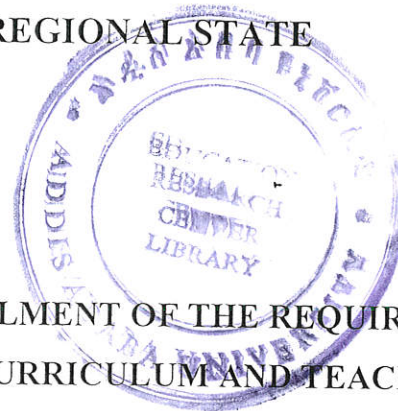


**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES**

**THE PRACTICE OF FEMALE AFFIRMATIVE ACTION PROGRAM TO
PROMOTE EDUCATIONAL EQUITY IN TEACHER EDUCATION
COLLEGES OF OROMIA REGIONAL STATE**



**THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
OF DEGREE OF MASTER OF ARTS IN CURRICULUM AND TEACHERS'
PROFESSIONAL DEVELOPMENT STUDIES**

**BY
FIKADU MEKURIA**

JULY 2007

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES

THE PRACTICE OF FEMALE AFFIRMATIVE ACTION
PROGRAM TO PROMOTE EDUCATIONAL EQUITY IN
TEACHER EDUCATION COLLEGES OF OROMIA REGIONAL
STATE

BY

FIKADU MEKURIA

Approved by Board of Examination

Abdulaziz flussien
Chairman, Department Graduate Committee

16.8.07
Date



Messeret Aes-f
Advisor

16 August 07
Date

[Signature]
Signature

Dr. K. KAGIYALLI
Internal Examiner

25/07/07
Date

[Signature]
Signature

Guday Emirie
External Examiner

30 August 07
Date

[Signature]
Signature

Table of Contents

Table of Contents	i
List of Tables	iv
List of Appendices	v
Acknowledgement	vi
Acronyms	vii
Abstract.....	viii
CHAPTER ONE	
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objective of the Study	5
1.4 Significance of the Study	6
1.5 Delimitation of the Study	6
1.6 Limitation of the Study	6
1.7 Operational Definitions of Terms/Phrases	7
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	8
2.1 Education, Development and Women	8
2.1.1 Women's Education and the Economy	10
2.1.2 Women's Education and Health.....	12
2.1.3 Women's Education and Social Development	12
2.2 Women and Globalization.....	14
2.3 Gender and Education.....	15
2.4 Educational Equity.....	17
2.5 The Value and Relevance of Higher Education for Women	20
2.6 Female Education in Ethiopia	21
2.7 Affirmative Action	23
2.7.1 Definition	23

2.7.2 Evolution and Development of Affirmative Action	24
2.7.3 Affirmative Action in Education	26
2.7.4 Female Affirmative Action Program	28
2.7.5 Controversies and Challenges of Affirmative Action	29
2.7.5.1 Arguments for Affirmative Action	30
2.7.5.2 Arguments Against Affirmative Action	31
2.7.6 Female Affirmative Action Program in Ethiopia	32
2.8 Females in the Teaching Profession	33
2.8.1 Female Participation in the Teaching Profession in Ethiopia	35
CHAPTER THREE	
THE STUDY DESIGN AND PROCEDURES	37
3.1 Sampling Procedures	37
3.1.1 Sample Area	37
3.2.1 Data Sources	37
3.2 Instruments of Data Collection	38
3.2.1 Pilot Testing of the Instruments	38
3.2.2 Questionnaire	38
3.2.3 Interview	39
3.2.4 Documents	40
3.3 Methods of Data Analysis	40
CHAPTER FOUR	
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA	42
4.1 Characteristics of the Respondents	42
4.1.1 Characteristics of Female PT Respondents'	42
4.1.2 Characteristics of Teacher Educator Respondents'	44
4.2 Presentation, Analysis and Discussions of the Main Data	48
4.2.1 The Practice of Female Affirmative Action Program	48
4.2.1.1 Institutional Efforts	49
4.2.1.2 Teacher Educators' Efforts	61

4.2.1.3 Female Prospective Teachers Efforts.....	68
4.2.1.4 Male Prospective Teachers Practices.....	72
4.3 Academic Achievement of Female Prospective Teachers.....	74
4.4 Challenges in Promoting Educational Equity for Female PTs	80
CHAPTER FIVE	
Summary, Conclusion and Recommendations	85
5.1 Summary	85
5.2 Conclusion	87
5.3 Recommendations	87
Bibliography.....	90
Appendix	97

List of Tables

Table 1: Percentage of Female Teachers by Level	36
Table 2: College Name and Year Level Characteristics of Female PT Respondents	42
Table 3: Age Level and Marital Status Characteristics of Female PT Respondents	43
Table 4: Number of Teacher Educator Respondents by Sex Characteristics	44
Table 5: Characteristics of Teacher Educator Respondents by Educational Qualification	45
Table 6: Age, Service Year and Teaching Load Characteristics of Teacher Educator Respondents	46
Table 7: Respondents' Responses to the Institutional Efforts to Promote Educational Equity for Female PTs.....	50
Table 7A: Respondents' Responses to Institutional Efforts to Promote Educational Equity for Female PTs.....	55
Table 7B: Respondents' Responses to Institutional Efforts to Promote Educational Equity for Female PTs.....	57
Table 8: Respondents' Responses to Teacher Educators' Efforts to Promote Educational Equity for Female PTs.....	63
Table 8A: Respondents' Responses to Teacher Educators' Efforts to Promote Educational Equity for Female PTs.....	63
Table 8B: Respondents' Responses to Teacher Educators' Efforts to Promote Educational Equity for Female PTs.....	66
Table 9: Respondents' Responses to Female Prospective Teachers' Efforts to Promote Educational Equity for Female PTs	69
Table 10: Respondents' Responses to the Practice of Male Prospective Teachers	73
Table 11: Four Semesters CGPA of Some Third Year Prospective Teachers of the Three Study Colleges	75
Table 11A: Four Semesters CGPA of Some Third Year Prospective Teachers of Asella TEC	75
Table 11B: Four Semesters CGPA of some Third Year Prospective Teachers of Robe TEC	77
Table 11C: Four Semesters CGPA of Some Third Year Prospective Teachers of Jimma TEC	79

List of Appendices

Appendix A: Questionnaire for Teacher Educators	97
Appendix B: Questionnaire for Female Prospective Teachers	103
Appendix C: Questionnaire for Female Prospective Teachers (Afan Oromo Version).....	109
Appendix D: Interview Guiding Questions for College Deans and Academic Vice Deans	115
Appendix E: Interview Guiding Questions for Students' Dean	117
Appendix F: Interview Guiding Questions for Stream Head Teacher Educators	118
Appendix G: Interview Guiding Questions for Gender Office Head Teacher Educator.....	119
Appendix H: Interview Guiding Questions for Female PT of Gender Committee Member and Students' Council Member	121
Appendix I: Prospective Teachers' Distribution Across Streams in the Three Colleges	122
Appendix J: Teacher Educators Educational Qualification and their Numbers in the Three Colleges	124

Acknowledgement

Firs of all, I would like to thank the almighty God for helping me to successfully complete my work. My next thank goes to my advisor, Meseret Aseffa (Ph. D), for giving me his constructive and expertise advice and guidance throughout the research work.

I convey my heart full thank to Asella TEC, Robe TEC and Jimma TEC Officials, Teacher Educators and Female Prospective Teachers who dedicated their precious time and energy to give the necessary data for my research work.

Finally, my thank goes to all my families and my wife Meaza Hailu who gave me their valuable moral supports to successfully complete my study.

Acronyms

MoE =	Ministry of Education
TEC =	Teacher Education College
OREB =	Oromia Regional Education Bureau
PTs =	Prospective Teachers
NGO =	Non-Governmental Organization
CGPA =	Cumulative Greatest Point Average
GCE =	Global Campaign for Education
UNDP =	United Nations Development Program
UNICEF =	United Nations Children's Emergency Fund
UNFPA =	United Nations Population Fund
UNESCO =	United Nations Educational, Science and Cultural Organization
ILO =	International Labor Organization

Abstract

The objective of this study was to analyze the practice of female affirmative action program at the institutional (TECs) level, to analyze the academic achievement of female PTs and to identify the major challenges in promoting educational equity for female PTs. For this, mainly quantitative research approach was used. The sources of data were randomly selected three TECs of Oromia Regional state's.

The findings show that the numbers of Female Teacher Educators in the institutions are very low, the institutional efforts in working with the local authorities and local communities are found low, awareness raising trainings on gender issues are found low, low tutorial support and provision of assertiveness training for female PTs, low practice of Gender office, low effort and motivations of female PTs in using the available supports, no clear mechanism available to follow problems faced by female PTs, there is gender gap in academic achievement, and lack of enough awareness on gender issues, attitude problems, low commitment and absence of boarding services were found as the major challenges in promoting educational equity for female PTs. It is recommended that providing enough trainings for College Officials, Teacher Educators, and PTs on gender issues, increasing Female Teacher Educators number, providing enough orientations, assertiveness training and guidance and counseling services for female PTS, providing boarding services and taking tutorial supports seriously can partly solve the problems. The findings from this study help the OREB as well as MOE to sensitize about the practice of the program. It helps the OREB and the TECs to draw practical regional and institutional decisions and further planning and management of the program. Furthermore, it also helps as a starting point for further research on the issue.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Advocates of human capital theory emphasize the instrumental value of education. According to this theory, education is an instrument to produce a human capital (productive power) who can play a key role in the economic development of a country, irrespective of the type of society and sex. This simply implies that the more the population of a country has access to education, the more human capital accumulation, who contributes to the economic development of a country. Therefore, in the efforts of transforming a country's socio-economic system, education is expected to play several key roles; such as supplying trained human power that a country critically looks for to its various development sectors. Thus, the quality, equity and relevance of education has to be examined against the ultimate goal of producing productive, equitable, responsible and democratic citizens who actively take part in the overall development endeavors.

Women constitute half of the Ethiopian population in particular and the world in general (Goel, 2004; Kwesiga, 2002; UNFPA, 2005; Trufat, 1998; Muluaem, 1998). This implies that the process of human capital accumulation through education includes women as development is not only what Hunt, quoted by Seyoum (1986:5) called it the "male project" which means male dominance in development.

The education of women which can be seen from economic and social perspectives, contributes to development by improving women's productive capacity and bring about attitudinal change which can be used both in the economic and social development of the country. Moreover, Gustav Geiger, quoted by Seyoum (1986:16) states the position of women in the development measurement of a society as "The position of women in society provides an exact measure of the development of that society."

Besides their numerical and economic significance, women play a key role in sustaining society. The day-to-day existence of a nation and the very survival of humanity depend on women. Their reproductive function is vital for the continuation of the human species. As mothers, women attend to the physical and cultural nature of the family which in turn is one of the indispensable elements of a nation. Thus, women form an important cornerstone in the structure of any nation.

However, socio-cultural barriers in Africa have given rise to misconceptions about the role of women in development. They are (have been) marginalized in the distribution of resources both within the household and the society. Education is one of the important resources to which women have been (are) marginalized. Our society has been placing the human worth of female children below that of male children. For example, in Kenya, the drum boom three times to announce the birth of a girl child and four times to announce the birth of a boy child (Margaret, 1999), which fits with the different practices and sayings in our country especially in traditional Ethiopia, that reveal women's place at home and dependent on men (Seyoum, 1986). The point being made here is that, women occupy a second class position right from birth. This is clearly demonstrated by the way girls and women are marginalized in the education system, particularly at the tertiary level.

It is now, generally accepted that education, as a source of social mobility, equality and empowerment, both at the individual and at the collective level, is imperative for women, who constitute half of human kind if societies have to develop in a meaningful way. But this is one of the bottlenecks in Africa in general and Ethiopia in particular.

In Ethiopia women constitute the largest part of illiterate people in which the situation is being worse on average on rural areas (Trufat, 1998). In formal schooling, even though female participation increases from time to time, still their percentage is lower than their male counter parts nearly at all school levels, with the problem more pronounced at the tertiary level, never exceeded 25 percent (Trufat, 1998; Fentaw, 2001). Here at the tertiary level, females are not only extremely under represented, but the few who are admitted are

characterized by low performance, high dropout rate and traditionally feminine fields of study when they are compared with their male counterparts (Abebayehu, 1998; Seyoum, 1986; Trufat, 1998; Hedija, 2002).

Inequality of females in education access is not only making half segment of the population unproductive, but also a threat for the development of democratic and inclusive society (Habtamu, 2004). Moreover, their poor performance and traditionally feminine fields of study deny them access to better paying jobs. To this end Samuel (2002:2) states “low school enrollment rate and even low completion rate, compounded by gender inequalities imply that a huge potential resource base would remain ill-equipped, un-motivated and under utilized in the development process.”

In general, because of the low participation of females in education, particularly tertiary education, in Ethiopia, they are likely to become increasingly marginalized from the mainstream of national development. Thus, in order for females to keep in agreement with overall national development, there should be an urgent need to put females in equal footing with their male counterparts in education so that they can play an effective role in the social, economic and political development of their own and the country at large.

1.2 Statement of the Problem

The issue of gender equality is a global issue and has been raised by international conventions, such as, in the Nairobi conference (1985) and in the Beijing conference (1995) on women. Furthermore, the United Nations general assembly adopted a convention on the elimination of all forms of discriminations against women. Moreover, different educators (Seyoum, 1986; Lindsay, 1991; Kwesiga, 2002; Tietjen, 1991; Tackie et al, 2005; Lutz, 2005) who made research on the issue also commented to alleviate (reduce) gender gaps in education. Having taken the different declarations and analyzing the problem, many countries have been taking measures in eliminating gender discrimination practice (Habtamu, 2004; Kwesiga, 2002; Tietjen, 1991). To this end the Ethiopian government incorporates the issue of gender in the Constitution in general and

in the Education Policy in particular. For instance, the Constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995) states the following:

The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account. Women, in order to remedy this legacy, are entitled to affirmative action. The purpose of such measure shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions (Article 35:3).

