

**THE CONTRIBUTION OF GIRL'S PARTICIPATION IN
PRIMARY EDUCATION TO WOMEN EMPOWERMENT**

Awet Kidane Kahessay

(ID1403895)

Supervised by

Dr. Elias Berhanu, Asst. Professor

Master of Arts in Public Administration

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

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INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

**This Dissertation is submitted in partial fulfillment of the requirements
of the M.A in Public Administration of Indira Gandhi National Open
University**

October, 2016

DECLARATION

I hereby declare that the Dissertation entitled *The Contribution of Girl's Participation in Primary Education to Women Empowerment* submitted by me for partial fulfilment of the MPA 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 fulfilment of the requirement for any other program 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.

Place: Addis Ababa

Date: October 2016

Signature: _____

Enrolment No: 1403895

Name: Awet Kidane

Address: Addis Ababa, Ethiopia

CERTIFICATE

Certified that the Dissertation entitled The Contribution of Girl's Participation in Primary Education to Women Empowerment submitted by Awet Kidane Kahessay is his/her own work and has been done under my supervision. It is recommended that this Dissertation be placed the examiner for evaluation.

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Name: _____

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Abstract

Educating girls is one of the most important investments that any country can make in its own future. In the life of a girl student, the academic pursuit is mostly emphasized as deemed to be an only key to her success in life. Among the successes girls' empowerment through their participation in co-curricular activities beside the academic performance is a major attribute. This study assessed contribution of girls' participation in primary education towards women empowerment from private and public schools. Teachers, school principals and girls students involved in the research. The major factors affecting girls' education and participation role in primary education towards women empowerment categorized under Home – Girls – School – Student titled matrix form. Four factors will weaken or improve girls' empowerment in school. The study found out that girls' participation plays a great role in contributing to women empowerment. Primary school is foundation stage. Thus, the linkage among primary level grades; primary to secondary and secondary to preparatory should not be broken. The girls' empowerment theoretical framework is produced as result of the study which has four integrated components – mind development, co-curricular activities, safe and secures environment and school- teachers' high involvement. Education strategies should encourage, widen co-curricular activities and provide all necessary facilities.

Key Terms: *Co-curricular activities, Education, Girls' Empowerment, Girls' participation*

Chapter One: Introduction

1.1 Background

Since the "UN Declaration of the Decade of Women" in 1975, attention and action on women's concerns have steadily increased and education, whether it be the form of consciousness-raising or skills acquisition, was one of the areas women's organizations, government agencies and international donor agencies focused on. The underlying assumption was that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow. Many years have passed and there are different views as to whether such assumptions about increasing access to education and training have resulted in the tilting of the power balance in favor of women (Carolyn, 1995).

Culturally, women are associated with maternity and the role they play in a family (Lindsey, 2005; Walby, 1990). The role of women in reproduction said to have created basis for their discrimination (CEDAW: 1979). The society taking a man as a head of family and a breadwinner, bestowed up on him all the decision-making power of the family including the issues that affect the woman's and girl's personal life. A woman, on the other hand, is expected to be homemaker, socialize and caretaker under the guidance and support of a man (Lindsey, 2005).

Though these structured roles the society framed as norm are believed to put women in a disadvantaged position, both men and women are well socialized to accept the role assigned to each and lived and continued to live with it. No matter how much a woman participates in production processes, she is identified as "jobless" under the title "housewife" due to the mere fact that she is engaged in unpaid activities (Lindsey, 2005).

Socially constructed realities created systemic denial of access to opportunities and resources like education and employment resulted in lack of self-confidence and low self-esteem, which in turn, constrained women from participation, competition and engagement in formal paid employment (UNFPA, 2005).

Government reports and various studies conducted on women empowerment practices in Ethiopian confirm that women participation in political, economic and social endeavors in general and in the civil service structure in particular holds low profile (ESPS, 2008; APRM Report, 2011; MoFED, 2012). Due to deep rooted and long-lived patriarchal system influence and experience, low status characterizes virtually every aspect of women's lives (APRM Report 2011).

This attributes to socio-economic and cultural status of women, exacerbated by institutional/structural factors that resulted in gender-based division of labor, rights, responsibilities, opportunities, and access to and control over resources. Status of women in employment and decision-making areas, among other things, are main manifestations of gender disparity. Achieving gender equality, however, is a time consuming process, since it challenges one of the most deeply entrenched human attitudes and practices. Despite the intense efforts of many agencies and organizations and numerous inspiring successes, women in the Ethiopian Federal Civil Service are largely occupying low-level and clerical position (Ibid).

The continuity in the status quo of women's engagement in low level positions is an empirical evidence to support the argument that women empowerment takes far more than changes in law or devising best strategies and policy to better change the existing practices. Though these changes in law, policy and structure are necessary conditions or means, they are not sufficient conditions or end in themselves (Emebet, n.d.). Sound public policies and investments are central for achieving MDGs and accelerating economic growth, but they are not enough (UN Department of Public Information, 2008).

Two main goals were identified under Education Sector Development Program (ESDP)-IV - to improve access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia; and to sustain equitable access to quality secondary education services taken as the basis and bridge to the demand of the economy for middle- and higher-level human resources (ESDP V, 2015).

Educating girls is one of the most important investments that any country can make in its own future. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. As the following examples demonstrate, having an education can make an enormous difference to a woman's chances of finding better job, raising a healthy family, leading for success and preventing the spread of diseases such as HIV and AIDS (DFID, 2005).

For all these reasons, girls' education has long been recognized as a human right. Past international commitments include addressing gender equality within the education system; the first step is to eliminating all forms of discrimination against women. In talking about empowerment activities, this study assess and assume that primary education has empowering role for girls leading to women empowerment.

1.2. Statement of the Problem

The term empowerment denotes a process of acquiring, providing, giving the resources and the means or enabling the access to and control over such means and resources. This implies that the individual has the potential to acquire power upon her own initiative or that another party could make it possible for her to have power. This point is vital because it identifies the potential agents of empowerment: it is the person who is to be empowered or it could be another person or agent (Carolyn, 1995).

Women are at the heart of most societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. Women empowerment, referring to the empowerment of women in our present society, has become a significant topic of discussion in regards to development and economics. It can also point to approaches regarding other trivialized genders in a particular political or social context. While often interchangeably used, the more comprehensive concept of gender empowerment refers to people of any gender, stressing the distinction between biological sex and gender as a role. It thereby also refers to other marginalized genders in a particular political or social context.

To achieve gender parity in the education sector – as a basis for ensuring that all children and young people can fulfil their potential – targets measures were taken to establish and strengthen gender offices, gender forums, girls’ clubs and female student associations in Regional Education Bureaus and higher learning institutions. In addition, gender mainstreaming guidelines were revised; a life skills training manual for secondary education prepared; a system to mitigate gender-based violence, supported by a Code of Conduct, established; and the former girls’ strategy and action plan revised and updated ready for the beginning of Education Sector Development Program V. (ESDP V, 2015).

The proportion of females in higher education needs to increase. The share of female students at undergraduate level has now reached 32% and in 2015 the intake rate was 38% female. The number of female students eligible for higher education is constrained by the number of girls who complete Grade 12 (Ibid).

In addition, the gender-sensitivity of curriculum and/or teaching in general education means that, from the pool of females that do sit the Grade 12 examination, performance is poor (34% of females reaching a mark of 350 versus 45% of males in 2014/15).

Affirmative action strategies are in place but the groups of females who are formally prepared to enter higher education is small. The share of female academic staff and female in leadership positions remains far below the plan, with no progress since 2009/10 in terms of female in leadership roles.

There is an alarming difference between the numbers of girls and boys attending primary and secondary school. The vast majority of school-aged girls in Ethiopia are not enrolled in secondary school due to many reasons in which this research tries to find out their participation in Ethiopian urban context especially in Addis Ababa.

Getting quality of education, high cost of educating girls, school environment, and women's position in society, social unrest or conflict, social exclusion, self-esteem, confidence, communicating opinions freely, abuse and harassment in school, etc. are some of the factors which affect girls' education and participation in schools. These are very critical contributing factors to ensure women empowerment at school level especially primary education. In this paper it is assumed that if this is not attainable, seeing fruit of women empowerment at large will be challenging. With interest of time and cost constraints, the paper focuses on urban primary schools in Addis Ababa; both private and public school.

1.3. Objectives of the Study

The paper has general and specific objectives.

1.3.1. General Objective

The study aims to find out contribution of how girls' education and participation as bases for women empowerment in Ethiopia with specific focus on urban primary schools found in Addis Ababa.

1.3.2. Specific Objectives

- * To find out the role of primary education for girls and their participation plays in contributing to women empowerment - effective social change.
- * To investigate the extent girls' education and participation have been effective in promoting women empowerment
- * To identify the major factors affecting girls' education and participation role in primary education towards women empowerment.

1.4. Research Question(s)

- * What is the contribution of girls' education and participation in primary education to women empowerment - effective social change?
- * To what extent participation of girl's in schools has been effective in ensuring women empowerment?
- * What are the major factors affecting girls' empowerment at schools?

* How does linkage between girls' participation and women empowerment in school look like?

1.5. Significance of the Study

To the researcher's knowledge, considerable studies have not been undertaken concerning women empowerment which bases on girls' education at primary education level. The study could contribute a lot in indicating girls' education and participation in primary school as a base and an effective social change factor for women empowerment.. The evidences which will be captured through this study will give input for policy makers in education system to set practical long and short term strategies.

Hence, taking the subject as a research agenda, would contribute to the efforts towards ensuring social justice, dignity and worth of the person, which are core values of social work. Research in the sector would help identify not only gaps but also evidences and good practices that need to be scaled up and replicated through changing policies and practices. The researcher hopes that the study could be used as a stepping stone to other researchers with this regard.

1.6. Scope of the Study

The study focuses on contribution of girls' participation in primary schools to see how women empowerment at this stage can be ensured. The study is designed to evaluate the performance of co-curriculum activities such as mini-media, girls club, health club, reading club, class monitor, and child parliament in schools. It studies how girls' participation in these activities contributes for them being empowered. The study focuses on women empowerment at two full cycle schools (Private and Public from grade 1-12) focusing mainly on G5-8 students. Therefore, the outcome of the study only represents the indicated areas and subjects of the study, hence it is difficult to generalize and apply to other situation and locations.

1.7. Limitation of the Study

The study was conducted at the time of Ethiopia face some social unrest situation in some selected areas and Addis Ababa which to some extent have influence on collection of data and willingness of the target respondents. It is for this reason the school opening was a bit delayed from the usual opening time. This affects the study to revise the sampling procedure for the research. Due to school opening period, the two schools were busy on handling new students and enrollment activities and not able to facilitate the study within expected time period of the study. Having more than two school management which is set actually per organizational structure and administration in the sampled school challenges the study not to go per research wok plan.

1.8. Organization of the Paper

The remaining section of the thesis is organized as follows. Chapter two reviews literatures related to women empowerment from the base of girls' education and participation at schools and women empowerment and education. Research Method and Methodology is dealt with in chapter three. Moreover, chapter four takes in to account the data presentation analysis and discussion of the data. Finally, the last chapter presents the conclusion based on which some possible recommendations are derived.

Chapter Two: Literature Review

2.1. Introduction

In order to better understand and measure women empowerment in the public service context a mix of frameworks developed by different scholars and institution was used to measure women empowerment practices in Ethiopia. Empowerment measurement developed by Narayan (2006) and Alsop and Heinsohn (2005) identified two dependent variables, i.e. agency and opportunity structure, a mediating variable, degree of empowerment, and an outcome or dependent variable, development outcome.

Narayan (2006) shows the correlation of conceptual frameworks categorizing economic and human capital, capacity to aspire and organizational capacity under the agency of the poor and openness of institutions; fragmentation and behaviors of dominate groups and state implementation capacity under the opportunity structure.

Alsop and Heinsohn (2005) on the other hand hypothesized that agency and opportunity structure in association with the degree of empowerment a person or group experiences. They further explained that the degrees of empowerment (DoE) can be measured by assessing; First -whether a person has the opportunity to make a choice; Second - whether a person actually uses the opportunity to choose, and Third - once the choice is made, whether it brings the desired outcome (actualized choice).

Thus, this research will use girls' participation, girls' capacity to lead and make decision by them, girls' control over some school activities, girls' satisfaction and with the availability and quality of opportunities and attitudes of teachers, boys and girls towards women's empowerment (CARE Norway, 2009) are common outcomes which are found to be relevant to measure women empowerment at schools. The research will also use demographic variables such as age, grade level (education) and income of their family.

2.2. Co-curricular Activities and its Influence

Even though every country has its own cultural, socio-economic situations, modernity and capacity to do, co-curricular activities are the significant for a student and essential part of an education system. It is the co-curricular feature of the education that prepares and molds the student to be holistic. “Though, more prominence has usually been given to the curricular feature subsequent to the students’ failure to link the excellence in performance academically to the active involvement in the co-curricular” (Deana et al, 1999). Four main competencies are identified namely self-management skill, cognitive skill, communication skill and academic excellence of the students” (Tinsley, 2002).

The administrators in the educational setting are responsible to educate the students to the demands and the needs of the nation. “The education in the high school level is the prime and higher level is concern here. There are many divisions in education. The academic, skills, co-curriculum activities and self-esteem are all part and parcel of education”. Considerable emphasis is given to academic, as it is the deciding factor of a student’s future. “Parents, teachers and all the other factors have made the academic factor in a students’ education life in schools as the most important” (Rashid & Sitra, 2005). In the academic process, the co-curriculum activities are not taken seriously although the high ups have put stress on the matter that every student has to take part in co-curriculum activities for their physical and mental development. “Though, the involvement in full force has yet to be accomplished”. It is obvious that students gain knowledge and competency through academic, but can this also be said of students’ involvement in the co-curricular activities (Nesan et al, 2009).

“The co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics and debates to bring social and physical adjustments in the student”. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help/facilitate academic achievements and self-esteem of the student (Miyagawa, 2010).

However, over the years it was noticed that most of the private schools were paying over emphasis to academic activities for the sake of achieving better percentage of the passed candidates and winning award and ranks than in organizing suitable activities to improve the personality, self-esteem and the talent of the students. “This shift in mindset has led to a new approach giving special attention to the studies and ignoring co-curricular activities altogether” (Nurul & Marof, 2011). However, it is believed that unless balancing both the curricular and co-curricular activities is done the very purpose of education would be left unrealized.

School-to-Work Transition

Gender gaps in education have reduced meaningfully, especially in primary education but gaps continue, especially among the poorest. A key part of the success in concluding gender gaps has been the potent combination of the spotlight effect of MDG2. As girls grow into adolescence, the actual and perceived obstacles to their economic empowerment begin to dominate their environment in both low-and middle-income countries. Girls begin to face specific expectations and constraints to their development that boys do not face, and that often force girls to make decisions or accept decisions made by others with the potential for negative, irreversible consequences. In low job environments with strong social norms, parents may view early marriage as the pathway for female adulthood and may only value education insofar as it increases marriageability (WBG, 2015).

Women, especially young women tend to take longer to find their first job, which is likely to be less good than the ones their male counterparts find, and they face a higher probability of inactivity. If they do not have a secondary education, the higher-paying categories of formal wage employment are likely to be closed to young women (Filmer and Fox 2014). The occupational choices for those who have not completed primary education are more limited, especially for women, who usually cannot obtain the higher-earning, semi-skilled work (wage employment or self-employment) that is available to men without a secondary education (in construction trades, mechanics, or transportation services) (Campos and others 2013). Co-curricular activities is a channel to make girls transit to work environment smoothly.

2.3. Social and Economic Benefits of Schooling

Going beyond private benefits of increased productivity and private non-market effects, economists look at, for example, the externalities created by schooling, such as the impact of spillovers, the rate of innovation in a society, and the range of community benefits. A useful concept in this regard is the social rate of return to schooling. To estimate social returns, one needs access to social costs and social benefits. The costs are easy to assemble, based as they are on public spending on schooling. The social benefits include all private benefits, as the individual is part of society, but also benefits that accrue to others in society. Thus social benefits are much more difficult to assemble than social costs (Ibid).

