

CHALLENGES AND PROSPECTS OF FEMALE YOUTH EMPLOYMENT IN PUBLIC EDUCATION SECTOR OF WEST SHOA ZONE (THE CASE OF THREE SELECTED WEREDAS)

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF ARTS IN HUMAN RESOURCE AND
ORGANIZATIONAL DEVELOPMENT IN EDUCATION.

BY: TEKILWOLD BEKELE AMESSA



May 2011

Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Challenges and Prospects of Female youth Employment in Public Education sector of West Shoa Zone (The Case of Three selected Weredas)

By: Tekilwold Bekele Amessa

College of Education and behavioral studies

Department of Educational Planning and Management



Approved By Examining Board:

1. Yekunoamlak Alemu Yekuno 20/06/2011

(Chairperson, Department (signature) (Date)
Graduate Committee)

2. Getenet Tizazu [Signature] 20/06/2011

(Advisor) (Signature) (Date)

3. [Signature] [Signature] 20/06/2011

(Examiner) (Signature) (Date)

Acknowledgements

First of all I would like to express my sincere gratitude and appreciation to my advisor Dr. Getenet Tizazu for his invaluable comments, constructive and constant suggestion, professional advice and encouragement in the preparation of this paper.

I would like also to express my heartfelt gratitude and thanks to all my family members for their encouragement and support during the preparation of this paper and throughout my University life.

Furthermore, my special thanks is to Gindeberet, Jeldu and Abuna Gindeberet districts education office workers, teachers and employees in providing necessary information and moral support throughout my study.

Last but not least, I would like to acknowledge my brothers Tesfaye Bekele, Direbsa Negera and Girma Adimasu for their invaluable moral and material support during my study.

Table of Contents

	Page
Acknowledgements.....	i
Abstract	ii
Acronym	iii
Table of contents.....	v
List of tables	x
List of figure	xi
Chapter One: Introduction	
1.1. Background of the Study.....	1
1.2. Statement of the Problem	4
1.3. Objective of the Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	5
1.4. Research Question	5
1.5. Scope of the Study	6
1.7. Limitation of the Study	7
1.8. Significance of the Study	7
1.9. Definitions of key terms	7

1.10. Organization of the study	7
---------------------------------------	---

Chapter Two: Literature Review

2.1. Definitions and Conceptual Framework	8
2.1.1. Employment	8
2.1.2. Unemployment	8
2.1.3. Youth unemployment	9
2.2. Youth and Youth Employment Conditions	9
2.3. Factors Affecting Youth Employment	10
2.3.1. Aggregate Demand and Economic Growth	10
2.3.2. Impact of the Business Cycle	11
2.4. Employability Issues	11
2.4.1. Regulatory Environment	13
2.4.2. Entrepreneurship and Enterprise Creation	13
2.4.3. Enhancing Employability	14
2.4.3.1. Education and Training	14
2.4.3.2. Work Experience	14
2.4.3.3. Labor Market Information and Services	15
2.4.5. Representation and Voice	15

2.5. Gender and Employment	15
2.6. Theories of Occupational Segregation	17
2.6.1. The Neo-Classical /Human Capital Theories	17
2.6.2. Institutional and Labor Market Segmentation Theories	17
2.6.3. Feminist or Gender Theories	17
2.7. Female Labor Force Participation	18
2.8. Country Experiences of Youth and Female Employment	19
2.8.1. Women’s Representation in the Civil Service of Mali’s Modern Sector	19
2.8.2. Matching Talents and Creating Opportunities the Case of Colombia	21
2.8.3. Promoting Gender Equality in Kenya	21
2.9. Public Sector Employment Condition in Ethiopia	22
2.9.1. Women and Employment	23
2.9.2. Gender Perspective Review of Programs and Sub Programs	24
2.9.3. Women in Position of Power and Decision Making	24
2.9.4. Profile of Women’s Employment in Education Sector	25
2.9.5. Constraints to Women’s and Girl’s Education	25
2.9.5.1. Socio-Cultural and Economic Problems	25
2.9.5.2. Lack of Role Models	27

Chapter Three: Methodology

3.1. The Research Design and Methodology29

 3.1.1.Targate Population, Sampling Techniques and the Sample.29

3.2. Instruments and Procedures of Data Collection.....30

 3.2.1. Questionnaire30

 3.2.2. Interview31

3.3. Piloting of the questionnaire.31

3.4. Method of Data Analysis32

Chapter Four: Data Analysis and Interpretation

4.1. Respondents Demographic Characteristics.34

4.2. Distribution of Female youth in PES of the three workedas36

4.3. Female’s perceptions about women’s fitness to various operations in PES40

4.4. Factors that constrain female youth from taking up in Administrative position
 in PES.....41

4.5. Problems female youth workers face in PES44

4.6. Factors affecting female youth employment in PES47

4.7. Solutions to Improve Female youth Employment in PES50

 4.7.1. Government.....51

4.7.2. Society.....5

4.7.3. Women Themselves.....52

Chapter Five: Summary of Major Findings, Conclusion and Recommendations.

5.1. Summary of the major findings53

5.2. Conclusion.56

5.3. Recommendations56

References.....58

Appendixes

List of Tables

	Page
Table 1 Distribution of Civil servants by sex and major hierarchical category in Mali's as at January 2001.	20
Table 3.1 Proportion of sample size	30
Table 3.2 Statistical tools employed.	33
Table 4.1 Respondents Demographic characteristics by age group and Education level	35
Table 4.2 PES workers and teachers by sex and education levels January, 2011	38
Table 4.3 Reason for an even distribution of FY in PES.....	40
Table 4.5 Area or job female youth doesn't fit.	41
Table 4.6 Factors that constrain female youth from taking up in relatively higher Positions in PES.....	42
Table 4.7 Problems female youth workers face in public education sector	45
Table 4.8 Presence or Absence of difference between what the law says and what is practiced.	47
Table 4.9 Factors affecting female youth employment	48
Table 4.10 Factors affecting female youth employment	49

List of Figures

Figure 4.1 Respondents view about distribution of FY in PES.37

Figure 4.2 Concentration of FY in various occupations of PES39

Figure 4.3 Respondents knowledge about employment law46

ABSTRACT

The purpose of this study is to describe and explain the main problems of female youth employment in public education sector. Moreover, it will attempt to explain as why female youth are unevenly distributed in various occupations of the sector and the potential areas of female youth employment in public education sector. Youth women in Gindeberet, Jeldu and Abuna Gindeberet districts have been suffer from a deficit of decent work opportunities. Employment opportunities for women particularly young women are very scarce, challenging and complex. In education sector there are more female youth secretaries and elementary school teachers than female manager and female secondary school teachers, their employment was affected by various factors and even employed young females face many problems at work place. The study tried to assess challenges and prospects of female youth employment in public education sector of the three districts. The researcher adopted both qualitative and quantitative research approaches; both probability and non probability sampling technique; both primary and secondary source of data for the study. The distribution of female youth in different occupations of public education sector was uneven in the three districts under study. Most of the sector's female workers are concentrated in primary school with certificate and diploma qualifications, while few of them are school director, secondary school teachers and none of them is in managerial position in the sector. Examination of women's participation in decision-making revealed an even worse situation. The constitution's affirmation in guarantee of access to and full participation in power structure and decision making have not even been taken up by policy commitment. Finding indicates that constitutional commitment of the government to grant affirmative action has not been transited into concrete action at any level. Low educational achievement of women, bias in recruitment and deep rooted perceptions regarding the work of females are common for imbalance across different positions of the sector. Young women come across with many challenges on the way of finding jobs and at work place. At recruitment stage bias in hiring and low attitudes towards female's work is usual problems. Harassment and stereotype believes are major difficulties that young women face in work place. Employment opportunities for young women are shaped by different factors, factors influencing the supply and demand sides of the labor market and individual characteristics like educational achievement and personal networks. Government, the society and women themselves should work together to mitigate the constraints so as to enhance employability of young women.

ACRONYMS/ABBREVIATION

BA- Bachelor of Art.

BSC-Bachelor of science.

CSA-Central Statistics Agency.

ECSC- Ethiopian Civil Service Commission.

ESDP- Educational Sector Development Program.

ESDPRP- Ethiopian Sustainable Development and Poverty Reduction Program.

EWAO- Ethiopian Women Affairs Office..

FA-Female Adult.

FKE-Federation of Kenya Employers.

FY-Female Youth.

GDP- Growth Domestic Product.

ILO - International Labor Organization.

KHRC- Kenyan Human Right Commission.

MA- Master of Art.

MDGS-Millennium Development Goals.

MOE-Minister of Education.

MOYSC-Ministry of Youth, Sport and Culture

NG - Non Governmental Organization.

OECE- Organization for Economic Co-operation and Development.

PES-Public Education Sector.

PLC- Private Limited Company.

PST-Primary School Teacher.

SSA – Sub-Saharan Africa.

SST- Secondary School Teacher.

UN - United Nation.

WHO – World Healthy Organization.

CHAPTER ONE: INTRODUCTION

Under this chapter, background of the study, statements of the problem, objective, significance, delimitation, limitation, definition of terms and organization of the study are treated.

1.1. Background of the Study

Young women and men are the world's valuable asset for both the present and the future. Investment in youth can result in benefits for individuals, communities and society as a whole. Providing productive work for young people has effects on economy and society; it improves investment and consumer demand; and it ensures stable societies across generation and share workplace knowledge. However, in recent years increasing unemployment all over the world is reported to have hit young people hard. And even the employed youths are reported to be engaged in unproductive works and in the informal sectors. The condition for young women has been found to be worse than young men. Most young women are reported to be working for long hours on short term basis and in informal contracts with low payment and little or no social protection (ILO, 2005a).

Development involves improving standard of living which allows for equal distribution of social wealth. Societies that discriminate based on gender pay a significant price in terms of lower quality of life and slower economic growth and development. Development effectiveness can be improved by active participation of women and men in the labor market. In spite of this, it is well documented that women have a disadvantaged position and weak bargaining power in the labor market. Labor segmentation widely follows gender lines. Women tend to have more limited access to wage employment worldwide, to be clustered in relatively low income occupations, and earn less than men within similar occupations (ILO, 2007).

Cultural constraints and attitudes tend to reinforce discrimination against women. The social perception that their reproductive and domestic roles are their primary function restricts their entry in to wage employment. Preconceptions of which jobs are suitable for women and

women's lower educational and skill levels limit the range of jobs made available to them. Women's domestic responsibilities interfere with their mobility and career progression in regular age work (Ibid).

As stated in ILO, (2005c) document youth is the time of life full of promise, aspiration and energy. Between childhood and adulthood, youth is when men and women are most eager to strike out to secure their futures and to contribute to their families, communities and societies. The stage of life is crucial in determining young people's paths to achieving productive employment and decent work.

Various communities and cultures in Ethiopia maintain different views and outlook about youth depending on the level of their social and economic development, cultural, institutional and political factors. Because of that, there is no single definition for the word.

"Youth" as stated in Federal democratic republic of Ethiopian Ministry of youth, sport and culture (2004) document, Some countries (e.g. Uganda ,Nigeria and India) define the word 'youth' as young persons whose age bracket ranges between the end of childhood and the beginning of adulthood. Others (e.g. Greece, Netherland and Norway) refer to young people as "youth" when they start to engage themselves in activities that are considered by the community to be expressions of adulthood. On the other hand, there are those who, by associating "youth" with the biological growth consider the attaining of physical development and maturity and the undergoing physical and psychological changes as manifestations of youthful age (Ibid). Among these definitions, the one that is based on age has been found most suitable for research and policy purposes.

As stated in Ethiopian youth policy, which was endorsed at 100th FDRE Council of Ministers regular meeting that was held on March/12/2004, governmental organizations, non-governmental organizations (NGOs) and civil associations in Ethiopia and other countries adopt and use various age ranges for the concept "youth" from the standpoint of the purpose which they stand for and the activities they undertake (Ministry of Youth, Sport and Culture, MOYSC, 2004). The united nation (UN, 1985) defines youth as persons between 15 to 24

years. For World Health Organization (WHO, 2001), 10 to 19 is the age bracket used to designate youth. On the other hand, according to the Ethiopian social security and development policy, young people between 15 and 24 years of age are referred to as youth. Taking the age ranges indicated in various documents into consideration, the Ethiopian youth policy defines youth as part of the society whose age ranges from 15 to 29 years. Since the purpose of this study is about youth employment the definition used for the purpose is youth working in PES whose age range from 18 to 29 age bracket.

As shown in ILO statistics (2006), one billion young people are expected to reach working age within the next decade. In 2005, over 85 million youth which is 15 million more than in 1995 were unemployed accounting for almost half of all unemployed people globally. Another 300 million had jobs but lived in poverty not earning enough to support themselves and their families above US \$2 a day. Furthermore, still another 20 million are neither in the labor force nor studying: they stopped their studies searching for a job because they had lost hope of finding one. All in all, nearly 400 million youth around the world or one in three of all aged 15 – 24 suffer from a deficit of decent work opportunities (ILO, 2007). This implies that providing them with the opportunity to secure productive employment and decent work is a societal, national and global challenge.

The challenge of youth employment is especially large in Africa. According to the ILO (2007) figures the Sub-Saharan African (SSA) region has the highest rate of youth unemployment (18.4%) after the middle east and north Africa (21.3%). In the region, young people aged 15-24 for 36% of the working age population (Guarcello et.al, 2007). This will have a considerable effect on human capital as well as on the region's economic potentials.

According to ILO (2007) Ethiopia is home to the largest youth population in SSA. Lack of employment opportunities for young people is among the critical development challenges facing the country and a key barrier to the national effects towards the Millennium Development Goals (MDGs). Worse, as indicated in the world development indicator (2004), only about 40% of Ethiopian children complete primary education and just 13% are enrolled in

secondary education, meaning that most young people entering the labor market bring with them very low level of human capital.

