ii. If your answer is "no", what are the constraints to female participation in education at SHS level here?

……………………………………………………………………………………….…………

…………………………………………………………………………………………………...

2. What is the level of female participation in the study of science-related courses in institutions in your school?
Explain:

…………………………………………………………………………………………………

……..…………………………………………………………………………………………

3. What are some of the hindrances to female students' participation in the study of science-related courses at SHS level in institutions in your school?

Explain:

………………………………………………………………………………………………….………

………………………………………………………………………………………………………

4. What is your view of female academic performance at the SHS level in your school?

Explain:

……

……………………………..……………………………………………………………………………

5. How can female students' academic performance at SHS level in schools/institutions be improved?

Explain:

………………………………………………………………………………………………….………

…………………………………………………………………………………………..

6. Whose responsibility is it to ensure that female participation in education at the SHS level meets national standards?

Explain:

…………………………………………………………………………………………………….……

……

7. Suggest means stakeholders can effectively use to address the issue of female participation in education at the SHS level.

School Authorities:

……

……………………………………………………………………………………………………….....

Government:

……

……

End. Thank you, God Bless you.

Appendix V

Questionnaire for District Assemblies and NGO Officials

FEMALE PARTICIPATION IN EDUCATION AT THE SENIOR HIGH SCHOOL LEVEL

ASSESSING THE IMPACTOF CAUSAL FACTORS OF GENDER INEQUALITY

Questionnaire Number ……………………………………………

Sex: Male [ ]   Female [ ]

Age: -25[ ]   25 – 30 [ ]   30 – 50 [ ]   +50 [ ]

Your religion: Christian [ ]   Muslim [ ]   other [ ]

Position/Rank ……………………………………………………………………………………

1. How relevant is female education in current national development efforts in this country?
Explain:

   …………………………………………………………………………………………………
   …………………………………………………………………………………………

2. What are some of the challenges to female participation in education at secondary high school
    level in your area?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………

3. In your opinion would say that female participation in education at SHS is constrained by socio-
    cultural practices or factors such as parental attitude, early marriage and beliefs that a woman's
    role lies in the kitchen or house-keeping?
    Yes [ ]   No [ ]

   Explain:
   …………………………………………………………………………. …………………………
   …………………………………………………………………………………………

4.   How have the following perceptions or practices influenced female participation in education at
    SHS level in your city?

i.   parental attitude

ii.   beliefs that a woman's role lies in the kitchen

……………………………………………………….…………………………………………………
………………………………………………..…………………………………

iii.   Early marriage of girls

…………………………………………………………………………………
. ………………………………………………………….………………………………

5. Is the claim that economic circumstances and practices (e.g. poverty, girls performing domestic chores, engaging girls in family businesses like farming/trading etc) affect female participation in education at SHS level true?
If your answer is 'no", Explain

…………………………………………………………….………………………………………….
……

6. If your answer question 5 is "yes", how have these practices or circumstances affected female participation in education at SHS level in your area?

i. Poverty

……………………………………………………………………………………..
…………………………………………………………………………………………

ii. The act of engaging girls in family businesses, e.g. farming/trading

…………………………………………………………………………………………
…………………………………………………………………………………………..

iii.   Girls performing domestic chores

……………………………………………………………..…………………………………
…………………………………………………………………………………………

7. What are your expectations about government policies on education at SHS level?
Explain:

…………………………………………………………………………………………
……………………………………………………………………………………………..

8. What can the following stakeholders do to improve female participation in education at the SHS level in your city?

Parents/Guardians:

…………………………………………………………………………….............

………………………………………………………………………………………………

Ministry of Education, Science and Sports:

………………………………………………………….………………………………… …

……………………………………………………………………………………………..

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Proforma for submission of MSW project proposal

PROFORMA FOR SUBMISSION OF MSW PROJECT PROPOSAL FOR APPROVAL FROM ACADEMIC COUNSELLOR AT STUDY CENTER

</div>

Enrolment No: **ID 1218818**

Date of Submission: **28 Jun 2018**

Name of the study center: **St.Mary's University (8105)**

Name of the guide: **Ato Mosisa Kejela Megersa**

Title of the project: **Assessment of Factors Affecting Female Students' Participation in Education: The case of Beshale Secondary School, Addis Ababa, Ethiopia**

Signature of the student:

Approved/not approved:

Signature: _____

Name and address of Guide	Name and Address of the student
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Addis Ababa, Ethiopia	**Addis Ababa, Ethiopia**
	Date: 22 Jul 18

Table of Contents

I. Introduction

1.1 Background of the study

The purpose of this study is to assess the impact of gender inequalities on women's access and participation towards education. The study will also cross check the relevance of the situation within the context of the current Education Reform Programs. The study will focus on Beshale High school in Addis Ababa.