Theory would suggest that social benefits are higher than just the private benefits of schooling. In the empirical literature, given the usual absence of estimates of social benefits, estimates of social returns are lower than private returns. This is because most researchers have accurate information on costs, but only a vague idea of the social benefits, and they usually are not able to aggregate private and social estimates of the benefits of schooling. The few attempts to estimate social returns to education have produced interesting and useful insights. When analyzing the effect of investment in education on private wages, the social returns are higher than private returns (Acemoglu and Angrist 2000). There are also intergenerational benefits associated with schooling. For example, parents with more schooling spend time with their children effectively, are better at assessing returns to schooling, and serve as role models (Haveman and Wolfe 1984).

Schooling as an Investment in Human Capital

Around the world, governments place considerable emphasis on investments in human capital through the provision of schooling. The underlying message is that human capital is important for individuals and for nations. At the same time, human capital—identified as the stock of productive skills of an individual—is an abstract concept. Both researchers and policy makers must transform the concept into practical terms that can be studied and translated into policy (Mercy, 2008).

The genius of early researchers, led by Jacob Mincer (1970, 1974), was to recognize that different amounts of schooling signified different amounts of human capital and thus could be a clear measure of the abstract idea of human capital. From a research perspective, various census and survey databases routinely provide school attainment information that can be linked to incomes and other individual outcomes. From a policy perspective, school attainment is also a concrete notion—leading virtually all countries of the world to devote attention to rates of school completion and the promotion of access to further schooling.

Schooling is different from many publicly provided goods; because of first, it has direct implications for individual outcomes, for national aggregate outcomes, and for the distribution of outcomes across society. Second, schooling is not a homogenous commodity, but varies considerably in quality. Third, policies toward schools are heavily loaded with politics that emanate both from students and parents, and from teachers and school personnel, making the specific policies quite contentious at times. All of these conclusions apply with greater force to a concentration on the education of girls. In simplest terms, women represent a vast additional resource for many economies. By effectively educating more women—that is, providing more women with a high-quality education—more will enter the labor market, and the economy will show the favorable results. Other justifications for educating women include the expected benefits for labor force participation, health, and children’s education. But the simple direct impacts on the economy support a renewed and expanded effort to provide quality education to girls (Mercy, 2008).

Returns to Schooling by Level

In developing economies, on average, the rate of return to primary education for women is lower than that of men. Women overtake men by secondary education. At the university level, on average, men’s rate of return is higher than women’s. Overall, the returns to schooling are high, especially in developing countries. The high private and social returns justify public and private investment in schooling.

Lower returns to girls' primary schooling in developing countries may be a major policy concern. While learning outcomes need to be improved—that is, quality is absolutely necessary—this will not be sufficient for equalizing returns or enrollment rates. In fact, enrollment incentives may be needed. There is now considerable evidence that scholarships can significantly increase girls' enrollment (Ex. Arends-Kuenning and Amin 2004; Schultz 2004).

Economic Participation

More women than men live in poverty. Economic disparities persist partly because much of the unpaid work within families and communities falls on the shoulders of women. Women continue to be relegated to the domestic sphere, responsible for childbearing, procreation, and household economy functions. In subsistence economies, women spend a large portion of their day collecting water and fuel; they may also be responsible for agriculture, entrepreneurial work or paid 'women's work', but always are responsible for the rearing of children. The unpaid domestic work that women do directly affects the well-being of their children and other household members (spouse, grandparents) but is largely missing from national and international discussions on economic development (Christina, 2014).

The under-valuing of women is both the cause and result of poverty and stagnant economic growth and development. When a girl is restricted to the unpaid domestic sphere, she is viewed as less likely to earn wages and a parent might be less likely to invest in her education, which is often viewed as women's best route out of the cycle of poverty. Duflo (2012) suggests that fewer opportunities within the labor market may, in fact, contribute to women's unequal treatment within the household and causes parents to have lower aspirations for daughters. It also reinforces the idea that women have less need for services such as healthcare and education if there is no place for them outside of the home. Despite greater international attention toward women's empowerment and increasing their capabilities, the rate at which African women have been integrated into economic development through institutional reforms in technology and income generating activities has been slow.

Providing economic opportunities for women is a strong catalyst for gender roles to shift and the treatment of women to change for the better, yet women tend to be overrepresented in low-income, less secure employment and face greater challenges in accessing decent jobs than men. The number of women employed within the formal sector in Africa is lower than for men, and their pay is, on average, lower than men's pay for the same work.

Several major challenges affect gender inequality in the formal employment sector, such as low educational attainment of women, a lack of employable skills, gender discriminatory labor laws, and a socially and culturally imposed burden onto women of unpaid domestic work and childcare (Christina, 2014).

Governance

African countries are making progress in female representation in parliament and ministries although some estimates say that less than 15% of parliaments have committees for enforcing accountability on gender mainstreaming and implementing gender policies, including policies related to gender equality in decision-making (UNESCO, AU, & ADB, 2008). Some major challenges that affect women's effective participation include lower educational attainment levels, lack of confidence, and systemic gender inequalities within politics.

In many situations, social and legal institutions still do not guarantee women equality in basic legal and human rights, in access to or control of land or other resources, in employment and earning, and social and political participation. Laws against domestic violence are often not enforced on behalf of women. According to Dibia & Dibia (2012), less than 3% of senior public administrators are women within the civil service sector of Africa. Despite the fact that the majority of the women who work in the public service and private sector in several African nations occupy lower positions, there are a few women who hold a position of power in the government. These women, however, are the exception, and gender reform has yet to trickle down to the average mother and wife.

Governments should take a stronger stance against gendered discrimination and further embrace what Dibia & Dibia (2012) call “diversity management programs” which will give women access to senior management positions. The introduction of diversity management programs into African nations’ public sphere would increase supportive work environments for women, as well as for other marginalized groups. By adopting such a program, there is high potential for the glass ceiling for women to be removed and allow for more effective sustainable development.

Social Participation

Education builds strong societies, is a “widely accepted humanitarian obligation” and an internationally mandated human right (Cohen, Bloom, & Malin, 2006). Receiving a quality education is more than a human rights issue; an uneducated population has a direct effect on the labor market and country’s ability to shift from an agrarian to industrial economy. However, a stagnant labor market, particularly for women, directly impacts a child and family’s choice to enroll and/or remain in school. Similarly, people lacking in literacy and numeracy skills face a higher risk of poverty, poor employment options, and poor health. Poverty and ill health, in turn, contribute to social and economic inequality and marginalization in education (UNESCO, 2010).

The effects of globalization vary dramatically by the prosperity, education, level of development, and geography of a region. Globalization of the North looks quite different from globalization of the South. In the North, it can mean cheaper prices of goods, the outsourcing of jobs, and lower production costs. In the South, globalization may represent exploitative working conditions, ‘brain drain’, and neoliberal policies that are more harmful than beneficial. In contrast, it can also signify increase access to education, healthcare, food, and social services. For women, globalization has been more influential in the North, bringing about women’s rights movements and empowering women to experience economic emancipation and total autonomy; in the South, the advancement of women’s rights is occurring much slower.

Supp (2009) calls this “too little globalization”, in which money and goods are crossing borders, but the key aspect to empower women – knowledge - is not. Without knowledge, social progress is limited, not only for women, but for all vulnerable and marginalized people.

Education is an entry to other opportunities, and this holds most true for girls who have finished primary schooling. Educated girls have more employment opportunities and enjoy a greater sense of autonomy and self-esteem. Beyond the immediate benefits for an individual girl to attend school, the societal benefits of educating girls may be one of the most important paths to sustainable development. Moulton (1997) argues that this is done through female empowerment via school, either informal or formal. This newly-found empowerment produces new behaviors, which in turn leads to broad demographic change, with perhaps one of the most important results being lower fertility rates (Women Deliver, 2014).

Chapter Three: Research Methodology

This chapter discusses detail procedures and mechanisms of doing the research. To highlight some this chapter tried to explain on description of the study area to better tell different readers a brief description about the research area, methods of data collection, sampling technique, data gathering, processing and analysis of the data.

Description of the Study Area

Ethiopia is located at 3 degree and 14.8 degree latitude, 33 degree and 48 degree longitude in the Eastern part of Africa lying between the Equator and Tropic of Cancer. It is bounded on the Northeast by Eritrea and Djibouti, on the East and Southeast by Somalia, on the South by Kenya and on the West and Northwest by Sudan.

Addis Ababa is the capital and largest city of Ethiopia. It has a population of 3,384,569 according to the 2007 population census, with annual growth rate of 3.8%. Addis Ababa has the status of both a city and a state. It is where the African Union is and its predecessor the Organization of Africa Unity (OAU) was based. It also hosts the headquarters of the United Nations Economic Commission for Africa (ECA) and numerous other continental and international organizations. Addis Ababa is therefore often referred to as "the political capital of Africa" due to its historical, diplomatic and political significance for the continent (UNECA, 2012).

The city is populated by people from different regions of Ethiopia. It is home to Addis Ababa University. The Federation of African Societies of Chemistry (FASC) and Horn of Africa Press Institute (HAPI) are also headquartered in Addis Ababa.

3.1. Methods of Data Collection

The study will use both primary and secondary data from schools and Addis Ababa respective bureaus. The research utilizes both quantitative and qualitative methods to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under question. Descriptive method was used for this study. Data presented in the study are obtained from primary and secondary sources. Primary data are collected directly from respondents using questionnaires and interviews. Secondary data is collected through review of related literatures and through direct discussion with focus groups.

Quantitative Method

The quantitative research relies on school data collected using structured questionnaire that included questions on different issues in Girls' education and participation as a base to empower women for effective social change. Basic and research questions based information will be collected from schools, students and teachers. Students as survey respondents are more from primary schools and less from secondary to see the linkage and how women empowered passing through girls' education and participation in the schools (Tilahun, 2009).

Qualitative Method

The qualitative research mainly focused on girls' participation in schools to be empowered and have self-esteem to do things confidently in the study area. Information attained through interviews and focus group discussions by using interview and discussion guides (Ibid).

Key informants interviews are carried out with coordinators of established different school clubs and school principal. The discussion focuses on actual girls' participation environment, its contribution to women empowerment, attitudes towards it, school facilities, support provided and practical evidences by using open and close-ended questions.

Sampling Technique and Size

In qualitative studies the aim objective is not to be representative of the population. The validity, meaningfulness and insights generated from such studies have more to do with the information richness of the cases selected, and the analytical qualities of the researcher than with the sample size. One can also use pragmatic criteria in defining sample size, considering the amount of time it costs to do and transcribe the interviews and the number of sub-groups from which one will select respondents (Anita, 2004).

In quantitative studies, as a general rule the desirable sample size is determined by the expected variation in the data: the more varied the data are the larger the sample size we will need to attain the same level of accuracy. For this research purpose, there are some variations by grade level, economic status and type of the school (Private or Public). As this research is descriptive study, no need to say more than that the sample size needs to be large enough to reflect important variations in the population, but small enough to allow for intensive study methods.

Taking for at least 30 people in each school girls/ teachers as a group of interest is practical. For both quantitative and qualitative data collection the sample size is 154 respondents. Using purposive sampling, two schools are research targets – one from each private and public. Survey respondents of this study are students (only girls for quantitative survey). Students are G5-8, G9-10 and G11-12; the research plan was seven students per grade level and 56 students per school. I.e. a total of 112 girls enrolled in selected two schools. G1-4, G5-8, G9-10 and G11-12 teachers also targeted for quantitative survey; seven teachers per each grade categories and 28 per school. A total of 56 are teacher (male and female) respondents.

Based on availability and willingness of respondents for qualitative interview, the study addresses six school principals, six school club heads and Ministry of Education. Identifying sample respondents for quantitative research is done in collaboration with the two sampled schools.

3.2. Data Processing and Analysis

Quantitative raw data collected using questionnaires prepared and pilot test is carried out with school principals. Right after the field data collection, data organized using excel and SPSS for analysis. Qualitative data obtained through interviews and observations transcribed into different categorical variables. Major themes identified and analyzed in line with research questions and summarized accordingly. Issues intended to be addressed by the research analyzed using findings from both quantitative and qualitative surveys applying triangulation method to draw research focused recommendations.

Chapter Four: Results and Discussion

4.1. School Performance Overview

This chapter describes results and findings of the study from respondents and document review. Document review summaries are followed by results obtained from the data study collected from target respondents.

The current population of Ethiopia is more than 90 million and equivalent to 1.35% of the total world population, United Nations Estimates, 2016. Ethiopia ranks number 13 in the list of countries by population. There are 36, 203 schools counted as primary and secondary separately as ESAA 2007 E.C General Education Pre-primary and Secondary data showed (<http://www.moe.gov.et/edustat>). This study discusses figures on Addis Ababa (study area purpose) and National level (for general information).

Table 4.1: Number of primary and secondary schools in Ethiopia as of 20016

Region	Primary				Secondary			
	Urban	Rural	Undefined	Total	Urban	Rural	Undefined	Total
Addis Ababa	798	3	4	805	203	0	6	209
National	4,622	28,604	147	33,373	1,806	939	85	2,830

Source: ESAA 2007 E.C General Education Pre-primary and Secondary data

Primary Completion Rate

Internationally the Primary Completion Rate is an established measure of the outcomes of an education system. It is used as a way of comparing internationally the overall access and quality of the education system in a country. It is highly dependent on the accuracy of the single age population for both points of measurement (for grade 5, age 11, and for grade 8, age 14) and the accurate measurement of repeaters in each grade. Taking into account adjustments for Ethiopian approaches to calculation of both values i.e. single age ranges and repeaters, a steady upward trend in completion rates is important.

In Ethiopia it is likely that the actual completion rate is higher than the indicator suggests as the indicator does not take into account those students who have joined Grade 8 at an age other than 14, i.e. 13 or 15 year olds that complete grade 8. The indicator is used to show the rate at which children pass through the primary education system within the expected 8 years, assuming that they have started grade 1 at age 7 (MoE, 2016).

Table 4.2 below shows the completion rate of grade 8 students. However, the completion rate does increase by 5 percentage points between 2006 E.C. and 2007 E.C. What is interesting is that the completion gap between girls and boys has decreased over the last year, indicating that more girls are now completing primary school; but in grade the challenge exists in 2007 E.C fewer girls completed primary school than boys as compared to 2006 E.C.

Table 4.2: Grade 5 and 8 Completion Rates, 2007 E.C. (2014/15)

School Calendar	Grade 5			Grade 8		
	Boys	Girls	Total	Boy	Girls	Total
2006 E.C.	70.	68.2	69.5	46.	46.7	46.7
2007 E.C.	62.	60.0	61.0	51.	50.9	51.3

Source: ESAA 2007 E.C General Education Pre-primary and Secondary data

As table 4.3 shows that it is better in having some clubs in schools. Average percentages of schools in Addis Ababa have no sport field, girls' club and environmental club. This research could not assess how are these clubs are well financed and functional per set Ministry of Education Co-Curricular standard. In the Education Abstract, the research could not find a report on number of other co-curricular activities to refer.

Table 4.3: Schools with clubs, 2007 E.C. (2014/15)

School facilities/ clubs	Addis Ababa		National	
	Number	Percent	Number	Percent
School with sport field	629	78	26,843	80
Schools with a girls club	616	76	28,499	85
Schools with environment clubs	598	74	29,008	87

Source: ESAA 2007 E.C General Education Pre-primary and Secondary data

Examination Result

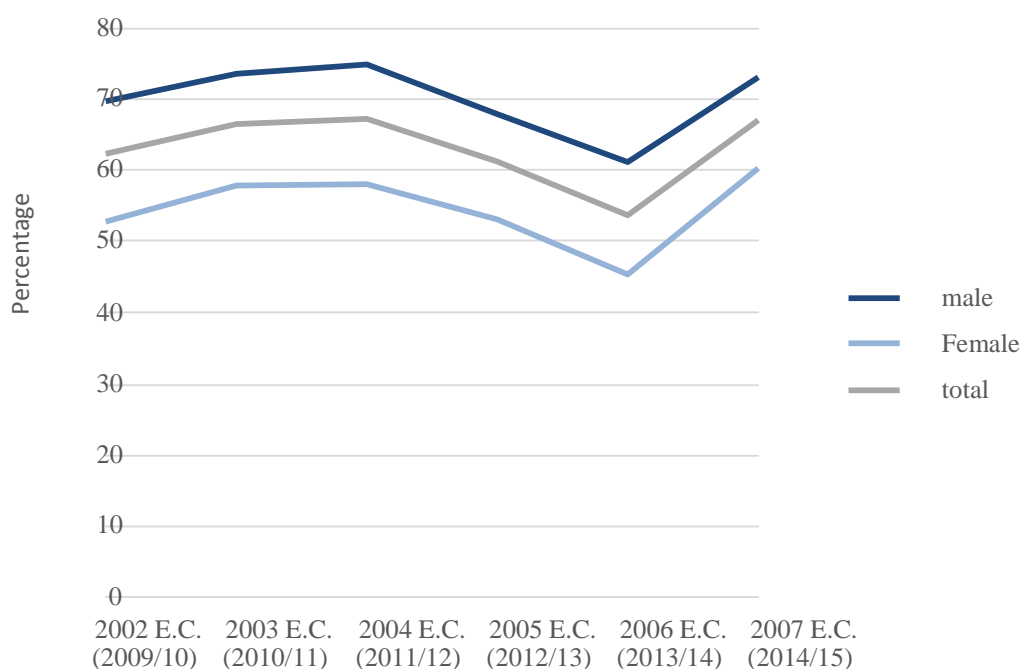
According to the Ethiopian education and training policy, a regional examination is given at grade 8 to certify completion of primary education every academic year.