1.2. Statement of the Problem

Youth issues have recently gained worldwide attention, as the United Nations has set improvement in youth employment situation as one of the targets of the MDGs. To that effect, the Ministry of Youth, Sport and Culture (MOYSC) of Ethiopia deals with increase youth participation in and benefit from both the formal and informal employment opportunities.

Despite this effort, the youth population of Ethiopia faces higher level of unemployment than the adults. The national labor force survey conducted in 2005 indicates that 1,479,443 persons in the age range of 15 – 64 were unemployed. Out of this, 986,595 (66.7%) were youth. The number of female unemployed youth was 76% (CSA, 2006). The fact that the majority of unemployed youth constitute females indicates the magnitude to which young women are victims of the problem.

According to the Federal democratic republic of Ethiopian central statistics Agency (CSA, 2009) in May 2009 survey period, unemployment rate by age group is found to be higher for the younger groups aged 15-24 years. In this age group, younger females were reported to be more affected by the incidence of unemployment than their male counterparts.

When we examine the condition of west shoa zone, which is the target study of the present study, the issue is equally pressing. Employment opportunities for women, particularly for young women, are very scarce in the zone. According to the west shoa education office report, in 2009/10, the number of youth female workers in public education sector is only 2,710 which are 31% of the current employees in the sector. The condition for young women is more difficult than adult women. In education sector, there are more female youth secretaries and elementary school teachers than manager and secondary school teachers. Women are still engaged in traditional “feminine activities” that have limited career growth opportunities.

Motivated by this visible gender gap in employment opportunities and profile, I have selected three weredas from west shoa zone where the problem of female youth employment condition is difficult. The weredas selected for the study are: Gindeberet, Jeldu and Abuna Gindeberet. Previously there was not any research conducted on the issue of youth female employment challenges in these districts (weredas). With that in mind, this study tries to assess the challenges and prospects of female youth employment in public education sector of the selected districts.

1.3. Objective of the Study

The objective of the study can be categorized in to general objective and specific objectives;

1.3.1. General Objective

The overall objective of the study is to identify the major challenges that youth females face on employment in public education sector of the three districts (weradas).

1.3.2. Specific Objective

- To determine major areas of female youth employment potentials in public education sector of the three districts (weradas)
- To identify problems encounter during female youth employment in public education sector.
- To examine the key factors that affect young women's employment participation in the sector.
- To put forward feasible solutions for the improvement of females engagement in higher quality jobs in the sector.

1.4. Research Question

1. Why are female youth disproportionately placed in various level of occupation of public education sector?

2. What are the key factors affecting female youth employment in public education sector?
3. What are the problems female youth workers face in the sector?
4. Is there any significant difference in the opinion of young female and adult female on challenges of youth female employment in PES?

1.5. Scope of the Study

The study was delimited to female youth employment challenges and prospects in public education sector of west shoa zone in three districts: Gindeberet, Abuna Gindeberet and Jeldu districts (woredas). Issues covered in this study include employment challenges, opportunities, factors affecting female youth employment and causes for uneven distribution of female youths among various occupations of public education sector.

1.6. Limitation of the Study

Inadequacy of organized secondary data in west shoa zone and districts (wareda) education offices has been found to be the major limitation of this study. Because of that it has not been able to fully supplement the primary data with secondary data.

1.7. Significance of the Study

The results of this study are believed to have the following significance:

1.7.1. It contributes to understand factors affect female youth employment in public education sector, their absence in the higher positions of the sector and bring relevant information in puts for designing and planning viable intervention measures for mitigating the problems.

1.7.2. It is hoped to provide some data basis for experts and practitioners interested to know the magnitude of the problem and possibly attempt to give some remedies.

1.7.3. The findings may also generate interest or serve as a stepping stone for those other researchers interested in conducting related studies.

1.8. Definition of Key Terms

Region: Represents the second tier of government in the administrative structure of the Federal Democratic Republic of Ethiopia.

Wereda: An administrative unit formerly the district further divided into kebele.

Zone: The third tier government in the administrative structure of the Federal Democratic Republic of Ethiopia.

Public Education Sector: A school administered by government or government agency.

Adult Female: Females whose age range from 30 and above.

Youth female: Females whose age range from 18 to 29 years.

1.9. Organization of the Study

The study has got five chapters. The first chapter deals with the back ground of the study, statements of the problem, objective, significance, limitation and delimitation of the study while chapter two treats review of the related literature. Chapter three covers methodology and procedure of the study. Finally, chapter four and five deal with presentation, analysis and summary, conclusion and recommendation respectively.

CHAPTER TWO: LITERATURE REVIEW

2.1. Definitions and Conceptual Framework

This section deals with concepts and definitions related to employment from different perspective. It also attempts to provide definitions to the two key terms used in this study: unemployment as well as youth unemployment.

2.1.1. Employment: Different literatures treat the concept of employment differently. For Sen (1999),

The concept of employment ... has to be related to some notion of the 'value' of the work. And the 'value' would vary depending on the persons from whose point of view the work is evaluated. For instance, beggars are producing income for themselves but they are not offering commodities and services to the society. Whether such people are to be regarded as employed or not depends on the person whose valuation of the work is to be used (p. 4).

International labor organization (2008) defines employment as a measurement of a total number of employed persons while employed persons are persons who have performed some work for at least one hour during the specific reference period for wage or salary paid employment or for profit or family gain (self-employment). A person is also considered employed if he/she has a job but was temporarily not at work during the specific reference period.

2.1.2. Unemployment: Of the various definitions given in the literature the definition used for this study is the one adopted by ILO (2008). Like that of employment, ILO (2008) defines unemployment as a measure of total number of unemployed persons. According to ILO conventions, this means, during the reference period being "without work", i.e. not in a paid employment or self employment and "currently available for work" and "seeking work".

2.1.3. Youth unemployment According to World Bank (2007), the term ‘youth unemployment’ represents the total unemployed young people aged 15-24 years as a percentage of the total labor force, where the total force comprises the unemployed and the employed. But since this study adopts Ethiopian youth policy definition of youth, youth unemployment represents those unemployed young people aged 18-29 years.

2.2. Youth and Youth Employment Conditions

Young people are the forefront of social, economic and political developments, and are agents of change and innovation (ILO, 2004). The world of work provides the environment through which youth actively participate in society and contributes their talents and vision for the future and develop a sense of commitment and belonging. If allowed to do so, young people can make contributions to the wellbeing of the society they live in as well as their economy.

Gubert, et.al (2007) describes the youth employment condition in different environments as follows:

Young people are confronted with many difficulties when it comes to their integration in the labor market and their search for decent and productive jobs. This is a hot issue of both developed and developing countries. In spite of this common feature, existing empirical evidence and research shows the nature of the problem is quite different in these two groups of countries. While in developed countries the youth, difficulties to get jobs are related to lack of minimum professional skills required in the context of sophisticated production environments, in the case of developing countries, the problem is generally found to rise with education (p. 15).

This implies youth in developing countries are victim of the problem due to lack of education. On the other hand, ILO (2004), described that in countries where there are no unemployment benefits or other social provisions for unemployed young people, it is mainly the youth people from higher income families who can afford to be unemployed and to search for a suitable or preferred job while benefiting from family support. Conversely, most unqualified young

people and those from poor families cannot afford to be unemployed and they end up in the informal sector where productivity and revenues are low.

2.3. Factors Affecting Youth Employment

Young people face labor market obstacles. Some of the obstacles relate to high unemployment while other are linked with low quality of employment. The opportunities for young people to obtain a decent job are influenced by factors such as aggregate demand, demographic trends, labor market regulations, education and training outcomes, work experience, entrepreneurship options, representation and voice, and the aspirations of youth people themselves (ILO, 2004). ILO (2005a) sums up factors linked with unemployment as follows:

The factors that affect youth employment can be seen along three dimensions: those which influence job creation, which encompasses aggregate demand and economic growth; those which impact on working conditions such as legislation, regulations and the business cycle; and those which address employability, including education and training, work experience and labor market services as well as the capacity of international structures to integrate youth into the growth process (p. 8).

And in the sub-sections below, it is attempted to discuss these factors in more detail.

2.3.1. Aggregate Demand and Economic Growth

Inadequate aggregate demand is a major obstacle to obtain a job for young women. The lower the aggregate demand, leads to the lower the demand for labor forces. Regarding this, ILO, 2000 (cited in ILO, 2005c) provides specific examples:

In the organization for economic co-operation and development (OECD) countries... unemployment was relatively high during the 1980s and the 1990s and the demand for young workers was highly sensitive to overall economic conditions. As new entrants to the labor market, young workers lack the specific training or seniority that butters older

workers from swings in market conditions. Their employment is highly dependent on the state of economy (p.9).

The problem in developing countries relates to lack of: sufficient growth rate in GDP and enough employment and income-generating opportunities to attract the mass of their labor force. Slow growth of the formal economy is particularly responsible for the high rate of youth unemployment, especially among youth with higher educational qualification, in developing countries (Ibid). The situation is even worse in sub Saharan Africa. During the 1980s and 1990s in particular reform measures failed to raise asset and economic development.

2.3.2. Impact of the Business Cycle

According to ILO (2005a), employment growth can be reduced due to slow economic growth and structural change. Employers, facing difficult market conditions for their products and services are likely to reduce hiring and then dismiss the least experienced first. In other words, young job seekers or recent hires are excessively affected by the business cycle in a recessionary period; they are the ones who are either unable to find job or the first to be laid off when businesses reduce or stop.

There are examples of how governments and nongovernmental agencies can help young people overcome capital limitations. Useful policy tools may be developed on the basis of these experiences (Ibid).

2.4. Employability Issues

Macroeconomic policies, regulations and the promotion of entrepreneurship and enterprise development are important tools to realize the full potential of economic growth and for creating pathways to decent work for youth. Regarding youth unemployment ILO (2005a) state that: "Even with high rates of economic growth and employment expansion, high rates of youth unemployment may persist." (p. 10)

If youth do not have the capacity to benefit from economic growth and expansion of job opportunities because of educational or training deficits, lack of work experience, weak labor market information and/or services or face discrimination inhibiting their integration in to the labor market may be the resultant effect would be youth unemployment. “Even with high rates of economic growth and employment expansion,” notes ILO, “high rates of youth unemployment may persist” (p. 10).

According to ILO (2005a), these barriers can be partially overcome through: Active labor market policies encompass skill development, work experience and efforts to match demand and supply. Regulations that tackle discrimination in accessing the labor market are salient in addressing employability issues.

According to World Bank (2005) in many countries, macroeconomic policy plays a central role in realizing growth and job creation. However, developing countries are in a low-level stabilization trap that constrains the role of macro-policy in motivating demand. In addition they have not been able to spark the rate of investment required for reviving sustainable economic growth. And yet, an essential precondition for sustained labor demand is enhancement of the levels of investment.

Apart from lack of growth, the other serious problems are the stability of growth that could be achieved, strong commitment to growth and employment objective. It is therefore very important to look at macro-policy options that exist for the purpose of enhancing the levels of investment and promoting higher and more stable roles of economic activities.

It has been also stated in ILO (2005a) that “Employment intensity of growth is particularly important for developing countries. While growth is necessary condition, it is not sufficient; it is essential to ensure an economic policy environment that result in economic growth being employment intensive” (p. 11).

Again, microeconomic policies can play a role in producing such outcomes by promoting the growth of sectors and economic activities that are employment generating by their very nature.

Business and enterprises, friendly macroeconomic policies and regulatory environment are also helpful in ensuring that growth does not become jobless (Ibid).

2.4.1. Regulatory Environment

As discussed in World Bank (2005), labor market regulations are a key element of policies aimed at promoting efficiency and equity in the allocation of income and assets. Appropriate national legislation based on international labor standards and good governance of the labor market is central in creating governance of the labor market for economic growth in the context of social goals. Laws and regulations conducive to the expansion of the economic and those dealing with equity issues form an essential backdrop for job creation for young people, and either foster or hinder the growth of productive jobs, whether full time or part time, temporary or permanent, in which youth enjoy and exercise their rights at work. They also foster or hinder the establishment of enterprises by young entrepreneurs starting out. The challenge facing governments is to provide opportunities and incentives for the expansion of productive investment and the creation of jobs, while ensuring the protection of workers' right World Bank (2005). Harmonizing these issues is not an easy task for government and policy makers.

2.4.2. Entrepreneurship and Enterprise Creation

According to ILO (2005c), promoting entrepreneurship is a means to enhancing youth employment and alleviating the vicious cycle of poverty and social segregation. It is also associated with more flexible hours of work, greater independence, higher income potential, and job satisfaction. However, young people tend to be less active in entrepreneurship than adults, and teenagers are less active than young adults ILO (2004). Government need to encourage a broad and dynamic concept of entrepreneurship to stimulate both individual initiative and broader initiatives in a wide range of organizations which include, but go beyond, the private sector: small and large enterprises, cooperatives, and the public sector, workers' and youth organizations.

2.4.3. Enhancing Employability

According to ILO (2005b) formal education and vocational training, labor market information, service and work experience are familiar factors in raising employability for effective inclusion in the labor market. Given below is a brief description of these factors.

2.4.3.1. Education and Training

Many young people, particularly those in developing countries face difficulties in finding a job because of mismatch between educational outcomes and labor market requirements (ILO, 2004). In addition to the lack of educational qualifications and relevant technical skills, many young people are disadvantaged in terms of core skills required in current labor market including team work, problem solving and skills that facilitate the attainment and application of new information (learning skills) skills essential for both wage and self employment (Ibid).