This part of the study will require to elucidate from global (broad) perspective to National Perspective, then to City, Sub city ,Worde and School

Education provision has formed an essential service in the social sector of both developed and developing countries over the years. In the last thirty to forty years, there has been an increased demand for education provision in the developing countries. Because of this, enrolment increased dramatically at both primary and secondary levels in these countries within the period. For instance, in 1960, fewer than half of the children aged between $6 - 11$ years in developing countries enrolled in primary school. By 2002 the world average net primary enrolment reached 81 percent (UNESCO, 2006). Within the period, girls' participation in education has been on the increase. From the last three-and-a-half decades, girls' enrolment witnessed considerable increase. In the 1970s, girls represented 38 per cent and boys 62 per cent of primary enrolment in the least developed countries. By 2005, the gender gap has narrowed. While girls represented 48 per cent boys represented 52 per cent of primary enrolment (OECD/UNESCO, 2005). The increased demand for education contributed to a decline in the number of children who are out of school. Between 1990 and 2006, the number of

children who were out of school worldwide declined from about 100 million to 75 million. Notwithstanding improved access to education, female participation in education in most developing countries is still characterized by disparities.

Girls continue to constitute the majority of children out-of-school. Girls represent 55 percent of all children who are out of school worldwide. Available data have indicated that for every 100 male dropouts there is 122 females drop outs worldwide. This varies from country to country. For example, in Benin, for every 100-male dropout there is 127 females drop outs (UNESCO, 2006). Access to secondary education, however, has been deteriorating in most developing countries. According to UNESCO/UNICEF, nearly 1 in 4 children between the ages of 10 and15 years and 1 in 2 children between the ages of 11 and 14 years do not attend primary and upper secondary school respectively (UNESCO/UNICEF, 2005). Secondary education provision is characterized by large gender disparities in terms of access, retention and performance. According to UNESCO/UNICEF (2005) in 1960, only one child in twenty aged between 12 – 18 years attended secondary school in Sub-Saharan Africa. Although worldwide, the transition rate from primary school to secondary school is 85 per cent, in half of the countries in the Sub-Saharan Africa region, it is below fifty percent (Elbakri, 1998, p. 8). In Sub-Saharan Africa, girl's transition rate from primary to secondary school is 65.3 per cent and that of boys is 62.6 per cent (UNESCO, 2004). For instance, according to Sperling, in Sub-Saharan Africa, majority of girls do not complete primary school and only 17 per cent of girls are enrolled in secondary school (Sperling, 2005).

Again, Mulana also stated that in 43 developing countries secondary gross enrolment figures were under fifty percent, and despite this, girls constituted the majority of children out of school at this level (Mulana, 2006). According to UNESCO in South Asia only 47 percent of girls qualify for secondary

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school and in Sub-Saharan Africa only 30 percent of secondary-school aged girls enroll in secondary school (UNESCO, 2006). A study by Houphouet-Boigny (2000) into education provision in Côte d'Ivoire revealed that from 1995 to1996 girls represented 42 percent of primary school pupils; 34 percent of students in the first cycle of secondary education; 30 percent of students in the second cycle and 24 percent in higher education (Houphouet-Boigny, 2000, p. 6). Similarly, it has been estimated that in Ethiopia only half as many women (6 percent) as men (12 percent) have attended Secondary School (ESS, 1999, p.11). According to source in 1999, 32 percent of females and 34 percent of males attended Senior High School level (ESS, 1999, p.13). A pointer to the underrepresentation of girls in secondary education of developing countries is seen in the world 1999/2000 academic year gross enrolment figures as shown below. For instance, in the 1999/2000 academic year, the world's female gross enrolment ratio fell below that of boys' ratio in many developing regions across the world.