The first national examination, the Ethiopian General Secondary Education Certificate Examination (EGSECE), is given at grade 10 to certify the completion of general secondary education and to select students that qualify for preparatory education. Similarly, a second national examination, the Ethiopian Higher Education Entrance Certificate Examination (EHEECE) are one major examinations given at grade 12 to place students in higher education institutions (MOE - Ethiopia, 2016).

Table 4.4: Grade 8 Examination Results 2007 E.C. (2014/15)

Region	Sat for Exam			Number of Promoters			% of promoters		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	28,391	37,777	66,168	21,884	26,332	48,216	77.08	69.70	73
National	592,541	554,609	1,147,150	524,517	485,440	1,009,957	88.52	87.53	88

Source: ESAA 2007 E.C General Education Pre-primary and Secondary data



Source: Education Statistics Annual Abstract 2007 E.C.

Figure 4.1: Trends in those who have passed the Grade 10 exam

4.2. Descriptive Analysis and Research Results

The two schools selected for this study are School of Tomorrow (Private) and Kokebe Tsibah (Public). School of Tomorrow is a private school, which was established in September 1993 and providing education for children from age 2½ to 18 at Kindergarten, Primary and Secondary schools and Pre-college levels. The school is an expanding educational establishment highly sought for by both parents and students. In 2013/2014 academic year, the student population was more than 5,000 and more than 1,000 teaching and administrative staff in its nine branches in Addis Ababa capital city of Ethiopia (School of Tomorrow-website). Kokebe Tsibah School is one of the first primary and secondary schools build by the former Emperor in Addis Ababa. The school has 84 years old from well establishment and is teaching students from grade one up to twelve.

A total of 154 respondents interviewed for this study from the two schools. In the study 111 girl students from primary (Grade 5-8), secondary (Grade 9-10) and preparatory (Grade 11-12) schools are the major target of the research and have been interviewed. School directors, teachers, principals and co-curricular activity heads were also target group of the research study.

Table 4.5: Summary of respondents by number

Row Labels	Data collection mechanism	Kokeb Tsibah	School of Tomorrow	Grand Total
G11-12 Girls	Questionnaire	14	15	29
G5-8 Girls	Questionnaire	26	28	54
G9-10 Girls	Questionnaire	14	14	28
G11-12 Teachers	Questionnaire	6	7	13
G1-4 Teachers	Questionnaire	4	2	6
G5-8 Teachers	Questionnaire	2	1	3
G9-10 Teachers	Questionnaire	3	6	9
School Principal	Interview	4	1	6
Co - Curricular Activity/ Club Heads	Interview	2	4	6
Grand Total		76	78	154

Source: Own analysis

Girls' Participation

Participation of girls in co-curricular activities (clubs) accounts 55 percent of the total girl respondents in Private and Public schools. Large number of girls is not participating especially in public school (65 percent of public school girls). In private school girls participation is 74 percent. As indicated in Table 4.6 below more participation exists in private school than the public. Participation is very low in Grade 5-8 – primary level, than others which has large number of enrolled students in its grade category in both private and public schools. Teachers with 97 percent and school have ensured presence of clubs where girls are participating.

Table 4.6: Girls' Participation in Club by number

Girls' Participation in Club	No		No Total	Yes		Yes Total	Grand Total
	Private	Public		Private	Public		
G5-8 Girls	10	20	30	18	6	24	54
G9-10 Girls	3	5	8	11	9	20	28
G11-12 Girls	2	10	12	13	4	17	29
Grand Total	15	35	50 (45%)	42	19	61(55%)	111

Source: Own analysis

The study assumed and assessed whether girls' coming to school equally as boys, income level and feeling get empowered can be a factor affecting their participation in clubs. In relation to girls coming to school, 84 percent of teachers agree that girls come always to school as boys do. It is in the public school teachers (13 percent) indicated girls not coming always like boys come; and the major reason is work load at home.

The 97 percent of girls who are enrolled in both private and public urban schools come to school equally with boys. In public school, result showed that it is girls in middle income class and better off participated orderly.

Table 4.7: Girls' Participation in Club by Income level by number

Income Level/ Girls' participation in clubs	Private		Private Total	Public		Public Total	Grand Total
	No	Yes		No	Yes		
Better Off	2	16	18	5		5	23
Middle Income	13	26	39	27	19	46	85
Poor				3		3	3
Grand Total	15	42	57	35	19	54	111

Source: Own analysis

The study result tells eight percent of girls are participating in more than one co-curricular activity. Girls in private school have a bit large difference from public school girls in participating more than one clubs which is not that much sound as the table 4.8 below shows. But, interestingly all these girls participated in more than a club responded that they felt empowered. These co-curricular activities helped them get improved interest and skill on reading and writing and feel confident as well.

Table 4.8: Girls participation in different clubs by number

Number of clubs participated/ Club participation	No		No Total	Yes		Yes Total	Grand Total
	Private	Public		Private	Public		
0	15	35	50	24	14	38	88
1				11	3	14	14
> 1				7	2	9	9
Grand Total	15	35	50	42	19	61	111

Source: Own analysis

Reasons for not Participating in School Club

The study results 86 percent of girls provided reasons for not joining club. Shares of percentage by grade level are 51, 14 and 21 percent for G5-8, G9-10 and G11-12 respectively. Girls from G5-8 are not much participating in clubs as compared to the higher grade levels (i.e. 61 percent of girls out of total girls in all grade levels not participating). On the basis of responses they provided repeatedly, reasons are ranked from one to five. The three most reasons are implication of girls' participation in clubs on their academic education time, lost interest to participate, fear to join clubs, and unable to find right club in their order. Detail reasons are presented in table 4.9 below disaggregated by school type. From 13 reasons 11 of them are reasons for grade 5-8 girl students.

Table 4.9: Girls' reason for not participating in club

Grade Level	Girls' reason for not participating in club	Rank ¹	School Type
G5-10	It does not go together with my academic education and took my study time. I.e. not convenient and have no time because the leaders of the club might call while learning	1 st	Both; but More from public school girls
G5-12	I do not have interest	1 st	Both; but more from private
G5-8 and G11-12	I did not have experience before and fear to join	2 nd	Public
G5-8, and G11-12	Unable to find right club I am interested in	3 rd	Private
G5-8	I have not thought much to participate	4 th	Public
G5-8, and G11-12	Do not know available clubs and how to participate	4 th	Public
G5-8, G11-12	There are no enough interesting clubs and nobody takes the club seriously; many time I see no school follow up	4 th	Both
G5-12	School did not choose me to participate or on one gives me opportunity	4 th	Public
G5-8	I will take national grade 8 ministry exam and need to focus on my study but will continue participating in grade 9	5 th	Private
G5-8	I am not a member but I help the members	5 th	Private
G5-8	To be back home early	5 th	Public
G9-10	Have other goal to achieve	5 th	Private
G9-10	Registration dates are not well known	5 th	Public

Source: Own analysis

¹ The rank is based on repetition of the responses and it does not mean the fifth and others are less important

Girls' Empowerment through Participation in Clubs

Among interviewed teachers, 90 percent of them feel that girls are getting empowered by participating in co-curricular activities. Reasons provided by the remaining 10 percent of the teachers who do not feel that there is girls' empowerment in public school mention two points: Those girls are afraid of others and are not willing to participate in clubs. Two, teachers in private school believe that girls who are coming from educated and well to do family are already empowered and they don't want to participate in the school activities. These are reasons depicted from the study. A few girls from private school have similar belief with their teachers.

More than a half (54 percent) of girls felt empowered of which 20 percent of them are from public school. Among interviewed girls from private school girls, 67 percent of them responded that they are feeling empowered; but 40 percent of girls from public school. Not all of the 54 percent of girls participated in clubs as table 4.10: explicitly indicated. Eight percent of girls from total of 54 percent did not participate in clubs but feel empowered where their empowerment comes primarily from their parents' and then from teachers' support. In the public school, it is girls enrolled in G5-8 took a large share (59 percent) of responses saying that they are not participating in co-curricular activities and felt not empowered as compared to girls in upper grades. But in private school the share for these grades is 19 percent.

Table 4.10: Feel empowered by grade level by number

Grade Level / Feel get empowered	Private		Private Total	Public		Public Total	Grand Total
	No	Yes		No	Yes		
G5-8 Girls	9	19	28	19	7	26	54
G9-10 Girls	7	7	14	4	10	14	28
G11-12 Girls	3	12	15	9	5	14	29
Grand Total	19	38	57	32	22	54	111

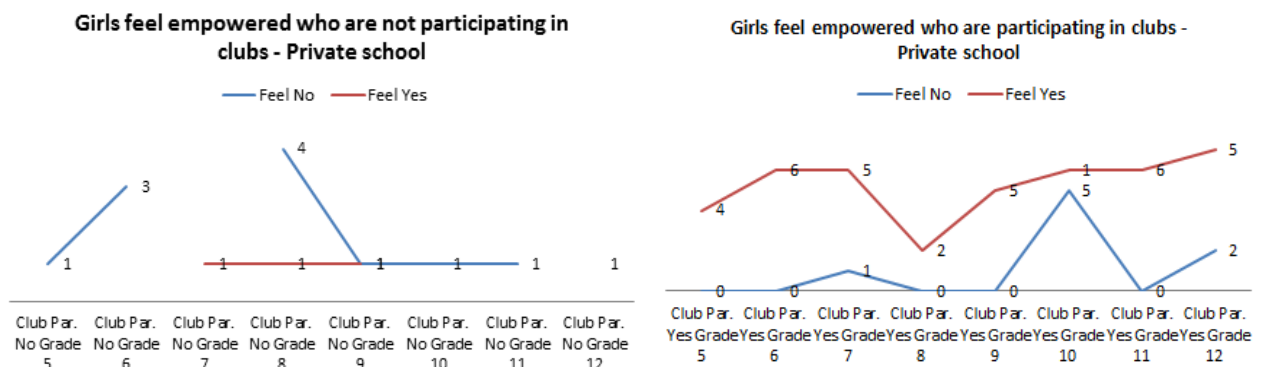
Source: Own Analysis

It is below half girls (46 percent) participating in clubs and feel empowered from the total girl student interviewed. As table 4.11 indicates 31 percent of students are from private school. From table, the result indicates that because of not participating, majority of the students are not feeling empowered.

Table 4.11: Girls participating in club and feel empowered by number

Participate In club / Feel Get Empowered	Private		Private Total	Public		Public Total	Grand Total
	No	Yes		No	Yes		
No	11	4	15	30	5	35	50
Yes	8	34	42	2	17	19	61
Grand Total	19	38	57	32	22	54	111

Source: Own Analysis

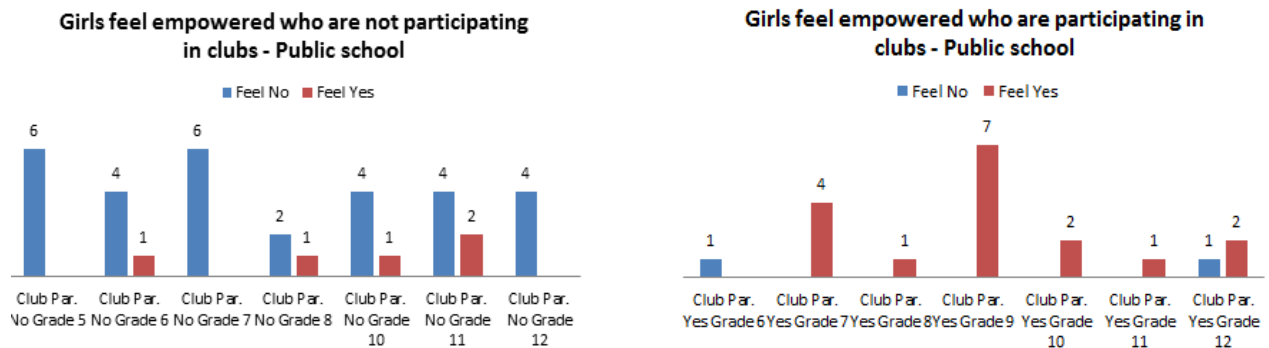


Source: Own Analysis

Figure 4.2: Girls’ participation and their empowerment status in private school

As figure 4.2 displays trends, there are girls not participating but feel empowered in private school. In grade six and eight, more girls are not participating and do not feel empowered. Specifically in grade 10 of private school girls students – there are more girls participating but did not feel empowered. As the trend shows decreasing for grade eight girls who are participating and feel empowered the reason was due to grade eight national examination preparations.

The trend for public school girls depicts that the more girls not participating in clubs, the more number of girls do not feel empowered; and vice versa (See Figure 4.3below).



Source: Own Analysis

Figure 4.3: Girls’ participation and their empowerment status in private school

Among girls participating in clubs and feel empowered, 92 percent of girls explained what changes brought in their lives with regard to their empowerment. To see difference between changes in private and public school, the study presented findings thereof.

Changes Brought on the Life of Girls through Participation – from Mouth of Girls

Grade 5-8 Girls in Private School: 31 percent of girls in grades five to eight from private school have explained how girls’ participation helped them to be empowered and changes brought in their lives. Some of the told changes the study identified are: improved reading and writing interest and skill, feel proud being a girl, communicate with people confidently and without fear, get end to shyness, developed self-esteem, seeing bright future, get motivated by looking at girls who participate in clubs, confident to face challenges and speak in front of different audiences, be courageous to do anything equally as boys do and be a girl who learns from mistake and move forward.

Grade 5-8 Girls in Public School: eight percent of girls in grades five to eight from public school have explained how participating in co-curricular activities helped them to be empowered and changes transpired in their lives. Some of the changes the study identified are: feel capacitated and consider own-self as a useful citizen, communicate people with confidence and without fear, developed self-esteem, participation in clubs made some girls think and act equally as boys and encouraged them to take education seriously.

Grade 9-10 Girls in Private School: 12 percent of girls in grade nine and 10 from private school have explained how girls' participation helped them to be empowered and changes brought in their lives. Some of the told changes the study identified are: were able to participate in clubs due to teachers support, had clear guidance on what to do in the future, improved on mathematics skills, confidence improved, stood to help other children who cannot get enough help, made the yesterday-now-tomorrow life bright.

Grade 9-10 Girls in Public School: 13 percent of girls in grades nine and 10 from public school have explained how participating in co-curricular activities helped them to be empowered and changes transpired in their lives. Some of the changes the study identified are: feeling to make country known by football, keep personal health and hygiene and advise others to follow, social interaction with people without fear increased, exercised dream like performing on stage, became active participant, process of participation made girls feel capable to reach where they want to, enabled them to access books to read that parents cannot afford to provide and share experiences from friends.

Grade 11-12 Girls in Private School: 22 percent of girls in grades 11 and 12 from private school have explained how girls' participation helped them to be empowered and changes brought in their lives. Some of the told changes the study identified are: feel like helping other people, motivated, have right to participate in any clubs, exercising dream such as in art, feel confident, able to see the world in a wider perspective, got opportunity to reflect abilities outside academic performance by communicating with others and feel of being heard.

Grade 11-12 Girls in Public School: six percent of girls in grades 11 and 12 from public school have explained how participating in co-curricular activities helped them to be empowered and changes transpired in their lives. Some of the changes the study identified are: got confidence, knew lots of new things; developed good communication with others and built relationship with others.