2.4.3.2 .Work Experience

As clearly stated in ILO (2004), young jobseekers lack work experience to enter the labor market. The gap of mixing first time jobseekers into the labor market varies greatly by age, gender, social class, family background, educational achievement, and other dimensions of disadvantage. In addition, another ILO document (2005a) outlines a number of factors that are related to lack of job experience as possible causes for not obtaining jobs. These include lack of experience in: Summer jobs, internship, apprenticeships, voluntary work or paid work. Linked with that are absence of vocational guidance and counseling and poor placement mechanisms. Reporting on the negative of lack of experience, the document further records,

Lack of recent work experience may be at the root of other problems. It can mean that skills and relevant experience become out of date. It can also result in a growing lack of confidence. The evidence is also that employers, given the choice, prefer to recruit people who are already employed or have only been out of work for a short period of time, seeing this as a safer option. Lack of recent work experience can thus be a serious barrier to find work one that worsens the longer a person is out of work (p. 20).

2.4.3.3 .Labor Market Information and Services

Young people frequently lack adequate information, guidance and counseling about labor market opportunities. Targeted career advice and guidance is believed helps young people to overcome their limited experience and lack of information's. Skilled guidance counselors with access to up to date information on labor market opportunities can be effective in enhancing the quantity and quality of job matches and reduce the duration of unemployment (Watts et.al, 2003). Employment services play important role in ensuring the comprehensive information and the broadest possible assistance and guidance available for young persons, including those belonging to disadvantaged groups.

2.4.4. Representation and Voice

Today young people are often not represented in trade unions or employers' associations, and do not belong to political parties. As indicated in ILO (2004) document one reason for the decline in youth membership in labor, business and political groups is that traditional forms of association have become less interesting to the youth. As a result, decision makers give little attention for young people's needs and aspirations.

2.5. Gender and Employment

Merga (1999) argues that now days the need for women's participation in socio-economic and political life of nations seems to receive special attention. This is not without reason. The deep rooted traditions both at the family and community levels almost exclude women from the power of decision making.

Rhodie (1989) as cited in Merga indicated that women made poor participation in public life and the weakest. Still in most societies women are in inferior position to men. Gender issue is thus strongly discussed to change this state of affair. While there are some aspects of poverty and exploitation, which are shared by women and men, many aspects are different. According to Porter et.al (1999), women life is lower than men's. Women are exposed to social and

cultural bias on the ground of their sex. This affects every aspect of their life including development.

Sweetman (1996) argues that women in employment are concentrated in low skilled jobs characterized by poor pay and conditions in comparison with men. Meanwhile, women continue to be overrepresented in the “informal sector” and their occupations tend to be these, which are most be uncertain, lack resources, and offer the lowest payment.

Sweetman (1996) further contends that there is little opportunity for women workers to upgrade their skills or get new skills, which could lead to alternative employment. This is because that most women are engaged in areas where little or no training is given due to the unstable nature of their jobs.

In its review of the progress made in the last ten years, Economic Commission for Africa (ECA,1994) reveals that the road to equality in education, employment, decision making, control over reproductive and productive functions, peace and security remain as distant as ever. Women continue to be marginalized in all spheres of life. Despite their numerical strength, which is almost half the population, they do not feature significantly in politics, economic and social area.

The Ethiopian National Office of Population (1999) stated that the empowerment and autonomy of women and the improvement of their political, social and economic and health status is essential for the achievement of sustainable development.

But studies by ILO reveal that in many parts of the world, women are facing threats to their lives, health and wellbeing as a result of being overburdened with work and due to their lack of power and influence. The problem is reported to be more serious in developing countries like Ethiopia.

2.6 .Theories of Occupational Segregation

According to Richard (1997), theories explaining the existence of occupational segregation by sex can be classified in to three categories: neo-classical and human capital theories; institutional and labor market segmentation; and non-economic and feminist (gender) theories.

2.6.1. The Neo-Classical /Human Capital Theories

On the labor supply side, neo-classical/human capital theories stress the lower level of human capital in terms of both of what women bring to the labor market as well as what they acquire after joining the labor market. This can be explained by less education and less relevant study and less experience than men owing to intermittent or truncated labor market participation because of marriage and/or household or child care responsibilities respectively. Shortly, according to these theories, women receive lower pay than men because of their lower productivity.

2.6.2. Institutional and Labor Market Segmentation Theories

Institutional and labor market segmentation theories also rely on well established economic thoughts and neo-classical logic. Their starting point is the assumption that institutions such as unions and enterprises play an important role in determining who is hired, fired, and promoted, and how much they are paid. Institutional theories also begin with the assumption that labor markets are segmented in certain ways and each labor market segment may function according to neo-classical theory. Labor market segmentation theories are very useful for understanding sex inequality in the labor market, since they stress the existence of segregated labor markets and occupation. However, they do not explain why occupations are segmented by sex.

2.6.3. Feminist or Gender Theories

Feminist or gender theories are mainly concerned with non-labor market variables, which economists take as given. A basic premise of gender theories is that women's disadvantage position in the labor market is caused by, and is a reflection of, patriarchy and women's

subordinate position in the society and the family. Generally, the theory makes valuable contributions to explaining occupational segregation by sex by showing how closely the characteristics of “female occupation” mirror the common stereotypes of women and their supposed abilities.

2.7. Female Labor Force Participation

In earlier times, development was associated with the rate of economic growth. Nowadays, development incorporates additional indicators such as: better health service, educational opportunities, level of literacy, access to various social and public service, freedom of speech, greater participation in public life, and intergenerational equity. Men and women can only have equal chances for achieving the same standard of living if they have the same distribution of opportunities and outcomes throughout their life (Flober, 1985). Moreover specifically, economic equality will exist only when employment opportunities and outcomes, earnings and returns to labor are equal by gender.

However, according to ILO (2003) which is cited in ILO (2005b)

The progress of women in the labor market depends on the possibility of their finding an occupation which at least meets minimum quality standards and is in the formal sector of the economy, on levels of remuneration rising, on the reduction of occupational segregation by sex, on access to better and more diversified training and on extended coverage of social protection scheme. (p. 370)

Besides, female participation in labor market provides women with access to income and effective mechanism of socio-economic empowerment (Ibid).

The demand for female labor force is partially determined by the quality and levels of women’s skills and education as well as by the difference between men and women in terms of those qualifications. Other factors such as a country’s overall economic and its social regarding gender roles also play an important role in the level of demand. A report ILO (2005b) shows that the employment level and earnings of workers are influenced by the

quality of labor and by the market equilibrium between the supply and demand for labor in various sectors and in economy.

According to a study of ILO in 1993, women's low participation rate in the labor force can be explained by several factors: the low absorptive capacity for employment for both sexes; the tendency to prefer women because of their dual roles as producers and reproducers; and the unfavorable cultural and social attitudes towards working women.

Furthermore, ILO (2004) stated that activity rate young males have consistently been much higher than that of young females. Similarly, Hareg Consult PLC (2005) described that the women's employment in industries and civil service is lower than men. Their low participation in manufacturing is attributed to low level education and training, lack of contact and exposure to the business world, shortage of capital and problems related to ownership right. This difference stems from the difference opportunities societies provide to men and women from cultural conceptions of the role of the two genders in society. Part of it results from the fact that household activities and certain forms of production for personal or household use are not taken in to account in the measurement of economic activity.

2.8. Country Experiences of Youth and Female Employment

This section aimed at reviewing different countries experiences and best practice in order to acquire important knowledge from them. Generally, in this section, I will try to show how women are represented in various position in civil service; how partnership is important to create employment opportunities for women and men; how interventions improve the working situation of women; and how vocational training enhance gender equality.

2.8.1. Women's Representation in the Civil Service of Mali's Modern Sector

Analyzing data from the survey of modern sector and their works, Doumbia et.al (2003) cited in ILO (2003) find no significant pay differences between men and women at any given skill level. But women tend to be concentrated in intermediates level jobs; not only do they have

greater difficulty finding modern sector employment in the first place but few of these who succeed make it to senior positions.

The table below stated in ILO (2003) shows that the distribution of Mali’s civil servants by sex and by major category. Category A is equivalent to senior executives (masters degree or higher attainment); category B to junior executive (B2 requires post-secondary technical degree; and B1, a diploma in a technical discipline or equivalent qualification); category C is equivalent skilled worker (vocational training certificate); and category D consists of civil servants without any qualification. Women account for quarter of Mali’s civil servants – a higher proportion than one observed in the modern private sector.

A possible explanation is that the competitive examination procedure helps women to overcome obstacles to their recruitment. As stated in ILO (2003),

The fact that many civil services jobs are based in urban areas particularly Bamako may also be a factor contributing to higher levels of female employment. A third factor may be that women encounter fewer cultural barriers in the public sector than in the private sector. (p.311)

Table 1 Distribution of Civil servants by sex and major hierarchical category in Mali’s as at January 2001.

Category	Women	Men	Total	% of women
A	775	6808	7583	10.2
B1	1664	2625	4289	38.8
B2	3510	12390	15900	22.1
Total B	5174	15015	20189	25.6
C	2215	3901	6116	36.2
D	6	11	17	35
Total	8170	25735	33905	24.1

Source: Saliha Doumbia and Dominique Meurs (2003)

According to Doumbia et.al, the imbalances in the female /male staffing levels results from women's lower entry level education attainment (there are potentially fewer applicants for category A posts), from obstacles of internal promotion, or from a combination of these two factors. They conclude that the resulting occupational segregation calls for pro-active government policy to increase women's labor force participation in the modern sector coupled with a focus on the societal factors that hamper women's access to wage employment generally.

What we notice from the practice in Mali is that women's weak labor force participation in modern sector accounts for very low percent of the sector's wage employment and concentration of female employment at intermediate skill level. This is due to women's lower entry level of educational attainment.

2.8.2. Matching Talents and Creating Opportunities the Case of Colombia

This practice shows how partnership between the public and private sectors and civil society creates employment opportunities for poor women and men. As stated in ILO (2005b), talents and opportunities is a kind of project which is income generating in Bogota. Its overall objective is to develop the employment skills of Bogotá's poorest and most disadvantaged groups. It puts a specific emphasis on enhancing women's access to the labor market and income generating opportunities by promoting social partnership between the public and private sectors. According to ILO, generating of employment opportunities can be achieved through three different avenues: giving training; linking beneficiaries with income generating association such as cooperatives; and finding jobs in enterprises for beneficiaries, by doing so men and women have benefited from job.

2.8.3. Promoting Gender Equality in Kenya

According to ILO (2005a) the Federation of Kenya Employers (FKE) was established in 1959 as employers association registered under the trade unions. The vision of the FKE is to be the most representative employer's body advocating the interests of all employers in Kenya. In comparison with the situation in many African countries, Kenya benefits from relative political

stability and is undoubtedly one of the countries in the region that has gone the furthest in addressing women's rights. In the labor market, women make up almost 75% of the agricultural workforce and have in recent years become more active in small business. The situation in the civil service is no better. Women account fewer than 25% of the high level posts and have to overcome many stereotypical barriers to obtain administrative, managerial, professional and technical positions. Most disturbingly, their promotion is slower than that of male counter parts. Even when they are the best people for the job when workers are laid off, for whatever, reasons women are most seriously affected because of their concentration at the lower levels (Ibid).

The FKE, in the same way as its members, is an affirmative employer and therefore, views work place gender inequalities with much concern. It is on this basis the federation wishes to associate itself with the initiative of the Kenyan human right commission (KHRC) that publishes work place gender policy. It proposes the federation and its member organizations should adopt the KHRC gender policy as an invaluable guideline to improve their gender image. The federation also takes the position that, together with its member organizations, it should craft specific gender-friendly actions in its administration and programs, especially in the following key areas; Advocacy, Management responsibility ,Staffing procedures and recruitment, Medical coverage and maternity protection, Career development and training, Work place abuse and sexual harassment

2.9. Public Sector Employment Condition in Ethiopia

According to a study conducted in 1998, the total number of civil servants in Ethiopia is around 303,590 of which 72% are men and 28% are women. Out of the 28% women civil servants, 92.8% are working in the lower level especially in services (Mahtsente, 1998). The sub professional category of the official statistics indicates that in 1994/95, 4,091 men and 1,702 women were hired as permanent employees. In 1996/97, the number of women administrators in the regional states of Ethiopia seems be decreasing. In 1994/95, there were 197 men and 34 women administrators but by 1996/97 the number of administrators hired declined to 108 male and 11 female.

The study of Mahtsente (1998), available statistics and day to day observations indicate that the professional, sub-professional, administrative, managerial, highly paid, better working condition jobs are dominated by males, while the high percent of hired women are working in lower with the lowest pay.

2.9.1. Women and Employment

Ethiopian has ratified international conventions that ensure non-discrimination in employment opportunities and equal payment for work of equal value. ILO convention 111 which was ratified in 1960, promotes equality of opportunity in employment. Convention 100 stipulates equal remuneration for work of equal value. The Ethiopian constitution also stipulates that women shall have a right to equality in employment, promotion and pay (FDRE, 1995).

In spite of this, a serious gender gap is observed in women's employment in the formal sector. The number of female permanent employees for both the federal government and the regions was 118,586 (32.2%) and for men 252,113(67.8%) (ECSC, 2002) as cited in Hareg Consult PLC (2005). In addition the few employed women are highly concentrated in routine type and low paying clerical and fiscal jobs (60%), custodial and Manual (42%).(Federal Civil Service Commission FCSC, 2004) as cited in Hareg Consult PLC (2005) described women's poor employment situation as follows:

Only 23.3% of administrative and 10.2% of the positions in professional and science posts were held by women. The high concentration of women in non-professional and low paying jobs is related to the level of their educational attainment and training, traditional attitudes limiting women's aspiration; lack of role models who are in relationship position, and limited access to information (P. 13).