Education and Training Policy of Ethiopia (TGE, 1994:22) states “Special attention will be given to the participation of women in the recruitment, training and assignment of teachers.” (Article 3.4.10)

All the above statements of the Constitution and the Education Policy reveal the government’s effort to address the issue. Following the Constitution and Education Policy, Ministry of Education has launched female affirmative action program at the institutes of higher learning which favors female students by point two (0.2) than the minimum admission criteria set for male students for admission.

Despite the effort made by the government, however, the percentage of females is still minimal at the institutes of higher learning (Fentaw, 2001; Abebayehu, 1998; Hedija, 2002). In his study, Abebayehu (1998) concludes that the affirmative action program contributed to high wastage rate of female students and the program has faced challenges at the institutional level. Fentaw’s (2001) study also confirmed that the survival rate of quota admission students is lower than regular admission students. Furthermore, female academic achievement is still lower than their male counter parts (Abebayehu, 1998; Fentaw, 2001; Hedija, 2002). It is from these points that the researcher wanted to study the problem in Regional Teacher Education Colleges where they are admitting trainees of grade ten completers from their own region to train in teaching profession for primary school teaching (Grades, 1-8). Following the affirmative action program launched by Ministry of Education, Regional Teacher Education Colleges are admitting female trainees by favoring point two than the minimum entry point set for males and quotas too according to the gender gap in a specific region which is decided by Regional Education

Bureau. Particularly, Oromia Regional State's Teacher Education Colleges are admitting 52 percent of female trainees out of total admission of trainees per year. Thus, the study of this problem is valuable to see the practice of the institutions to promote educational equity for female PTs, as simply giving access for enrollment does not bring equity (Lindsay, 1991; Abebayehu, 1998; Kwesiga, 2002). Unless the access opportunity provided for enrollment is supported towards good performance and success, and further towards satisfying outcome to the individual female as well as to the society, such affirmative action is worthless to promote educational equity. Therefore, the following three basic research questions were raised:

1. How is the practice of Female Affirmative Action Programmes in Teacher Education Colleges of Oromia Regional State?
2. How is the academic achievement of Female PTs in Teacher Education Colleges of Oromia Regional State?
3. What are the challenges in promoting educational equity for Female PTs in the Teacher Education Colleges of the Region?

1.3 Objective of the Study

The objective of the study was to:

- Analyze the practice of Female Affirmative Action Programmes in the Teacher Education Colleges of the Region.
- Analyze the academic achievement of Female PTs in the Teacher Education Colleges of the Region.
- Identify the overall challenges in promoting educational equity for Female PTs in the Teacher Education Colleges of the Region.

1.4 Significance of the Study

Quality implementation of the affirmative action program greatly affects the outcome intended to obtain. Thus, this study has the following significances.

1. It helps the Oromia Regional Education Bureau as well as the Ministry of Education to sensitize about the practice of the program.
2. It also helps the Oromia Regional Education Bureau and the Institutions to draw practical regional and institutional decisions and further planning and management of the program.
3. It helps as the starting point for further research on the issue.

1.5 Delimitation of the Study

This study is delimited to the practice of female affirmative action programmes at the institutional level. As to its areas of coverage the study is delimited in its scope to Oromia Regional State's Teacher Education Colleges, particularly Robe TEC, Asella TEC and Jimma TEC. This is because studying all the six colleges is practically difficult because of cost and time factors.

1.6 Limitation of the Study

This study has the following limitations

1. The reliability and validity of the instrument was not checked using statistical computation except the fact that pilot study was conducted to improve their face and content validity.
2. The fact that the data were analyzed using only simple statistical analysis.

1.7 Operational Definitions of Terms/Phrases

Affirmative Action Program: - any policy or program or special supports or practices in favor of female PTs with the objective to increase or promote educational equity for female PTs in the TECs.

Prospective Teachers: - The would be teachers or student teachers who are attending the training in the Teacher Education Colleges.

Teacher Education College: - an institute/college that gives a pre-service teachers' training of three years to qualify in diploma level.

Teacher Educators: - Instructors who teach/train the would be teachers/prospective teachers in the Teacher Education College.

Institution: - Teacher education colleges which give training for prospective teachers.

Educational equity/equality/: - equity in enrollment, achievement and retention in the colleges.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Education, Development and Women

The term 'development' had been referring to different concepts and meanings starting from early classical to modern times. During the 1950's and 1960's the term 'development' was used mainly to refer to economic growth which was measured in terms of the Gross National Products (GNP) or Gross National Products Per Capita (Fangerlind and Saha, 1989; Kwesiga, 2002). This concept has been under criticisms by scholars. Fagerlind and Saha (1989:29-31), in their summaries and critical evaluation of the origins of modern development thought, criticized the thinking of development in terms of economic growth as it tells only part of the story. In their evaluation, they borrowed three criteria used by Furtado (1977), cited by them, to analyze the concept of development and discussed that development has three dimensions-economic, cultural /ideological and political. After discussing the concept of each dimensions, they summarized that education is the common element for all three in the process of development.

In a similar fashion, there was also a variation in concepts to roots of development. According to Fagerlind and Saha (1989), even though, it is difficult to pinpoint exactly when the shift in thinking about education and social and economic development began, however it is certain that by the late 1950's and early 1960's there was general agreement among politicians, educational and social planners and scholars that education was a key change agent for moving societies along the development continuum. They extended their explanation that the Japanese overt commitment to the belief and practice that education can make a direct contribution to economic growth and advancement was to become more widespread through out the West such that by the end of World War II, education was seen as the most important and indeed an essential engine for both the 'take off' in to

industrialization by less developed countries, as well as for the transition of the already developed countries to post industrial stages.

There are a number of reasons both theoretical and practical, which tries to explain this direct relationship between education and development. The human capital theory, which gained prominence in 1960, provided the theoretical framework most responsible for the wholesale adoption of education and development policies (Fangerlind and Saha, 1989; Kwesiga, 2002). The theory postulates that education and training are a form of investment in human beings like any other investment. It gives returns which are reflected in the earnings of educated people. The underlying belief is that education creates assets in the form of knowledge and skills, which in turn increase the productivity of educated worker. The theory compares investment in physical and human capital and concludes that improvements in the productivity capacity of educated personnel through general or specific education or training can be as profitable as investment in new machinery or any other form of traditional physical capital.

Since the 1970's many additional studies have shown that in developing countries, not only is education profitable but in many cases its rate of return exceeds the rate of return to physical capital (Fngerlind and Saha, 1989; Kwesiga, 2002). According to Kwesiga (2002:9), between 1960 and 1977 the twelve countries with the fastest growth rates had well above average levels of literacy and life expectancy. She extends her explanation that an increase in the literacy rate from 20 percent to 30 percent was found to cause national income (GDP) to increase by eight percent to 16 percent.

Even though, criticisms and weaknesses have been for warded to human capital theory, it exerted a considerable influence on the development thinking and practice.

Studies investigating the general contribution of education to the growth of different world economies are growing from time to time. However, less attention is paid to the value of looking at education's contribution from gender perspective. The Human Development Approach (theory) which was developed by UN defines development not in

terms of GNP but in terms of core needs, comprising food, shelter, clothing, health, education, housing and sanitation, clean water and safe environment (UNDP, 1991). The people oriented development approach according to UNDP (1991) should mean investment in education, health, nutrition, and social well-being. Here, according to this concept, a fair distribution of resources becomes important. More recently, the United Nations and its agencies (UNICEF, UNESCO, UNFPA, UNDP) have promoted this type of development, which is based on people as individuals as well as categories. Through progressive annual refinements, UNDP has devised methods to highlight the differences within society that are usually concealed by conventional measures. Such as Human Development Index (HDI), Gender Related Development Index (GDI) and Gender Empowerment Measure (GEM) (Kwesiga, 2002; Unterhalter, 2006). These measures have used to highlight the gap between men and women globally and nationally. According to the same sources, such assessments have been made annually since 1995.

Various global and regional studies have demonstrated that educating women yields substantial benefits which ranges from individual to the society or country at large. These benefits take different forms and can be direct or indirect. Together, they provide a powerful argument for improving women's access to education at all levels.

2.1.1 Women's Education and the Economy

In the practice of education's contribution for development, less attention was given from gender perspective. For instance, according to Leach (2004:12), although since the mid 1980s government interest in education in South Asia has shifted to girls, this was not from concerns with the benefits of education for women themselves, rather it stems from a realization of the impact of women's education on socio-economic development-its rates of return. Practically, King and Hill (1995) cited by Kwesiga (2002:34) devised and applied a method for assessing the impact of the different sexes education on economic progress with the conclusion that after counting for inter country differences in GDP, "countries with higher levels of women's education experience more rapid economic growth, longer life expectancy, lower population growth and improved quality of life."

Moreover, their analysis also reveals that large disparities in the educational attainment of males and females are associated with the countries lower levels of GNP.

Even though there are many unpaid vital economic contributions of women which ranges from household to national economies, scholars state that the direct assessment of the economic benefits of educating women is through women's participation in paid employment and through their positions and types of employment (Kwesiga, 2002; UNFPA, 2005; Asiedu and Lien, 2005; Tackie et al, 2005). The idea is, as better educated women participate in paid employment, families enjoy higher income, and over all productivity increases which in turn increase the economy of the country. Kwesiga (2002:34), for example argues "Even without statistical evidence, it is well known that women in highly paid, responsible positions or those engaged in entrepreneurial activities have helped to build family houses, pay children's school fees and look after the families well being."

In agriculture, the back bone of many Sub Saharan African national economics in which women form at least 60 percent of the labor force, it has been found that higher levels of formal education increase farmers' efficiency and that the completion of even a few years of formal schooling increases farm productivity (Fangerlind and Saha 1989; Kwesiga, 2002; UNFPA, 2005). As UNFPA (2005:11) mentions, in Kenya, for example one study estimated that crop yields could rise up to 22 percent if women farmers enjoyed the same education and decision making authority as men. Moreover, Kwesiga (2002:35) mentions that because of the evidence to show that the education of women has higher positive effects on agricultural productivity than that of men, recently development projects are targeting the women farmer.

Despite all these findings and evidences, out of 1.3 billion people living in poverty world wide, women account 70 percent and they are struggling to live on less than \$ 2 a day (UNFPA, 2005).

✓ 2.1.2 Women's Education and Health

Various studies have documented the link between women's education and health. Education has been found to reduce maternal health problems and infant mortality and also to make women seek and receive medical advice more easily. Every year of mothers' education corresponds to five to 20 percent lower mortality rates in children under the age of five (UNFPA, 2005; Kwesiga, 2002; Tackie et al, 2005). In Latin America for example, the probability of a child dying before the age of two was found to slope downwards as the mothers' education increased (Kwesiga, 2002:36). According to the same source, in Nigeria, mothers with primary education experienced 42 percent less child mortality than mothers with no formal education. The concept is that education increases mothers' personal and domestic hygiene, the knowledge of causes of disease, their prevention and cure and the nutritional requirements of infants and children which in turn increases their health (UNFPA, 2005; Kwesiga, 2002). Better health leads to lower infant mortality rates and therefore, to less needs for large families. Moreover, education helps women to know what health services including family planning are available and to have the confidence to use them.

As UNFPA (2005) mentions, every three years of additional education correlate with up to one child fewer per women. The report further reveals that when women have fewer children, the wellbeing and development prospects of each child are generally enhanced.

In general from the findings and evidences, it is clear that women's education should be a key area especially in Africa where there are 92 infant mortality per 1000 births, 31 for Latin America. Worth still, sub Saharan Africa has the highest maternal mortality rates in the world, as high as 1500 deaths per 100,000 births (Tackie et al, 2005:123)

2.1.3 Women's Education and Social Development

The social returns on women's education are enormous. Educating women brings positive changes in attitude which in the long term yields social benefits. In sub Saharan Africa for example the social return on women education is estimated at 24.3 percent for primary

education and 18.2 percent for secondary education, the highest in the world (Tackie et al, 2005:121). Kwesiga (2002) also discusses the education's contribution to women for wider social network, identification with the modern world, in encouragement in innovation, improving mothers' own well being and that of their families. To this end, it is interesting to take the Ghanaian educator, James Kwegyir Aggrey's (1875-1927) word which is quoted by educators (for example, Goel, 2004:3; Asjedu and Lien, 2005:135) who work in the area of female education.

The surest way to keep a people down is to educate the men and neglect the women. If you educate a man, you educate an individual, but if you educate a woman you educate a family.

The concept of the educator's word is quite vast and clear which can provide a powerful argument for women education.

Many studies and UN reports also show that women's literacy improves children's educational attainment (UNFPA, 2005; Leach, 2004; Tackie et al, 2005). This reveals that education does not only improve women's productivity, but also enhances human capital accumulation of future generations.

In general, now it is well documented that investing in female education is one of the most effective ways to reduce poverty. According to UN estimates, countries that do not meet the Millennium Development Goal target of gender parity in education are at risk of foregoing 0.1 to 0.3 percentage points annually in per capita economic growth (UNFPA, 2005). The same source states

Investments in the education, reproductive health and economic opportunities of women and girls have immediate longer term and intergenerational pay offs. These three investment areas represent critical and synergetic elements in the development of the human capital of women and by extension of their families (P.10).

The statement clearly reveals the criticality of the issue for development in general.

2.2 Women and Globalization

Globalization is a much talked about term to day in different sectors. Globalization, an economic phenomenon which dates far back in history with the development of international trade (free exchange of goods, services and capital), is spreading across the whole planet (Hallak, 2003; Lutz, 2005). It has often been viewed as a vital channel that would enable developing countries to grow faster. The argument is that if poor countries implement trade and financial liberalization reforms and globalize, then they would grow faster and reduce poverty (Lutz, 2005:13). To day, we are in the age when the world will soon become a 'global village' that no nation can remain an island and shall have to become, with out option an integral part of the world at large. It is already a fact that technological and markets (including education) are so rapid that every nations prosperity will depend on its ability to process information (Hallak, 2003; Lutz, 2005). Thus countries have to prepare themselves to face major developmental shifts. They have to educate not only the youth but the entire population.