Reasons for not Feeling Empowered – from the Mouth of Girls

The study tried to identify reasons not only from girls who do not feel empowered but also from the ones who feel empowered; because as a girl their voice is respected and the school has to consider accordingly. As the study results show 80 percent of girls who does not feel empowered tell reasons for why. All girls from grade five to twelve shared their reasons. In both private and public schools not participating in the co-curricular activities is the major reason acknowledged. The other reasons in private schools mostly for grade five to eight girl students are: low grade score and the clubs are not seriously taken by the school which needs improvement.

But in public school few girls believed that there is no difference between participating or not participating. Some said they could not find people whom they want to interact or communicate easily; and lacking self-confidence and being unable to communicate people without fear also challenged few for not feeling empowered. Not seeing specific things done to empower girls in club is the specific reason for G9-10 girl students in private school. There are a few different reasons for girls in grade 11 and 12; for instance, clubs are focusing on financial wellbeing of the poor and not at all focus of female empowerment and having no female empowering clubs are the ones in private school. But in public schools – girls' participation are not done regularly and continuously, many of the clubs available are not that much inviting for girls to participate and school support is very low and not seeing change in girls' skill participating in the clubs are reasons identified in this study.

Changes brought teachers have seen in girls' life with regard to women empowerment is explained in this study by school type as follows.

Public School Teachers: - Teachers from public school explained changes they have seen in girls' life on their empowerment using the following phrases –

School student representative is a girl and school mini media is directed by girls; they are good in participating in class; they participate in every clubs actively; improved their confidence and increased their knowledge; relate theory with practice; they compete equally like boys; have ability to participate and guide the clubs and have responsibility to lead the club programs. Because of empowerment comes through participation most girls participate in clubs especially in environment and girls club. Girls are being given chances to be chair different clubs. Therefore, they are getting empowered; they became confident and easily communicate with their friends and teacher as well; they can express their feelings without fear. They built self-confidence and ask questions without any fear; and get awarded; the school has listed the changes in some of girls.

Private School Teachers: - Teachers from private school explained changes they have seen in girls' life on their empowerment using the following phrases –

They were developed their engagement in different activities boosted their level of self-esteem and showed progress; girls are given opportunities and responsibilities to take part in activities; girls are more smart participating in these clubs; they coordinate the clubs and initiate club members mostly this makes them develop managing and coordinating skills; on different clubs they are leading; and after participation they are rewarded with prizes and awards. As a result girls are participating actively with no hesitation to use this opportunity; because they are motivated by teachers and also most of them have interest to participating in co-curricular activities; participation empowers them to develop different skills; it also makes them sharpen in their skills of communication and relationship with others; they equally participate as the boys; interest of girls to introduce so many club activities which can help them empowered; now girls are becoming more exceling in academic and non-academic areas. In addition, they have developed speaking skills at the public.

Girls' Empowerment Definition in School

Out of all interviewed, 40 percent of girls put their empowerment definition as a girl in school. The study categorized definitions based on girls' feeling of empowerment disaggregated by school type (Private and Public schools).

Table 4.12: Grade 5 – 8 girl students' definition

School Type	From girls who feel empowered - definition	From girls who do not feel they get empowered from co-curricular activities - definition
Private	Looked and treated as equal as boys, not lower than boys	Able to change the world without ever having to be a boy
	Get respected by everyone	Appreciate girls and boys equally
	Answer questions when teachers asked	Being told the truth, what is happening and what shall be done next
	Score high results / grades	A girl be in a rich family and get all for her to use
	Get power	Get power
	Get support on how to do and be good	
	Able to express feelings freely	
	When girls right respected and kept	
	When girls have more participation in school activities	
	Able and act to do everything	
	Get awarded	
	With full of passion and hope	
Public	Get respected	Well educated
	Being confident and communicate without fear in front of different audiences (people)	Get help know my potential by coming to school all days and be clever and hard worker
	Be clever student and hard worker	Have good and supportive school
	Get encouraged and feel supported	When teacher taught very well and girls understood clearly; i.e. if there is understanding with each other - there will be girls' empowerment
		Without any support able to lead self to better level. Ex. study without being told to . Also keeping personal hygiene and neatness.
	Considering girls as equal as boys	
	Have self-esteem and confidence, do things by own and ask questions freely.	

Source: Own analysis

Table 4.13: Grade 9 – 10 girl students’ definition for empowerment in school

School Type	Who feel they get empowered - definition	Who do not feel they get empowered - definition
Private	Treated equally and fairly as boys and others	By playing, participating , etc. equally with others fairly
	Get award to be encouraged and move forward in my education	To get to have fun equally as the boys do
	Be confident to talk, communicate and participate in clubs	Get education and score good result
		Treated equally as boys
	Feel free to talk when hurt	
Public	Be active participant in class, participate girls club, and do class and home work	
	Express ideas without fear	
	Score good marks	
	Have goal, determined, participation in clubs	
	Get respected and well behaved	
	Having potential to do things by their own	
	When girls can do anything and be leader as the boys	
	Have self-esteem, have courage to do all things; be proud by being girl	
	Make proper communication and build relationship with others	
	When the school proud of her	
	Be active participant in class, mini media like girls club and do class and home works	
	Have better attitude for herself	

Source: Own Analysis

Table 4.14: Grade 11 – 12 girl students’ definition for empowerment in school

School Type	Who feel they get empowered - definition	Who do not feel they get empowered - definition
Private	When a girl gets educated and when teachers treat her well	Have equal rights and opportunities
	No empowerment as a girl but as a student ²	When the school go extra mile to make girls feel empowered
	Treated equally as the boys in education and everything	When girls are not discriminated
	Feel smarter, confident and stronger emotionally.	Equally treated in a fair way
	Not harassed in any way because of being a girl	
Public	When every teachers help a girls be good students and everybody make her feel like self-reliant	Have self-confidence
	By motivating girls and participate in school	Well behaved
	Participating equally with boys and showing that girls can make it	
	Being confident	

Source: Own Analysis

Teacher’s Definition for Girls’ Empowerment in School

Private school teachers defined girls’ empowerment in school from different perspective.

The study summarized and discussed under this section. It is through –

Giving more emphasis for the girl; when they are competent, active and equal with boys; being confident; when they are treated and have equal opportunities like boys; number of girls in the school is equal with boys; participation in different club activities; when have same rights with boys; get special attention in classroom in all subjects and when they develop skills to do different tasks in their life ahead.

² Many of girls agreed with this statement among those who participated in clubs and feel empowered especially in private school. Many of G9-12 girls have responded as “Honestly there are no privileges as a girl in this school”

School principals' definition for girls' empowerment in school –

Girls' empowerment means "by giving responsibilities for them to make an active participant in different activities".

Public school teachers' definition for girls' empowerment in school:-

empowered by their educational and other activities that they do in school; when they participate in different clubs and be class monitor and representative; and improve their language (in media). Generally most of the girls are better in different ways than boys; when they involve in leadership and take responsibilities of different clubs; if they are given equal opportunity; their empowerment is starting from the class participation and speaking in front of their friends. Girls empowered in school means giving chance and participation in the school compound and when they are 1-5 group leader.

Public school principals have agreed with the following definition –

Making girls participate in school activities actively, giving opportunities to girls do what they want in different activities; and making them class monitor and club leader.

Effect of Girls' participation on future achievement

Out of all interviewed, 87 Percent of teachers replied on how girls' participation in co-curricular activities affects their future achievement. To see differences between private and public results are discussed accordingly.

Teachers from private school – the study presented their language to express the effect as it is such as – *Girls' participation helps them be confident and achieve future goal and careers successfully Clubs as a co-curricular activities has much to do with the natural talents and tendencies of students; if they are not participating in different clubs they cannot be clever, and stand in front of people; Girls' participation will make girls be leader, build self-esteem and develop confidence. Clubs are giving for girls to have a chance of living bold and confidently in school.*

Teachers from public school –

They become skillful when they participate in different clubs; motivated to do different activities; as girls are very active to prosper so, it is very important to involve them in girls club; in my observation no activities (clubs) can affect girls participation negatively; It is the bases of their future, they should exercise today; I think participation results in confidence building. They will not be shy; if they build their self-esteem and participate, easily they can fight any challenges in their lives; learn different life skills for their future life; they can develop self confidence in their work (life), their communication skill and ways to solve problem. They learn how to come in consensus even in their family

Girls' view on their participation towards future achievement

As the study indicated 87 percent of girls from grade 5 to 12 shared experiences how participation in clubs affects their future achievement among all girls interviewed. From 87 percent, 39 percent girls do not feel empowered by the school clubs and other school activities.. By grade disaggregation of G5-8 (primary), G9-10 (Secondary) and G11-12 (Preparatory), girls responded 40, 22 and 25 percent respectively. There are positive (74 percent), negative (7 percent) and no change (6 percent) responses. Three - fourth girls provided negative and no change feedback towards relationship between girls' participation and future achievements are from grade 5-8.

The study focuses on girls who participate in school clubs and tell about its effect on their future achievement. Among all these girls, 95 percent shared about presence of the relationship between today's participation and future achievement. A few girls indicated that it has negative and implication; and a few believed that it has no implication on future achievement and these few girls are from grade 5-8 classes. In private schools girls aspire to become scientist, doctor and astronomer and the public schools girls aspire to become lawyer, artist and journalist based on the result showed though it is not the focus of the study.

Positive in both private and public schools: from G5-8 :- Help to set and refine future goal and follow dreams (Ex. Being scientist and journalist by participating in Science and technology and mini-media clubs respectively); Equip to help people especially girls and less fortunate; brought to the position able to change the world and help the country; make the future easier to achieve and be clever; shape my future fate, do things confidently and without fear; give at least one technical skill; **from G9-10 :-** looking bright future with full of confidence, more understanding on the activity, Exercise my wish/ goal Ex. to be a doctor, lawyer and artist by participating in Health, Civic and Mini-Media clubs respectively); give a way that girls can do anything, Open eyes to see what is coming and achieve it; help to find one self Ex. by participating in football club; make free and transparent to talk and communicate; **from G11-12 :-** give opportunity realise and exercise the future (Ex. Be astronomer at Science and Technology Club); get girls confident and equipped at least with one life skills

Negative: Missing class and called during class time. This is only from a few girls (three percents) in private school specially from grade 5-8 students as this study has identified.

Neutral/ No change: Does not have effect on school and future achievement except getting certificate and leave the school. This is only from a few girls (five percents) in private school as this study has identified). All grades (G5-12) shared the no change view though they are a few.

Source: Own Analysis

Figure 4.4: The positive, negative and no change effect on girls' future achievement

Girls' participation in primary school contribution to girls' empowerment

Study result showed all teachers put that girls' participation in primary school has contribution to girls'/women empowerment at large.

Private School Teachers: - teachers believed that girls' club participation in primary school can develop girls' ability of handling and facing challenges on their way to success. It is because when girls start at primary level, it will lead them continue secondary and preparatory levels. Participation in primary school as explained by teachers is undoubtedly is a basis which will later determine their competency in their careers and lives in general.

One of the teacher in private school put primary level participation by saying “*Early foundations are critical; what is done at childhood has greater implication and endurance for the future being of the person*”. In short – private teachers agreed that empowerment should start at primary schools to get a profound impact.

Public School Teachers: - not far from private teachers but to put their words the study discussed here. Public teachers conveyed it is through the following contributions that girls’ participation ensures their empowerment. Some of them are –making girls experience different responsibilities like giving them mini media and making them group leaders. It’s at this level they start to do everything freely. Some of teachers said that it has a great advantage to improve their self-esteem, self-image and to develop their participation in a greater manner by making them responsible and enabling them to express themselves without fear. In general all agreed with the listed contributions of girls’ participation to empower them depending on their age and culture.

Challenges of girls’ participation in school

Table 4.15: Challenges affect girls’ participation in school

Presence of challenge	Challenge Percent	Grade Level	Percent share by grade level	School Type	Percent share by school type
Yes	74 Percent	G5-8	42 Percent	Private	55 Percent
		G9-10	27 Percent		
No	26 Percent	G11-12	31 Percent	Public	45 Percent
		G9-12	58 Percent		

Source: Own Analysis

Teachers (92 percent) confirmed that there are challenges for girls’ participation in school identified in the study and discussed under this sub section. The study discussed challenges separately for each school type using their own language.

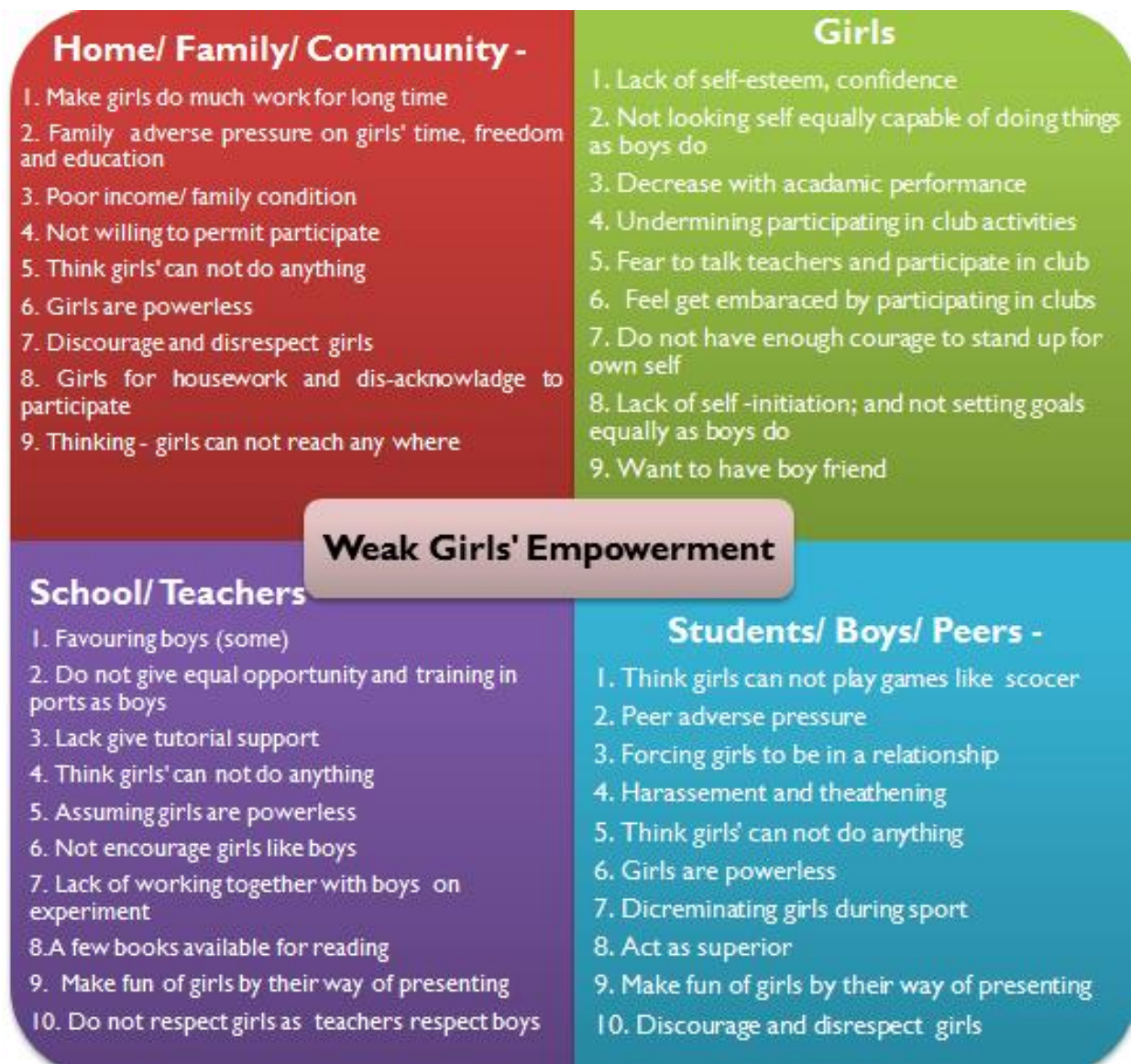
Private school teachers –

1- Lack of girls' willingness; 2 - In our school girls have an optimum level of participation, thus I do not believe there are any challenges; 3 - Schools' overall managerial structure is challenging; 4 - By nature, they are afraid, so they are easily challenged by different reasons; 5 - Traditional backgrounds, attitude of societies and cultural beliefs affect their participation; 6 - They are underestimated by the society and some of them still have wrong self-image with the belief that 'I'm a girl and I can't do this and that'.