Women are involved in the informal sector in large numbers both as employees and self-employed. As self-employed, they face many problems including low income both in establishing and sustaining their business. According to a survey made by Ethiopian statistics agency (2003), out of the 997,380 individuals engaged in the informal sector, 60% were female. Of these, many are engaged in small businesses that require small capital, not

demanding complicated management and bookkeeping skill (CSA, 2003). Similar findings are echoed in a study by Hareg Consult PLC (2005):

Women are absent from key leadership position and there is lack of interest in women's issue and real commitment among men in leadership. This was noted as a major problem. Lack of education and harmful traditional practices like early marriage, abduction, were mentioned as factors affecting women's economic situation. Many women are illiterate and lack accountancy skill and have difficulties in running their small enterprise. Women lack the type of confidence required to engage in new types of ventures and some are not willing to go to new and distant locations for economic activities. (p.15)

2.9.2. Gender Perspective Review of Programs and Sub Programs

Some official reports indicate the Ethiopian government's commitment to some level of affirmative action (MoE 2002). According to these documents it is observed that the government is giving priority to women in education and training to build their capacity for civil service posts. Though this a positive move, it should still be noted that of using 'merit' than 'quota' as an eligibility criterion to enter the civil service is not gender sensitive. So the policy needs to be re-examined from a gender perspective and the Ethiopian constitution. By implementing quota system to promote women's engagement in high profile civil service positions it is possible to maintain positive discrimination at least in the event when women score the same as men during recruitment (Hareg Consult PLC, 2005).

2.9.3. Women in Position of Power and Decision Making

According the report by EWAO (2005) , the following have been observed with regard to the current status of women in the political and public decision making positions: There is no indication about the existence of a well considered policy, program or action to increase the number of women at decision-making and leadership positions; the constitutional commitment of the government to grant affirmative action has not been translated into concrete action at all levels; the number of elected women representatives is still low; more

and more women are engaged informal employment, but are underrepresented in middle and higher management position; the number of women leaders and decision makers at the various level of the decentralized government structure is still very low and the election law and electrical process is not gender friendly

2.9.4. Profile of Women's Employment in Education Sector

Education is one of the sectors where relatively large numbers of women are employed. As stated in ILO (2000), teaching is one of the professions where women have traditionally been employed, but are nevertheless concentrated in more junior positions. In line with that trend, female teachers in Ethiopia constitute 27% of primary, 11.8% of junior secondary and 8.5% of the senior secondary teaching force and the size of women's employment decreases as the level of required skill and level of education increases (MOE, 2001). As reported in Mulu (2003), women are mostly assigned to elementary schools firstly because it is a job considered to be "appropriate" for women due to their roles as a mothers child caregivers, and because of regular pattern of confining women to low paying jobs.

2.9.5. Constraints to Women's and Girl's Education

In this last section of the literature, it is attempted to review possible reasons responsible for gender gap at all levels of education. The as argued by Hareg Consult PLC (2005), there are a number of factors that have contributed to this gap and they are discussed below

2.9.5.1. Socio-Cultural and Economic Problems

Economic Problems: Problems associated with economic problems include: poverty, seasonal migration, (particularly common in pastoralist areas), lack of water and food, (especially in Afar, Dire and Tole woredas in Oromiyaa) high dropout rate during *chat* and coffee harvesting in cash crop areas like SNNPR.

Socio-cultural problems: problems related with socio-culture include: HIV/AIDS and its repercussions, harassment and violence including rape; bearing large number of children, the public's unawareness of the importance of girls' education, flourishing drinking houses in the cities that serve chat and shisha; early marriage; abduction; the attitude that an educated woman would be spoiled and refuse to marry her uncle's son, and marriage to elderly men specially specified in (Afar).

Family: overburdened with household chores; parents preference to educate their boys; lack of follow up from parents are problems related to family in Ethiopia.

School: School related problems include: lack of convenient learning environment, for example unavailability of separate toilet and water; assigning students to distant schools from secondary education and lack of transport in Addis Ababa; lack of support from teachers; sexual harassment by teachers with consequential dismissal or failure for non-compliance to the demands; school distance because of unavailability of schools in the villages; lack of female role models.

Personal/individual: shyness and feeling of discomfort to participate equally with men that arise from culture and upbringing (example delivering speech in front of people).

Constraints described in Hareg consult Plc (2005) could also be categorized into four: economic related, family related, school related, and culture related. These factors corroborate the ones that were identified in the consultations and interviews held with relevant individuals by Hareg Consult Plc as indicated in its findings.

The economic problems relate to partners' inability to send their children to school and drop-out problems as a result of lack of finance. The problem is especially serious in rural areas. Quite a number of girls drop out when they reach high schools. That happens because high schools are not available in the villages and parents cannot afford the cost of rent, food, and school supplies to send all their children to town. This forces parents to make a choice between sending sons or daughters, and for many reasons including socio-cultural outlook, they prefer to send their sons (Emebet, 2004).

Under family related problems, heavy workload on girls in the house interferes with their education. Other social problems are expressed in overprotection of girls as manifested by unwillingness of most parents to allow their daughters to stay in the library or study with friends and in general lack of understanding and support on the part of families (Ibid).

2.9.5.2. Lack of Role Models

Availability of role models and mentors is one of the factors that promote girls' education (Emebet, 2004). In this respect, the availability of female teachers at various levels and especially in administrative positions is very critical; this has also been one of the issues underlined in the ESDP (Education Sector Development Programme) II as well as the ESDPRP (Ethiopia Sustainable Development and Poverty Reduction Program).

Data from MOE show that there are more male teachers than female teacher at all levels; with the number of female teachers decreasing as one moves from primary to secondary schools. Male teachers are also more educated and qualified than female teachers. In the academic year 2003/04 among the 11,675 teachers in secondary schools only 8.7% were females. Among the teachers who have a BA/BSc. Degree only 7.4% were female and among those who have MA, 13.6% were females (MOE, 2005).

Exploration of the situation of female teachers in terms of securing opportunities equally with male teachers revealed that after graduation and during the practice of teaching, female teachers especially those assigned in rural schools face numerous problems which include: Lack of infrastructure deterring women from going to distant locations to teach, distance of schools from cities/towns, shortage of housing, lack of respect from male students, bias during evaluation by students, lack of respect from male colleagues, harassment and insult by men and male students undermining women's self-confidence, ignoring or playing down their complaints by concerned bodies, promotion and transfer and related problems, insecurity during travels, and not considering maternity leaves in the results based evaluation (MOE,2005).

Concerned officials explained that a number of measures have been taken to minimize the problems. These include assigning female teachers in pairs so that they can support each other; priority in transfers; and encouraging them to take up leadership positions. Moreover, female teachers do not benefit equally from further training opportunities (Ibid)

There are few women in leadership positions such as principals and vice principals, office heads and supervisors. Below are the major reasons for the gender gap in administrative position:

Lack of support from the school and general the education system, Lack of willingness and self-confidence among female teaches, Lack of role models and the negative experiences that they witnessed on those female teachers who attempted to hold positions or who had held positions for some time.

Resistance and lack of cooperation from vice principals, other teachers, and students ,Lack of support from education bureaus, Lack of respect and recognition from part of communities, and Lack of support from partners that emanates from lack of trust are some of the listed reason.

Similar observations have been reported in Abebayehu (1995) on constraints to women in education. Some of the factors that constrain female teachers from taking up administrative positions include: gender stereotyped belief that women are more suited teaching then leadership role; lack of role models; lack of aspiration on the part of female teachers; low level of institutional commitment of concerned bodies; and lack of representation of women in promotion committees (Abebayehu, 1995).

CHAPTER THREE: METHODOLOGY

3.1. The Research Design and Methodology

This section includes a brief discussion on the overall research approaches employed in the study, sampling techniques, the target population of the study and major instruments to be used to collect data. It also includes methods of data analysis and presentation.

3.1.1. Target Population, Sampling Techniques and the Sample.

The target population of the study was mainly female teachers and workers of education sector of Gindeberet, Juldu and Abuna Gindeberet districts (weredas). There are about 421 female teachers and other employees working in education sector in the three districts. Out of this, 210 female teachers and workers i.e. 50% were represented in the study. In addition, one female official from each districts (wereda) education office and one education office head from each wereda education office (i.e. totally 6 wereda education office workers) were included in the study.

The study had two groups of female participants: young female and adult female. Young females are those whose age ranges from 18 to 29 years whereas adult females are those whose aged 30 or older. As adult women have passed through the challenges of youth, they can understand the problem of young women better. So the researcher believed that adult women are good source of information and included in the sample. In order to select the appropriate sample of the study, stratified random sampling techniques were employed. First, the target population was categorized in to districts (Woredas) and number of respondents was determined. Again, in order to ensure representation of considerable number of young female and adult female staff, the researcher grouped the target population from each districts into their respective age groups.

Then simple random sampling technique was employed to draw the actual sample from each group. Added to that, in order to select officials of education sector, purposive sampling technique specifically judgmental sampling technique was employed with the assumption that

education sector officials are at good position to access information and they are important source of information.

Given in the Table below is the number of the female teachers and employees who took part in responding the survey questionnaire.

Table 3.1 Proportion of sample size

Woreda Name	Population Size			Sample Size		
	Young	Adult	Total	Young	Adult	Total
Gindeberet	41	55	96	21	27	48
Jeldu	91	103	194	46	51	97
Abuna G/beret	62	69	131	31	34	65
Total	184	237	421	98	112	210

Source: Field survey December 2010.

In addition to the 210 female teachers and employees, 6 educational administrators (3 male and 3 female) were also interviewed for the study

3.2. Instruments and Procedures of Data Collection

To collect the required data, three data collection tools were used: questionnaire, interview and documentary information.

3.2.1. Questionnaire

A questionnaire was designed and used to get the necessary information on the youth females' employment challenges and prospects. The questionnaire had two types of questions: open ended and close ended. The questionnaire was first prepared in English language and it was later translated in to Amharic. The translated questionnaire was administered to the 210 respondents. To eliminate any problem explanation was given on each item for each respondents individually and sometimes in groups. Respondents were encouraged to ask for clarifications on any item they didn't understand.

The questionnaire prepared for female respondents had three parts. The first part sought to collect various background information example, age, marital status and work experience of respondents. The second part, in a way the major section of the questionnaire, dealt with respondents' opinions and attitudes regarding about factors that prevent young women from taking administrative positions in public education sector and factors that help obtain such positions in public education sector. To help respondents express their level of agreement that negatively or positively affect youth employment condition, most of the items in this part were prepared using a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1). Included in the third part are open-ended items that required participants to express their opinions in writing (See Appendix-1)

3.2.2. Interview

In addition to the questionnaires, as indicated earlier, the study employed interview. The interview questions were prepared keeping the literature in mind. The interview was then conducted with six educational administrators (3 female and 3 male) working at district (wereda) education office in various capacities. Questions included in the interviews generally attempted to bring out information on problems and prospects of women youth employment in the districts (woreda) (see Appendix -2)

On top of the data obtained through questionnaire and interview, information from documents such as vacancy notices, and statistical (figures) were used.

3.3. Piloting of the questionnaire.

The draft of questionnaire was first piloted with 30 teachers from Gindeberet secondary school and Kachis primary school. After it had been filled by this teachers, each questionnaire was examined item by item to detect ambiguous and unclear statements. It was particularly attempted to examine the internal consistency of the attitude scale, Cronbach alpha was calculated and a moderately high coefficient ($r = 0.67$) was obtained. The observed correlation coefficient is thus a good indicator of the internal consistency of the items. The rest of the

questionnaires were found to be useful for the purpose intended, except some minor Amharic script and translation error correction.

3.4. Method of Data Analysis

The study used different statistical tools in analyzing and interpreting the data collected through different means. The choice of the tools was dependent on the nature of the data collected. In general an integration of qualitative and quantitative data analysis method was employed. The data collected through interview was presented and analyzed qualitatively and raw data obtained from the field through questionnaire were coded, tallied, counted and organized by the computer software. Then the data stored, the appropriate descriptive and inferential statistics was selected and analyzed using the computer software known statistical procedures for social science (SPSS). This was made because it saves time and is helpful to be precise. As result, the study used descriptive statistical measures such as percentage and means to see relative proportions and distribution of the data. Moreover, a parametric statistical test (t-test) was also applied to compare the means and identify the significance of differences in the means or characteristics of young female and adult female. The t-test for this study is significant at 95 percent confidence level (.05) and p-values < .05 (i.e. 95 percent of the result is due to treatments of variables by the study and less than 5 percent of the result is probably due to sample errors). T- Test was found to be appropriate because the data were normally distributed. Furthermore, the open-ended or qualitative data were analyzed by narration. Based on the data analyzed, interpretations and conclusions were made. Different statistical tools were employed to analyze and interpret the data collected based on the basic questions of the study. Accordingly, the basic questions of the study, the statistical tools employed to analyzed the data and the corresponding reasons are summarized in table 3.2

Table 3.2 Statistical tools employed.

Basic question	Statistical tools used	Reason
Why are female youth disproportionately placed in various level in education	T-test	To compare and see if the opinions of respondents towards the reason why youth female disproportion ally placed in the sector
	Percent	To determine their frequency counts
What are the problems female workers faces in the sector?	T-test	To compare and see if the opinions of respondents towards the reason why youth female disproportionately placed in the sector
	Percent	To determine their frequency counts
	mean	To determine distribution
What are key factors affecting female youth employment in public education sector	T-test	To compare and see if the opinions of respondents towards the reason why youth female disproportion ally placed in the sector
	Percent	To determine their frequency counts
	Mean	To determine distribution

In all of the above cases the existing difference were tested for statistical significance at 0.05 levels.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This chapter mainly deals with the presentation, analysis and interpretation of data gathered from the field through questionnaire and interviews as well as secondary data (reports and compiled data of teachers and officials profile) which are relevant to the female's employment. As clearly indicated in the methodology part, the total sample drawn from population was 210. The questionnaire were distributed to 210 respondents but 188(89.5%) of the questionnaires were filled and returned.. All the returned questionnaires were complete and usable and they were thus included in the analysis.