Hallak (2003:541-542) discusses the emergence of three types of players by which globalization is highlighted. These are those who globalize; those who are globalized and those who are left out. Those who globalize concentrate in capital, resources, knowledge and the control of information; those who are globalized are 'information poor' and 'knowledge poor' workers and consumers and those who are left out are those who have little or no access to information and knowledge with no absorptive capacity as consumers and no relevance to production. From the discussion of the scholar one can understand that women are most likely to be globalized or/and left out in the new economic age (globalization). This is because women supply unskilled labor, lack at least basic education and other social, legal and physical constraints, especially in Africa (Lutz, 2005). Lutz argues that firstly, men are able at least to a certain extent, to keep up with the new changes by undertaking training programs, since in general they have more education relative to women and secondly, male workers tend to be physically stronger and then are more mobile; employer can transfer them much easier to other regions in the country.

This simply implies that half segment of the population are left unproductive which in turn affects the country's development at large. For example Lutz's (2005:20-26) empirical study of the relationship between gender inequality in education and per capita income and the impact of globalization on gender inequality for 63 developing countries including 34 African nations reveals that countries with lower gender inequality tend to have higher per capita income and economies that are more open to international trade also have better gender equality in education. After discussing the different inequalities (income, spatial, gender) exacerbated by globalization, Lutz (2005) argued that in the absence of corrective /protective/ measures, globalization may aggravate gender inequality particularly in countries where the initial level of inequality is high. In general, the findings of Lutz (2005) highlight the urgent need for African countries to improve female education and reduce gender inequalities. Failure to make such adjustment could seriously hinder Africa's efforts to reduce poverty and foster economic development in the current phase of globalization.

✓ 2.3 Gender and Education

To day, it is common to hear and/or read the term "Gender" in development arenas. Bogalech (2000:19) states "As most development policies have moved towards the integration approach so does the terminology used in relation to women's and gender issues have moved from person women to focus on Gender." The term refers to the socially determined differences between women and men as opposed to sex, which is biologically determined. Traditionally, society assumes that there are observable differences between the sexes but it is known that personality, behavior and abilities are the result of differential socialization processes. The learned behaviors and attitudes, roles and activities of the sexes through socialization processes make up gender identity and determine gender roles. Gender does not address people but issues in development concern which includes divisions of labor, inequality in access to resources in puts and benefits (Bogalech, 2000; Leach, 2004; Kevane, 2004). Thus, gender issues are concerned

with inequality between women and men and with the action to be taken to correct that imbalance.

In education, especially sociologists paid little attention to gender until the 1970s. As Delamont (2002) mentions, during the growth in the sociological study of education from 1945 onwards many studies were conducted on 'male-only' samples and the gender division of labor in industrialized societies was taken for granted, not treated as a topic for investigation. The scholar discusses the issue by citing the Acker's (1981, 1994) content analysis of a major journals for the UK, who reviewed educational research in Britain from the 1950s to 1970s. Acker found that, according to Delamont, gender issues were frequently ignored and that female experiences and the outcomes of education for women were regularly left un researched.

The rise of the feminist movement in the 1970s produced educational researchers who wanted to examine sex differences in education (Delamont, 2002; Leach, 2004; Kwesiga, 2002; Unterhalter, 2006). By this time, it was found that girls were falling behind boys on all three indicators of educational participation: access (numbers enrolling), retention (length of time spent in school) and achievement (exam passes, especially in Maths and Science) (Leach, 2004 citing Fangerlind and Saha, 1989). In the development arena, this became known as the Women in Development (WID) approach /later to be taken by Gender and Development or GAD/. WID's focus on integrating women in to existing development models brought new attention to girls unequal access to education, which was linked to wide spread poverty throughout the developing world (Leach, 2004; Kwesiga, 2002; Unterhalter, 2006; Anderson, 2006). Furthermore, the concern over unequal participation in education gained impetus from the United Nations Third World Conference on Women, in Nairobi in 1985 which outlined concrete measures to be taken to overcome obstacles to the achievement of the Decade's Goals namely Equality, Development and Peace. Recently the UN Millennium Summit in September 2000 also set Millennium Development Goal (MDG) to promote gender equality and empower women with the target of eliminating gender disparities in primary and secondary

education by 2005, and in all levels of education by 2015 which complements other international declarations on gender equality in education (eg. Beijing 1995, Dakar 2000). Reaching this goal underpins success towards all the others (UNFPA, 2005).

2.4 Educational Equity

Equity is the notion which is expressed mostly by the Beijing Platform of Action. It is an aspiration contained in many international conventions and national constitutions, but its precise meaning in relation to education is often unclear (Unterhalter, 2006). There are also debates on the precise meaning and differences of the terms 'equity' and 'equality'. Fagbemi (2004:8) explains

At the Beijing Conference, women's groups and Governments debated the relative merits and implications of the concepts of 'gender equity' as opposed to 'gender equality'. Fundamentalist groups strongly opposed the demand for full equality of women and men arguing that this was in opposition to the wider framework of their religious and cultural traditions. They insisted on the use of the term 'equity' which was defined as the best possible deal for women in the existing circumstances and did not necessarily imply equality. Women's groups who until then had been using the terms equity and equality' more or less interchangeably, rejected this definition of equity and demanded full equality of rights and opportunities for women.

She extended her explanation that all post Beijing UNDP documents have consistently used the term 'equality' in all references to gender.

Concerning the two terms again, Unterhalter (2006), for instance, interpret gender equality in terms of respect for human rights and a set of ethical demands for securing the conditions for all people, men or women, to live a full life, while the term 'gender equity' is used to characterize institutional and social processes that work for the mentioned interpretation of equality. She extends her statement that often, the two terms are used interchangeably. Thus, in this thesis the researcher used the two terms interchangeably to refer to full equality of rights and opportunities for females. After discussing the different approaches considered to equality by others, Unterhalter (2006) argued that achieving

gender equality entails developing the freedoms of all individuals, irrespective of gender or other markers of discrimination to choose actions, aspirations and attributes that they have reason to value. According to the discussions and arguments of the scholar, gender equity entails putting in place the social and institutional arrangements that would secure the freedoms.

In education, the term 'equity' has several referents. As Hallinan (2002) mentions, researchers and educators consider equity with respect to school finances, expenditures, resources, access to the curriculum, distribution of students for instruction, academic and social mobility, classroom processes and educational policies. Over time the equality of educational opportunity has changed in meaning from equal school resources to equal outputs. The status attainment and the school effects study conducted in America led to a clearer conceptualization of the notion of equality of educational opportunity (Hallinan, 2002). Hallinan (2002:243) citing Coleman (1990) mentions that educational equity has five distinctive meanings that are reflected in the research. Initially educational inequity referred to unequal inputs to schools as measured by such school characteristics as per-pupil expenditures, teacher- student ratios, number of library books, laboratory facilities, and teacher qualifications. The second meaning of educational inequity pertains to school outcomes and in particular to academic achievement. A third interpretation of educational inequality appears when schools are expected to play a compensatory role in producing equal educational outcomes. According to this interpretation, schools are expected to raise the academic achievement of disadvantaged students to the same level as that of their more disadvantaged peers. The fourth way of viewing equity of educational opportunity came to mean access to desegregated schools for all students and the fifth conceptualization of equal educational opportunity is related to school climate as measured by the socio-economic status of the student body, mean achievement, teacher characteristics and expectations and by the student culture.

From the above conceptualization of educational equity, we can clearly understand that the concept of educational equality with reference to gender revolves around equality of

opportunity in education. As Kwesiga, (2002:49) mentions and from the above meanings of educational equity, equality of opportunity can be defined as having three levels. These are

1. Equal chances to the educational system for individuals, regardless of social circumstances.
2. Equal chances to take part or share in the system.
3. Equal educational results; equal gains.

These simply imply that equal chances to attend school, to learn and participate in safety and security and to enjoy equal educational outcomes. To this end Unterhalter (2006) argues that gender equality in educational opportunity entails more than the attainment of equal numbers in school or parity in examination results; it implies a fuller meaning of equality, which includes conditions in school and post school opportunities. The educator further argued that educational quality is crucial for the achievement of gender equality in schooling as quality requires gender sensitive use of human resources and consideration of gender in the allocation of finances which in turn rejects gender discrimination and social injustice. From the argument of the scholar it is clear that gender equality and quality education are inseparable. Quality education cannot be achieved without gender equality in education.

In most instances, the issue of promoting educational equity is wrongly interpreted simply as the provision of access which measures the proportion of an eligible group who enrolled at a particular educational level, ignoring the other important dimensions which need the development of strategies that allow persistence and enhance the academic achievement of the already admitted disadvantaged group of students: Studies (UNICEF, 1992; Kwesiga, 2002; Odaga and Henveld, 1995) tried to identify factors that affect equal educational opportunity particularly for females. Some (UNICEF, 1992; Odaga and Henveld, 1995) classify or categorize these factors as demand side and supply side factors. Other (Kwesiga, 2002) as family, societal and institutional factors. What ever the

categories of the factors are, what is vital here is that these factors greatly affects equal educational opportunity of females. This implies that these factors need to be thoroughly studied and measures should be taken to improve educational equality of females.

2.5 The Value and Relevance of Higher Education for Women

The efficiency theory of development held and promoted by the World Bank and the International Monetary Fund (IMF) currently dictates that basic education should receive more attention than Higher education. The argument being that the former has higher social returns while the later benefits the individual more (Kwesiga, 2002). Such a policy has been criticized as it fails to acknowledge the important role of higher education that is closely linked to development and development related research (UNFPA, 2005; Kwesiga, 2002; Rao, 2003; Patel, 2003). This focus on basic education is an unwelcome trend in the age of globalization and information technology. Many argue that in the current age of knowledge based economies, the skills required can only come from higher education. For such economy to be sustainable this becomes a pre-requisite. Moreover, it would be futile to focus on one level of education without planning for those that come below and above it and it is important to take account of the influence of higher education on the rest of the education system.

Now a days, the benefits of higher education to the wider public interest-gains to the society and the economy, rather than the individual are now becoming to be accepted and acclaimed. This of course has been properly appreciated in developed countries such as United States where it is estimated that human capital is three capitals (Kwesiga, 2002:44). According to the same source it was only in the year 2000 that the World Bank began to recognize the importance of higher education in developing countries.

Since the introduction of Western education in Africa, educators and some parents saw little need for women to go beyond basic levels of formal education. Many people still believe this to be so (Kwesiga, 2002; Leach, 2004; Asiedu and Lien, 2005; Tackie et al, 2005).

Kwesiga (2002:42-43) strongly argues against this believe as

Basic education enables some one to carry out routine activities and orders and to implement polices devised by professionals. On the other hand, higher education is associated with taking decisions, managing others, or working independently. Those who cannot take up higher education therefore, remain in the managed group and they are very likely to be women.

She extends her argument that it is only with higher education that women can move from their traditional lower level types of employment and take up science, mathematics and technology based occupations. The discussions and arguments of several scholars including J.C. Kwesiga clearly reveal the value of higher education for women. Higher education for women which can be seen from functional, cultural and social benefits is important in improving women's general status, objective judgment, broader views, more ability to tackle problems, improved rational thinking, increased political awareness and many more. In order to be full contributors, women must also be beneficiaries of all functional, cultural and social transmission channels including higher education.

✓ **2.6 Female Education in Ethiopia**

According to the available literatures, in traditional Ethiopia the participation of females in education which was delivered mainly by churches and Mosques was negligible. This was because both of the institutions which were delivering traditional education in the country for promoting their respective religious doctrines favored boys over girls (Seyoum, 1986; Teshome, 1979; Tekeste, 1990; Ayalew, 2000). According to the same sources the attitudes of the society which gives maximal value to men than women and various traditional sayings which manifest the women's place in the home and dependant on men were some of the major factors that hindered the women from educational mainstream.

After modern education was introduced to the country, for the first time Emperor Menelik II declared /proclaimed/ for girls to attend school in 1906 (Seyoum, 1986; Ayalew, 2000;

Teshome, 1979). This Emperor's interest for girls' education was not easily accepted by the society. Long after the proclamation, the establishment of Empress Menen School for girls in 1931 after the opening of Menelik II school in 1908 for boys, opened the door for girls to participate in education. Then after this period, even though there was interruption because of Italian invention, girls started participating in education.

The enrollment of girls at the primary and secondary levels in 1974, when the Military party came in to power, were 31.9 percent and 27.9 percent respectively even though the Ethiopian education system was very small in size (Seyoum, 1986). Moreover, the scholar identified that the participation was characterized by regional disparity. The participation of women at the tertiary level education was only as high as nine percent in 1974 with their percentage of graduation less than their enrollment (Seyoum, 1986).

In 1989/90 academic year (around the end of the Military region), the female students' enrollment in primary, secondary and higher education in Ethiopia counted for 39 percent, 39 percent and 10 percent respectively Genet (1998) citing MOE (1989). Here, even though the percentage of female enrollments increase at all educational levels as we compare it to 1974, but still females are under represented in education enrollment when we compare it to their male counter parts. The reason for such low enrollment of females in education, as Genet (1998) and Seyoum (1986) mentions, may be attributed to the values and attitudes that the Ethiopian society attaches towards education of women. In most parts of Ethiopia, patriarchal thinking which enhances the belief that men are superior to women and also institutes division of labor by gender, dominates the culture (Allasebu, 1988) cited by Genet (1998). Due to this, women in Ethiopia are victims of educational disparity because of their gender beyond the disparity based on their social class. Here access to education has been limited to some extent by the sexual division of labor which subordinates and restricts women's activities within the household. Worth still despite the social and historical transformation, this sexual division of labor remains unchanged.

After the issuance of the New Education and Training Policy (1994), school enrollments have been increased in which girls have got more access to schooling at all levels than before. As a result by the year 2003/04 the gross educational enrollment rates of girls at the primary, secondary and tertiary level educations are 59.1, 15.9 and 25.2 percent respectively (MOE, 2005:8-10). Further more, there are also achievement disparities of female students. Studies (Genet, 1998; Hedija, 2002; Fentaw, 2001;- Ababayehu, 1998) reveal that girls under achieve than boys especially in science and mathematics subjects at all levels.

The reason for such gender disparities in academic achievement, as studies indicate is not due to natural factors but because of a number of environmental factors which included socio-cultural, socio-economic, school related and personal factors.