Public school teachers-

1- Early marriage; 2 - Lose confidence and shyness; 3 - Lack of parental guidance; 4 - Personal problem 5 - Some girls live with relatives and they may not be encouraged to participate in club activities; 6 - a few families do not have any contribution for their empowerment; 7 - Shortage of time and money; 8 – School Community's including family attitude towards girls empowerment; 9 - Family and environment, culture, custom, tradition, etc.; 10 - In my view there is no challenge if they get equal chance; 11- Some of them are afraid of their peer, and have problem to speak in front of people; 12 - Wrong perception about themselves; 13 - Social influence, economic stress (for some); 14 - Their age, peer groups, boys (drug users)

Study result depicts that 74 percent of girls pointed out challenges for girls' participation and empowerment in school. Challenges are summarized under four inter-related factors (home, girls, school and students) using titled matrix in figure 4.5 below.



Source: Own Analysis

Figure 4.5: Challenges – four inter related factors

The study result showed the integrative factors such as family, school, students and girls have impact for girls' participation in school towards their empowerment. Listed challenges in the matrix above are shared among the private and public schools. Some of are :- presence of huge boys threatening, fear of embracement while participating, girls are discriminated from participating in sports and absence of more training in sport activities, girls are not acknowledged to participate, and in some places they still have lower value to girls. These are challenges identified from both schools which affect adversely girls' participation and empowerment in school. More challenges are from public school as compare to the private one.

Challenges specific to public school the study results are - lack of working together with boys on experiment and other activities; not having many books to read in clubs, work burden at home, lack of tutorial support, boys act more superior than girls. Fear of embracement while participating, girls are discriminated from participating in sports and absence of more training in sport activities, girls are not acknowledged to participate in clubs in private school as well. The challenges in bother schools are more or less similar.

Family Condition

Both private and public schools (girls and teachers) agreed that girls' family condition affect girls' participation and their empowerment.

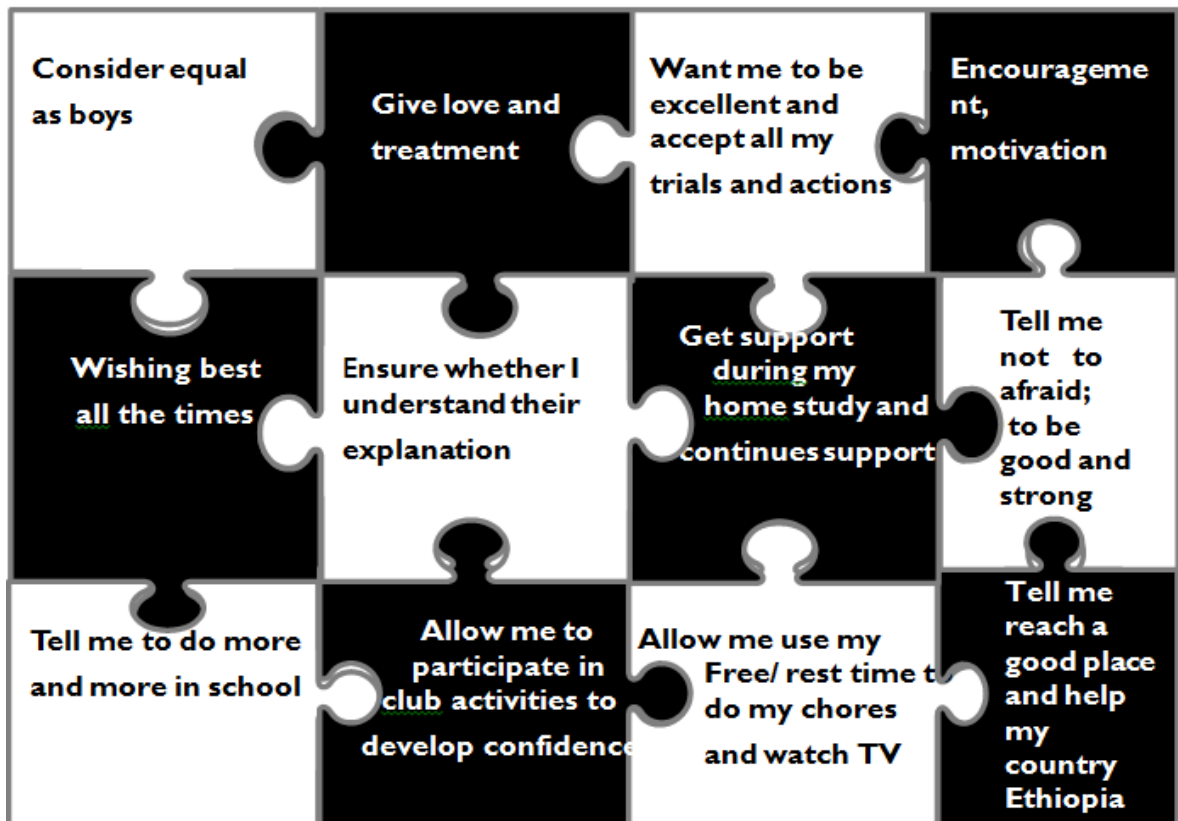
Some of the points teachers discussed are – the private school teachers agreed family condition affect girls' participation and their empowerment in school. Further explained parents have to show their commitment to empower them so as not to let them in state of feeling a loser. Some teachers said that if parents are not well organized and supportive girls will not be actively participating; because family plays a major role in determining children's attitudes towards expressing themselves and have confidence. It is family that is a core to social development of individual.

In this way if girls are not voluntary, they will not be successful and participate. Other factors such as coming from illiterate family and parent's social status do affect girl's participation. One of the informant said "if a girl comes from a modern and educated family, she has the opportunity of being empowered. Because the parents allow their girl to participate in different activities such as co-curricular activities so that she achieves in her academics."

Effects of family condition on girls' participation from public school teachers explained as follows –

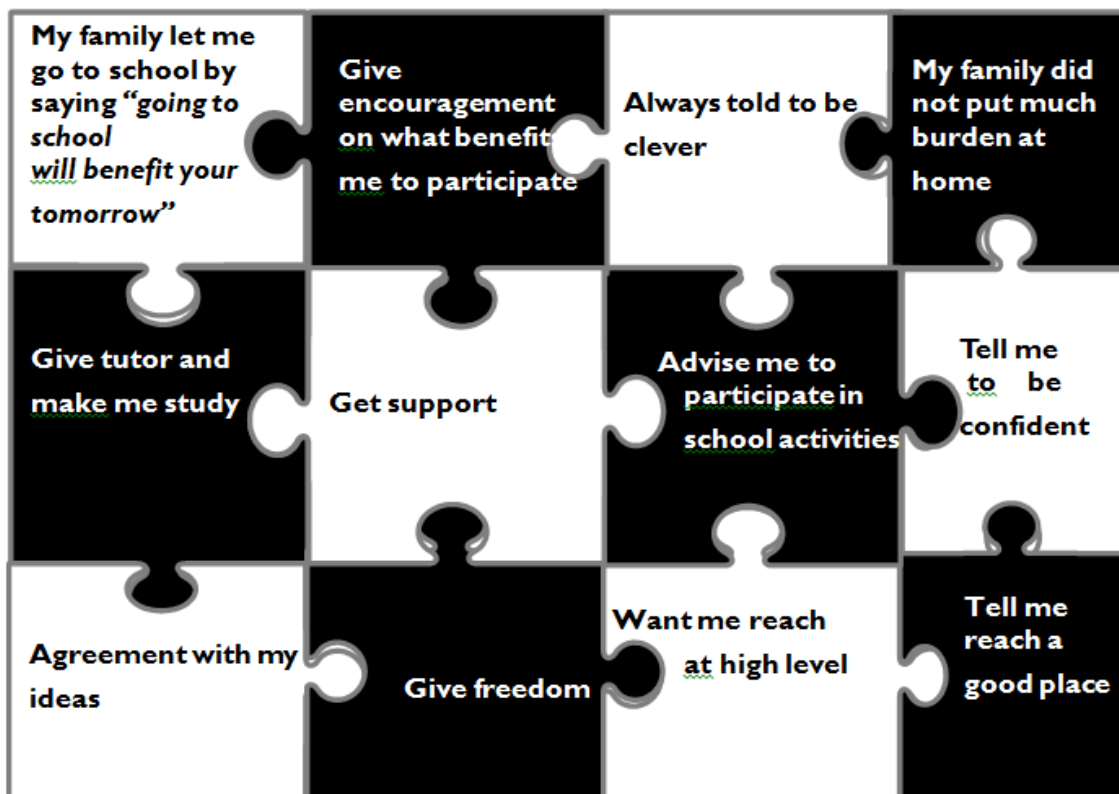
1- The way they handle their child; if there is corporal punishment, discouragement, not motivation; 2 - if they face social and economic problem; 3 - if families are too busy to follow up children, to make plans and to encourage them; 4 - Some family do not give freedom to their children; girls may not have enough time to participate, because they have a lot of tasks to do at home; 5 - Family attitude and culture towards empowering girls' and others; 6 - Some girls don't live with their parents, thus they may have challenge, have no freedom or may not be allowed to participate in any activities in the school; and 7 - Girls who come from family of lower social status mostly fear to express their ideas in front of students.

As the study indicated, 97 percent of the girls have supportive family in both private and public schools. Especially in private school all girl responded that they are empowered and capacitated by their family. The study identified phrases families say to their daughters to empower and encourage them as presented in the figure 4.6 and 4.7 below. These words are powerful and encouraging to the girls.



Source: Own Analysis

Figure 4.6:- Words/ phrases make private school girls feel empowered by their family



Source: Own Analysis

Figure 4.7:- Words/ phrases make public school girls feel empowered by their family

Suggestion forwarded to better feel girls empowered in school

There are 84 percent of interviewed teachers suggested valuable advices to better improve and strengthen existing efforts the schools are doing towards for girls' participation in co-curricular activities and their empowerment.

Private school teachers suggested the following to ensure and see girls well empowered in school with their language:-

Female students should be encouraged and have to engage in every activity with full confidence to prove that they are capable of achieving goals. First of all the school has the responsibility to inform the girls about the clubs and should encourage them to participate. If the school creates awareness, girls will understand the importance of participating in the clubs. Also the school should give them equal opportunity in every way as the boys. All students should be given affirmative/ alternative action. The school also has to create more clubs and help girls participate in different activities which will keep them feel capable like the boys.

Public school teachers have also suggested in similar way to ensure and see girls well empowered in school using their language:-

The students should be clever in their academic performance along with their participation in the co-curricular activities. Girls should participate in the school activities to better learn skills for their future life. To ensure and increase girls' participation there must be good awareness in all schools. Rules and regulations of school should encourage girls to participate in school activities. Also the school environment should motivate the girls by giving them equal opportunities with the boys to be responsible in participating in the clubs. There must be attitudinal changes by all concerned to give support, motivation and appreciation to girls to show them what they do is worth full. Giving girls priorities to participate in different clubs even in classroom during the teaching-learning process is important.

Private school Principal suggested to better ensure girls' empowerment is primarily to create awareness for girl students that they can do all tasks like boys. Secondly, give girls responsibility to practice it with full heart. Finally, school should also encourage them by giving rewards for their good work.

In Public school, principals suggested that encouraging girls and give trainings to develop their confidence by making them participate in clubs; give tutor, creating awareness among the school society how to empower girls, increasing enrollment of girls in different participation and listen to them.

Contribution of girls' participation to women empowerment

It is identified in the study contribution of girls' participation in co-curricular activities to girls'/ women's empowerment at large categorized as attitudinal/ behavioral and facilities to ensure sound contribution from school community. To this matter among girls participating in clubs 91 percent of grade 5 to 12 girl students have explained the role of club participation to their empowerment. Thoughts from girls who are not participating are important to see what they think and actually understand about the school activities.

The study showed that 81 percent of teachers have commended on contribution of girls' participation to women empowerment at large.

In private school, teachers want the school should do the following:- give more emphasis and working hard, aware and encourage all girls to participate in all co-curricular activities; and give reward. Teachers has an agreement with the girl student for the school create more interesting clubs and establish different opportunities so as to increase girls' participation in clubs. In public school, teachers mentioned areas of contribution the school has to improve to strengthen girls' empowerment such as working hard, fulfil the basic facilities support needed, and encourage girls participate in the school by giving tasks and responsibilities. Some teachers wanted to see school give a kind of training to girls in grade 11-12 so the training may help them for their future life; and give awards. Rules and regulation must encourage girls' participation; and give girls equal chance with boys. It needs focal person be capacitated on girls participation and empowerment strategy at primary school level. The school is expected also from teacher responses to work hard increase girls' participation in clubs; establish safe and secure environment for girls; and school guidance and counselors should do more together with the school teacher collaboratively.

Private school principals have an understanding as the study indicated that girls' participation in primary school can contribute to women empowerment at large because it is a place where girls learn experience and develop self-confidence, self-esteem, working with others, solving problems after they face different challenges.

Public school principals have responded on girls' participation contribution by saying that girls learnt many things in primary school level because the starting points of their life begin in that level. It is there girls are given opportunities to participate in different elections.

Table 4.16: Contribution of girls' participation on their attitude and behavior

Contribution on girls' attitude/ behavior	School type and Grade	Percent
No fear at all because of clearly understand about girls, humanity in primary school; have confidence³ in every place to participate and speak/ communicate	Private G5-12 and Public G5-12	31
I am equal with boys and able to do anything by own self	Private G5-12 and Public G5-10	19
Use/ exercise own potential and future goal	Private G5-10, Public 9-12	15
Make me know its importance and the environment around me to better lead my life	Private G5-8, Public G5-10	8
My knowledge has increased and I will become capable	Private G5-8 and G11-12 and Public G5-8 and G11-12	6
Make⁴ me feel other girls learn from me and be motivated	Private G9-10, Public G5-8	6
Things will be easy and perfect if girls participate in clubs/ co-curricular activities	Private G5-8	3
Make me happier, free and open through supporting other who are in need	Private G5-8	3
Make me eager to serve the country in many sector through many way of participating in school	Private G5-8	3
Want to show girls are equal with boys through being clever and hard work	Public G5-10	3
I encouraged when I see girls participated which I believe women empowerment grows through this process; make other girls learn from me	Public G5-8	2

Source: Own Analysis

³ It is public school students raised confidence issues as a result of participating in clubs

⁴ More than 90 percent of girls said this in private school from G9-10

Table 4.17: Facilities and support required for girls' empowerment at school is lasting

Facilities/ support required to ensure the contribution is lasting	School Type and Grade	Percent
Encourage all girls (not only for clever ones in public school) to participate in clubs they want for better empowerment; because many girls did not participate and to help them strong view towards clubs	Private G5-10 and Public G5-12	25
Form separate and different girls engaging clubs which focused and dedicated on women empowerment such as female sport, self-defense and others. This will make girls feel free, safe and to participate more. If not give priorities to girls to participate	Private G9-12; Public G9-10)	16
Practically get respect and have equal right, power and opportunities by anyone in school (teachers, boys...) including decision making.	Private G5-12, Public G-5-8 and G11-12	13
Aware/ teach and support school community (Ex. parent, boys, women) send girls to school for better life and give equal chance as boys have	Private G5-8 and G11-12, Public G5-12)	7
Help girls who have low score/ results until they get improvement (Special/ Tutorial ⁵ Program)	Private G5-8, Public G5-8 and G11-12	5
Create a forum or an opportunity for girls to regularly discuss their problems which block them move forward with school and present their ideas transparently so as to solve their problem together with the school. This is one way to give more attention to girls.	Private G5-10, Public G5-10	4
Family support is very helpful because there are work burden at home and the school should give special support girls like these	Public G5-8 and G11-12	4
As primary school is a seedling stage to get right from start through making girls be impacted by integrating the academic (in class) and behavioral issues (in clubs and other school activities) – balancing the two. Because ⁶ is there for girls to be more confident, smart, sociable, problem solving and open minded citizen; and if get empowered at lower age, the probability at having good self-esteem is high.	Private G5-8 and G11-12	3
Give girls equal share of duties. Boys/ men should support girls/women. Girls will be clever and score good marks if they get more support	Public G5-8 and Private G11-12	3
When teachers give help, love and respect	Private G5-8)	2
Get respect for what girls want	Private G5-8)	2
Show girls about other girls who have done great to do something by their own; i.e. facilitating experience sharing among primary school girls.	Private G5-8 and Public G5-8	2
Diversifying girls' participation mechanism/ approach like give girl an affirmative action to have confidence especially in public school	Private G5-8, Public G11-12	2
Inform girls that being a girl is a best thing. One of the girl respondent described as <i>"because we work home jobs does not mean we are small but, I think our mothers are the greatest to have the patience to what the society would say"</i>	Private G5-8	2
Girls should see themselves as equal as boys; and be honest to be trusted and assigned on co-curricular activities	Private G5- and G11-12	2
Able to play and sports at breaks time like boys do; School club should be given more attention	Private 9-12	2
Give for girls many chance for instance like scholarship.	Public 11-12	2
The school should provide materials ("modes", and spaces) at times of seeing ministration in school/	Public G5-8	1
When I was young the boys used to get better results and girls get the worst; and No body participates because the clubs are not seriously taken; I suggest that girls should have one class a week to go to our clubs	Private G5-8	1
Have freedom	Private G9-10	1
See female director or may be more women at work in the school	Private G9-10	1
Inviting girls/ women who become successful to school and motivate.	Private G11-12	1
Give different courses to girls on self-confidence.	Public G11-12	1
Give girls rewards for their better achievement.	Public 11-12	1

⁵ There is a high need girls from public school to have tutorial program

⁶ It is G11-12 girl students suggested to ensure women empowerment as base in primary school level.