4.1. Respondents Demographic Characteristics.

In the questionnaire distributed to the research participants, it was attempted to collect data on their demographic profiles such as marital status, age groups, education level and work experiences of sample respondents. That was done with the assumption that these data would give some insights on the challenges and prospects of female youth employment in public education sector. Based on the response obtained from the sample respondents, the characteristics of the study groups were examined and interpreted in terms of age, level of education, year of service and marital status.

Table 4.1 Respondents Demographic characteristics by age, education level, service and marital status

Variables	Characteristics categories	Respondents				Total N=188	
		Young N=96		Adult N=92			
		No	%	No	%	No	%
Age	Blow20 years	2	1.1%	-	-	2	1.1%
	21-30 years	94	50%	-	-	94	50%
	31-40 years	-	-	76	40.4%	76	40.4%
	> 40 years	-	-	16	8.5%	16	8.5%
	Total	96	51.1%	92	48.9%	188	100%
Education level	Certificate	20	10.6%	10	5.3%	30	16%
	Diploma	64	34.1%	74	39.4%	138	73.4%
	BA & above	12	6.4%	8	4.25	20	10.6%
	Total	96	51.1%	92	48.9%	188	100%
Service years	Blow 3 years	18	9.6%	8	4.3%	26	13.9%
	4-6 years	29	15.4%	8	4.3%	37	19.7%
	7-9 years	33	17.6%	18	9.6%	51	27.2%
	More than 9 years	16	8.5%	58	30.8%	74	39.3%
	Total	96	51.1%	92	48.9%	188	100%
Marital status	single	24	12.8%	2	1.1%	26	13.9%
	married	72	38.3%	84	44.7%	156	83%
	divorced	-	-	4	2.1%	4	2.1%
	widowed	-	-	2	1.1%	2	1.1%
	Total	96	51.1%	92	48.9%	188	100%

Source: field survey January 20011

As can be seen from the above table, the majority of the sample respondents were found to be young. Those who fall under the age 20 to 30 years 94 and they account for 50% of the total respondents. On the other extreme, only two respondents (1.1%) reported to be below the age

of 20, Adult teachers and workers whose age range from 30 to 40 and above 40 years also involved in the sample account for 76(40.40%) and 16(8.5%) respectively. This shows that under normal circumstances, they can express ideas related to the study consistently and with good understanding. So, their opinions can be taken as acceptable to the study.

Regarding educational status of the sample respondents, it was found that the vast majority 73.4% of the respondents (138 in number) of them have diploma in different fields. The second largest educational status of them was certificate 30 (16%). And it was only 20 of the respondents (10.6%) who were degree holders.

Table 4.1 also reveals respondents' work experiences by their respective age category. A relatively higher proportion of the respondents i.e. 39.3% (74 in number) had more than nine years of service. On the other hand, while 51 respondents (27.2%) had a work experience of six to nine years, 37 of the respondents (19.7%) had a work experience of three to six years while. The other 26 respondents (13.9%) had a work experience below three years. Understandably, adult respondents aged 30 years or above have experiences more than 9 years. Conversely, those respondents who were younger in their age have low work experience. This indicates that majority of the respondents in this study had a long years work experience to give a clear insight of youth females employment challenges.

With respect to marital status of sample respondents, 156(83%) were married, 26(13.8%) were single and those who were divorced and widowed constitute 4(2.1%) and 2(1.1%) respectively.

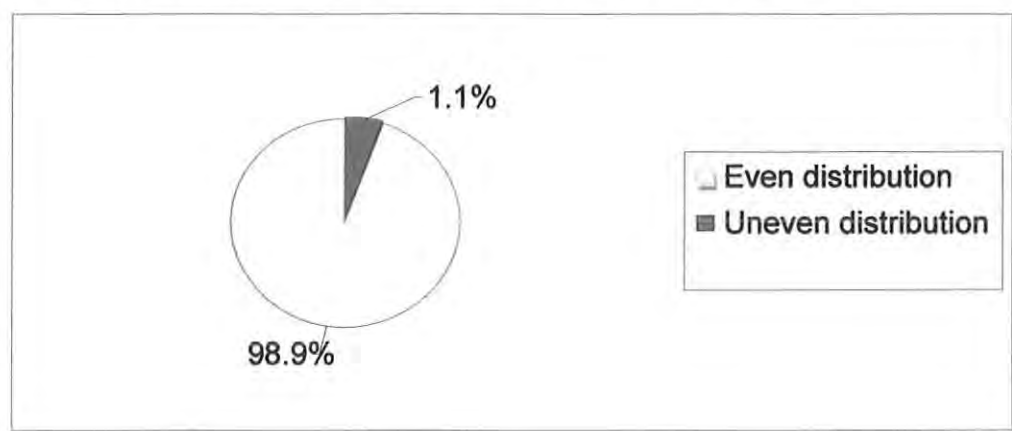
4.2. Distribution of Female youth in PES of the three worked as

Women and men's occupations have always differed, but specific differences vary among regions, positions, and over time. As argued by Sweetman(1996) , clerical occupations were originally male dominated in the developed regions, today they are filled by women.

As a whole, dominantly, while women work in different jobs and occupations that has low status than men, men dominate occupations of higher status.

Figure 4.1 depicts the views of respondents about the distribution of female youth among various levels of positions in public education sector. As indicated in the figure, while almost all the respondents, i.e. 186 of them (98.9%) replied that the distribution of female youth were uneven or unequal, only two respondents (1.1%) responded that their distribution is even or fair.

Figure 4.1 Respondents view about distribution of FY in PES.



Source: Field survey, 2010

In addition to this, the educational background of sample respondents in table 4.1 tells something about the distribution of female youth in the sector. As portrayed in table 4.1 more than 168(89.4%) of sample respondents have diploma and certificate levels of education qualifications good enough to become primary school teachers or clerks. It is only 16(8.5%) of them have first degrees and above qualifications required to become secondary school teacher, office manager and school directors. To the extreme case, there were six female workers in the three districts (woredas) education offices.

Table 4.2 displays the distribution of the three woreda education sector workers and teachers by sex and major qualifications or education levels.

Table 4.2 PES workers and teachers by sex and education levels January, 2011

Education level	Sex			Percentage of females
	Male	Female	Total	
	N=1134	N=421	N=1555	
Certificate	402	265	667	39.7%
Diploma	466	128	594	21.5%
Degree	182	26	208	12.5%
Others	84	2	86	2.3%
Total	1134	421	1555	27%

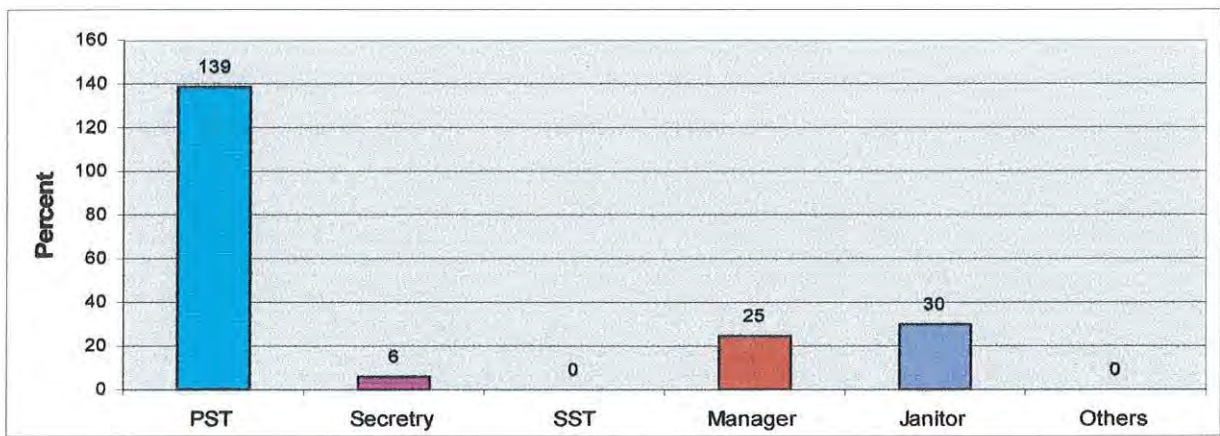
Source; Field survey, January 2011

The last row of the table (others) consists of workers who assist or support the ongoing activities of the sector, which can be with or without qualifications. The first three columns in table 4.2 show the absolute or actual number of workers (female, male and total). The fourth column shows the proportion of women in each of the major education levels.

Women account for 27% of the total workers of the sector. The distribution of workers by education level highlights uneven distribution of women in the sector. Women appear to be less in number (12.5%) in category of degree position which is extremely below the average. This position constituted only 6.1% of the total women's position in the sector.

This proportion reflects that women do have fewer shares in employment which is under average representation. As the above table shows, the distributions of women were uneven. By the same token, the distribution of female youth in the sector was uneven.

Figure 4.2 Concentration of FY in various occupations of PES



Source: Field survey, 2010

Figure 4.2 exhibits respondents view about the concentration of female youth in various occupations of public education sector. As indicated in the above figure, female youth were most concentrated in the lower positions as primary school teachers (PST), while they are few school director and manager of different offices of the sector. As can be seen from the figure above, 12(6%) respondents said that the most concentrated area as PST, secretary and janitor at once. This implies that most of youth females work in routine and lower level jobs.

Table- 4.3 reveals that the reasons for the imbalance in male /female distribution in public education sector. 121 of respondents (64.4%) said that the major reason for the uneven distribution of young females in PES is low educational attainment; 28 of respondents (14.9%) said negative attitudes regarding women’s role is the reason for uneven distribution of FY in PES. However, inadequate commitment, skill-job mismatch, and bias in hiring account for 22(11.7), 9(4.8%) and 8(4.3%) respectively. In addition, the interview results show that there were potentially fewer female applicants for degree position posts which implies that young women have lower entry-level in educational attainment. Moreover, another issue is that there was bias in recruitment in the sector. Those applicants, who have relatives, friends, parents and close contact with employers, got a chance of recruitment, transfer and promotion by

favoritism than other applicants. A final reason for the unbalanced/uneven distribution of female youth in public education sector was cultural conceptions towards female’s work.

Table- 4.3 Reasons for uneven distribution of FY in PES.

Reason for uneven distribution	Respondents N=188	
	Frequency	%
bias in hiring	8	4.3%
low educational achievement	121	64.4%
social mores regarding women's role	28	14.9%
kills mismatch with high jobs	9	4.8%
inadequate commitment & involvement of youth women themselves	22	11.7%
Total	188	100.0%

Source: Field survey, 2010

There is a presumption that women are not capable of doing certain works. The presupposition attributes, there is stereotype that women are mentally inferior to men to do certain jobs, so that they are unsuited for higher positions. In general, low educational achievement account for 121(64.4%), cultural conceptions towards female’s work account for 28(14.9%), inadequate commitment account for 22(11.7%) and bias in recruitment account for 8(4.3%) are some of reasons for uneven distribution of young female in PES. This implies low educational achievement is the main reason for uneven distribution of FY in PES.

4.3. Female’s perceptions about women’s fitness to various occupations in PES

Women education increases their productivity on farm and factory and results in greater labor force participation at various levels of the labor market. As stated above, young women were unevenly distributed among various occupations of public education sector due to their lower educational achievement, discrimination or bias in hiring against young women and traditional perceptions of role of women. But the study has also revealed that there have been occupations not occupied by young women in public education sector like managerial positions, secondary

school teachers and school director's positions. In spite of that respondents' responses indicate that there is no area or job in the public education sector that youth females don't fit.

Table 4.4 Area or job female youth doesn't fit.

Is there an area or job in public sector that you think female youth don't fit?	Frequency & %	Yes	No
	Frequency	2	186
	%	1.1%	98.9%

Source: Field survey, 2010

Table 4.4 presents percentage share of respondent's view about the presence or absence of job that female youth don't fit in PES. As shown in the table above, almost all the respondents (98.9%) of the respondents responded that there are not areas or jobs in public education sector that female youths don't fit. In practice, however, youth women were unevenly distributed among various occupations of PES, the above result indicate that there is no area or job that youth females do not fit.

4.4. Factors that constrain female youth from taking up administrative position in PES

As discussed a little earlier, a serious gender gap is observed in women's employment in the public education sector of the woredas under study. The numbers of female permanent employees for the PES are less than men and they are a few in relatively higher positions like manager, secondary school teachers, and school directors (see figure 4.2). In addition, the few employed women are highly concentrated in routine type and primary school teachers (see figure 4.2). Even from the sample only 20(10.6%) of women are degree holders (table 4.1). This is consistent with the findings of Hareg consult PLC (2005) which indicated that Ethiopian women's current status in position of power and decision making is far from meeting the expected target which is 30% (Hareg consult PLC, 2005).

Table 4.5 factors that constrain female youth from taking up administrative positions in PES.