In general, although the participation of girls in education is increasing from time to time due to different measures taken by the government, their status of enrollment and academic achievement show that there is far educational equity problem.

2.7 Affirmative Action

2.7.1 Definition

To the definitions of affirmative action, Emezat (2001:1) has quoted the following from Law dictionaries, convention and scholar. For instance:

Leff dictionary of Law defines affirmative action program as

...an entity which has previously been guilty of unlawful discrimination (on the basis of race, sex, age...) is permitted and may be ordered to undertake on act or program of affirmative action to undo or at least mitigate, the effects of such prior discrimination...

Black's law Dictionary defines affirmative action as

...positive steps designed to eliminate existing and continuing discrimination; and to create systems and procedures to prevent future discrimination; commonly based on population percentage of minority

groups in a particular area. Factors considered are races, color, sex, creed and age.

Sandra Feedman defines affirmative action as “the deliberate use of race-or gender conscious criteria for the specific purpose of benefiting a group which has previously been disadvantaged on grounds of race or gender.”

Art. 1(4) of the convention on Racial Discrimination defines affirmative action as

... special measures taken for the sole purpose of securing adequate advancement of certain racial or ethnic groups or individuals... in order to ensure such groups or individuals equal enjoyment or exercise of human rights and fundamental freedoms and that they shall not be continued after the objectives for which they were taken have been achieved.

From the definitions given above, it is clear that programs aimed at ensuring equitable distribution of resources and benefits to the disadvantaged members of the society are deemed to constitute affirmative action. The program is to benefit members of a group who have been disadvantaged or discriminated based on race, gender, color, national origin, disability and age. These are some of the factors that may be considered for the purpose of identifying beneficiaries. Furthermore, measures of affirmative action are carried on till such time that the objectives for which they were taken is achieved, till equality of opportunities surface for members of a disadvantaged group (Mickelson, 2002; Nelson et al, 1993; Finkelman, 2004). This shows, therefore, that affirmative action is a temporary measure.

2.7.2 Evolution and Development of Affirmative Action

Identifying the exact time of the evolution of the concept affirmative action is difficult, though many (Rai and Critzer, 2000; Mickelson, 2002; Nelson et al, 1993; Finkelman, 2004; Leonard, 1986) documented that the concept originated and developed in USA. According to the discussion of these scholars, affirmative action is policies used in the United States to increase opportunities for minorities by favoring them in hiring and promotion; college admissions and the awarding of the government contracts. Depending up on the situation, ‘minorities’ might include any under represented group, especially

one defined by race, ethnicity or gender. Generally, affirmative action has been undertaken by governments, businesses or educational institutions to remedy the effects of past discrimination against a group, whether by a specific entity such as a corporation or by society as a whole (Finkelman, 2004).

According to the sources cited above, until the mid 1960s legal barriers prevented blacks and other racial minorities in the United States from entering many jobs and educational institutions. Although women were rarely legally barred from jobs or education, many universities would not admit them and many employers would not hire them. The Civil Right Act of 1964 which prohibited discrimination in public accommodation and employment was the first modern legislation to address these barriers. A section of the Act known as Title VII, which specifically banned discrimination in employment, laid the ground work for the subsequent development of affirmative action. The Equal Employment Opportunity Commission (EEOC), created by the Civil Rights Act of 1964, and the Office of Federal Contract Compliance become important enforcement agencies for affirmative action.

According to literatures, the term 'affirmative action' was first used by president John F. Kennedy in a 1961 executive order designed to encourage contractors on projects financed with federal funds to racially integrate their work forces. Kennedy's executive order declared that "Federal contractors should take affirmative action to ensure that applicants are employed and employees are treated during their employment without regard to race, creed, color or national origin" (Executive Order no. 10925 on March, 1961) quoted by Emezat (2001:5).

This racial neutral requirement moved towards preferences and quotas over the next decade. President Johnson, following on the footsteps of President Kennedy, issued another executive order, which continued the affirmative action obligation (Emezat, 2001:5-6). She extends her discussion that guidelines in hiring that included "goals and time tables" were introduced during Johnson's presidency. She further discussed that all the presidents (Roosevelt, Truman and Eisenhower) who came after Kennedy issued order

on fair employment practice that had a bearing either directly or indirectly on affirmative action.

The issuance of Title VII as apart of the Civil Rights Act empowered the courts in the USA to authorize affirmative action remedies in the face of an international action of unlawful employment practice and to play a significant role in the development of the concept during the decades to follow (Emezat, 2001). According to the same source the concept spread and gained acceptance in other countries like Canada, Australia, India, and South Africa. These countries have incorporated affirmative action in their constitutions. However, in some countries like England its development was hindered by state policies that looked up on affirmative action with disfavor.

Internationally, the concept came to be relevant in relation to group rights. For example, the 1957 ILO convention concerning indigenous and tribal people called for special measures implying preferential treatment, provided that such measures are not contrary to the expressed wishes of the groups concerned. The 1958 ILO convention adopted similar special measures to meet the particular requirement person's who for reasons of age, sex, disability, family responsibility or social or cultural status are generally recognized as in need of special problems or assistance. UNESCO Convention Against Discrimination in Education (1960), Convention on Racial Discrimination of 1965, Convention on the Elimination of Discrimination Against Women of 1979 also adopt positive attitude towards affirmative action. Thus international law also accepts policies of affirmative action (Emezat, 2001:6).

2.7.3 Affirmative Action in Education

According to the definitions of affirmative action given in the earlier section, affirmative action in education refers to policies and programs designed to advance equality of educational opportunity for individuals from groups that have suffered systematic historical discrimination. Mickelson (2002:29) mentions that affirmative action practices employed by educational institutions include (1) those that seek out candidates from

underrepresented groups and recruited them to apply for admission, for faculty positions and for scholarship, (2) those that, given a pool of candidates with comparable credentials, hire, admit, or award scholarships to individuals from under represented groups; and (3) those that, utilizing separate performance standards or criteria, hire, admit and award scholarships to individual from underrepresented groups. These clearly reveals that educational institutions take (admit, hire, award scholarships) candidates or individuals from under represented groups using their own policies and programs. Individuals who may receive affirmative action benefits include members of certain ethnic, racial, and gender groups, social classes and people with physical disabilities (Mickelson, 2002).

Mickelson (2002:29-30) discusses that, in America, for the past 30 years, race, ethnic and gender inequality of educational opportunity at secondary and tertiary levels has been addressed through the twin policies of desegregation and affirmative action. In many cases, affirmative action policies are implemented as part of court ordered desegregation efforts. Local school districts that were found guilty of segregation were required to take race in to account when assigning students, teachers, and other staff members to schools. State University systems found guilty of segregation were required to employ, among other remedies, affirmative action in admissions and hiring. Pending legislation and litigation in a number of states will seriously curtail affirmative action policies and practices in all schooling of America. For example in San Francisco high School, the program was implemented with a quota of 40 percent of single ethnic group students (Mickelson, 2002:30).

When we come to tertiary education, although a number of universities have sought diverse student bodies (typically on geographic and religious dimensions) through some form of preferential admissions for a very long time (Bown and Bok, 1998; Rudenstine, 1996 cited by Mickelson, 2002:30). What is commonly understood as affirmative action in higher education is rooted in the 1964 Civil Right Act that bars discrimination based on race. In 1965 President Lyndon Johnson specifically outlined the rationale underlying

racial preferences in education during a speech at Howard University (Mickelson, 2002; Rai and Critzer, 2000; Finkelman, 2004). According to the same sources, in the decades following President Johnson's initiatives, many public and private Universities developed affirmative action plans eventually expanding them to faculty recruitment as well. Overall, these initiatives were responses to the changing social climate, the political pressure from the civil rights and student movement, and legislative actions and judicial rulings requiring diversification of student bodies and faculties. As a result of these efforts, the enrollment of students from minority groups and female are increased so to the faculty members (Mickelson, 2002; Rai and Critzer, 2000; Leonard, 1986).

2.7.4 Female Affirmative Action Program

Gender discrimination, which is based on perceived physical, cultural, social... differences between men and women, cuts across racial and ethnic lines and has generated a division of duties and rights within society based on gender. These perceptions have been reinforced through social and familial structures and have played a major role in shaping the opportunities available to women both in the education and work force (Rai and Critzer, 2000; Kwesiga, 2002; Unterhalter, 2006). In United States, where the concept of affirmative action originates, women were under patriarchal rule and they were, like blacks, considered to lack certain physical and mental abilities (Rai and Critzer, 2000).

Within all societies economic as well as social roles have been determined by gender, usually placing women in positions with less powerful and lower pay which place them in a disadvantage position. For example as Rai and Critzer (2000) mentions the difficulties women faced in US in the nineteenth and early twentieth centuries in gaining the vote and later in the 1960s in raising the issue that women could perform the same inclusion not only for minorities but for women as well. The idea is that, as Kwesiga (2002) and Kevane (2004) for example discuss, patriarchal society promotes women as objects are one of the arguments made by feminists. They assert that female subordination leads women to be seen visibly as sex objects, but their lack of equality makes them invisible within society.

Affirmative action, which is a response to the Civil Rights Act of 1964, was at first, an effort to promote equality in the work place among races or ethnics. It was later that the program extended to women and education, especially as a response to feminist movement in early 1970s (Rai and Critzer, 2000; Unterhalter, 2006). According to the same sources, the development of women in development (WID) approach within feminist movement in the early 1970s, with its emphasis on bringing women in to development, which later on taken up by Gender and Development (GAD) approach have enforced the launching and development of affirmative action for females both in education and work place. Furthermore, Title IX of the Educational Amendments of the 1972 which prohibits sex discrimination in federally funded educational programs and activities in US and the UNESCO Convention on the Elimination of Discrimination Against Women of 1979 strengthened and supported the program (Anderson, 2006). As a result, countries started to take positive measures (affirmative action) to increase the equality of females in education. For instance, USA reduced criteria for females' admission to tertiary education and for hiring women teachers or professors to the universities (Mickelson, 2002; Rai and Critzer, 2000). Moreover, in Africa too, countries like Nigeria, Malawi, Bangladesh and Guinea have responded to females' inequality in education by reducing admission criteria and setting quotas for them for secondary and tertiary education participation (Tietjen, 1991; GCE, 2005).

2.7.5 Controversies and Challenges of Affirmative Action

Affirmative action has faced controversies and challenges in its application from the beginning in the United States. As Mickelson (2002), Rai and Critzer (2000), Nelson et al (1993), Finkelman (2004), Leonard (1986), and Emezat (2001) discuss, there are different questions raised by different scholars and/or individuals. Some of these questions are more of an objection and arguments against the entire concept of affirmative action, some of the questions raised important points calling for clarity and others are strongly based on popular notions of the concept that do not convey the precise nature and meaning of affirmative action.

2.7.5.1 Arguments for Affirmative Action

As Mickelson (2002) mentions, advocates of affirmative action criticize the traditional college admissions decisions in America as they are far from objective. They argue that fairness requires affirmative action as a counter vailing force against the practices and procedures used in college admissions. From the discussions of the scholars, let us see three main arguments often mentioned in support of affirmative action.

1. The first is that affirmative action is a necessary legal and moral remedy for past discrimination. It is claimed that discrimination at some level in a society is the principal cause of under representation for members of disadvantaged group. So, the advocates call for compensation of benefits and resources to members of such a group for the harms suffered by them in the past.
2. The second argument mentions that affirmative action is a protection necessary to deal with the persistent race and gender barriers to equal educational opportunities. They argue that the absence of an equal start stands at the heart of the continuing educational discrimination that affirmative action seeks to remedy. They assert that membership in a certain racial, ethnic, gender and class groups is likely to deny some while it enables other people to enjoy educational advantages. Therefore, affirmative action practices intervene in ways that compensate for the disadvantages of unequal opportunities. So that the equality of opportunity created by affirmative action will enable all persons to compete on the basis of equality and the society at large would be in a position to utilize the potentials and talents of members of the disadvantaged group.
3. The third argument is that affirmative action can be transformative because inclusivity and diversity in higher education strengthen and democratize institutions and the people who attend them and ultimately-society. They argue that the diversity that students bring to campus makes for a more dynamic intellectual environment and wider experience. They further mention that affirmative action

practices can be transformative because they allow majority group members to interact with diverse students in situations of mutuality, cooperation and equal status-conditions that make possible reductions in racism and sexism. The advocates accept the difficulty with this argument that the empirical record does not suggest that affirmative action has enjoyed remarkable success in transforming the society along this line, although there are enrollment changes (improvements).

2.7.5.2 Arguments Against Affirmative Action

Some of the major arguments forwarded and discussed against affirmative action include:

1. Affirmative action is damaging to minorities or results in self doubt upon beneficiaries. It is claimed that affirmative action has an implication for the beneficiaries that they cannot compete with the whites equally. They extend their statement that it also accelerates discrimination. However, these claims generally lack evidences (Leonard, 1986; Mickelson, 2002; Rai and Critzer, 2000).
2. Affirmative action is ultimately unfair and unethical because it violates the basic principle of equality. They call for every person to be treated equally without any preferences. However, as Emezat (2001) discusses, the conception of equality shows that equality does not necessarily imply same or identical treatment. Differential treatment may be possible if there are valid grounds that dictate unequal treatment. It is argued that if beneficiaries of affirmative action and non-beneficiaries are indeed unequal based on an accepted criterion, then affirmative action can be incorporated in the very concept of equality.
3. Affirmative action is reverse discrimination. There are two claims of affirmative action as a reverse discrimination. The first is that the relative marginal productivities of minorities and females have declined as their employment has increased, and have not moved toward equality with relative wages and the second one is that the decreased employment growth of white males. However, Leonard

(1986), Mickelson (2006), Nelson et al (1993), Rai and Critzer (2000) discusses that there is no significant evidence to support these contention.

4. The fourth critics believe that affirmative action unfairly displaces more qualified applicants with less qualified members of protected groups. However, proponents of affirmative action argue that, it is difficult to demonstrate that this is true because those with better test scores may have been displaced by legacies. They further argued that, this argument presumes that tests and grades are the only valid measures of 'qualifications'. Students typically admitted under race and gender preferential policies are qualified under the broad terms of a university's requirements.