Table 1: Gross enrolment ratio, 1999/2000

Region	Male	Female
Arab States	62.6	57.7
Central and Eastern Europe	79.3	79.7
Central Asia	43.7	43.3
East Asia and the Pacific	66.9	62.9
Latin America and the Caribbean	79.6	85.9
North America and Western Europe	104.3	107.2
South and West Asia	58.8	44.3

Sub-Saharan Africa	26.4	22.4

From table 1, it can be observed that except in the regions of North America and Western Europe, Latin America and the Caribbean, and Central and Eastern Europe where female enrolment ratio exceeded that of males, for the remaining regions of Central Asia, South and West Asia and Sub-Saharan Africa, female enrolment ratio fell below that of males during the period. Also, it can be observed that when the gross enrolment ratios of the two sexes are compared on region by region basis, Sub-Saharan Africa had the lowest in the world and again the female ratio lagged the male gross enrolment ratio. This is an indication of the persistent low enrolment of girls in secondary education in the sub-Sahara region. In the then Lideta sub-city in 1998/99, out of the total enrolment of 489 students in Senior High School while the boy's percentage share of the total enrolment was 69.3 percent female share stood at 30.7 percent (EMIS Project, 1998/99 School Census, Lideta sub-city Education Directorate). Last but not the least; female literacy rates are low in most developing countries.

In Sub-Saharan Africa, although adult literacy rate is 62 per cent women have a higher illiteracy rate compared to men's rate. While women's literacy rate is 54 per cent men's rate is 71 per cent (UNESCO, 2004). Girls' participation in secondary education has been associated with frequent cases of grade repetition. Because of this, female participation in education has continued to lag male participation in secondary education in many developing countries. In Sub-Saharan Africa female repetition rate is 19.4 per cent. For instance, in Rwanda, because of the poor performance of girls at the end of basic school examination, many girls are unable to enroll in public secondary schools. As a way out of the problem, many girls who complete basic schools enroll in private secondary schools where the entry requirements or selection criteria is lower. Female grade repetition has been associated

with issues such as opportunity cost of educating girls and their contributions to the survival of their families, high cost of educating girls at secondary school, hostile teacher attitude, sexual harassment, teenage pregnancies and poor parental care for girls at this age. In Ethiopia since the 1991s female enrolment has improved significantly but this has not been large enough to equal male achievement rates in access and participation in the educational system in the country (Sutherland-Addy, 2002, p. 93).

Ethiopia is the land of many nations and nationalities with different culture, traditions and values. The value of education and the role of women vary from one culture to another. In the last fifty years, Ethiopia has made considerable efforts to enable women access to education. However, (Asmamaw, 2017) suggested that the country still has a long way to achieve expanding access and enrollment of women students.

Hence, we chose to study the overall access, enrollment and success rate of high school graduate female students in Beshale High school in Addis Ababa. This analysis of the prevalence of female student dropouts and enrolment will create a base line of data from which actions for enrolling, retaining and graduating more female students in schools will be made possible.

One of the most important features of Ethiopian education has been the decentralization of its operation and administration. This policy is in response to the cultural diversity of the nation and the need to make the operation and maintenance of the school system more efficient. Based on this policy, regional states have more power on making decisions on what is best to their community. They were also able to own the planning and implementation of primary education.

1.2 Statement of the Problem

Education provision has formed an essential service in the social sector of both developed and developing countries over the years. In the last thirty to forty years there has been an increased demand for education provision in the developing countries. As most developing an under developed nations, Ethiopia has gone through different transformational changes. Those changes and shifts of ideologies have had their own impacts in the policy framework and its implementation.

However, all the policies seem to have the goal of elevating the education of the country and helping the underserved community receive a proper education. Hence it is safe to say the focus and the attention to expanding education by any respective government in the last fifty years has been there. However, the problem of access and opportunity to education is still there. Based on recent report of Ethiopia (ECPC, 2014) more than 20 percent of the youth in Sub-Sahara region could not get a formal education and about 55 percent of youth has at most incomplete primary education.

Though, the quality of education and the graduation rate is not growing as much as expected, the overall access to education is growing. The population growth and the increased demand for education contributed to a decline in the number of children who are out of school. However, the girls' access and enrollment of education is still facing a challenge i.e. schooling is costlier for girls, restricted space and expectation limit girl's ability to reap the returns to education, early marriage and teen pregnancy, pervasive school-related violence harms millions of girls and keep them out of school (Global Economy and Development, June 2005).