Factors	Age group	Responses in %					Mean	t-test	df	p-value
		Strongly disagree	Disagree	No opinion	Agree	Strongly agree				
		1	2	3	4	5				
Gender stereotyped belief that women are not suited for leadership	YF	11.5%	12.5%	2.1%	25%	49%	3.88	-.355	186	.723
	AF	7.6%	13%	-	35.9%	43.5%	3.95			
Low level of institutional commitment	YF	19.8%	18.8%	7.3%	21.9%	32.3%	3.25	2.365	186	.019
	AF	29.3%	29.3%	2.2%	16.3%	22.8%	2.95			
Lack of representation of youth women in promotion or hiving committee	YF	12.5%	15.6%	8.3%	28.1%	35.4%	3.58	2.749	186	.007
	AF	26.1%	21.7%	6.5%	19.6%	26.1%	2.98			
Shyness and feeling of discomfort to participate equally with men that arise from culture & upbringing	YF	20.8%	24%	2.1%	28.1%	25.0%	3.13	-.210	186	.834
	AF	27.2%	16.3%	-	25.0%	31.5%	3.17			
Lack of respect and recognition from the part of communities	YF	9.4%	22.9%	-	37.5%	30.2%	3.56	1.159	186	.248
	AF	19.6%	19.6%	-	31.5%	29.3%	3.32			

Where, average mean < 3 considered as disagree; average mean =3 considered as no opinion and average mean >3 considered as agree, YF is youth female, AF is adult female, N=188

Source: field survey of 2010

The above table reveals that gender stereotype belief that women are not suited for leadership had a considerable factor in constraining female youth taking up relatively higher position in public education sector. As shown in table 4.5, 49% young females and 43.5% adult female strongly agree while 25% young female and 35.9% adult female agree on the issue. The cumulative averages (3.88 for young female and 3.95 adult female) indicate the factor has a serious influence on the youth female to take the position. To reveal the agreement level of the two respondent groups, a t-test was done and the result of the test showed that the difference

between the mean score of YF and AF with 95 percent confidence interval was -.355 with 186 degree of freedom and associated $p=.723$. We can say that the difference is statistically insignificant which implies both groups had the same opinion. Abebayehu (2005) also reported similar results. He asserted that factors constrain female teachers from taking up administrative position includes gender stereotype belief that women are more suited teaching than leadership roles.

The other major factor that can constrain youth female from taking relatively higher position is their shyness and feeling of discomfort to participate equally with men that arise from culture (28.1% young female and 25% adult females agree on the issue as well as 25% young female 31.5% adult female strongly agrees on the issue. The computed mean 3.13 for young female and 3.17 for adult female also indicate that the factor had an influence on female youth taking position in PES. Regarding the t-test computed value, it showed that at 95 percent confidence interval the associated p-value (.834) is greater than 0.05 implying there is no statistically significant difference in responses given regarding youth female's shyness and feeling of discomfort to participate equally with men that arise from culture.

Lack of respect and recognition from the part of the communities is another factor that constrain female youth from taking a relatively higher position in public education sector. As can be seen from table 4.5, 37.5% of young female and 31.5% adult female were agree as well as 30.2% of young female and 29.3% adult female strongly agree the computed mean (3.56 for young female and 3.56 for adult female) also indicate that lack of respect and recognition from the part of the communities is a factor that constrain youth female from taking up relatively high position in PES as it is above the average. In order to identify whether or not there is difference of opinion between the two groups of respondents test was computed. The result of the t-test reveals that, at 95 percent confidence interval the associated p-values are greater than 0.05 implying that there is no statistically significant difference between the opinion of respondents regarding lack of respect and recognition from the part of the communities

When the mean scores are taken as the measures of the level of agreement of respondents on the influence of factors, low level of institutional commitment accounted 3.25 for young

female and 2.95 for adult female, lack of representation of youth women in the promotion or hiring committee accounted 3.58 for young female and 2.98 for adult female. This implies those factors constrain YF from taking relatively higher position in PES as the computed mean score is above the average. The t-test statistics was 2.365 and 2.749 with 186 degree of freedom for the above factor with associated p-value (.019 and .007) implying statistically significant difference between the opinion of respondents regarding low level of institutional commitment and lack of representation of youth women in the promotion or hiring committee as p-value is less than 0.05.

4.5. Problems female youth workers face in PES

As discussed in the literature review in detail, women reported to have frequently encountered many difficulties in public sector employment. It is one of the most serious challenges and constraints for economic and social development. Women face many of the challenges of inequality in the work place and at recruitment stage. And the result of this study is in agreement with that of Hareg consult PLC (2005) and Getachew (2009). These have studies documented that the problems face female workers are harassment, stereotype perception of women's role and discriminatory practices like bias in hiring and imposing unnecessary criteria for applicants which are beyond those required for the tasks of the job.

Table 4.6 Problems female youth workers face in PES

Factors	Age group	Responses in %					Mean	t-test	df	p-value
		Strong disagree	Disagree	No opinion	Agree	Strongly agree				
		1	2	3	4	5				
Harassment	YF	14.6%	2.1%	-	29.2%	54.2%	4.06	-1.581	186	.116
	AF	3.3%	7.6%	-	29.3%	59.8%	4.35			
Lack of infrastructure	YF	9.4%	11.5%	-	36.5%	42.7%	3.92	-2.425	186	.016
	AF	5.4%	4.3%	3.3%	23.9%	63%	4.35			
Shortage of housing at work place	YF	6.3%	6.3%	2.1%	39.6%	45.8%	4.13	-.349	186	.727
	AF	8.7%	4.3%	-	33.7%	53.3%	4.18			
Lack of respect from male students	YF	12.5%	19.8%	1%	29.2%	37.5%	3.59	.255	186	.799
	AF	7.6%	28.3%	4.3%	31.5%	28.3%	3.45			
Bias during evaluation by students	YF	15.6%	17.7%	4.2%	27.1%	35.4%	3.49	.819	186	.414
	AF	9.8%	30.4%	5.4%	27.2%	27.2%	3.32			
Promotion and transfer related problems	YF	10.4%	17.7%	8.3%	22.9%	40.6%	3.66	-.816	186	.416
	AF	13%	10.9%	-	32.6%	43.5%	3.83			
Insecurity during travel	YF	10.4%	21.9%	5.2%	28.1%	34.4%	3.54	.914	186	.362
	AF	19.8%	18.7%	4.4%	22%	35.2%	3.34			
Not considering maternity leaves in result based evaluation	YF	18.8%	25%	3.1%	27.1%	26%	3.17	.152	186	.879
	AF	13.5%	14.1%	-	18.5%	35.9%	3.13			
Workload of both domestic and office	YF	13.5%	8.3%	3.1%	32.3%	42.7%	3.82	-1.842	186	.067
	AF	6.5%	7.6%	-	33.7%	52.2%	4.17			

Where, average mean < 3 considered as disagree, average mean = 3 considered as no opinion and average mean > 3 considered as agree, YF is youth, AF is adult female, N=188

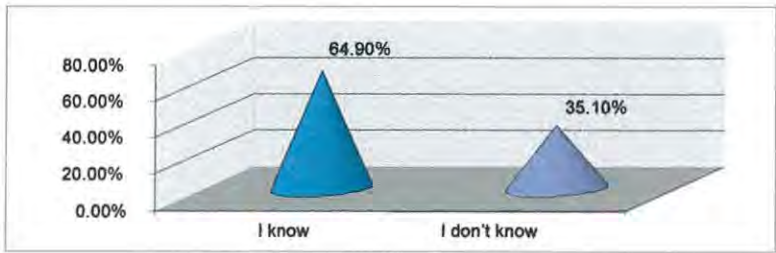
Source: filed survey of 2010

As shown in table 4.6 majority of the respondent i.e. 29.2% and 29.3% young and adult female, as well as 54.2% and 59.8% of young and adult female agree and strongly agree respectively that harassment is a problem that youth female workers face at work place. When we see the mean score 4.06 for young female and 4.35 for adult female indicates harassment is the serious

problem. In this regard, a t-test was done to reveal the agreement level of the two groups of respondents. The result obtained revealed that, at 95 percent confidence interval the associated p- value (.116) is found to be greater than .05 imply there was an agreement of responses given by the respondents of the two groups. This indicates that harassment is a serious problem that youth female workers face at work place.

The other problems female youth workers face in PES are lack of infrastructure deterring youth women from going to distance. The computed means for this issue was 3.92 for young female and 4.35 for adult women; shortage of housing had mean scores of 4.13 for young female and 4.18 for adult females. Lack of respect from male students had mean scores of 3.59 for young female and 3.45 for adult female, bias during evaluation by students accounted accumulative average 3.49 for young female and 3.2 for adult female, lack of respect from male colleagues accounted 3.01 for young female and 2.96 for adult female. Ignoring or playing down their complaints by concerned bodies accounted 3.75 for young female and 3.62 for adult female, transfer and promotion related problems accounted 3.66 for young female and 3.83 for adult female. Insecurity during travel accounted 3.54 for young female and 3.34 for adult female. Not considering maternity leaves in result based evaluation accounted 3.17 for young female and 3.13 for adult female and finally workload of both domestic and office school accounted 3.82 for young female and 4.17 for adult female indicated the problems are directly face youth female workers at public education sector as in all cases the computed mean is above the average.

Figure 4.3 Respondents knowledge about employment law



Source: Field survey, 2009

Figure 4.3 presents respondents’ level of knowledge about employment law. As indicated in the figure above, 122(64.9%) of the respondents know what the law says about different groups’ employment opportunities, where as 66(35.1%) of them did not know what the law says. The above issue can be a stepping-stone to identity whether there was a difference between what the law says and what was going on or not.

Table 4.8 Presence or Absence of difference between what the law says and what is practiced.

Difference between law and practiced	Frequency	Percentage
Presence (Yes)	151	80.3
Absent (No)	37	19.7%
Total	188	100%

Source: Filed survey, 2010

More than 80.3% of the respondents replied that there was a difference between what the law says and what was practiced, but 19.7% of them replied absence of difference between the law and what is practiced. According to the respondents, deviation from what the law says was due to low enforcement and poor implementation of the law owing to corrupt practices and low attitude towards female’s work.

4.6. Factors affecting female youth employment in PES

According to Guarcell et.al (2007), factors affecting youth employment in Ethiopia have received little research attention. This resulted in limited empirical basis formulating policies and programs promoting youth employment in the context of Ethiopia. This section examines factors that have some bearing on female youth participation and their access to the formal labor market in public education sector. Factors influencing the availability of young women or the supply side of the labor market such as access to labor market information, access to vocational guidance and training as well as factors that have an impact on the demand for the labor power of young women such as practices and attitudes of employers can be examined. It also examines whether being youth and female affect their employment opportunities or not.

Table 4.9 Factors affecting female youth employment

Degree of affection	Being youth		Being female	
	Frequency	Percentage	Frequency	Percentage
Always affect	18	10%	46	24.5%
Sometimes affect	109	58%	104	55.3%
Never affect	61	32%	38	20.2%
Total	188	100	188	100

Source: Field survey, 2010

Table 4.9 shows respondents' views on whether being youth and female affect employment opportunities of female youth or not. As can be seen from the above table more than 58% and 55.3% of the respondents replied that being youth and female sometimes affect employment opportunities of young women. According to the respondents, early child bearing associated with early marriage, traditional division of work on the base of sex, domestic work burden, low attitudes towards female's work and sexual favors or sexual harassment are some of the reasons associated with the above issue.

On the other hand, 32% and 20.2% of respondents replied that being youth as well as female never influenced their employment opportunity since gender equality in employment was ensured. On the other extreme, 10% and 24.5% of the respondents ascertained that being youth and female always affect their employment opportunity.

Table 4.10 depicts respondents' degree of agreement on the factors affecting female youth employment opportunities in public education sector of the three districts (woredas) under study. In analyzing the results, we have taken the cumulative average (which is above the average) as a benchmark; it enables comparing and contrasting the value of their degree of agreements in the table.

Table 4.10 factors affecting female youth employment

Factors affecting female youth employment	Age group	Responses in %					Mean	t-test	df	P-value
		Strongly disagree	Disagree	No opinion	Agree	Strongly agree				
		1	2	3	4	5				
Backward culture and tradition	YF	5.2%	13.5%	4.2%	28.1%	49.0%	4.02	.48	186	.633
	AF	5.4%	14.1%	-	25%	55.4%	4.11			
Negative attitudes towards female's work	YF	14.6%	14.6%	-	26%	44.8%	3.72	-1.786	186	.076
	AF	5.4%	12%	-	34%	47.8%	4.08			
Inapplicability of existing rule and regulation	YF	14.6%	6.3%	-	36.5%	42.7%	3.86	-1.147	186	.253
	AF	6.5%	5.3%	-	32.6%	50%	4.09			
Lack of personal networks	YF	22.9%	20.8%	-	31.3%	25%	3.15	-1.178	186	.859
	AF	15.2%	27.5%	3.3%	32.6%	21.6%	3.18			
Household responsibilities	YF	10.4%	16.7%	-	30.2%	42.7%	3.78	-1.074	186	.284
	AF	7.6%	9.8%	-	41.3%	41.3%	3.99			
Women score the same as men during recruitment	YF	9.4%	29.2%	2.1%	19.8%	39.6%	3.51	-0.549	186	.584
	AF	12%	21.7%	1.1%	21.7%	43.5%	3.63			
Early marriage	YF	11.5%	9.4%	-	39.6%	39.6%	3.46	-.584	186	.560
	AF	9.8%	9.8%	-	33.7%	46.7%	3.98			
They don't straggle for their rights	YF	11.5%	25%	-	33.3%	30.2%	3.46	-3.655	186	.000
	AF	6.5%	8.7%	-	31.5%	53.3%	4.16			

Where, average mean < 3 considered as disagree, average mean = 3 considered as no opinion and average mean > 3 considered as agree, YF is youth, AF is adult female, N=188

Source: Filed survey, 2011

As can be seen from the table 28.1% the young and 25% the adult respondents expressed their agreement that backward culture and tradition is an important factor affecting young women's employment opportunity in public education sector and those 49% young female and 55.4% adult female showed strong agreement. The mean scores calculated for the item also show there is high level agreement among both groups (a mean score of 4.02 for young and a comparable scorer of 4.11 for adults) . As the t-test results reveal at 95 percent of confidence interval the associated p- value (.633) are found to be greater than 0.05 implying that the opinions of young females and adult females were not found to be significantly different. This

may indicate how they internalize the effect of background culture and tradition on the youth female employment.