In general as different educators (Mickelson, 2002; Rai and Critzer, 2000; Nelson et al, 1993; Leonard, 1986) discuss, criticisms forwarded for affirmative action not only lack significant evidence but also they miss the primary point. "...start not with the question about affirmative action but ask about the phenomenon that give rise to affirmative action" (Nelson et al, 1993:123). Fundamental to those who support affirmative action is the past discriminatory values and practices that has shaped social relations, sex roles and career opportunities. They argue that without such government intervention, racial, ethnic and gender bias would continue in both education and employment.

2.7.6 Female Affirmative Action Program in Ethiopia

In order to engage in gender based affirmative action, discrimination is a prerequisite. Gender discriminations through out the world in general and Ethiopia in particular have been well documented in areas of education and employment that declarations and measures have been launched to alleviate the problem. In Ethiopia, the existence of women discrimination in areas of education, employment and decision making is not a question, which lays the ground for the launching of affirmative action program.

The Constitution of Federal Democratic Republic of Ethiopia is historically, the first legal instrument that recognized gender based affirmative action in Ethiopia. Article 35(3) is

the specific article in the constitution which documents female affirmative action. Furthermore, following the constitution, the Education and Training Policy of Ethiopia also documents female affirmative action in education (article 3.4.10). Following these two legal instruments i.e. the Constitution and the Education Policy, the female affirmative action program in education has been on implementation since 1996/7 academic year in higher education institutions and then in Regional Teacher Education Colleges.

2.8 Females in the Teaching Profession

Gender inequalities in education, which has a multidimensional impact, have also lead to inequalities in the professional life. Generally, females are under represented in many professions among which teaching is the one. Yelfign (2004) for instance argues that the persistence of gender inequality in the teaching profession is one factor which contributes to female under enrollment in all levels of education and vice versa. It is widely believed that (UNICEF, 1992; Yelfign, 2004; Gaynor, 1997; GCE, 2005) the limited number of female teachers in both primary and secondary is a major constraint on girls' education. The idea is that the presence of female teachers to serve as role models and advisors tend to encourage girls to school and make schools more girl friendly which this later changes equality of opportunity in the teaching profession.

Teaching first became identified as "women's work" in the mid nineteenth century as part of the common school movement to institutionalize local public school systems because women could be presented/hired/with lower salaries than men (Rousmanier, 1997; Foster, 1997). The other claim for the feminization of teaching is their relative participation than certain professions, especially the sciences. However, even though there is a greater number of women teachers at pre-primary level in almost all countries (more than 90 percent in most and a minimum of 50 percent in the rest), yet women teachers constitute only one-third of all teachers at the primary level in developing countries taken as a whole and less than 30 percent at the secondary level, with a trend toward very slow increases at both levels (Yelfign, 2004; GCE, 2005). Moreover, Gaynor (1997), ILO (1991), Yelfign

(2004) and Almaz and Barbara (1990) argue that the higher the educational level and the higher the position of responsibility in the teaching profession, the fewer women employed. Moreover, women's are not only under represent in employment but also in earnings. Yelfign (2004:33) citing the ILO survey reports mentions that despite the absence of more disaggregated data in most countries in almost all regions *de facto*, women earn less overall than men because of lower qualifications (in many developing countries), interruptions in their careers for family responsibilities, sexual harassment and their relative absence from positions of responsibility. It has been argued that the under representation of women in decision making structures of teachers' unions and professional associations as one of the contributing factor for women's problems in the teaching profession.

In higher education, women teachers tend to be concentrated in lower level institutions out of all proportions to their numbers and they are at the lower rungs of the career ladder in the high prestige universities and in managerial positions concerned with areas such as student services, rather than the most important academic posts of dean or head of departments (Mickelson, 2002; Yelfign, 2004; Gaynor, 1997).

To solve the problem of under representation of female teachers in school, many counties especially in sub-Saharan Africa, has been taking measures. The study conducted by Global campaign for education (2005) in nine counties including Ethiopia in sub-Saharan Africa reveals that most of the countries have long been established quotas for the recruitment of female teachers, yet non had managed to fill these quotas primarily because, as the study indicates, governments have failed to develop effective incentives to encourage female teachers to work in rural areas. Further more, the study reveals that access for young women to teacher training colleges is still severely limited.

In general, Gaynor (1997) summarizes a number of aspects about current status and trends related to male and female teachers in developing countries:

- Overall, world wide, teaching is a profession which increasingly attracts a substantial proportion of women. This may indicate the so called feminization of the teaching profession, since men are generally better placed to demand higher pay, improved conditions and status.
- Some countries, the least developed and those where competition for employment opportunity is greatest, have minority participation of women in teaching.
- Those counties with the lowest enrollment rates for females in education in the past now have a lower proportion of female teachers than those counties that had higher female enrollment rates.
- Women in almost all counties are concentrated in the lower levels of the system.

The summary clearly reveals the existence of female inequality in the teaching profession. To this end, ILO (1991:48) states “equality in professional life cannot be achieved as long as equality in education has still not been achieved and given continuing educational inequalities, women in general do not get the same start in a professional career as men.” Thus, it has been recommended that ensuring universal access of education to girls and offering them the same chances as boys, especially in rural areas would be the remedy for this short coming. In the absence of such action, the initial gender discrimination facing girls is likely to be translated into gender discrimination at later stages, including discrimination against women teachers (ILO, 1991; Gargnor, 1997; Yelfign, 2004).

2.8.1 Female Participation in the Teaching Profession in Ethiopia

As it has been discussed in the earlier section, in traditional Ethiopia, education was open only to boys. Since the introduction of modern education to Ethiopia, even though there were certain changes regarding girls’ education, overall, they are under represented in all educational system of the country. This under representation of girls in educational levels also lays the ground for their under representation in professions including teaching.

The participation of females in the teaching profession increases from time to time, even though it is not significant. For instance when the number of women teachers' of 1968 is compared, to that of 1995 it has slightly increased yet it was generally very low and the number decreases as the level of education increases (Asmaru, 1997:4-5). Similarly, the following five years data clearly reveal the situation of female teachers in the country.

Table 1: Percentage of Female Teachers in Ethiopia by Level

Year	Primary	Secondary	Tertiary
1996/97	26.2	8.2	6.2
1997/98	27.2	8.6	5.6
1998/99	27.8	8.6	6.6
1999/2000	29.4	8.4	6.1
2000/01	30.3	8.7	6.5

Source: MOE (2002)

The table indicates that share of female teachers at primary level has increased from 26.2 percent in 1996/97 to 30.3 percent in 2000/01. This is an increase of 15.7 percent over the five years. The reason for this increase, according to MOE (2002), at the primary level is the positive discrimination policy used during recruitment to the TTIs/TTCs in favor of female. On the other hand, the pictures at secondary and tertiary have been fluctuating till 1999/00 but the percentage share has increased in 2000/01 for both levels. This situation might thus indicate that there is a need to devise strategies and exert more effort to attract more and more females to the teaching profession.

In general, despite the efforts to open Teacher Education Colleges in all regions of the country and the launching of affirmative action programs, female teachers are at the very low percentage in all levels which indicates for the situation /program/ to be thoroughly studied and devise further strategies to solve the problem.

CHAPTER THREE

THE STUDY DESIGN AND PROCEDURE

As the design and methodology of a research is based on the purpose of the study, descriptive survey was employed as a relevant methodology with the assumption that it could describe the practice of Female Affirmative Action program to promote educational equity for Female Prospective Teachers. The use of this method is well supported by Kerlinger (1990), Best and Khan (1996) and Baker (1988) when the study aims at examining of samples taken out from a large population. Similarly, Cohen and Manion (1994) contend that survey inquiry gathers data at a particular point with the intention of describing the entire nature of existing conditions in generalizability.

3.1 Sampling Procedures

3.1.1 Sample Area

There are six Teacher Education Colleges of Oromia Regional State. Out of these three (50%), Asella TEC, Robe TEC and Jimma TEC were taken randomly since regardless of their geographical location, all colleges are governed by the same rules and regulations provided by Oromia Regional Education Bureau.

3.1.2 Data Sources

For this study, in the sampled colleges, Second year and Third year Female PTs were purposefully taken because of the assumption that they could provide relevant information because of relatively long years of stay in the college. From these 50 percent of Second year and Third year Female PTs were taken randomly from each college. As a result 260 Second years and 576 third years Female PTs were involved in the study from all the three colleges. Half percent of Teacher Educators who were on their job during data collection were randomly taken from each college and as a result 92 Teacher Educators were involved in the study. Moreover, College Dean, Academic Vice Dean, Students' Dean, Stream Head Teacher Educators, Gender Office Head Teacher Educator

and Female PT of Gender committee member and Student Council member from each college were also involved in the study. The study also aimed to include Higher Education Department Head from OREB, however, the head who was there during data collection period of this research was new to the position and responded that he didn't have enough information about the issue under study.

3.2 Instruments of Data Collection

To collect the primary and secondary data, questionnaire, interview and documents were used as the main tools of data collection. Employing multiple data collecting instruments help the researcher to combine the strength and some of the inadequacy of any source of data.

3.2.1 Pilot Testing of the Instruments

Before the actual data gathering, data collection instruments such as questionnaire and interview guiding questions were piloted in Asella TEC to check whether they can generate the expected information from the respondents and to see their consistency to the study. Then after, the instruments were given to my advisor and other professionals to judge their validity. Finally, the instruments were improved based on suggestions and recommendations gathered.

3.2.2 Questionnaire

Questionnaire was used as a major instrument to collect data not only because it is a popular means of collecting all kinds of data in research, but also it is an appropriate instrument to obtain information about conditions, practices and problems for relatively large sample studies (Kumar, 1999; Best and Khan, 1996; Baker, 1988).

The same type of questionnaires was prepared for both Female PTs in Afan Oromo and Teacher Educators in English. The questionnaire prepared for Female PTs had two parts. The first part contained four questions (items) with regard to the general background information of the Female PTs and the second part contained 47 closed ended questions

questions for Gender Office Head Teacher Educators, and 11 questions for Female PTs. After the necessary explanations were given to and consensus was reached among the researcher and the interviewees, the interview was conducted and all the responses of the interviewees were recorded by tape recorder. The interview was conducted by Afan Oromo in order to communicate easily with the interviewees.

3.2.4 Documents

Data regarding the academic achievement of Female PTs were taken from their respective college documents. To this end, due to more semester results, the CGPA of half sections (groups) of third year Prospective Teachers were taken from the four streams (Languages, Social Science, Natural Science and Maths) of each college. As a result, 660 (47.83%) Female PTs' and 720 (52.17%) Male PTs' four Semesters' CGPA were taken from all the three colleges.

3.3 Methods of Data Analysis

To communicate the data easily to the readers, data collected through questionnaire from both Female PTs and Teacher Educators were tallied and computed using percentage to measure and analyze the magnitude of respondents' opinion against each statement on the given scales. Moreover, mean values of both groups of respondents' to each statement were calculated by converting the qualitative categorical replies to numerical scales where, weightings 5, 4, 3, 2 & 1 were given to very high, high, medium, low and very low respectively. Finally, the grand mean value was computed for the two groups of respondents to identify the average response to each statement on which the final interpretation of data rests. For this study the grand mean value below and including 2.55 shows low or very low practice of the issue in the statement while above 2.55 indicates medium or high practice of the issue.

Data collected through interview and open ended question of the questionnaire were transcribed & categorized under each questions or themes. Finally the concepts were

considered or used in the interpretation to support or reject the respondents' data and to answer the third research question.

Data collected from documents were categorized under nine categories and mean and percentage were computed for the analysis and interpretation. Discussion followed just after the analysis of data to each questions. Finally, summary, conclusion and recommendations were given.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

In this chapter, the data collected through questionnaire, interview and from documents were presented with the help of tables (quantitative data). They are then followed by interpretation and discussion of the findings to provide answers to the three basic research questions set in the study.

4.1 Characteristics of the Respondents

This part of the presentation and analysis deals with the characteristics of the respondents. It is a part of questionnaire and interview items taken from respondents' background information and has two sections.

4.1.1 Characteristics of Female PTs' Respondents

This section deals with the characteristics of Female Prospective Teachers' Respondents.

Table 2: College Name and Year Level Characteristics of Female PT Respondents

No	Respondents' TEC	Respondents training year level				Total	
		Second year		Third year			
		No	%	No	%	No	%
1	Robe	85	10.17	172	20.57	257	30.74
2	Asella	58	6.94	195	23.32	253	30.26
3	Jimma	117	14.00	209	25.00	326	39.00
	Total	260	31.10	576	68.90	836	100

As we can observe from the above table two, we see that (576) 68.90 percent of Female PT respondents are third year trainees. Which is also the training level of Female PT interviewees and (260) 31.10 percent of second year Female PTs from the three TEC

were involved in the study. These partly indicate the quality of the data obtained from the respondents as they are supposed to have better exposure and experiences about the issue or topic under study because of relatively long years of stay in the college.

Table 3: Age Level and Marital Status Characteristics of Female PT Respondents

No	Characteristics	Respondents	
		No	%
1	Age level		
	• Below 15 years	-	-
	• 15 – 18 years	166	19.85
	• 19 – 21 years	580	69.38
	• 22 – 25 years	81	9.69
	• 26 years and above	9	1.08
	Total	836	100
2	Marital status		
	• Single	712	85.17
	• Married	115	13.75
	• Divorced	9	1.08
	Total	836	100

Table three, above shows the age level and the marital status characteristics of Female Prospective Teacher respondents. As can be seen from the table (166) 19.85 percent of the respondents are within the age range of 15 and 18 years, (580) 69.38 percent are within the age range of 19 and 21 years and the rest are within the age range of 22 years and above which is also the age range of female prospective teacher interviewees. With regard to their marital status, the majority of them, (712) 85.17 percent, are single which is true for interviewees also. In general, from the table we can see that all the female PTs are within the age range allowed in the region for training (15-35 years). Moreover, the age range in which the respondents are found is the age when youngsters manifest many social and emotional problems. It is the age when females are supposed to make them

selves physically attractive, expected to exercise sexual practices, expected to marry etc., which adversely affect their academic achievement. Therefore, this indicates the need for proper guidance and counseling service for Female PT to adjust themselves and successful in their training.