This trend has the same implication in most of our rural and remote places of Ethiopia. Research (Fierro, 2010) indicates only 18 percent of girls were able to enroll in education in remote woredas,

such as Mille. The low enrollment of girls in secondary school has the same trend in the city too. For instance, in the Lideta sub-city, 69.3 percent of the total high school enrollment is boys, while the remaining 30.7 percent is girls (EMIS, 1999). There are so many factors for this low ratio of enrollment for girls. Among those factors, persona, institutional and societal barriers are the primary factors (Asmamaw, 2017).

As our focus of study, we will be looking at the situation in Beshale Secondary school which is a private school with reasonable school fees compared with other private school in the city of Addis Ababa, CMC area. Currently the total student enrolled in the high school is three hundred seventy eight. The number of female students is 170 which are 44% of the high school student.

1.3 Research Questions

The study will help to understand the current state of gender inequality, identify the root cause and mitigate the possible solutions for the following research questions.

1. What are the factors that affected female student participation in education in Beshale secondary school?
2. What is the role of culture and other relevant factors that contributes to the gender in equalities in education?
3. How do attitudinal or behavioral inclinations, beliefs and perceptions, socio- Economic-cultural phenomena affect female access and participation in Beshale Secondary School education?
4. What are the possible suggestions to address the challenges against female participation in Beshale Secondary School education?

1.4 Objective of the Study

The overarching objective of this study is to assess the participation of women in education regarding equal opportunity and access. The study listed the general and the specific objectives of the study.

1.3.1 General Objective of the Study

The general objective of the study is to assess factors affecting female students' participation in education in Beshale secondary school education.

1.6.2 Specific Objectives of the Study

1. To assess factors affecting female students' participation in education in Beshale secondary school.

2. To identify the role of culture and other relevant factors that contributes to the gender in equalities in education.

3. To examine how attitudinal or behavioral inclinations, beliefs and perceptions, socio-Economic-cultural phenomena affect female access and participation in Beshale Secondary School education,

4. To suggest appropriate measures to address the challenges against female Participation in Beshale Secondary School education.

1.4   Significance of the Study

The findings of this study will be used to the benefit of the school society considering that female enrollment in Beshale Secondary School plays an important role to know the status of the female students in high schools. Thus, schools that apply the recommended approach derived from the results of this study will be able to give attention for girl's education and enrollment in high school. Administrators, school owners and public schools will be guided on what should be emphasized by

schools to improve female student's enrolments in high school. For the researcher, the study will help uncover critical areas in educational process that many were not able to explore. Thus, new findings on the issue of female student enrollment may arrive.

1.5   Scope of the study

Of course, many girls never get the opportunity to reach secondary school, ending their education around Grade 5. They may drop out due to sexual harassment and assault, and/or their parents may need them to help at home. Even if they make it to secondary school, the chance that their parents will be able or willing to pay fees for a girl is slim. They may then be forced into early marriages, sometimes as young as 10. They also often experience domestic violence in their marriages as well as vulnerability to HIV. Less than 1 in every 5 girls get the chance to enroll in secondary education.

- About 41% of females get married before they reach 18
- About 49% of Ethiopian women experienced physical violence
- About 59% of Ethiopian women suffered from sexual violence

(Rainbow for the future: https://rainbowftf.ngo/destitute-people/gender-inequality-discrimination-ethiopia/)

From all children registered for the 10th grade exam, the percentage scoring the pass mark of 2 or more increased from 42.6% in 2008/09 to 70.1% in 2012/13 with girls increasing from 32.2% to 61.9%.

A very small proportion of children attend the second cycle of secondary school. Between 2008/09 and 2012/13, GER increased from 6.0% to 9.5% with girls increasing from 3.5% to 8.5%. From all children registered for the grade 12 exam in 2012/13, 91.7% attained the pass mark of 201 or more but only 1.7% attained 501 or more.

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Major educational reform program\s were, however, introduced in 1995 and recently in 2011. Due to constraints of time and finances, the study will cover the period of education reform programmes from 1995 till now. The study will focus on female participation in Besale Secondary School education.