Respondents' responses on other factors believed to affect female youth employment relatively high level agreement. It was for example found that young respondents as well as adult respondents feel that negative attitudes towards female's work accounts had negative impacts on young women's employment with mean scores of 3.72 and 4.08 respectively.. House hold responsibilities (with mean scores of 3.78 for young female and 3.99 for adult female) as well as early marriage (with mean scores of 3.63 for young female and 3.98 for adult female) have also been reported to be affecting youth employment negatively. Similarly factors like lack of personal network accounts for the computed mean score 3.15 for young female and 3.18 for adult female, score of women during recruitment which account 3.51 for young female and 3.63 for adult female, females don't straggle for their rights accounted 3.46 for young female and 4.16 for adult female imply their agreement on the issue (factors) but when t- test result is seen there is statistically significant difference between the opinion of young female and adult female in case of one factor i.e. Young females do not struggle for their right.

Moreover, the result of the above table is in line with the result of table 4.3 and table 4.6 as indicated in the respective table low educational attainment and cultural conceptions towards female's work (reason for uneven distribution) and harassment, shortage of housing lack of respect and bias during evaluation (major problems at work place) are also reflected similar result in the above table.

4.7. Solutions to Improve Female youth Employment in PES

The sample respondents were asked through questionnaire what measures should be taken by different bodies to improve female youth employment in PES and responded for the following: According to the responses from the open ended items of the questionnaire, it was learnt that to advance working conditions and employment opportunities for female youth in public education sector, governments, the society and women themselves should contribute their respective effort. Government officials were also asked through semi-structured interview and

responded the same view. Depending on response of the respondents, measures to be taken by the above three bodies to create conducive environment for young women's employment are the following

4.7.1. Government: According to the responses from the open ended items of the questionnaire, it was learnt that to take away discrimination and promote equality of opportunity and treatment in the labor market an important starting point is ensuring an equal employment opportunity policy at the national level. Active employment policy should be designed and carried out to promote full, productive and freely chosen employment. Such a policy assists to stimulate economic growth and development, raises level of living meet personnel requirements and opportunity. Policy alone did not bring the desired change. It is important to check and evaluate its implementation at a regular basis. Moreover, government should guarantee and support equality of women and men through positive or affirmative action. Positive or affirmative action encompasses promoting women's access to wider opportunities in education, vocational training and employment in non-traditional sectors and at higher levels of responsibility, informing and promoting employers to recruit and promote women, eliminating stereotypes, and promoting the active participation of young women in decision making bodies.

According to the view of respondents one important thing to the above issue is affirmative action in favors of women should not be considered as discrimination against men. Once the consequences of the past discrimination have been rectified, the measures should be removed to prevent discrimination against men. On the other hand, collaboration among government, the society and women themselves is very important to mitigate the existing problems.

4.7.2. Society: According to the responses from the open ended items of the questionnaire, it was learnt that to improve working environment and employment opportunities for female youth in public education sector, the society should eliminate deep rooted perceptions regarding the work of young women. The society can tackle these traditional attitudes by raising awareness, investing in women's human capital and thus increasing their employability. It is also essential to protect young women from discriminatory practices,

appreciate women's work and creativity and work together with government, NGO and women themselves.

4.7.3. Women themselves: According to the responses from the open ended items of the questionnaire, it was learnt that improving working condition and employment opportunities for young women should not be left to one body or organization. Women themselves, the participants indicated, should contribute their own share. Accordingly, they should develop self-confidence to actively involved in all spheres of women's development, ensure their equality with men, avoid traditional beliefs and attitudes and protect themselves from discriminatory and sexual harassment.

CHAPTE FIVE: MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS.

This section consists of major findings and concluding remarks drawn from analysis and recommendations proposed by the researcher to mitigate the challenges and enhance employability of young women in public education sector.

5.1. Summary of the major findings.

The purpose of this study was to examine the challenges and prospects of youth female employment in PES of three districts (weredas) as the subject and come up with insights that may contribute to search to address problems of youth female in public education sector. To that end, the study attempted to answer following basic questions:

1. Why are female youth disproportionately placed in various level of occupation of public education sector?
2. What are the key factors affecting female youth employment in public education sector?
3. What are the problems female youth workers face in the sector?
4. Is there any significant difference in the opinion of young female and adult female on challenges of youth female employment in PES?

Since the ultimate goal of this study was to learn about the large population (i.e. challenges and prospects of youth employment in PES) of the three selected districts (weredas) by surveying the sample population, descriptive survey method was considered as an appropriate method and employed in search for answer to the basic question. The questionnaire was pilot tested and finally administered to 210 respondents from the three districts (weredas). Among these questionnaire, 188(89.5%) were returned and all of the returned (100%) were complete and usable, thus included in the analysis.

Major findings

1. Reason for Uneven distribution of young women in PES: Although there was a hopeful trend of youth employment, the study indicated that in the districts (woredas) the great majority of the respondents 186(98.9%) are of the opinion the distribution of female youth employment among different level of public education sector is uneven. It was found that in comparison with their male counterparts, young women are overrepresented in lower profession. They rarely enter in technical occupations and they are underrepresented in management positions. The teaching profession is the occupation where young women are relatively higher presence. Nevertheless, young women are concentrated in primary schools a sector that requires relatively low-level qualifications such as certificates and diplomas. Low educational attainment due to domestic and other work burdens account for 121(64.9%), bias in recruitment 8(4.3), promotion and transfer due to corrupt practices and deep rooted negative perceptions regarding the work of young women 28(14.9%) are justifications for their uneven distribution among numerous occupations of public education sector. Majority of the respondents 186 (98.9%) confirmed that even though there is no area/ jobs where youth female don't fit, some occupations of management level, secondary school teachers and school directors are unrealized potential positions for young women.

2. Factors that constrain female youth from taking administrative positions in PES:

It was found that young women are practically absent from taking up relatively higher position in PES. The study also indicated that there is a gender stereotyped belief. Among other things, it was found that women are not suited for leadership (means scores of YF=3.88 and mean of AF= 3.95), shyness and feeling of discomfort to participate equally with men (mean of YF= 3.13 and mean of AF= 3.17) and lack of representation of youth women in promotion or hiring committee (mean of YF= 3.56 and AY= 3.32). It was also found that youth women lack of respect and recognition from the part of the communities and their shyness feeling to participate equally with men that arise from culture and upbringing affect them to take a decision making position.

3. Problems female youth workers face in PES

The study revealed that young women encountered various problems during recruitment and at the work places. Most of the challenges are associated with corrupt and offensive practices against the law and the rest are related to social related problem. More specifically, these problems include: harassment (mean of YF = 4.06 and AF = 4.35), lack of respect from male students (mean of YF = 3.49 and AF = 3.45), bias during evaluation by students (mean of YF = 3.49 and AF = 3.32), lack of respect from male colleagues (mean of YF = 3.59 and AF = 3.45), workload of both domestic and office/school (mean of YF = 3.82 and AF = 4.17). In addition to these, it was found that young women encountered economic related problems like lack of infrastructure (mean of YF = 3.92 and AF = 4.35), and shortage of housing at work place (mean of YF = 4.13 and AF = 4.18). In addition to these young women were excluded from recruitment simply since they are female and youth.

4. Factors affecting female youth employment in PES

Possibilities of employment for young women were shaped by various factors such as factors influencing the supply and demand sides of the labor market. It is also partially determined by individual characteristic such as lack of personal networks (mean of YF = 4.02 and AF = 3.19). On the other hand factors such as backward culture and tradition (mean of YF = 3.59 and AF = 4.11), inapplicability of the existing rule and regulation (mean of YF = 3.46 and AF = 3.09), household responsibilities (mean of YF = 3.78 and AF = 3.99), early marriage (mean of YF = 3.98 and AF = 3.46), and absence of young women struggle for their rights (mean of YF = 3.46 and AF = 3.16), have influence on employment opportunities of young women.

5. Corrective measures for employment problems:

Making young women to compete equally with young men requires synergistic effort of the government, the society and the young women themselves. In addition to their common effort, the above bodies have also their own respective shares to enhance young women's employability. Government should ensure equal employment opportunity and positive action, the society should eliminate deep rooted perceptions regarding young women's

work and women themselves should develop self confidence for development and protect themselves from discrimination and harassment.

5.2. Conclusion.

Based on the major findings, the following conclusions were drawn:

The study has empirically analyzed the challenges of youth female employment in public education sector. There is a presumption that women are not capable of doing certain works. The presupposition attributes this to the weaker physical strength of women relative to men so that they are unsuited for tasks requiring heavy effort. In addition, low educational achievement, cultural conceptions towards female's work, inadequate commitment and bias in recruitment are some of reasons for imbalanced distribution of young female in PES. There are factors that constrain female youth from taking up relatively higher position in PES. Of these factors, gender stereotype belief which says that women are not suited for leadership and other factors like low level of institutional commitment, lack of representation of youth women in promotion or hiring committee, shyness and feel of discomfort are found to be the major problems. Women specially, youth female frequently encountered many difficulties in public sector employment. Gender inequality has a long history and has been increasing in many parts of the world. It is one of the most serious challenges and constraints for economic and social development. Women face many of the challenges of inequality in the work place and at recruitment stage. Generally speaking, this research has concluded that the problems that female workers face are harassment, stereotype perception of women's role and discriminatory practices like bias in hiring and imposing unnecessary criteria for applicants.

5.3. Recommendation

Based on the findings and conclusions given above, the following recommendations are proposed.

1. The low status of young women in public education sector employment is a result of deeply rooted history in culture, social attitudes and inadequate implementation of laws. Moreover, the situation of women workers and gender equality in the world of work is complex, complicated, and cross-cutting issue. Thus, to minimize this problem, there should be an affirmative action and comprehensive integrated strategy regarding economic, legal, social and political intervention by the government, and the society at large. This can be achieved by provision of educational opportunity, and empowering the young women to the desired level.

2. Young women were unevenly distributed among various occupations of public education sector due to their lower educational achievement. In principle, Vocational training and vocational guidance play a vital role in diversifying the professional choices of young women and it also facilitates their access to better jobs, autonomous work, managerial posts and entrepreneurship. So, efforts should be made by the government to scale up or upgrade their educational status. This can happen through vocational training and guidance.
3. Young women have faced many difficulties in accessing jobs. Therefore, management of the sector should ensure that there is no bias at recruitment stage. To ensure that there is no bias at recruitment, selection criteria should be objective, relevant to the requirement of the job. Moreover, qualifications required for a position should be based on current job which accurately identifies the nature, purpose and function of the jobs; the content and evaluation of tests should be free from bias against any particular group or sex.
4. Inequality is one of the challenges that young women face in the work place. Thus, efforts should be made by the government to inform and influence the general public as well as employers on the need to replace traditional attitudes with a new understanding of work and gender equality. This can be done by women's affair office and other awareness creation campaigns. Since these traditional attitudes were established at a very early age in the society, it is important to change them starting from the grass root level.
5. Harmonizing knowledge with the skills that young women have is important to eliminate work place difficulties. This enables them not only ease the problem, but also increases productivity and reduces wastage of resources. This can be possible through links between educational programmes and the employers themselves.
6. Constitutional commitment of the government to grant affirmative action has not been translated in to concrete action at any level. So, appropriate institutional mechanisms and commitments should be recognized and translated in to action by the government bodies at all levels.

References

- Abebayehu Amero (1995). Women's participation in educational Administration in Ethiopia. Unpublished MA thesis AAU.
- Central Statistics Authority.(2006a). Report on the 2005 National Labor Force Survey. CSA. Statistical Bulletin 365. Addis Ababa Ethiopia.
- Central Statistics Authority.(2009). Report on the 2009 Urban employment and unemployment Labor Force Survey. CSA. Statistical Bulletin . Addis Ababa Ethiopia.
- CSA. (2003). Report on urban informal sector sample survey. Addis Ababa: Ethiopia.
- Dounbia,S.& Meurs,D.(2003).Gender equality at work in sub-Saharan Africa :A case study of Mali's modern sector. ILO.Geneva.
- ECA. (1994). The African women Today: African center for women. Senegal, vol.1.Ethiopian Economic Association (2000). Annual report on Ethiopian economy. Vol. 1. Addis Ababa: Ethiopia.
- Emebet Mulugeta (2003). Problems Encountered and coping strategies Employed by Female students in Addis Ababa high schools in Ethiopian journal of Education, volume 23, No.2.
- Emebet Mulugeta (2004). Swimming Against the tide :Educational problem and coping strategies of Rural female students in Ethiopia. In Eastern Africa Social Science Research Review, volume XX.
- ENOP. (1999). Women in Ethiopia. Ethiopia: Addis Ababa Commercial printing Enterprise.
- Federal Democratic Republic of Ethiopia (1995). The Constitution of the Federal Republic of Ethiopia. Addis Ababa.

- Folber, N. (1985). Introduction: the feminist sphinx' in Folber, N. Bergman, B., Women's work in the worlds economy. London, Macmillan.
- Guarcello, L. & Rosati, F. (2007). Child labor and youth Employment: Ethiopian country study. Discussion paper No.0704. World Bank.
- Guarcello, L. & Rosati, (2007) Child Labor and Youth Employment: Ethiopia Country Study. Discussion Paper No. 0704. World Bank.
- Gubert, Cling, Nordman, & Robilliard (2007). Youth and labor market in Africa: A critical review of literature as
<http://www.dial.prd.fr/dialpublications/PDF/DOCTravail/2007-02.pdf>. (Assessed in September 28, 2010) .
- Hareg Consult plc (2005). Gender Relation in Ethiopia: Fainal report women's Affair office/ office of the Prime minister. Addis Ababa: Ethiopia.
- ILO. (1996). More & better jobs for woman: As action guide. An ILO follow up to the fourth world summit for social department. International Labor force Office. Geneva.
- ILO. (2000). ABC of women workers right and gender equality. International labor office. Geneva.
- ILO. (2004). Global employment trends for youth. International Labor Office. Geneva.
- ILO. (2005a). Employers organizations taking the lead on gender equity: Case studies from 10 countries. Bureau for employer's activities. ILO. Geneva.
- ILO. (2005b). Gender equality and decent work: Good practices at work place. International labor force. Bureau for Gender equality. Geneva.
- ILO. (2007). Decent Work Opportunities for Young Women and Men: Overcoming Discrimination and Disadvantage. Issue Paper for Session 6. Geneva: Switzerland.