Interview Summary from Ministry of Education

Assessing co-curricular activities in school from micro and macro point of view are considered in this study to better qualify the information for better conclusion and recommendation. Thus, in addition to girls, teachers and principals, the study conducted interview with Senior Expert in Ministry of Education, Gender Directorate, Mr. Berhanu Arega. The interview summaries are presented below categorized by sub-sections.

Girls' Participation in Co-curricular Activities

The Expert explained that girls participate in different clubs and associations that are organized in the schools. There are clubs that are established only for girls, such as the girls club. Female teachers support them. Girls also participate in the Reproductive Health clubs; Civic Clubs where the girls are given different roles. In the civic clubs girls are given leadership roles where they practice and develop leadership skills. Girls also participate as coordinator and secretary for the student council. Mainly there are 11 types of schools clubs; we encourage schools to have a gender balance in all clubs.

Measurement strategies for girls' participation in co-curricular activities are responded as:

The support and supervision system is there to follow up schools closely in this regard. Thus, the regional education bureau follows all schools under it accordingly. The office checks if support and supervision has been done. A technical team physically goes to schools and checks how clubs are functioning. There is reporting requirements, two times a year Federal Ministry of Education receives report through the Regional Education Offices. Three times a year meetings are held. Reports are presented on the meetings and challenges are discussed. The regional education offices including Addis Ababa Education bureau set their own criteria/indicators of evaluation to measure the performance of the school clubs and they are rated accordingly. The bureau checks if schools have awarded any best performing teacher. The Ministry held three different sessions in a year where the teachers also participate: planning and review meetings. Students themselves are supposed to be part of these sessions, but they do not and that is one challenge and problem that the office should work on to improve.

Mechanisms and strategies the education bureau designed to address issue of ensuring girls' empowerment and participation in school; especially on their self-esteem and communicating transparently, without fear and being shy. The Ministry has developed life skill manual and has distributed it to all regions including Addis Ababa. Based on the federal manual the regional bureau can develop its own manual and give life skill training. Thus, the Federal Ministry of Education checks if the training has been conducted through their reporting and questionnaire. The current practices in school shows that girls' participation does contribute to their empowerment; and regional report showed that even in better way than the boys, girls get empowered by participating in school activities.

Challenges of girls' participation in primary school

As the expert forwarded some of the challenges are: Not finding girls actively participating in the clubs because of own reason, society and culture; families influence girls not to participate in clubs but focus on academics only. Also, they may not allow girls to participate in clubs so they won't go out of school since some of the clubs require going out of school during or off school hours. Girls get discouraged to participate in the clubs due to the challenges they face by boys. The attitude of the school society including teachers is not supportive environment; the school community does it just for qualifying and reporting purpose and are not really convinced that girls need to be empowered through the co-curricular activities and that they should benefit through it. Most people including families think co-curricular activities are waste of time.

Collaboration with other stakeholders

There is a Girl's Education Advisory Committee. Federal Ministry of Education is a lead and different organizations have a part in the committee such as UNICEF, UNESCO (liaison office & UNESCO II QBA), Plan International, Save the Children, FAWE and many NGOs. As a committee the Ministry plans together with the stakeholders.

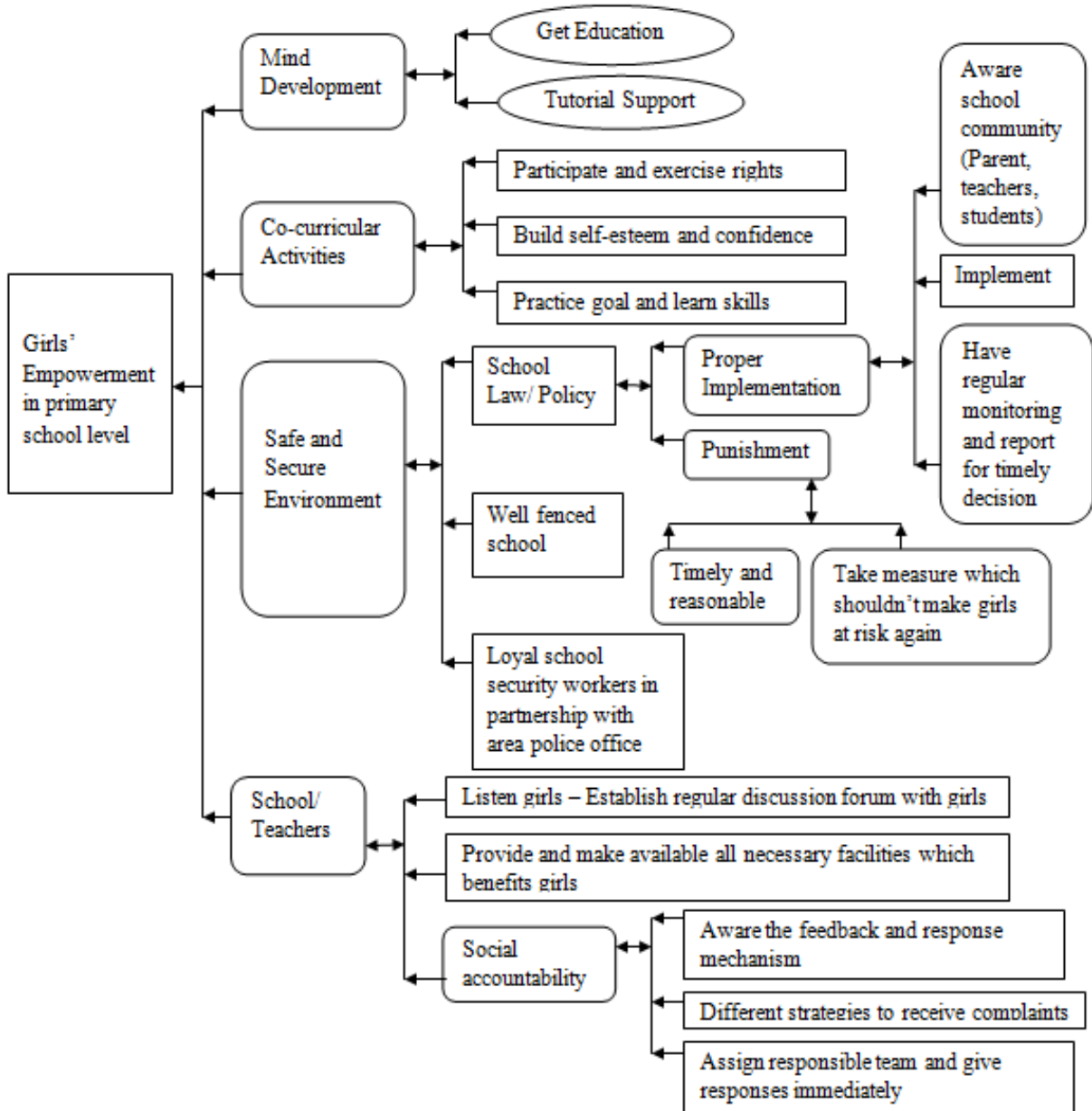
Feedback Mechanism in placed for girls

The study asked the Expert on availability of any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements. He responded that there is a transparent and open system that girls and their cases can be heard even at Federal Ministry of Education level. Especially in harassment cases the Federal Ministry of Health can be communicated directly. Feedbacks such as life skill training are provided through reporting.

One of the required features of the feedback mechanism is being safe and confidential. To this matter the Expert explained that there is a procedure that the office follows. A code of conduct has been developed. Any case of harassment and violence is handled through a school committee. The confidentiality of cases is maintained. The committee is represented by different members from the school community including members from girls club and student council.

Theoretical Framework – Girls’ Empowerment in School

This framework is designed based on the findings obtained during this study and the researcher prepared a summary framework which can be practical for school to apply and ensure girls’ empowerment through girls’ participation in primary school level.



Source: Own Analysis

Figure 4.8: Practical theoretical framework to ensure girls’ empowerment at primary school

Chapter Five: Conclusion and Recommendations

5.1. Conclusion

Educating girls is one of the most important investments that any country can make in its own future. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. The underlying assumption was that if girls understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow. This study assessed how these can be supported and ensured through girls' participation in co-curricular activities from two schools (Private and Public) in urban context – Addis Ababa.

Even though Ethiopia has different cultural and socio-economic situations, co-curricular activities are significant for girl student and are essential part of an education system as it's found out from the study. It is the co-curricular feature of the education that prepares and molds the student to be holistic. But the education system requires moderate implementation between making girls participate in the curricular activities and their academic involvement. If the balance is too inclined to one of the two (academic and co-curricular) a girls' school grade can be affected and her academic interest can decline.

The administration at all level in the educational setting is responsible to educate the students to the demands and the needs of the nation. The academic, co-curriculum activities, self-esteem, high involvement school community; and safe and secured school environment are all part and parcel of education. Considerable emphasis is given to the academic aspect as it is the deciding factor of a student's future. Parents, teachers, students and other factors make the academic aspect of a girls' life most important in school.

In the academic process, the co-curriculum activities are not taken seriously although the high ups have put stress on the matter that every student has to take part in co-curriculum activities for their physical and mental development due to many reasons explained in the previous section of the study.

It is obvious that girls gain knowledge and competency through academic, but girls' participation in the co-curricular activities has significant role for them to develop their self-esteem, communicate without fear, exercise leadership and acquire different skills.

Participating in co-curricular activities for girls minimize girls' socio-economic and cultural status, exacerbated by institutional/structural factors that resulted in gender-based division of labor, rights, responsibilities, opportunities, and access to and control over resources. The activities helped girls to fight these and have confidence to lead, make a decision and consider self as equal as boys.

The major factors affecting girls' education and participation role in primary education towards women empowerment categorized under Home – Girls – School – Student titled matrix form. These four factors will weaken or improve girls' empowerment in school. All have equally importance and one should not go separately.

5.2 Recommendation

The study recommends that making practical and seeing better changes on girls' empowerment especially at primary level by following the theoretical framework found from this study. There are four factors that each school advised to do and also for policy consideration in primary education system – Girls' mind development, make them involved in co-curricular activities, safe and secure school environment and school/ teacher's high involvement.

The education system advised to revisit the cycle of girls' empowerment at primary, secondary and preparatory. In the study girl's participation at primary school level is seen as foundational base for their education and empowerment. But there are a large number of girls not participating and do not feel empowered from co-curricular activities; which demands greater work to change the current situations especially in public schools. Even though empowerment established at primary level, it should not be discontinued in the upper grades. It has to grow continually so that women empowerment is ensured at large.

Many of secondary and preparatory girls have asked to establish different clubs where they can exercise their empowerment level; and the school has to organize discussion forum with girls and give guidance accordingly.

Through this strategy school-to-work transition can become effective for girl students. Lower returns to girls' primary schooling are a policy concern. While learning outcomes need to be improved—that is, quality is absolutely necessary—this will not be sufficient for equalizing returns or enrollment rates.

In fact, enrollment incentives may be needed. There is now considerable evidence that scholarships can significantly increase girls' enrollment. In this study girls' participation in co-curricular activities have positive influence in attracting more girls to school; make them interested to have increased social participation.

The secondary data indicated that there are some schools that have co-curricular activities in Addis Ababa and all over the country. The education policy has to reconsider strategies to widen co-curricular activities in primary school as the figures shows few school are having these activities as compared to the total number of primary schools in the country.

In this study student's motivation is influenced not only by parents, but also by the teachers and peers. It is revealed that education enhances girls' ability to learn, communicate ideas and feelings and get along well with others. Parents from public school have lower income than the private one; they want to help their child but have income constraints which push them to make their girl work hard at home. If the school community has regular discussion on this matter and design a strategy many of girls' would participate in co-curricular activities from public school.

The attitude of the school society including teachers has to change. The school community should have a supportive attitude. As pointed out by the Ministry Expert, there are two directors in each school that Ministry of Education has put in the structure - one focus on the academics and the other on the co-curricular.

Thus, the co-curricular school principal should work hard and find ways to create positive image about the activities and should make it a working means to engage students well in the activities.

The school society should stop working to fulfil formalities in this regard and they should start working to bring real change, to help students and ensure girls participation. School society should first believe that it's not waste of time when girls/students participate in co-curricular activities (in different clubs). Schools should make clubs interesting and appealing to girls/students so that girls can participate happily thinking they will benefit and develop different skills from the clubs.

In conclusion, the benefits of co-curricular activities go beyond the process of school. It enables the student to gain knowledge and develop skills that allow individuals to gain knowledge to specific arrears which inevitably shape their mental development and self-esteem. It is revealed in the study that co-curricular activities have great benefits on a girl's social, emotional and intellectual development.

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Annexes

Annex 1: Questions for G5-8 Girl Student (administered in Amharic – local language)

Name of School: _____

Sector of School: Private/ Public

PART 1: Personal Biography

1. Age _____
2. Grade _____
3. Where do you put your family living status (income)?
A) Better Off B) Middle Income C) Poor D) Poorest E) Other, Specify _____
4. Do you have siblings? A) Yes B) No
5. If Yes please indicate, _____ Sister _____ Brother
6. Who are you living with?
A) Father only B) Mother only C) Siblings only D) Relative E) All F) Parents G) Other
specify _____

PART 2: Girls Participation and empowerment in school

1. How many days did you come to school during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0
2. If not five days, please explain why? _____
3. Do you come to school always as the boys do? A) Yes B) No
4. If No, please explain why? _____
5. Are there school clubs or other school activities which you participate? A) Yes B) No
6. If yes, which clubs do you participate in? Multiple response are possible
A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F)
Other Specify _____
7. If No, please explain why? _____
8. Do you feel that you are getting empowered by participating in these clubs or other
schools activities? A) Yes B) No
9. If Yes, please explain how? _____
10. If Yes, what are changes brought in your life with regard to girls/women empowerment?
(Ex. on your self-esteem, communication without fear...) _____
11. If No, please explain why? _____

12. Tell your definition how you are empowered as a girl in school. _____
13. In your current grade in what ways are you getting empowered in school? _____
14. How your participation in school clubs and other activities can affect your future achievement? (Please tell your experience) _____
15. What do you think your participation in primary school can contribute to girls' empowerment at large? _____
16. What do you suggest in school to ensure and see girls well empowered? _____
17. What are the challenges for girls' participation and empowerment in school? _____
18. Does your family condition affect your participation in school? A) Yes B) No
19. If Yes, please explain how does it affect your participation in school activities? _____
20. If No, please explain why? _____
21. What is your perception towards girls' participation/ women empowerment? _____
22. What do you think the school should do in the next level of your grade (9-10) to empower girls more? _____
23. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____
24. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 2: Questions for G9-10 Girl Student

Name of School: _____

Sector of School: Private/ Public

PART 1: Personal Biography

7. Age _____
8. Grade _____
9. Where do you put your family living status (income)?
A) Better Off B) Middle Income C) Poor D) Poorest E) Other, Specify _____
10. Do you have siblings? A) Yes B) No
11. If Yes, please indicate number _____ Sister _____ Brother
12. With whom you are living together?
A) Father only B) Mother only C) Siblings only D) Relative E) All F) Parents only G)
Other specify _____