4.1.2 Characteristics of Teacher Educator Respondents

This section deals with the characteristics of teacher educator respondents.

Table 4: Number of Teacher Educator Respondents by sex Characteristics

No	TEC name	Respondents sex				Total	
		Male		Female			
		No	%	No	%	No	%
1	Robe	25	27.17	-	-	25	27.17
2	Asella	22	23.91	2	2.17	24	26.09
3	Jimma	43	46.74	-	-	43	46.74
	Total	90	97.83	2	2.17	92	100

Table four, above shows number and sex characteristics of respondents. As we can see from the table, (90) 97.83 percent of the respondents involved in filling the questionnaire were males and the rest (2) 2.17 percent were females. Moreover, all the interviewees were males except one who is a gender committee head teacher in one of the study areas.

There are two things that can be interpreted from the above data. The first one is the issue of gender balance in the teaching staff and the other is the impacts that the low numbers (absence) of Female Teacher Educators have on the enrollment, Persistence and achievement of Female Prospective Teachers. This gender imbalance of the teaching staff has its own negative implications for female prospective teachers not only about teaching in the Institutes of Higher Education, but also about teaching profession in general. Teaching in the Institutes of Higher Education should not be a hostile environment for

female teachers rather it should be a place where they can equally participate and demonstrate their performance. The need for more female teachers has been identified by many studies (Kwesiga, 2002; UNICEF, 1992; Tietjen, 1991; Kasente, 2000; UNESCO, 1996). They argue that the presence of adequate number of Female Teacher Educators is positively associated with female PTs educational participation. With this regard the above data indicates that a lot has to be done to improve the situation so that the desired objectives (gender equity) be achieved.

Table 5: Characteristics of Teacher Educator Respondents' by Educational Qualification and Sex

No	Qualifications	Respondents' sex				Total	
		Male		Female			
		No	%	No	%	No	%
1	MA/MSc/MEd	24	26.09	-	-	24	26.09
2	BA/BSc/BEd	61	66.30	-	-	61	66.30
3	Diploma	5	5.43	2	2.17	7	7.61
4	Certificate (12+TTI)	-	-	-	-	-	-
	Total	90	97.83	2	2.17	92	100

Table five shows the qualification of Teacher Educator respondents. From the table we can easily observe that (24) 26.09 percent of the respondents, which are all males have Masters Degree; (61) 66.30 percent of the respondents which are again all males have Bachelor Degree and the rest which includes two Female Teachers Educators, 2.17 percent, have Diploma in their educational qualifications.

From the interview parts, both College Deans, one Academic Vice Dean, both Student Deans, and (8) 66.67 percent of Stream Head Teacher Educator interviewees have Masters Degree and the rest including one Female Gender Committee Head Teacher Educator interviewees have Bachelor Degree in their educational qualification.

The data shows that the relevant educational qualifications of Teacher Educators who are supposed to teach at Teacher Education Colleges are not maintained. This has an impact on the qualities of the training. Another interesting data from the table above is about Female Teacher Educators' qualification. As we can observe, the only two Female Teacher Educators who filled the questionnaire have diploma in their educational qualification. Both of them were from one study area and during interview session, the Dean of the College has cited them as an example to the college actions to increase their numbers. This is a good action as "something is better than nothing" and they have to be provided with on job trainings and other education scholars so that they can improve their knowledge and upgrade their educational qualification.

Table 6: Age, Service Year and Teaching Load Characteristics of Teacher Educator Respondents

No	Age category	Respondents	
		No	%
1	Age category		
	• 25 years and below	7	7.61
	• 26-35 years	68	73.91
	• 36-45 years	12	13.04
	• 46 years and above	5	5.43
	Total	92	100
2	Service year category		
	• 5 years and below	17	18.49
	• 6-10 years	29	31.52
	• 11-15 years	9	9.78
	• 16-20 years	17	18.49
	• 21 years and above	20	21.74
	Total	92	100
3	Teaching load category		
	• 5 periods and below	3	3.26
	• 6-10 periods	12	13.04
	• 11-15 periods	31	33.70
	• 16-20 periods	37	40.22
	• 21 periods and above	9	9.78
	Total	92	100

As the table six above reveals, the majority (68) 73.91 percent of the respondents are within the age range of 25 and 35 years which includes the age range of Stream Head Teacher Educators (66.67%), Students' Deans and Gender Committee Head Teacher Educator interviewees. The other (12) 13.04 percent of the respondents are with in the age range of 36 and 45 years which again includes the age range of the College Deans, Academic Vice Deans and the rest Stream Head Teacher Educators (33.33%) interviewees. In general the table shows that the majority, more than 90 percent, of Teacher Educators are within the good age when they can effectively teach.

With regard to service year characteristics of teacher educator respondents', (17) 18.49 percent of the respondents' have teaching experiences of five years and below, (29) 31.52 percents have six to ten years of experiences, nine (9.78%) have 11 to 15 years of experiences, (17) 18.49 percents have 16 to 20 years of experiences and the rest (20) 21.74 percents have teaching experiences of 21 years and above. In general when we combine them together, the majority of the respondents (75) 81.51 percent have the teaching experiences of six to 21 years and above which includes the teaching experiences of all the interviewees. It can be considered as good work experience. As knowledge and pedagogical skills are developmental, teaching experiences are assumed to be associated with better subject matter knowledge, pedagogical skills and other related experiences not only to implement the curriculum effectively but also to solve instructional challenges accordingly. It is true that it does not mean the old (experienced) is the gold or the young (fresh) does not always mean of failure (Abiyöt, 2001:2).

With regard to regular teaching load per week characteristics of teacher educator respondents', the data from the table reveals, (3) 3.26 percents of the respondents have a teaching loads of five periods and below, (12) 13.04 percents have six to ten periods, (31) 33.70 percent have 11 to 15 periods and the rest (46) 50 percents have 16 to 21 periods and above of teaching load per week. From the interview part, all the College Deans and Academic Vice Deans interviewees have five periods and below and the rest interviewees have 11 to 15 periods of teaching load per week.

Though the current regulation show that the teaching load of Teacher Educators in Teacher Education Colleges to be 12 periods per week, the figure in the above table indicates that more than half of the respondents have the teaching load above the load set by the regulation.

High teaching load not only affects the quality of teaching but also hinders the Teacher Educators to provide the necessary supports for prospective teachers in general and females in particular. Therefore, the distributions of the teaching load for teacher educators have to be according to the regulations of the colleges set.

4.2 Presentation, Analysis and Discussions of the Main Data

Under this section, the main data collected through questionnaire, interview and from documents were presented, analyzed and discussed. The presentations analysis and discussions of data were in accordance with the three basic research questions raised.

4.2.1 The Practice of Female Affirmative Action Program

This part of the presentation, analysis and discussion of data deals with the respondents' responses to the practice of Female Affirmative Action Program. It is the main part of the questionnaire and interview.

The issue of female education in developing countries is very complex. It is affected by several factors. Literatures and studies so far conducted on the issue (World Bank, 2002; Kwesiga, 2002; FAWE, 1998; UNICEF, 1992; Tietjen, 19991; Odaga and Henveld, 1995) lists different factors which together greatly affects the educational participation of females at all levels of education and commented for interventions to alleviate the problems. These factors can be divided into three groups. The first one is Macro level societal factors, the second one is Education system and Institutional factors and the third one is social and household factors. According to the sources above, Macro level societal factors which include macro economic and level of development of the country, are generally not readily subject to alteration or manipulation through policy intervention, at

least not in an immediate sense by educational entities. Thus, intervention strategies and policy formulation consequently rest conceptually on the later two groups of determinants: Education system and Institutional factors and social and household factors or alternatively supply side and demand side factors. From this the study in general and this part (section) in particular presents the practices or interventions in relation to institutional factors or within the institutions.

4.2.1.1 Institutional Efforts

Institutional factors that affect females' educational participation are the schools, colleges, universities and other educational institutions themselves and the facilities and the curriculum they offer. These may either open up chances for females' educational participation or present barriers. It is accepted that institutions have a positive socializing effect in students/trainees but they can also be places where gender inequalities are perpetuated (Kwesiga, 2002; Bradley, 2002). As several barriers to females educational participation fall into this category (Kwesiga, 2002), institutional interventions are also crucial to have the desired objective. Thus it is with this point that data regarding institutional efforts were collected. The data are presented and discussed in two tables immediately after each other in order to have a short table with limited items.

Table 7: Respondents' Responses to the Institutional Efforts to Promote Educational Equity for Female PTs

Table 7A: Respondents' Responses to Institutional Efforts to Promote Educational equity for Female PTs

No	Item	Opinion scales													
		Respondents	V. High 5		High 4		Medium 3		Low 2		V. Low 1		Total		Mean
			N	%	N	%	N	%	N	%	N	%	N	%	
1	Provision of awareness raising trainings and/or workshops on gender issues for teacher educators	Female PT	-	-	-	-	-	-	-	-	-	-	-	-	-
		Teacher educ.	-	-	7	7.61	36	39.13	32	34.78	17	18.49	92	100	2.36
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Encouragement of staff (Teacher Educators) to produce research on gender issues	Female PT	-	-	-	-	-	-	-	-	-	-	-	-	
		Teacher educ.	-	-	11	11.96	36	39.13	33	35.87	12	13.04	92	100	2.50
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Encouragement of Female Teacher Educators to work in Administration and other positions	Female PT	-	-	-	-	-	-	-	-	-	-	-	-	
		Teacher educ.	-	-	17	18.48	36	39.13	27	29.35	12	13.04	92	100	2.63
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Provision of proper and enough orientations for female prospective teachers during enrollment	Female PT	194	23.21	177	21.17	311	37.20	108	12.92	46	5.20	836	100	3.44
		Teacher educ.	4	4.35	24	26.09	44	47.83	20	21.74	-	-	92	100	3.13
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	3.28
5	Provision of assertiveness training for Female prospective Teachers	Female PT	57	6.82	68	8.13	340	40.67	239	28.59	132	15.79	836	100	2262
		Teacher educ.	-	-	5	5.43	31	33.70	34	36.96	22	23.91	92	100	2.21
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.41
6	Provision of guidance and counseling service for female prospective teachers	Female PT	107	12.80	122	14.59	250	29.90	200	23.92	157	18.78	836	100	2.79
		Teacher educ.	-	-	27	29.35	43	46.74	19	20.65	3	3.26	92	100	3.02
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.90
7	Availability of enough references, modules and other teaching learning materials	Female PT	84	10.05	116	13.88	311	37.20	235	28.11	90	10.76	836	100	2.84
		Teacher educ.	9	9.78	36	39.13	39	42.39	8	8.70	-	-	92	100	3.50
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	3.17
8	Borrowing services of reference books and modules for female prospective teachers	Female PT	6	0.72	55	6.59	151	18.06	267	31.94	357	42.70	836	100	1.91
		Teacher educ.	-	-	-	-	21	22.83	36	39.13	35	38.04	92	100	1.85
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	1.88
9	Provision of facilitates (i.e. toilet, water, enough library rooms, study space, clinic...)	Female PT	86	10.29	123	14.71	253	30.26	275	32.89	99	11.84	836	100	2.79
		Teacher educ.	7	7.61	24	26.09	46	50.00	10	10.87	5	5.43	92	100	3.19
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.99
10	Availability of various books and publications on gender issues in the library	Female PT	8	0.96	46	5.50	273	32.65	296	35.41	213	25.48	836	100	2.21
		Teacher educ.	-	-	8	8.70	24	26.09	48	52.17	12	13.04	92	100	2.30
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.25
11	Support for Teacher Educators in tutorial support of female prospective teachers	Female PT	40	4.78	99	11.84	235	28.11	236	28.23	226	27.03	836	100	2.39
		Teacher educ.	-	-	18	19.56	43	46.74	26	28.26	5	5.43	92	100	2.80
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.59

Table 7A above shows, the respondents' response to the institutional efforts in promoting educational equity for Female Prospective Teachers. In item number one, (36) 39.13 percent of the respondents' response shows that the effort of the institutions in providing awareness raising trainings and/or workshops is medium and (32) 34.78 percent of the respondents' response shows the effort is low. The calculated mean value (2.36) of the respondents' response to this item shows that the effort of the institutions in providing awareness raising trainings and/or workshops for Teacher Educators is low. More over data from the interviewees also agrees with this. During the interview session, the interviewees responded the low awareness of Teacher Educators about gender issues by raising practical experiences (examples). Moreover, I, the researcher myself during interview session have understood that even the College Deans themselves do not have enough awareness about gender issues. Regarding the practice of providing awareness raising trainings to the Prospective Teachers, data from interviewees reveal that appreciable discussions and trainings were given to Female PTs during different times by Zonal and Regional women groups in collaboration with the colleges. For Male PTs there was no as such formal training given to them on the issue. During interview session with college Deans, they responded that they have a plan on raising the awareness of both Teacher Educators and prospective teachers even though its implementation is weak.

Before implementing a new program or policy, the provision of enough trainings and/or awareness raising trainings to both the implementers and the learners (students) should be given a primary concern. In a county like Ethiopia where the benefits of female education are not clearly understood by all people (both educated and uneducated), the role of awareness raising trainings on gender issues and its consequences are crucial. Training on gender issues help the Teacher Educators to understand the concept of gender, gender issues and development; help to equip them with knowledge and skills for gender mainstreaming and analysis in educational programs and/or in general help to create the awareness required not only to implement the gender sensitive educational policy effectively but also to raise the awareness of prospective teachers on the issue.

Trainings on gender issues should not be provided only to Teacher Educators and Female PTs, it should include the Male PTs too. As full development does not come without the full participation of females, awareness raising on gender issues would not be effective without the inclusion of male PTs. Prospective Teachers are the huge resources in the institutions who have the power to bring the desired objectives if used effectively, on gender issues on community whom they will serve after training. Therefore, the issue of training on gender issues should not be seen as something simple.