1.6   Universe of study

According to kombo and troup (2006:76) a universe of study is a group of individuals, objects or items from which the samples are taken for measurement. The respondents of the study will be drawn from Beshale Secondary school and some stake holders. This will consist of high school graduate female students, tutors, education officials, parents and district assembly and Non-Governmental Organization official.

1.7   Sampling

With recourse to the use of the simple random sampling technique, a sample size of 150 sampling units will be obtained. This will consist of a 30 previous female students who have completed high school, 30 tutors, 30 education officials, 30 parents and 30 district assemblies and Non-Governmental Organization official. Also, purposive and systematic sampling techniques will be employed to in the selection of the elementary units in the study. Information will be gathered about other female Senior High School graduates who were contacted.

The selection of parents followed the same sampling procedure. Ten parents will be selected in study area through purposive sampling techniques. A total of 30 parents will be used as elementary units in the study. In the same vein, several officials who work in the district assemblies, NGOs and education offices will be contacted. Through purposive sampling techniques, 30 elementary units will be

selected. In order to ensure that adequate and accurate data about the issues will be gathered officials who had served five years or more in their institutions will be selected. The reason for this is to gather data from subjects that are considerable knowledge about the issues under consideration. The names of the students will be used to select students each time in a school.

1.8   Sampling Method

The study will be used mainly qualitative research method. The research instruments of this sort rely on data from interviews, documents and participant observation to understand and explain social phenomena (Meyers, 1997, pp. 141-157). The concepts of population and sample are important here. Population constitutes the total number of all units of a kind that fall in the area of investigation. A sample constitutes the proportion of units selected for investigation from a population. Sampling constitutes the use of definite procedures to select a part of a whole to obtain certain characteristics of the whole (population). A simple random sampling technique will be used to select a sample for detailed study.

(Population and sampling: https://www.umsl.edu/~lindquists/sample.html)

(https://www.khanacademy.org/science/high-school-biology/hs-ecology/hs-population-ecology/a/population-size-density-and-dispersal)

1.9   Data collection tools and Processing

1.9.1 Data Sources

The study relies on two main sources of data namely, secondary and primary data. The secondary data covers a review of relevant literature on the historical development of education, state of female education in the school library and offices and causes of gender disparities in education in the rest of the world. Primary data will be obtained from the administration of questionnaire, personal interviews

and discussions. The primary data will be gathered from the administration of a structured questionnaire to subjects connected to education provision such as parents, teachers and education office officials. Other subjects are graduated female students and Beshale Secondary School, municipal staff and Non-Governmental Organizations' (NGOs) officials.

1.9.2 Data Collection tools

The structured and open-ended questions will be placed into a questionnaire to form the data gathering instrument for the discussions. Interview participants who are selected through purposive sampling will be included in the study. Information about girls who had completed High School and parents whom interview will be conducted for is obtained from visits to their homes. After scheduling a date, the interview will be conducted. Every questionnaire sent out will be filled and returned. Secondary data will be gathered from the annually published school statistics of the Ministry of Education "EMIS" Project, Admission Records of Schools and Students' Program records, Computerized School Selection and Placement System Records (CSSPS 2005, 2006) and the Medium Term Development Plans (MTDP 2005,2006) of the municipal Assemblies of the study area. For the review of literature, data will be gathered from educational publications, articles and books on female education, education development in Ethiopia and the world at large from government sources, international and governmental organizations sources (e.g. UNICEF, UNESCO between 1990 and 2006) and the Internet.

1.10 Data Processing

The analysis of data involves editing, coding, categorization, tabulation and interpretation. The analyses reveal unsuspecting errors and omissions which if they are not corrected would have pose difficulties in the interpretation of the data. The responses will be translated into absolute figures and

appropriate percentages, tables and supporting descriptive statements will be derived according to the relevant themes of the study.

1.11 Chapterization

The study will be organized into five main chapters. Each chapter of the study addresses a specific theme.

The first chapter shall be an introduction to the subject-matter of the present study. In this chapter an attempt shall be made to describe the concept of female school enrolment in the schools.

Second chapter shall deal with a review of literature and the profile of institutes selected for the study shall also be included in this chapter. The personal family and social and economic profile of the sample taken for the present study the need and importance of female school participation for the development of the country.

The third chapter shall deal with research design and methodology.

The fourth chapter shall give the major findings of the study and analysis of the collected data.