PART 2: Girls Participation and empowerment in school

25. How many days did you come to school during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0
26. If not five days, please explain why? _____
27. Do you come to school always as the boys do? A) Yes B) No
28. If No, please explain why? _____
29. Are there school clubs or other school activities which you participate? A) Yes B) No
30. If yes, which clubs do you participate in? Multiple response are possible
A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F)
Other Specify _____
31. If No, please explain why? _____
32. Do you feel that you are getting empowered by participating in these clubs or other schools activities? A) Yes B) No
33. If Yes, please explain how? _____
34. If Yes, what are changes brought in your life with regard to women empowerment? (Ex. on your self-esteem, communication without fear...) _____
35. If No, please explain why? _____
36. Tell your definition how you are empowered as a girl in schools. _____
37. In your previous grades (5-8) in what ways were you getting empowered in school? _____
38. In your current grade in what ways are you getting empowered in school? _____

39. If Yes, how does your participation in school clubs and other activities affect your future achievements? (Please tell your experience) _____
40. What do you think your participation in primary school can contribute to girls/women empowerment at large? _____
41. What do you suggest in school to ensure and see girls/ women well empowered? _____
42. What are the challenges of girls' participation and empowerment in school? _____
43. Does your family condition affect your participation in school? A) Yes B) No
44. If Yes, how did it affect your participation in school activities in primary school? _____
45. If No, please explain why? _____
46. What is your perception towards girls' participation/ women empowerment? _____
47. What do you think the school should do in the next level of your grades (11-12) to empower girls more? _____
48. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____
49. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 3: Questions for G11-12 Girl Student

Name of School: _____

Sector of School: Private/ Public

PART 1: Personal Biography

13. Age _____

14. Grade _____

15. Where do you put your family living status (income)?

A) Better Off B) Middle Income C) Poor D) Poorest E) Other, Specify _____

16. Do you have siblings? A) Yes B) No

17. If Yes please indicate number _____ Sister _____ Brother

18. With whom you are living together?

A) Father only B) Mother only C) Siblings only D) Relative E) All F) Parents only G) Other specify _____

PART 2: Girls Participation and empowerment in school

50. How many days did you come to school during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0

51. If not five days, please explain why? _____

52. Do you come to school always as the boys do? A) Yes B) No

53. If No, please explain why? _____

54. Are there school clubs or other school activities which you participate? A) Yes B) No

55. If yes, which clubs do you participate in? Multiple response are possible

A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F) Other Specify _____

56. If No, please explain why? _____

57. Do you feel that you are getting empowered by participating in these clubs or other schools activities? A) Yes B) No

58. If Yes, please explain how? _____

59. If Yes, what are changes brought in your life with regard to women empowerment? (Ex. on your self-esteem, communication without fear...) _____

60. If No, please explain why? _____

61. Tell your definition how you are empowered as a girl in schools. _____

62. In your precious grades (9-10) in what ways were you getting empowered in school? _____
63. In your current grade in what ways are you getting empowered in school? _____
64. How does your participation in school clubs and other activities affect your future achievements? (Please tell your experience) _____
65. What do you think your participation in primary school can contribute to girls/women empowerment at large? _____
66. What do you suggest in school to ensure and see girls/women well empowered? _____
67. What are the challenges of girls' participation and empowerment in school? _____
68. Does your family condition affect your participation in school? A) Yes B) No
69. If Yes, please explain how did it affect your participation in school activities in primary school? _____
70. If No, please explain why? _____
71. What is your perception towards girls' participation/ women empowerment? _____
72. What do you think the school should do at all levels of grades to empower girls more? _____
73. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____
74. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 4: Questions for G1-4 Teachers

Name of School: _____

Sector of School: Private/ Public

PART 1: Personal Biography

19. Age A) Below 25 years B) 25 – 30 Years C) 31-35 Years D) 36-40 Years E) 41-45 Years F) 45+ Years
20. Grade level assigned to teach _____
21. Educational Background
A) Certificate B) Diploma C) 1st Degree D) 2nd Degree E) Other (Specify) _____
22. Total work experience in teaching/ school? A) 1-5 Years B) 6-10 Years C) 11-15 Years D) 16-20 Years E) above 20 Years
23. How long have you worked in this school? A) 1-3 Years B) 4-6 Years C) 7-9 Years D) 10-12 Years E) 13 years and above
24. What is your marital status? A) Married B) Single C) Divorced D) Widowed
25. Number of children and dependents? _____

PART 2: Girls Participation and empowerment in school

75. How many days did you teach during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0
76. If not five days, please explain why? _____
77. Do girls equally come to school with boys? A) Yes B) No
78. If No, please explain why? _____
79. Are there school clubs or other in school co-curriculum activities which girls participate?
A) Yes B) No
80. If Yes, what are the clubs? Multiple response are possible
A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F) Other Specify _____
81. If No, please explain why? _____
82. Do you feel that girls are getting empowered by participating in these clubs or other schools activities? A) Yes B) No
83. If Yes please explain how? _____
84. If Yes, what are changes brought in girls' life with regard to girls/ women empowerment?
(Ex. on their self-esteem, communication without fear etc....)

85. If No please explain why? _____
86. Tell your definition of how girls are being empowered in schools. _____
87. In your current teaching grade, in what ways are you making girls to participate school activities? _____
88. How does girls' participation in school clubs and other activities affect their future achievements? (Please tell your experience/ observation) _____
89. What do you think girls' participation in primary school can contribute to women empowerment at large? _____
90. What do you suggest in school to ensure girls participation and see girls well empowered?

91. What are challenges for girls' participation and empowerment in school?

92. Does girls' family condition affect their school participation? A) Yes B) No
93. If Yes, please explain how does it affect girls participation in primary school? _____
94. If No, please explain why? _____
95. What is your perception towards the relationship between girls' participation in schools and women empowerment? _____
96. What do you think the school should do to better to ensure participation and empowerment of girls in schools in second cycle from grade 5-8? _____
97. Is there any feedback mechanism where girls' can come and ask their rights, complaints on harassments and violence openly which can affect their school participation and hinders them from their future achievement? _____
98. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 5: Questions for G5-8 Teachers

Name of School: _____

Sector of School: Private/ Public

PART 1: Personal Biography

26. Age A) Below 25 years B) 25 – 30 Years C) 31-35 Years D) 36-40 Years E) 41-45 Years F) 45+ Years
27. Grade level assigned to teach _____
28. Educational Background
B) Certificate B) Diploma C) 1st Degree D) 2nd Degree E) Other (Specify) _____
29. Total work experience in teaching? A) 1-5 Years B) 6-10 Years C) 11-15 Years D) 16-20 Years E) above 20 Years
30. How long have you worked in this school? A) 1-3 Years B) 4-6 Years C) 7-9 Years D) 10-12 Years E) 13 years and above
31. What is your marital status? A) Married B) Single C) Divorced D) Widowed
32. Number of children and dependents? _____

PART 2: Girls Participation and empowerment in school

99. How many days did you teach during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0
100. If not five days, please explain why? _____
101. Do girls equally come to school with boys? A) Yes B) No
102. If No, please explain why? _____
103. Are there school clubs or other school co-curriculum activities in which girls participate? A) Yes B) No
104. If Yes, what are the clubs? Multiple response are possible
A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F) Other Specify _____
105. If No, please explain why? _____
106. Do you feel that girls are getting empowered by participating in these clubs or other schools activities? A) Yes B) No
107. If Yes, please explain how? _____

108. If Yes, what are changes brought in girls' life with regard to girls/women empowerment? (Ex. on their self-esteem, communication without fear etc....)
- _____
109. If No, please explain why? _____
110. Tell your definition how girls are empowered in schools.
- _____
111. In previous grades (G1-4) in what ways did the teachers empower the girls in school? _
112. In your current teaching grade in what ways do you empower girls? _____
113. How girls' participation in school clubs and other activities can affect their future achievement? (Please tell your experience/ observation) _____
114. Do you think girls' participation in primary school can contribute to women empowerment at large? _____
115. What do you suggest in school to ensure girls participation and see girls well empowered? _____
116. What are challenges of girls' participation and empowerment in school?
- _____
117. Does their family condition affect girls' and their participation in school? A) Yes B) No
118. If Yes, please explain how it affects girls being empowered and participate in primary school? ____
119. If No, please explain why? _____
120. What is your perception towards the relationship between girls' participation in schools and women empowerment? _____
121. What do you think the school should do better to ensure participation and empowerment of girls in grade 9-10? _____
122. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements?
- _____
123. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 6: Questions for G9-10 Teachers

Name of School: _____

Sector of School: A) Private B) Public

PART 1: Personal Biography

33. Age A) Below 25 years B) 25 – 30 Years C) 31-35 Years D) 36-40 Years E) 41-45 Years F) 45+ Years
34. Grade level assigned to teach _____
35. Educational Background
C) Certificate B) Diploma C) 1st Degree D) 2nd Degree E) Other (Specify)

36. Total work experience in teaching? A) 1-5 Years B) 6-10 Years C) 11-15 Years D) 16-20 Years E) above 20 Years
37. How long have you worked in this school? A) 1-3 Years B) 4-6 Years C) 7-9 Years D) 10-12 Years E) 13 years and above
38. What is your marital status? A) Married B) Single C) Divorced D) Widowed
39. Number of children and dependents? _____

PART 2: Girls Participation and empowerment in school

124. How many days did you teach during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0
125. If not five days, please explain why? _____
126. Do girls equally come to school with boys? A) Yes B) No
127. If No, please explain why? _____
128. Are there school clubs or other school co-curricular activities in which girls participate? A) Yes B) No
129. If yes, what are the clubs? Multiple response are possible
A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F) Other Specify _____
130. If No, please explain why? _____
131. Do you feel that girls are getting empowered by participating in these clubs or other schools activities? A) Yes B) No

132. If Yes, please explain how? _____
133. If Yes, what are changes brought in girls' life with regard to women empowerment?
(Ex. on their self-esteem, communication without fear...) _____
134. If No, please explain why? _____
135. Tell your definition how girls are empowered in schools. _____
136. In previous grades (5-8) in what ways did the teachers empower the girls in school? ____
137. In your current teaching grade in what ways do you empower girls? _____
138. How girls' participation in school clubs and other activities can affect their future achievement? (Please tell your experience/ observation) _____
139. Do you think girls' participation in primary school can contribute to women empowerment at large? _____
140. What do you suggest in school to ensure girls participation and see girls well empowered? _____
141. What are challenges of girls' participation and empowerment in school? _____
142. Does their family condition affect girls' and their participation in school? A) Yes B)
No
143. If Yes, please explain how it affects girls being empowered and participate in primary school? ____
144. If No, please explain why? _____
145. What is your perception towards the relationship of girls' participation in schools and women empowerment? _____
146. What do you think the school should do better to ensure participation and empowerment of girls in grade 11-12? _____
147. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____
148. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 7: Questions for G11-12 Teachers

Name of School: _____

Sector of School: A) Private B) Public

PART 1: Personal Biography

40. Age A) Below 25 years B) 25 – 30 Years C) 31-35 Years D) 36-40 Years E) 41-45 Years F) 45+ Years
41. Grade level assigned to teach _____
42. Educational Background
D) Certificate B) Diploma C) 1st Degree D) 2nd Degree E) Other (Specify) _____
43. Total work experience in teaching? A) 1-5 Years B) 6-10 Years C) 11-15 Years D) 16-20 Years E) above 20 Years
44. How long have you worked on in this school? A) 1-3 Years B) 4-6 Years C) 7-9 Years D) 10-12 Years E) 13 years and above
45. What is your marital status? A) Married B) Single C) Divorced D) Widowed
46. Number of children and dependents? _____

PART 2: Girls Participation and empowerment in school

149. How many days did you teach during last week? A) 5 B) 4 C) 3 D) 2 E) 1 F) 0
150. If not five days, please explain why? _____
151. Do girls equally come to school with boys? A) Yes B) No
152. If No, please explain why? _____
153. Are there school clubs or other school co-curricular activities in which girls participate? A) Yes B) No
154. If yes, what are the clubs? Multiple response are possible
A) Reading and writing B) Mini-Media C) Health D) Child Parliament E) Environment F) Other Specify _____
155. If No, please explain why? _____
156. Do you feel that girls are getting empowered by participating in these clubs or other schools activities? A) Yes B) No
157. If Yes, please explain how? _____

158. If Yes, what are changes brought in girls' life with regard to women empowerment?
(Ex. on their self-esteem, communication without fear...) _____
159. If No, please explain why? _____
160. Tell your definition how girls are empowered in schools. _____
161. In previous grades (9-10) in what ways did the teachers empower the girls in school? _
162. In your current teaching grade in what ways do you empower girls? _____
163. How girls' participation in school clubs and other activities can affect their future achievement? (Please tell your experience/ observation)
164. Do you think girls' participation in primary school can contribute to women empowerment at large? _____
165. What do you suggest in school to ensure girls participation and see girls well empowered? _____
166. What are challenges of girls' participation and empowerment in school? _____
167. Does their family condition affect girls' and their participation in school? A) Yes
B) No
168. If Yes, please explain how it affects girls being empowered and participate in primary school? _____
169. If No, please explain why? _____
170. What is your perception towards the relationship of girls' participation in schools and women empowerment? _____
171. What do you think the school should do better for girls at all levels of grades to ensure participation and empowerment? _____
172. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____
173. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 8: Questions for School Principals

Name of School: _____

Sector of School: A) Private B) Public

PART 1: Personal Biography

47. Age A) Below 25 years B) 25 – 30 Years C) 31-35 Years D) 36-40 Years E) 41-45 Years F) 45+ Years
48. Educational Background
E) Certificate B) Diploma C) 1st Degree D) 2nd Degree E) Other (Specify) _____
49. Total work experience in teaching/school? A) 1-5 Years B) 6-10 Years C) 11-15 Years D) 16-20 Years E) above 20 Years
50. How long have you worked in this school? A) 1-3 Years B) 4-6 Years C) 7-9 Years D) 10-12 Years E) 13 years and above
51. What is your marital status? A) Married B) Single C) Divorced D) Widowed
52. Number of children and dependents? _____

PART 2: Girls Participation and empowerment in school

174. Do girls equally come to school with boys? A) Yes B) No
175. If No, please explain why? _____
176. If Yes, please explain how? _____
177. Are there school clubs or other school activities in which girls participate? A) Yes B) No
178. Do you feel that girls are getting empowered by participating in these clubs or other schools activities? A) Yes B) No
179. If Yes, what is your definition of girls empowerment in schools? _____
180. If No, please explain why? _____
181. What are changes brought in girls' life with regards to women empowerment? (Ex. on their self-esteem, communication without fear...) _____
182. Please explain how the school currently is working towards girls' participation and their empowerment, and how it affects their future life _____
183. How do you think of girls' participation in primary school may contribute to women empowerment at large? _____
184. What are challenges for girls' participation and empowerment in school? _____

185. What do you suggest to schools to ensure and see girls well empowered? _____
186. What do you think the school should do at grades to better empower girls? _____
187. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____
188. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 9: Questions for clubs heads

School Name _____ School Type: Private/ Public

Co-curricular activity/ Club name _____

Established since _____ in Year

Objectives of the club _____

Number of total member's _____ Girls _____, Boys _____, Teachers _____

Who is leading the club? Who are committee members? Does it include teachers, girls, and boys? Or how it is organized? _____

189. What are the major activities in this club where girls can participate? _____

190. How do you explain rate of girls' participation in the club as compared to boys? And why? _____

191. How often in a week do girls' participate in the school clubs and activities? _____

192. Please explain how girls' participation help them build their self-esteem and their communication without fear and make them ask their right _____

193. How do the clubs as a means to address issues in the school? _____

194. How do you measure in this club whether girls are being empowered in the school? _____

195. What are challenges girls to participate and being empowered in this club? _____

196. What are things to be done for improvement in ensuring girls participation? _____

197. Is there any feedback mechanism where girls' can come and ask their rights, complaints about harassments and violence openly which can affect their school life and performance and further hindrance from their future achievements? _____

198. Is the feedback mechanism safe and confidential which protects girls from other additional insecurities? How? _____

Annex 10: Proposal

Candidate's Name: Awet Kidane Kahessay

Program Code: MPA

Course Code: MPAP-002

Enrolment No. ID1403895

Regional Center: 34

Study Center: St. Mary's University

Study Center Code: 8105

Address: P.OBox 23470

Tel: +251-911-693569

Addis Ababa

Title of Dissertation: The Contribution of Girl's Participation in Primary Education to Women Empowerment

CERTIFICATE OF APPROVAL

I hereby certify that the proposal for the Dissertation entitled The Contribution of Girl's Participation in Primary Education to Women Empowerment by Awet Kidane has been prepared after due consultation with me. The proposal has my approval and has, to my knowledge, the potential of developing into a comprehensive Dissertation Project. I also agree to supervise the above mentioned Dissertation till its completion.