In item number two, (36) 39.13 percent of the respondents response to the institutional effort in encouraging Teacher Educators to produce research on gender issues is medium and (33) 35.87 percent of the respondents' response to the item shows that the effort is low. The calculated mean value (2.50) of the respondents' response to the institutional effort in encouraging Teacher Educators to produce research on gender issues shows low. Data from Deans, Academic vice Deans, Stream Head Teacher Educators interviewees reveal that there are good encouragements from the college, however, according to interviewees because of high work load the Teacher Educators have, the practice of producing research in general is low.

Research as a way of knowing and source of knowledge helps the Teacher Educators not only to understand gender issues in general and in education in particular but also to produce knowledge which can also be used by others including prospective teachers which overall has its own contribution to the desired objective of gender equity. Therefore, teacher educators have to do there best with this regard. Moreover, the necessary supports and materials have to be made available for them.

For item number three, (36) 39.13 percent of the respondents' response shows that the institutional efforts in encouraging Female Teacher Educators towards administration and other positions is medium and (27) 29.35 percent of the respondents' response shows that the effort is low. The calculated mean value (2.63) of the respondents' response to the item shows the effort is medium. To this item, interview data from Deans, Academic vice Deans and Gender committee Head Teacher Educator interviewees reveal that there are

good efforts of all the colleges to increase the number of Female Teacher Educators in the college even though there is no significant changes. In all the three study areas except one there are a total of six (6) Female Teacher Educators who are currently available in the college. The colleges are hiring and/or trying to hire them from their local environment below the criteria set for college teaching to increase their numbers but they couldn't still successful. They are also providing them scholars of education for first and second degrees. The rest who are in the college are also working in different committee heads and members in addition to their regular teaching load.

The rational behind the promotion of hiring Female Teachers is due to their benefit for female educational participation. To this end the study conducted by UNICEF (1992:33-36) shows that in many cultures of South Asia and the Middle East for example, the presence of women teachers in primary and secondary schools tends to reduce parents concern about their daughters' morality and safety, and therefore increases girls participation in schools. Moreover, the study concludes that even though it is difficult to establish causality between female teachers and female enrollment, International cross sectional data suggest some positive correlation enrollment parity (girls per 100 boys) and the proportion of female teachers. Besides to this finding, regarding the availability and importance of Female Teacher Educators (lecturers) in the Institutions of Higher Education in enhancing female education, King and Bellew (1993) states that increasing the number of female lecturers will boost girls and women enrollment and minimizes the problems females face in performing their education. Female teachers seem to be more accessible in understanding and solving the problems female students face in their education due to much more experiences and mutual understanding that they can share with. Moreover, the numbers and positions Female teachers have in the Institutions of Higher Education are not only likely to serve as a role model for female students, but also minimize the "hostility" of the Institutions of Higher Education for women (UNESCO, 1996).

Several factors contribute to the shortage of female teachers at all levels of education. Strategies aimed at correcting the resulting imbalance when successful, not only enhance educational opportunities for females but also enhance the role and standing of females within the community. Therefore, the institutions together with the government have to do a lot to solve the problem.

In item number four, the calculated mean values (3.44 and 3.13) of both Female PT respondents' response and the Teacher Educator respondents' response show medium practice of the institution in providing enough and proper orientation for Female PTs during enrollment. The calculated grand mean value (3.28) of the two respondents' response to the item also shows medium effort. Interview data to this item from Deans, Student Deans and Female PT interviewees reveal that, the institutions were providing enough and proper orientations not for female PTs separately but for all prospective teachers together. In some study area, they responded that they were giving orientations by inviting local authorities and women's group.

Prospective teachers came from different places with different cultural and behavioral backgrounds and even with different maturity level. As they are also very new to the environment, providing enough and proper orientation is critical. Orientations about academic issues, rules and regulations, about the environment (both inside and outside) etc help the prospective teachers to have an awareness or understanding on the issues and also solve different social and psychological problems which in turn have a great contribution for their academic achievement.

In item number five, the calculated mean values (2.62 and 2.21) of Female PT respondents' and Teacher Educator respondents' responses indicate medium and low respectively to the provision of assertiveness training for Female PTs. The calculated grand mean value (2.41) of the respondent's response indicates low to the provision of the item. Again in item number six, both the calculated mean values (2.79 and 3.02) and grand mean value (2.90) of the respondents' response to the provision of guidance and counseling services for Female PTs indicate medium. The interview data from

interviewees for both items (five and six) indicate that there are good practices, however, they state that it is not enough.

Lack of achievement oriented behavior and self-confidence are among the many reasons founded out by many studies for female students low academic achievement and high attrition rates in higher educations. When we see these factors with regard to those who are admitted through affirmative action strategy, they become critical. Educators document that assertiveness training and counseling services have a positive influence on students' academic achievement. They help female students to develop self-confidence, to use their potential and available resources effectively, which overall plays a great role in their academic achievement and/or success in their education in general. Moreover, assertiveness training and counseling services are among the special supports suggested by educators like Ababayehu (1998) that should be provided for female students who are admitted through preferential admission policy so that they can adjust themselves to the new academic environment. Therefore, seriously planning, implementing and evaluating the results lead to success in the desired objectives.

As we can observe from the table the calculated grand mean values (3.17, 1.88 and 2.99) of the respondents' responses to the items seven, eight and nine reveal medium, low and medium respectively to the availability of enough teaching-learning resources, borrowing services of library books and provision of facilities (like water, toilet, clinic, study spaces etc.). To these items the Deans interviewees and Stream Head Teacher Educator interviewees responded that there are enough modules, even though it is not one-to-one ratio and enough reference books in the library. More over, all the interviewees agree that there is no borrowing service of materials from the library. In one study area modules are found in the stream and in gender mini library and they can borrow from there. Regarding facilities, the interview data reveals the availability of those facilities but they are in a low quality (toilet) and service provision (water pipes and health center).

The availability and quality of training modules and other supportive references are central to the training not only to deliver the curriculum effectively, but also for the

academic achievement of Female PTs in particular. As currently there is no boarding services for prospective teachers, this might open a gap for Female PTs not to use the library during the night time due to fear of rape and harassment. Therefore, the provision of borrowing services of library books and/or modules for Female PTs can reduce the problem which has an impact on the academic achievement of female PTs. Studies (UNESCO, 1996; UNICEF, 1992; Kwesiga 2002) document that shortage of facilities (toilet, water, health services etc) are among the factors that hindered the educational participation of females. Thus, the provision of these facilities with quality can contribute to the educational participation of Females in general.

In item number 10, the calculated grand mean value (2.25) of the respondents' responses to the availability of books and publications on gender issues reveal low. The data from interviewees also agrees with this value. The availability of books and publication on gender issues help both Teacher Educators and prospective teachers to understand and /or gain awareness about (on) gender issues. Moreover, it helps Teacher Educators as a resource to produce research on the issue.

In item number 11, the calculated grand mean value (2.59) of the respondents' responses show medium support of the institutions for Teacher Educators in tutorial support of Female PTs. The interview data from interviewees real that there is high support for teachers from the college. But the problem, according to the interviewees, is not with the support but with the practice of tutorial support. The provision of tutorial support for female PTs is found low. The data from Stream Head Teacher Educators reveal that they have a plan to give tutorial support for Female PTs in their stream, but they couldn't implement it because of high work load and students interest. They claim that most of the time Female PTs are not willing to attend tutorial classes. In general, the data reveals the low practice of tutorial support for Female PTs. Tutorial support is one of the suggested strategy (means) assumed to help Female PTs, especially those who are admitted through affirmative action policy to cope up with the others. Thus effectively planning and implementing the programe can contribute to the desired objective.

Table 7B: Respondents Responses to Institutional Efforts to Promote Educational Equity for Female PTs

No	Item	Respondents	Opinion scales												Mean
			V. High 5		High 4		Medium 3		Low 2		V. Low 1		Total		
			N	%	N	%	N	%	N	%	N	%	N	%	
12	Financial aid support for stationary for female prospective teachers	Female PT	4	0.48	16	1.91	39	4.66	94	23.20	5.83	69.74	836	100	1.40
		Teacher educ.	-	-	-	-	7	7.61	33	35.87	52	56.52	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
13	Establishment and support of gender committee in the college	Female PT	66	7.89	134	16.03	215	25.72	212	25.36	209	25.00	836	100	2.56
		Teacher educ.	7	7.61	27	29.35	36	39.13	22	23.91	-	-	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
14	Availability of clear rules and regulations in the college on harassment and rape of female prospective teachers	Female PT	173	20.69	132	15.79	180	21.53	108	21.53	171	20.45	8.36	100	2.94
		Teacher educ.	3	3.26	15	16.30	22	23.91	45	48.91	7	7.61	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
15	Follow up mechanisms of problems faced by female prospective teachers in and out of campus	Female PT	34	4.07	110	13.16	192	22.97	2.58	30.86	242	28.95	8.36	100	2.32
		Teacher educ.	-	-	11	11.96	26	28.29	34	36.96	21	22.83	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
16	Establishment of mechanisms for female prospective teachers to report harassment	Female PT	61	7.30	125	14.95	183	21.89	238	28.47	229	27.39	836	100	2.46
		Teacher educ.	-	-	15	16.30	32	34.78	28	30.43	17	18.49	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
17	Institutional commitment to respond and act accordingly to female harassment	Female PT	228	15.31	151	18.06	244	29.19	168	20.10	145	17.34	836	100	2.95
		Teacher educ.	7	7.61	15	16.30	27	29.35	38	41.30	5	5.43	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
18	Fairness of grading policy of the college	Female PT	107	12.80	280	33.49	241	28.83	168	20.10	40	4.78	8.36	100	3.29
		Teacher educ.	10	10.87	44	47.83	26	28.26	12	13.04	-	-	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
19	Creation of conducive institutional environment for female prospective teachers	Female PT	48	5.74	171	20.45	226	27.03	2.92	34.93	99	1184	836	100	2.73
		Teacher educ.	-	-	15	16.30	41	44.57	26	28.26	10	10.87	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
20	Institutional effort to work with local authorities (town administration, police, women groups...) in fighting against harassment and to ensure that female prospective teachers are safe and secure outside of the campus	Female PT	31	3.71	93	11.12	212	25.36	2.13	25.48	287	34.33	836	100	2.24
		Teacher educ.	-	-	7	7.61	27	29.35	43	46.74	15	16.30	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
21	Institutional effort to work with the local community in fighting against harassment and to ensure that female prospective teachers are safe and secure outside of the campus	Female PT	23	2.75	105	12.56	168	20.10	237	28.35	303	36.24	836	100	2.17
		Teacher educ.	-	-	9	9.78	31	33.69	41	44.57	11	11.96	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	

As we can observe from table 7B for item number 12, the data or grand mean value (1.45) reveals the unavailability of the financial aid support for Female PTs and the interview data also agrees with this. Except the monthly pay of 240.00 in place of boarding services for all prospective teachers, no special or additional money is paid for Female PTs.

To this issue the local study made by Hedija (2002:13) reveals that economic problem is one of the factors that contribute to high attrition of female students in higher education. In her discussion and elaboration of the low financial support of family to female students and the need for financial support for female students, she states

Female students need money to buy some clothes and other make ups in addition to purchases of stationary materials. If these things are not fulfilled, female students may feel inferior to their colleagues and may divert their attention from the education and try to get some way to fulfill their requirements (P. 13).

According to interview data from interviewees and personal experiences of the researcher, it seems, partly, from this that currently Female PTs in the Teacher Education Colleges of the region are common in forming relations with whom they think has money in the local environment (town) where they rent houses. Moreover, there is a common practice of having male boy friends either a prospective teacher or other and living together in one house. As a result unplanned marriage and unwanted pregnancies are commonly occurred. All these have a great impact on Female PTs not only in their educational participation but also in their future life in general. To this end to what extent the monthly pay of 240.00 Birr is enough for female PTs need further study.

For item number 13, the calculated grand mean value (2.88) of the respondents responses show medium to the establishment and support of gender committee in the college. From interview data and researchers observation in all study colleges gender committees are established. The objective of the committee is to follow problems that face Female PTs and solve accordingly in collaboration with the college but their practice is low. Unless the established committee effectively work towards achieving its objective, it is

meaningless to establish it. Because it is the practice which highly matters in achieving the desired objectives.

For items 14,15,16 and 17 the calculated grand mean values (2.76, 2.30, 2.47 and 2.87) of the respondents' responses show medium, low, low and medium respectively to the availability of clear rules and regulations on harassment, follow up mechanisms of problems faced by Female PTs, establishment of mechanisms to report harassment and to institutional commitment in solving Female PTs problems. Interview data indicate that there are clear rules and regulations in all study areas, but there is no as such formal follow up mechanisms of problems Female PTs face. In one study area there is a follow up mechanism through student council committee but it is not as such well practiced. With regard to mechanisms to report harassment and institutional commitment in solving female PTs problems, the Deans, Student Deans, and Gender Committee Head Teacher Educator interviewees responded that any one who faces a problem can report to Dean office, Students' Dean Office, Gender Committee Office or Student Council Office and then the institution is very committed to take actions to solve the problems. However, the problem is, according to the interviewees, Female PTs do not report their harassment (problems). They prefer either to swallow it or solve there by themselves accordingly.

In general the availability of rules and regulations on sexual harassment, establishment of mechanisms to report harassment and institutional commitment in taking actions accordingly can make Female PTs to feel confidence to report harassment. For this to be effective provision of clear orientations, confidence building trainings and follow ups are very important.

In item number 18, the calculated grand mean value (3.42) of the respondents' responses show the fairness of the grading policy of the college which also agrees with the interviewees' response. Hence, this indicates that the performance evaluation system of the institutions has no impact on Female PTs achievement.

For item number 19, the calculated grand mean value (2.69) of the respondents' response indicates medium efforts of the institutions in creating conducive institutional environment for Female PTs. However, interview data to this item indicate that the institutions are making very good efforts to create a more conducive environment for female PTs.