The Fifth chapter shall give the recommendations and conclusions of the collected data.

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(Wikipedia: https://en.wikipedia.org/wiki/Education_in_Ethiopia#Primary_and_secondary_schools)

(Population and sampling: https://www.umsl.edu/~lindquists/sample.html)

(https://www.khanacademy.org/science/high-school-biology/hs-ecology/hs-population-ecology/a/population-size-density-and-dispersal)

Curriculum vitae
Of
Mosisa Kejela Megersa

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Educational Background:

• MSW Degree in Social work, Indira Gandhi National Open University (IGNOU), Maidan
   Garhi New Delhi -110068, India, June, 2013
• BA Degree in Management, Alpha University College, Addis Ababa, Ethiopia, Dec, 2011.
• Diploma in Management, Alpha university college, Addis Ababa, Ethiopia, Dec 2002
• BA Degree in Theatre Arts, Addis Ababa University, Addis Ababa, Ethiopia, Jul 1986.

Work Experiences:

Asst. Dean, Faculty of International Programs SI. Mary's University (SMU), Addis Ababa, Ethiopia, April 2014-toh Date

• Responsible for managing of Faculty of international graduate programs' smooth operations of study programs, expansion of new programs , coordination of execution of programs with stakeholders , establishing network with partner institutions and ensuring meaningful academic outcomes, quality and effectiveness teaching learning;
• Contributed to curriculum development, HERQA accreditation process and quality enhancement, research activities of the university;
• Provided technical support to teachers and students on teaching & learning, continuous assessment of the students, instructor's evaluation, course experience survey, and student satisfaction survey of the university;
• Supervised social work students field practice of agency visits, concurrent visits, casework group work, community organization, social welfare administration, social action and social research methods;
• Coordinated academic counseling, tutor marked assignment awarding, students placement problem solving with partner agencies, and facilitation of teaching- learning processes;
• Advised the students on development of proposal, research instruments, data collection tools   data analysis and final paper writing;
• Conducted assessment of social work students conceptual and practical ' knowledge, skills, attitude and professional self-development;
• Prepared report and submitted to concerned sections of the university in a timely manner.

UNV Team Leader/ Operations Officer, United Nations Mission in Sudan (UNMIS). Oct 2010-Mar 2011

• Responsible for two counties to referendum project implementation through coordination of strategic partners included government organizations. Civil society organization and local institutions;
• Responsible for planning, implementation, monitoring, evaluation, and reporting of the referendum programs activities
• Coordinated technical support provision to governmental and non- governmental organizations, volunteers and other partner organizations in implementation of referendum project;
• Ensured smooth implementation of field operations effectively by addressing policy guidance, logistics, and other project needs as per SOP;
• Facilitated the trainings of different community members such as youth and women community leaders and elders actively involved in referendum project to empower them;
• Organized capacity building training with the objective of attaining high slandered of performance in accordance with policies and guidance of the UN Mission in Sudan;
• Supervised teams in the County and provided overall team leadership and guidance for the team activities and delegation as per SOP;
• Administered UN pers6mel and the project office without dedicated administration officer and perform daily administrative matters like sustaining UN living and working standards;
• Served as security focal person and participate in security management meeting (SMT), delegated the UN Mission in the county and reporting of the project implantation.

UNV Provincial Public Outreach and Training Advisor, UNDP Elect Project –Afghanistan, Feb 2009 -Jan 2010

• Responsible for overall process management, planning and budgeting, operations including field operations, logistics. Security information and training, communication, public information, outreach and media relations, civic and voter education, political parties and civil society, gender mainstreaming and capacity-building and development;
• Lead, coordinate and supervise the provision of support, technical assistance .and advice to national counterparts and their institutions and provide high-level assistance and advice as required;
• Provided project and program management and supported, including budget management and monitoring, and reporting of results to national counterpart's donors and UNDP;
• Designed, led, coordinated, supervised and contributed to the implementation of strategies and program to build the capacity of national counterparts and strengthen national institutions;
• Monitored the impact of domestic and international norms and processes on female participation and provide advice to provincial electoral management on appropriate corrective measures;
• Established and maintained professional and productive partnerships with national counterpart institutions and other key stakeholders in the electoral process

- Advised the counterparts on diverse public outreach and training strategies such as face-to face, community mobilization events, on -the-spots and public dialogue to give a voice to the people in democratic process of elections;
- Represented the UNDP at Security Management Team (SMT) coordination;
- Prepared monthly, quarterly, semi-annual and annual report of the province.