(Signature of the Academic Supervisor)

Name: Dr. Elias Berhanu

Designation: Asst. Professor

Address: +251-911-630722

Addis Ababa University

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Chapter One: Introduction

1.1 Background

Since the "UN Declaration of the Decade of Women" in 1975, attention and action on women's concerns have steadily increased and education, whether it be the form of consciousness-raising or skills acquisition, was one of the areas women's organizations, government agencies and international donor agencies focused on. The underlying assumption was that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow. Many years have passed and there are different views as to whether such assumptions about increasing access to education and training have resulted in the tilting of the power balance in favor of women (Carolyn, 1995).

Culturally, women are associated with maternity and the role they play in a family (Lindsey, 2005; Walby, 1990). The role of women in reproduction said to have created basis for their discrimination (CEDAW: 1979). The society taking a man as a head of family and a breadwinner, bestowed up on him all the decision-making power of the family including the issues that affect the woman's and girl's personal life. A woman, on the other hand, is expected to be homemaker, socialize and caretaker under the guidance and support of a man (Lindsey, 2005).

Though these structured roles the society framed as norm are believed to put women in a disadvantaged position, both men and women are well socialized to accept the role assigned to each and lived and continued to live with it. No matter how much a woman participates in production processes, she is identified as "jobless" under the title "housewife" due to the mere fact that she is engaged in unpaid activities (Lindsey, 2005).

Socially constructed realities created systemic denial of access to opportunities and resources like education and employment resulted in lack of self-confidence and low self-esteem, which in turn, constrained women from participation, competition and engagement in formal paid employment (UNFPA, 2005).

Government reports and various studies conducted on women empowerment practices in Ethiopian confirm that women participation in political, economic and social endeavors in general and in the civil service structure in particular holds low profile (ESPS, 2008; APRM Report, 2011; MoFED, 2012). Due to deep rooted and long-lived patriarchal system influence and experience, low status characterizes virtually every aspect of women's lives (APRM Report 2011).

This attributes to socio-economic and cultural status of women, exacerbated by institutional/structural factors that resulted in gender-based division of labour, rights, responsibilities, opportunities, and access to and control over resources. Status of women in employment and decision-making areas, among other things, are main manifestations of gender disparity.

Achieving gender equality, however, is a time consuming process, since it challenges one of the most deeply entrenched human attitudes and practices. Despite the intense efforts of many agencies and organizations and numerous inspiring successes, women in the Ethiopian Federal Civil Service are largely occupying low-level and clerical position (APRM Report, 2011).

The continuity in the status quo of women's engagement in low level positions is an empirical evidence to support the argument that women empowerment takes far more than changes in law or devising best strategies and policy to change the unjust practices. Though these changes in law, policy and structure are necessary conditions or means, they are not sufficient conditions or end in themselves (Emebet, n.d.). Sound public policies and investments are central for achieving MDGs and accelerating economic growth, but they are not enough (UN Department of Public Information, 2008).

Two main goals were identified under ESDP-IV - to improve access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia; and to sustain equitable access to quality secondary education services taken as the basis and bridge to the demand of the economy for middle- and higher-level human resources (ESDP V, 2015).

Educating girls is one of the most important investments that any country can make in its own future. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. As the following examples demonstrate, having an education can make an enormous difference to a woman's chances of finding better job, raising a healthy family, leading for success and preventing the spread of diseases such as HIV and AIDS (DFID, 2005).

For all these reasons, girls' education has long been recognized as a human right. Past international commitments include addressing gender equality within the education system, the first step to eliminating all forms of discrimination against women. In talking about empowerment activities this paper is to focus and assume that primary education has empowering role for girls leading to women empowerment.

1.2. Statement of the Problem

The term empowerment denotes a process of acquiring, providing, giving the resources and the means or enabling the access to and control over such means and resources. This implies that the individual has the potential to acquire power upon her own initiative or that another party could make it possible for her to have power. This point is vital because it identifies the potential agents of empowerment: it is the person who is to be empowered or it could be another person or agent (Carolyn, 1995).

Women are at the heart of most societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. Women empowerment, referring to the empowerment of women in our present society, has become a significant topic of discussion in regards to development and economics. It can also point to approaches regarding other trivialized genders in a particular political or social context. While often interchangeably used, the more comprehensive concept of gender empowerment refers to people of any gender, stressing the distinction between biological sex and gender as a role. It thereby also refers to other marginalized genders in a particular political or social context. To achieve gender parity in the education sector – as a basis for ensuring that all children and young people can fulfil their potential – targets measures were taken to establish and strengthen gender offices, gender forums, girls' clubs and female student associations in Regional Education Bureaus and higher learning institutions. In addition, gender mainstreaming guidelines were revised; a life skills training manual for secondary education prepared; a system to mitigate gender-based violence, supported by a Code of Conduct, established; and the former girls' strategy and action plan revised and updated ready for the beginning of Education Sector Development Programme V. (ESDP V, 2015).

The proportion of females in higher education needs to increase. The share of female students at undergraduate level has now reached 32% and in 2015 the intake rate was 38% female. The number of female students eligible for higher education is constrained by the number of girls who complete Grade 12 (Ibid). In addition, the gender-sensitivity of curriculum and/or teaching in general education means that, from the pool of females that do sit the Grade 12 examination, performance is poor (34% of females reaching a mark of 350 versus 45% of males in 2014/15). Affirmative action strategies are in place but the pool of females who are formally prepared to enter higher education is small. The share of female academic staff and females in leadership positions remains far below plan, with no progress since 2009/10 in terms of females in leadership roles.

There is an alarming difference between the numbers of girls attending primary and secondary school. The vast majority of school-aged girls in Ethiopia are not enrolled in secondary school due to many reasons this research tries to find out in Ethiopian urban context especially in Addis Ababa.

Getting quality of education, high cost of educating girls, school environment, and women's position in society, social unrest or conflict, social exclusion, self-esteem, confidence, communication opinions freely, abuse and harassment in school, etc. are some of the factors which affect girls' education and participation in schools.

These are very critical contributing factors to ensure women empowerment at school level especially primary education. In this paper it is assumed that if this not attainable, seeing fruit of women empowerment at large will be challenging. With interest of time, social unrest at rural and cost constraints, the paper focuses on urban primary schools in Addis Ababa; both private and public schools.

1.3. Objectives of the Study

The paper has general and specific objectives.

1.3.1. General Objective

The study aims to find out contribution of how girls' education and participation as bases for women empowerment in Ethiopia with specific focus on urban primary schools found in Addis Ababa.

1.3.2. Specific Objectives

- To find out the role of primary education for girls and their participation plays in contributing to women empowerment - effective social change.
- To investigate the extent girls' education and participation have been effective in promoting women empowerment
- To identify the major factors affecting girls' education and participation role in primary education role towards women empowerment.

1.4. Research Question

- What is the contribution of girls' education and participation in primary education to women empowerment - effective social change?
- To what extent participation of girl's in schools has been effective in ensuring women empowerment?
- What are the major factors affecting women empowerment at schools?

- How looks linkage between girls' participation and women empowerment in school?

1.5. Significance of the Study

To the researcher's knowledge, considerable studies have not been undertaken concerning the women empowerment bases on girls' education at primary education level in Addis Ababa – urban schools both in private and public. The study could contribute a lot in indicating women empowerment bases on girls' education and participation in primary school as an effective social change. The evidences which will be captured through this study will give input for policy makers in education system to set practical macro and micro strategies. Hence, taking the subject as a research agenda, would contribute to the efforts towards ensuring social justice, dignity and worth of the person, which are core values of social work. Research in the sector would help identify not only gaps but also evidences and good practices that need to be scaled up and replicated through changing policies and practices. The researcher hopes that the study could be used as a stepping stone to other researchers with this regard.

1.6. Scope of the Study

The study focuses on contribution of girls' participation in primary schools to see how women empowerment at this stage can be ensured. The study is designed to evaluate the performance of co-curriculum activities such as mini-media, girls club, health club, reading club, class monitor and child parliament in schools; it studies how girls' participation in these activities contributes for them being empowered. The study focuses on women empowerment at four sample private and public schools from mainly on G5-8 students. Therefore, the outcome of the study only represents the indicated areas and subjects of the study, hence it is difficult to generalize and apply to other situation and locations.

1.7. Organization of the Paper

The reminder of the thesis is organized as follows. Chapter two reviews literatures related to women empowerment from the base of girls' education and participation at schools and women empowerment and education. Research Method and Methodology is dealt with in chapter three. Moreover, chapter four takes in to account the data presentation analysis and discussion of the data. Finally, the last chapter presents the conclusion based on which some possible recommendations are derived.

Chapter Two: Literature Review

In order to better understand and measure women empowerment in the public service context a mix of frameworks developed by different scholars and institution was used to measure women empowerment practices in Ethiopia. Empowerment measurement developed by Narayan (2006) and Alsop and Heinsohn (2005) identified two dependent variables, i.e. agency and opportunity structure, a mediating variable, degree of empowerment, and an outcome or dependent variable, development outcome.

Narayan (2006) shows the correlation of conceptual frameworks categorizing economic and human capital, capacity to aspire and organizational capacity under the agency of the poor and openness of institutions; fragmentation and behaviors of dominate groups and state implementation capacity under the opportunity structure.

Alsop and Heinsohn (2005) on the other hand hypothesized that agency and opportunity structure in association with the degree of empowerment a person or group experiences. They further explained that the degrees of empowerment (DoE) can be measured by assessing; First - whether a person has the opportunity to make a choice; Second - whether a person actually uses the opportunity to choose, and Third - once the choice is made, whether it brings the desired outcome (actualized choice).

Thus, this research will use girls' participation, girls' capacity to lead and make decision by them, girls' control over some school activities, girls' satisfaction and with the availability and quality of opportunities and attitudes of teachers, boys and girls towards women's empowerment (CARE Norway, 2009) are common outcomes which are found to be relevant to measure women empowerment at schools. The research will also use demographic variables such as age, grade level (education) and income of their family.

During actual research work the researcher will review more related theoretical and empirical literatures as part of the research assessment. This will help the study to triangulate the information and how theoretical matters match with the findings.

Chapter Three: Research Methodology

3.1. Description of the Study Area

Ethiopia is located at 3 degree and 14.8 degree latitude, 33 degree and 48 degree longitude in the Eastern part of Africa lying between the Equator and Tropic of Cancer. It is bounded on the Northeast by Eritrea and Djibouti, on the East and Southeast by Somalia, on the South by Kenya and on the West and Northwest by Sudan.

Addis Ababa is the capital and largest city of Ethiopia. It has a population of 3,384,569 according to the 2007 population census, with annual growth rate of 3.8%. Addis Ababa has the status of both a city and a state. It is where the African Union is and its predecessor the Organization of Africa Unity (OAU) was based. It also hosts the headquarters of the United Nations Economic Commission for Africa (ECA) and numerous other continental and international organizations. Addis Ababa is therefore often referred to as "the political capital of Africa" due to its historical, diplomatic and political significance for the continent (UNECA, 2012).

The city is populated by people from different regions of Ethiopia. It is home to Addis Ababa University. The Federation of African Societies of Chemistry (FASC) and Horn of Africa Press Institute (HAPI) are also headquartered in Addis Ababa.

3.2. Data and Methods of Data Collection

The study will use both primary and secondary data from schools and Addis Ababa respective bureaus. The research utilizes both quantitative and qualitative methods to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under question. Descriptive method was used for this study. Data presented in the study are obtained from primary and secondary sources. Primary data are collected directly from respondents using questionnaires and interviews. Secondary data is collected through review of related literatures and through direct discussion with focus groups.

Quantitative Method

The quantitative research relies on school data collected using structured questionnaire that included questions on different issues in Girls' education and participation as a base to empower women for effective social change. Basic and research questions based information will be collected from schools, students and teachers. Students as survey respondents are more from primary schools and less from secondary to see the linkage and how women empowered passing through girls' education and participation in the schools (Tilahun, 2009).

Qualitative Method

The qualitative research mainly focused on girls' participation in schools to be empowered and have self-esteem to do things confidently in the study area. Information will be attained through interviews and focus group discussions by using interview and discussion guides (Ibid).

Key informants interviews are going to be carried out with coordinators of established different school clubs, school principal, women who were sometime student of that given schools but graduated and have job to do; Addis Ababa Education Bureau, Women's Affairs and school parent representatives. The discussion shall focus actual girls' participation aim women empowerment on attitude, school facilities, support provided and practical evidences by using open and close-ended questions. Focus group discussion targets group of school girls and boys separately. The focus group discussion will be unstructured, thus allowing participants to open up and discuss freely. The focus group discussion offers opportunity to capture case stories and to direct observations.

Sampling Technique and Size

In qualitative studies the aim is not to be representative of the population. The validity, meaningfulness and insights generated from such studies have more to do with the information richness of the cases selected, and the analytical qualities of the researcher than with the sample size. One can also use pragmatic criteria in defining sample size, considering the amount of time it costs to do and transcribe the interviews and the number of sub-groups from which one will select respondents (Anita, 2004).

In quantitative studies, as a general rule the desirable sample size is determined by the expected variation in the data: the more varied the data are the larger the sample size we will need to attain the same level of accuracy. For this research purpose, there are some variations by grade level, economic status and type of the school (Private or Public).

As this research is descriptive study, no need to say more than that the sample size needs to be large enough to reflect important variations in the population, but small enough to allow for intensive study methods.

Taking for at least 30 people in each school girls/ teachers as a group of interest is practical. For both quantitative and qualitative data collection the sample size is 154 respondents. Using purposive sampling, two schools are research targets – one from each private and public. Survey respondents of this study are students (only girls for quantitative survey). Students are G5-8, G9-10 and G11-12; the research plan was seven students per grade level and 56 students per school. I.e. a total of 112 girls enrolled in selected two schools. G1-4, G5-8, G9-10 and G11-12 teachers also targeted for quantitative survey; seven teachers per each grade categories and 28 per school. A total of 56 are teacher (male and female) respondents.

Based on availability and willingness of respondents for qualitative interview, the paper will address four school principals, three school club coordinators per school (a total of 12), one woman per school which she is now has job; but was student from sampled school (total of four) and one from Addis Ababa Education Bureau. There will be 23 interviews. Identifying sample respondents for quantitative research will be done in collaboration with schools after setting selection criteria. Accordingly, selection of girls and teachers will be done randomly.

3.3. Data Processing and Analysis

Quantitative raw data collected using questionnaires was organized and pre-processing test will be carried out right after the field data collection is completed, and data are arranged categorically. Questionnaires will be coded by schools and grade levels to facilitate analysis of questions on which respondents require to specify their opinions and to facilitate analysis of the open-ended questionnaire. Responses on these questions will be carefully collected and summarized. Outputs will also be categorized into different components relating to relevant variables for convenience in analyzing the findings.

Qualitative data through interviews, focus group discussions and observations will be put into different categorical variables. Major themes will be identified and analyzed in line with research questions and shall be summarized. Identified themes of the qualitative survey will be exposed to categorical arrangements of the quantitative survey outputs. Issues intended to be addressed by the research will be analyzed using findings from both quantitative and qualitative surveys applying triangulation method. Survey findings are used to draw arguments on relevant issues and data from secondary sources and to draw conclusions and recommendations.

This paper focuses on descriptive analysis such as tables, graphs; percentage, etc. will be made. Moreover mean, median, and mode according to their relevance will also be applied on obtained raw data for appropriate analysis.

Time Schedule and Budget

Table: Time schedule required to accomplish the thesis

Description Required	Time	Budget in Birr
Proposal preparation and submission	August 1, 2016 – August 11, 2016	Researcher Time Only
Amending as per the comment	August 15 – 16, 2016	Researcher Time Only
Literature Review	August 1-31, 2016	Researcher Time Only
Data collection tool preparation in both English and Amharic (print, materials...)	August 20 - 31, 2016	5,000 Birr
Data collection, entry, analysis and interpretation	September 15 – 25, 2016	5,000 Birr
Prepare paper and submit first draft	September 26 - October 7, 2016	300 Birr
Amend the paper as per the comment	October 14 – 20, 2016	Researcher Time Only
Submission of final draft	October 25, 2016	500 Birr
Total		10,800 Birr

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