- ILO. (2008). Global employment trends for women .International labor office .Geneva.
- ILO.(2005c). Youth ;path ways to decent work, promoting youth employment-Tackling the challenges. Report VI.International Labor conference.93rd session. International Labor Office. Geneva
- ILO. (2006). Facts on youth employment as
<http://www.ilo/public/employment/ytt/download/fact06-pdf>. [Accesed 28 August 2010].
- Mahtsente Hailyesus (1998). Status of women in the Ethiopian civil service. Merit.vol.3.No.4. Addis Ababa: Ethiopia
- Merga Fayisa (1999). Gender-specific Investigation into the problem of high school dropout in Amahara Region. Unpublished MA thesis AAU.
- Ministry of Youth, Sport and Culture. (2004). The Federal Democratic Republic of Ethiopia: Nation Youth Policy: Addis Ababa: Ethiopia.
- MOE. (2001). Educational Statistics annual abstract. MOE :Addis Ababa: Ethiopia.
- MOE. (2002). Educational Leadership, organization, Community participation and Finance. Addis Ababa: Ethiopia.
- Mulu Solomon. (2003). Gender policy in relation to employment public and private ,formal and informal sector. Forum for social studies. Addis Ababa: Ethiopia.
- Poluha, E. (1987). The current situation of women in Ethiopia. University of Stockholm.
- Porter, F.,Inesmyth & Sweetman, C. (1999). Gender works: Oxfam Experience in policy and practice. Oxfam GB Information press.
- Rechard, A. (1997). Theories of occupational segregation by sex : An overview. ILO.Geneva.

Sen, A .(1999). Technology and development :A study Prepared for the international labor force within the framework of world employment program. Oxford University press .Delhi : India.

Sweetman, C.(1996). Women and Right. UK : Oxfam publishing com.

West Shoa Zone Educational Office (2009/10). Annual educational statistical report.

World Bank. (2005). World Development Report: A better investment climate for everyone. Overview. Washington: DC.

World Bank. (2007). Ethiopian. Urban labor market in Ethiopia: Challenges and prospects. Vol.2: background paper. Report no 38665-ET. Poverty Reduction and Economic Management Unit.

World development indictor(2004.)Africa learning to survive as
<http://www.africafocus.org/docs04/educ0404.phd>. [Retrieved September 2010]

Appendix-1

ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.

(HUMANRESOURCE AND ORGANIZATIONAL DEVELOPMENT).

Questionnaires to be filled by female teacher

Questionnaire

A study on female youth employment in education sector

Dear Respondent,

My name is Tekilewold Bekele. I am human resource and organizational development second year student in Addis Ababa University. Currently, I am working on my thesis titled "challenges and prospects of female youth employment in public education sector of three selected districts (weredas) in West Shoa zone.

As a part of my project, I would like to gather some information from you. I would be grateful if you co-operate with me in filling this questionnaire. Since the questionnaire is being used for academic purpose and the information gathered will be strictly confidential.

So, please answer all the questions frankly and honestly. Your frank and sincere responses will be highly appreciated.

Thank you in advance!

Background Information

1. Age a) Below 20 years ☐ b) 21-30 years ☐

c) 31-40 years ☐ d) more than 40 years ☐

2. Level of education a) 12 complete below ☐

b) Certificate ☐ c) diploma ☐ d) degree & above ☐

3. Work experience in year: a) below 3 years ☐

b) 4-6 years ☐ c) 7-9 years ☐ d) more than 9 years ☐

4. What is your current marital status? a) Married ☐

b) Widowed ☐ c) divorce ☐ d) single ☐

I. Questionnaire on the female youth disproportionately placed in various levels.

5. Do you think female youth are evenly distributed among various levels of occupation in public education sector? a) Yes ☐ b) No ☐

6. If your answer to Q.5 is no, where do they most concentrate?

a) In primary school as teachers ☐

b) In secondary school as teachers ☐

c) In office as secretaries ☐

d) In schools as directors ☐

e) In office as heads and managers ☐

f) In both schools and offices as cleaners/janitors ☐

g) If any others (please specify)-----

7. If your answer to Q.5 is no, what is the reason for their uneven distribution?

- a) Bias in hiring ☐ b) low educational achievement ☐
- c) Social mores regarding women's role ☐
- d) Skill-mismatch with high jobs ☐
- e) Inadequate commitment and involvement of youth women themselves. ☐
- f) If any others (please specify). -----

8. Is there an area or job in the public sector that you think female youth don't fit?

- a) Yes ☐ b) No ☐

9. If your answer to Q.8 is yes, where areas/jobs do you in mind?

- a) In secondary schools as teachers ☐
- b) In offices as heads and managers ☐
- c) In primary schools as teachers ☐
- d) In all places of the sector cleaners/janitors ☐
- e) If any others (please specify) -----

Please indicate your response for each question by ticking in the boxes provided against the listed option of response and if you have additional idea you can briefly write at the end of the space provided.

No.	Factors that constrain female youth from taking administrative positions in Public Education Sector	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
10	Gender stereotyped belief that women are not suited for leadership					
11	Lack of role model					
12	Lack of aspiration on the part of youth female worker					
13	Low level of institutional commitment					
14	Lack of representation of youth women in promotion or hiring committee					
15	Shyness and feeling of discomfort to participate equally with men that arise from culture and upbringing.					
16	Lack of support from school and in general the education system					
17	Resistance and lack of cooperation from other colleagues					
18	Lack of respect and recognition from the part of communities					
19	Lack of trust					
20	Limited access to information					

If any other please specify _____

No.	Problems female youth workers face	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
21	Harassment					
22	Inadequate skill					
23	Lack of experience					
24	Skill and job mismatch					
25	Lack of infrastructure deterring youth women from going to distant location to work					
26	Shortage of housing at work place					
27	Lack of respect from male students					
28	Bias during evaluation by students					
29	Lack of respect from male colleagues					
30	Ignoring or playing down their complaints by concerned bodies					
31	Promotion and transfer related problems					
32	Insecurity during travel					
33	Not considering maternity leaves in result based evaluations					
34	Workload of both domestic and office/school.					

If any other please specify _____

35. Do you know what the law says concerning employment opportunities of different groups? a) Yes ☐ b) No ☐

36. Is there a difference between what the law says and what is practiced? a) Yes ☐ b) No ☐

If your answer to Q 36 is yes,

Why _____

How _____

37. Do you think that being a youth affect employment opportunities of most young women?

a) Yes always ☐ b) Yes, sometimes ☐ c) No at all ☐

38. Do you think that being female makes the employment opportunities of young women more complex?

a) Yes always ☐ b) Yes, some times ☐ c) No, at all ☐

39. What are your reasons for Q 38? -----

In each of the statement in this scale, express a feeling or attitude toward factors affecting female youth employment in public education sector. You are asked to indicate, on five-point scale, the extent of agreement between the attitude expressed in each statement and your own personal feeling. The five points are: strongly disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA), Mark (✓) on the point which best indicates how closely you agree or disagree with the attitude expressed in each statement as it concerns you.

No.	Factors affecting female youth employment	SA	A	U	D	SD
40	Low Educational achievement					
41	Lack of Work experience and training					
42	Backward Culture and tradition					
43	Population growth					
44	Rural urban migration					
45	Negative Attitudes towards female's work					
46	Inapplicability of existing rule and regulations					
47	Skill-job mismatch					
48	Inaccessibility of Labor market information					
49	Lack of Personal networks					
50	Inexistence of vacant position					
51	Inexistence of role model					
52	Household responsibilities					
53	Government commitment like affirmative action didn't implemented during recruitment					
54	Women score the same as men during recruitment					
55	Population growth					
56	Early marriage					
57	They don't straggle for their rights					

58. How do you express your view of female youth employment in Public Education Sector? -----

59. How do societies perceive female youths' role and creativity in Public Education Sector? -----

60. In your opinion, what measures should be taken by the following bodies in order to improve working conditions and employment opportunities of female youth in public education sector?

Government -----

Society-----

Female themselves-----

61. What do you suggest to improve employment opportunities and working conditions of female youths in public education sector?

62. Any other opinion-----

Thank you very much for your cooperation!!

Apendex-2

Guiding Interview Question for Government Officials

Organization_____ **Your Position** _____

1. What do you think of female youth employment in education?
2. Can you tell me about any problems related to female youth employment in public education sector?
3. How do you see the distribution of female youth workers in public education sector?
4. What do you think are the key factors affecting female youth employment in public education sector?
5. Is there anything special that your organization does to promote female youth employment? [if yes] Can you tell me?
6. Can you tell me about ways of improving female youth employment opportunities and working conditions in public education sector?
7. What does your organization do to prevent violence against women and children?
8. Can you tell me another thing about female youth employment that we haven't discussed so?

23	Irrensa kono	2	2	4	-	-	-				-	-	-
24	J/Mukiy	2	1	3	3	1	4					-	-
25	Kachisi	6	2	8	10	8	18				4	-	-
26	Leemat	2	1	3	3	1	4				-		
27	M/dudima	3	3	6	10	1	11	2	1	3	2	-	-
28	M/bero	2	2	4	3	1	4				-	-	-
29	M/shone	3	1	4	-	-	-				-	-	-
30	Medalle	2	2	4	-	-	-				-	-	-
31	Meti	3	2	5	1	-	1				-	-	-
32	Mishig	4	1	5-	1	1					-	-	-
33	K/dobi	7	3	10	5	1	6				2	-	-
34	K/senkori	3	1	4	1	-	1				-	-	-
35	K/sanbata	3	1	4	1		1				-	-	-
36	T/Egue	3	2	5	-	1	1	-	-	-	-	-	-
37	W/Bork	2	3	5	-	-	-	-	-	-	-	-	-
38	W/aloye	2	1	3	-	-	-	-	-	-	-	-	-
39	Washa	2	1	3	-	-	-	-	-	-	-	-	-
40	Sagado	2	1	3	-	-	-	-	-	-	-	-	-
41	Sotallo	2	-	2	-	-	-	-	-	-	-	-	-
42	Gindebere t	-		-	-	-		88	7	95	6	1	7
	Total	12	60	18	136	31	166	92	8	15	26	1	27
		6		6						0			

Distribution of teachers in Abuna Gindeberet Woreda

No	School's Name	TTI			Diploma			Degree			Others		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Gitre	1	3	4	12	2	14	1	-	1	3	1	4
2	G/Andode	3	1	4	11	1	13		-	-	2	-	2
3	Haro	2	3	5	12	2	14						1
4	G/osole	4	2	6	13	1	14				1		1
5	Irijajo	3	2	5	10	2	12				2		2
6	D/Tinne	2	1	3	8	1	9				1		1
7	E/Terate	4	2	6	6	1	7				1		1
8	G/Fatro	4	3	7	3	2	5				2		2
9	S/Waliso	2	2	4	6	1	7				1		1
10	G/Bddessa	3	-	3	2	1	3				-		-
11	Guduru	3	2	5	3	2	5				2		2
12	G/Jalate	2	1	3	2	1	3				1		1
13	D/H/burkii	1	-	1	6	1	7				1		1
14	D/Yagot	-	4	4	3	2	5				1		1
15	A/Holota	2	3	5	2	1	21				1		1
16	Dabaka	4	2	6	2	2	4				-		-
17	M/xunjit	3	3	6	3	2	5				1		1
18	Kono	4	2	6	3	2	5				-		-
19	B/kalate	5	6	11	22	2	24	18	7	25	1		1
20	E/kenjoo	1	3	4	2	1	3				-		-
21	G/yabaloo	2	1	3	3	1	4				1		1
22	Bukato	3	3	6	2	-	2				1		1
23	B/chando	2	3	5	2	-	2				-		-
24	O/Gajoo	3	2	5	2	-	2				1		1

25	G/Batee	3	4	7	3	-	3				1		1
26	Jammo	5	1	6	2	-	2				1		1
27	W/Jagnifoo	2	1	3	3	-	3				1		1
	G/sonboo	3	1	4	2	-	2						
29	G/dhokom	2	-	2	2	-	2						
30	B/Danbii	3	2	5	1	-	1						
31	D/kibbii	1	-	1	2	-	2						
32	Gartoke	2	1	3	2	-	2						
33	D/Suree	3	-	3	1	-	1						
34	Sarbadi	2	2	4	2	-	2						
35	G/Inssilalee	3	2	5	1	-	1						
36	G/bate	2	3	5	1	1	2	-	-	-	-	-	-
37	G/sanbata	1	4	5	1	-	1	-	-	-	-	-	-
38	G/Golee	3	3	6	-	-	-	-	-	-	-	-	-
39	G/Gudoo	2	3	5	1	-	1	-	-	-	-	-	-
40	Kolu	2	-	2	1	-	1	-	-	-	-	-	-
41	M/solee	1	-	1	1	-	1	-	-	-	-	-	-
42	Oborra	2	3	5	1	-	1	-	-	-	-	-	-
43	Walensu	1	3	4	1	-	1	-	-	-	-	-	-
44	D/G/Diko	2	2	4	1	-	1	-	-	-	-	-	-
45	Guta	2	3	5	1	-	1	-	-	-	-	-	-
46	E/korii	1	3	4	1	-	1						
47	Talgo	2	3	5	-	-	1						
Total		118	93	211	170	31	201	20	7	27	28	1	29

DECLARATION

I the undersigned, declare that this thesis is my work and that all the sources of the material used for the thesis have been fully acknowledged.

Name_ Tekilewold Bekele Amessa

Signature 

Place and date of Submission 20/06/11

SUBMISSION APPROVAL SHEET

This thesis has been submitted for examination with my approval as a University Advisor.

Advisor's Name- Getenet Tizazu(PHD)

Signature_____

Date of approval_____