UNV Provincial Public Outreach Officer, United Nations Assistance Mission in Afghanistan UNAMA/ Mar 2004-Dec 2005

- Responsible for public outreach program planning ,organizing ,staffing ,directing coordinating, reporting , budgeting ,communicating ,monitoring ,evaluation and utilization;
- Organized capacity building training for National Public Outreach Trainers, Public Information Officer and Small Grant Officer and Panther NCO Trainers on public outreach project of parliamentary and presidential elections;
- Coordinated the promotion of the rule of law in collaboration with partner GOs, NGOs , UN Agencies , CSOs and media groups through mobilization of different segments of the community;
- Monitored the public outreach team's electoral information dissemination fairness, transparency, neutrality and impartiality;
- Represented UNAMA at provincial level in Networking, Security Management Team and other coordination meetings;
- Prepared report and submitted to UNDP regional office in a timely manner.

Human Resource Development and Management Advisor, Oromia State Capacity Building Supreme Office (OCBSO) (Government Organization), May 2002 -Mar 2004

- Responsible to advice the OCBSO on human resource development and management based on staff development policies of the national regional state;
- Designed and formulated project proposals on trainings of Good Governance, Decentralization, Participatory Planning, Organizational Conflict Prevention and Management, Strategic Planning and Management, HIV /AIDS Prevention at workplace that have been fund by DFID-Ethiopia, Pact-Ethiopia, and World Bank -Resident Mission;
- Developed and maintained appropriate working relations with Regional, Zonal and Districts and higher educational and training institutions of the national regional State;
- Served as a key liaison for communication and coordination, assessment and reporting of activities specific to the projects among OCBSO, Donors, Line Government Offices;
- Prepared projects comprehensive narrative and financial reports for OCBSO and Donors, submitted reports as per the requirements in a timely manner'.

Head Program and Communication, Ethio -Swedish Children and Youth Rehabilitation and Prevention Project (ESCRPP), Dec 1997 -May 2001 (Non Prof ill Organization)

• Responsible for youth friendly quality and market driven vocational and technical training and facilitation of seed-money for self-employment creation;
• Formulated youth income generation project proposals and submitted to donors as well as implement the approved projects as per the policies and guidelines of the donors;
• Coordinated CIDA, SIDA, Misereor Germany, World Bank and Austria Development Cooperation skill training of Youth centered project works;
• Produced awareness building artistic works on UN Convention on the Rights of the Child (UNCRC) , HIV /AIDS' social ,economic ,health and psychological impact on children & youth ,Girl Education to empower and realize their capabilities and entitlements , EPL / ORT the six killers of children , Child Labor' family tradition due to lack of education, and unemployment ;
• Arranged consultation meeting of community leader's social organizers and partners to discuss on the projects progress, challenges and generation of possible solutions;
• Advised the youth group of the agency on personal values, family values, cultural values social values and work values;
• Prepared and submitted the projects implementation narrative and financial reports to Line Bureau and Donor Agencies.

General Manager, Children and Youth Theatre (CYT) -Governmental Organization, Jill 1992-Jul 1997

• Established institutional, working and human resource development and management systems of the organization to operate effectively and efficiently;
• Ensured timely and technically sound planning, implementation and follow up of child protection driven activities which focus on child health care, education, shelter, income generation;
• Analyzed the specific local context, needs, gaps and constraints and anticipate forthcoming situations, recommending appropriate program activities;
• Monitored progress of projects against work plans and provided appropriate support to CYT heads and staff to ensure work plans are adjusted, as needed, and targets are met;
• Prepared and maintained up to date work plans and expenditure plans for projects focusing on child protection, recreation and education;
• Ensured that project activities implementation in line with CYT's mandate, policies` procedures and strategy, as well as with donor's requirements and national and international rules and guidelines;
• Coordinated CYT's Japan Embassy, UNICEF and Norway Save the Children projects on advocacy works and supply of professional studio equipment, musical instruments and transportation facilities;
• Prepared quarterly, semiannual and annual activities and financial reports and submitted to line government and donor agencies as per the requirements.