According to Kwesiga (2002) it is only recently that the institutional environment in Africa has been examined as a possible barrier to women's education. Hyde, quoted by Kwesiga (2002:70) defines an ideal environment as "the one in which girls and boys feel safe and able to achieve their full intellectual, physical and emotional potential in what ever they desire... an environment that respects differences in gender, in abilities, in kind and degree in culture." Even though it is difficult to have such environment, assessing to what extent institutions are 'Female friendly' and how far they contribute to keeping female PTs in the college are very important. Thus institutions are expected to create a gender sensitive environment in which female PTs feel safe and use their full potential to succeed in their training.

For items number 20 and 21, the calculated mean values (2.26 and 2.29) of the respondents' responses indicate low to both the institutions efforts in working with local authorities and local communities to ensure that Female PTs are safe outside the campus. The interview data to these items also agrees with this. Some study areas were trying to work with Police and town or Kebele administrative in fighting against Female PTs sexual harassment. However, the effort is not enough. All study areas did little in working with the local communities. According to interview data and personal experiences of the researcher, because of the non-availability of boarding services Female PTs are facing great challenges in having house to rent and leading safety life in the community. The community favors the males in renting their houses because of different reasons. Even in a house the Female PTs rent, they suffer in having and /or using water and other facilities. Moreover, Female PTs properties (house hold materials and clothes) are sometimes taken by thieves. In some study areas female PTs can not walk safely to local primary schools

for practicum. Some times their mobiles, hand watches, exercise books and others are taken by male harassers in the locality. With these and other all challenges on Female PTs, it is very difficult to have the desired objective of gender equity in education.

Educational programs are more likely to be successful when there is significant community involvement and participation in the school /institution/. Effective community participation is generally characterized by several key elements. To this end, UNICEF (1992:46) states that participating in decision making, problem solving, management and advocacy activities is an essential element in effective community participation. Providing awareness raising programs for the community about the works of the institution in general and about female education in particular can make the community to have an awareness and take responsibility not only in solving Female PTs problems but also for the over all success of the institutions program. Thus, institutions should work in close collaboration with the local community so that to have the desired objective of gender equity.

4.2.1.2 Teacher Educators' Efforts to Promote Educational Equity for Female PTs

Factors related to teachers, not only the low availability of female teachers but also the beliefs, expectations and attitudes of male teachers are among the many factors that hindered females educational participation found out by studies (UNICEF, 1992; World Bank, 1996; UNECO, 1996; Kwesiga, 2002; Emebet, 1998). For instance World Bank (1996) states that teachers hold negative attitude about the academic potential of female students and project the wider communities gender biases in to classrooms. As a result in class room activity teachers spend more time in interacting with boys than girls, many of female students do not have close and supportive relationship with their teachers (Emebet, 1998). Such teachers' attitude and practices added to parents and /or societies expectation for females do not motivate or encourage them to realize their potential to education (Okojie, 2001).

Teachers are one variable who have a great impact on the educational programs. As they are the primary implementers of the program and make frequent contacts with students, success is partly the reflection of teachers in the school. Success in gender equity in education is also dependant on teachers who have a great impact on female students learning and achievement, one aspect of gender equity in education. Thus, to have the desired objectives in females educational participation, assessing and solving problems with regard to teachers are also very important. The collected data with regard to teacher educators' efforts are presented and discussed in two tables immediately after each other in order to have a short table with limited items.

Table 8: Respondents' Responses to Teacher Educators' Efforts to Promote Educational Equity for Female PTs

Table 8A: Respondents' Responses to Teacher Educators' Efforts to Promote Educational Equity for Female PTs

No	Items	Respondents	Opinion scales										Total	Mean	
			V. High 5		High 4		Medium 3		Low 2		V. Low 1				
			N	%	N	%	N	%	N	%	N	%			
1	Provision of more reading materials	Female PT	38	4.55	81	9.69	151	18.06	308	36.84	258	3.86	836	100	2.20
		Teacher educ.	5	5.43	20	21.74	37	40.22	27	29.35	3	3.26	92	100	2.97
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Application of learner centered approach to teaching	Female PT	258	30.86	284	33.97	241	28.83	44	5.26	9	1.08	836	100	3.88
		Teacher educ.	24	26.09	44	47.83	24	26.09	-	-	-	-	92	100	4.00
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Gender Sensitivity of Teacher Educators in their approach to teaching	Female PT	151	18.06	215	5.72	293	35.05	125	14.95	52	6.22	836	100	3.15
		Teacher educ.	7	7.61	49	53.26	31	33.70	5	5.43	-	-	92	100	3.58
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
4	Encouraging and giving chance to female prospective teachers to participate equally with their male counter parts in class	Female PT	232	27.75	224	26.79	261	31.22	90	10.77	29	3.47	836	100	3.64
		Teacher educ.	24	26.09	46	50.00	17	18.48	5	5.43	-	-	92	100	3.97
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Encouraging and helping female prospective teachers to ask and answer questions	Female PT	162	19.38	247	29.55	293	35.5	102	12.20	32	3.83	836	100	3.48
		Teacher educ.	22	23.91	46	50	22	23.91	2	2.17	-	-	92	100	3.96
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Assigning female prospective teachers to do group works and/or assignments with male prospective teachers	Female PT	267	31.94	205	29.90	232	27.75	55	6.58	32	3.83	836	100	3.79
		Teacher educ.	26	28.26	49	53.26	15	16.30	2	2.17	-	-	92	100	4.01
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Ensuring participation of female prospective teachers in class and group assignments	Female PT	61	7.30	206	24.64	334	39.95	163	19.50	72	8.61	836	100	3.02
		Teacher educ.	15	16.30	16	50	26	28.26	5	5.43	-	-	92	100	3.77
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-
8	Allowing individual activities for female prospective teachers	Female PT	44	5.26	203	24.28	270	32.30	180	21.53	139	16.63	836	100	2.80
		Teacher educ.	9	9.78	46	50	27	29.35	5	5.43	5	5.43	92	100	3.53
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 8A above shows, Teacher Educators' effort in promoting educational equity for Female PTs. As can be seen from the table in item number one, the calculated grand mean value (2.58) of the respondents' responses indicate that Teacher Educators provide reading (reference) materials for prospective teachers which are supportive of the course. However, the data from Stream Head Teacher Educators reveal that some times Teacher Educators do not provide reference materials for prospective teachers except the modules due to absence or very low availability of references written in Afan Oromo. They elaborated that prospective teachers especially the females are less interested to read references written in English because of language problem.

Provision of more reference materials which are supportive of the course can help the prospective teachers to further understand the course in addition to the module or class room learning which in turn increases their achievement. Not only provision but also students' efforts to use the materials are also very important as especially academic achievement is partly the result of individual's efforts.

For items member two, three, four and five the calculated grand mean values (3.94, 3.36, 3.80 an 3.72) of the respondents respectively indicate high, medium, high and high respectively to the efforts of Teacher Educators in applying learner centered method of teaching, gender sensitivity in their approach to teaching or in the teaching process, in encouraging Female PTs to ask and give answers in class which all agrees with interview data too. One of the factors stated with regard to teachers is their gender insensitivity in their teaching learning processes. Teacher has to be careful of in using examples, pausing questions, giving chances of participation in class, which has a great impact on Females not only in their academic achievement but also in their educational participation in general. Encouraging Female PTs to ask questions and give answers may solve the problems of lack of self confidence and shyness.

With regard to item numbers six, seven and eight, the calculated grand mean values (3.90, 3.39 and 3.16) of respondents' responses respectively indicate that teacher educators are

making good efforts or practices in assigning Female PT to do group works or assignment with their male counter parts, in ensuring their participation in class and group assignments and in allowing individual activities for them. The interview data also agrees with these.

Assigning Female PTs with Male PTs in group work not only help them reflect their understanding about the learning with the Male PTs but also is a sign of inclusion and /or gender equity. Not only assignment but also ensuring their participation is very critical. As just putting students in group does not in and off itself, guiding and ensuring that effective active learning is going on is one of the major work of the teacher during group work method of teaching. Some times, according to interview data and personal experiences of the researcher, Female PTs want to hide themselves in the group with out active involvement. Thus, to solve this problem effective control, encouraging and ensuring their participation is crucial. Moreover individual practice helps them to understand and practice the learning more by their own pace.

Table 8B: Respondents' Responses to Teacher Educators' Efforts to Promote Educational Equity for Female PTs

No	Items	Opinion scales													Mean
		Respondents	V. High		High		Medium		Low		V. Low		Total		
			N	%	N	%	N	%	N	%	N	%	N	%	
9	Support of female prospective teachers through tutorials	Female PT	24	2.87	54	6.46	157	18.78	261	31.22	340	40.67	836	100	2.00
		Teacher educ.	-	-	9	9.78	41	44.57	39	42.39	3	3.26	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
10	Looking at the results of the female prospective teachers after the tutorials	Female PT	29	3.47	52	6.22	200	23.92	244	29.19	311	37.20	836	100	2.31
		Teacher educ.	-	-	10	10.87	31	33.70	37	40.22	14	15.22	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
11	Follow up of results of female prospective teachers in tests and assignments	Female PT	32	3.83	87	10.41	160	19.14	270	32.30	287	34.33	836	100	2.17
		Teacher educ.	3	3.26	24	26.09	48	52.17	17	18.48	-	-	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
12	Guiding and counseling of female prospective teachers	Female PT	41	4.90	81	9.69	206	24.64	264	31.58	244	29.19	836	100	2.29
		Teacher educ.	-	-	20	21.74	46	50	19	20.65	7	7.61	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
13	Avoiding of harassment	Female PT	159	19.02	250	29.90	212	25.36	105	12.56	110	13.16	836	100	3.29
		Teacher educ.	13	14.13	37	40.22	31	33.70	9	9.78	2	2.17	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
14	Creation of more conducive environment for female prospective teachers in the teaching learning process	Female PT	40	4.78	139	16.63	259	30.98	293	35.05	105	12.56	836	100	2.66
		Teacher educ.	10	10.87	40	43.48	34	36.96	5	5.43	3	3.26	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
15	Fair grading of female prospective teachers' performance	Female PT	88	10.53	214	25.60	279	33.37	209	25	36	5.50	836	100	3.11
		Teacher educ.	17	18.48	51	55.43	24	26.09	-	-	-	-	92	100	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	
														3.51	

As we can see from the table 8B above, for item numbers nine and ten, the calculated grand mean values (2.31 and 2.24) of the respondents' responses respectively to both the provision of tutorial support and to looking at the results of the tutorials indicate low practice of Teacher Educators. The interview data particularly from Gender committee Head Teachers, Stream Head Teacher Educators and Prospective Teachers also reveal that there is low practice of tutorial support for Female PTs. All streams have a plan to give tutorials for Female PT, however, they claim that high work load and even female PTs interest to attend tutorials as an impeding factor to implement their plan effectively.

Tutorial is among the special supports suggested to be provided fore female PTs, especially for those who are admitted through affirmative action program so that they can cope up with others. Through tutorials they may get understanding (get the learning clear) in their areas of difficulty. Thus, effectively planning and implementing it can bring the desired results.

In item number 11, the calculated grand mean value (2.65) of the respondents' responses indicate medium or good practice of Teacher Educators in following up of results of female PTs in tests and assignments. This can help Teacher educators to give advice for those who are low in their results and encouraging them to do better. Moreover, in item number 12, the calculated grand mean value (2.57) also indicates good practice of Teacher Educators in providing guidance and counseling services whtch also agrees with interview data. However, in some study areas, I never seen that Teacher Educators have consultation times in their stream. A teacher is a guidance and counselor in his subject area. He/she can guide and counsel Female PTs in what areas they have to focus, references they have to use, and many others which over all helps females in their academic achievement and educational participation in general. Therefore, teacher educators need to have plan, consultation time at their offices and inform prospective teachers to use the services.

In item number 13 the calculated grand mean value (3.41) of the respondents' response show that there is good practice of avoiding female PTs harassment from Teacher Educators side. To this item the interview data also reveals the availability of good practice on the issue except minor problems. Harassment can be verbal, or physical that can have a moral, psychological, and physical impact on Female PTs. Thus, the absence (avoidance) of harassment from teacher educators' side have important contribution for female PTs classroom participation and academic achievement.

In item number 14, the calculated grand mean value (3.09) indicates that Teacher educators are making good efforts in creating conducive environment for Female PTs in the teaching learning process. Conducive environment is an environment where Female PTs can safely and actively involve and use their full potential in their learning. This many result in not only high academic achievement but also increases gender equity in education in general. Therefore, teacher educators have to create a conducive teaching learning environment for female PTs. In the last item, number 15, the calculated grand mean value (3.51) indicates Teacher Educators' fair grading of Female PTs performance. The interview data also agrees with it. Teachers' bias of grading practice in favor of boys is one of the problems raised in Females educational participation. This can result in not only in low achievement but also in attrition of Female PTs. In general, the practice or efforts of Teacher educators in promoting gender equity for Female PTs in the institutions are found good except some problems.

4.2.1 3 Female Prospective Teachers' Efforts

When support is provided to some one, his/her effort should take the primary position to achieve the desired objective. In the provision of Affirmative action program for Female PTs too, their effort should be critical as the program is to bring them to the starting line and facilitating the conditions in order that they can compete and win the game. Therefore, assessing the Female PTs efforts are also very important in the over all practice of the program.

Table 9: Respondents' Responses to Female Prospective Teachers' Efforts to Promote Educational Equity for Female PTs

No	Items	Respondents	Opinion scales												Total	Mean
			V. High 5		High 4		Medium 3		Low 2		V. Low 1					
			N	%	N	%	N	%	N	%	N	%				
1	Actively taking part in class	Female PT	84	10.05	197	23.56	441	52.75	82	9.81	32	3.83	836	100	3.26	
		Teacher educ.	-	-	9	9.78	49	53.26	24	26.09	10	10.87	92	100	2.62	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.62
2	Interest to work projects/group assignments/with male prospective teachers	Female PT	179	21.41	343	41.03	221	26.44	64	7.66	29	3.47	836	100	3.69	
		Teacher educ.	12	13.04	29	31.52	43	46.74	8	8.70	-	-	92	100	3.49	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	3.59
3	Asking questions and giving answers confidently in class	Female PT	78	9.33	138	16.51	319	38.16	252	30.14	49	5.86	836	100	2.93	
		Teacher educ.	-	-	5	5.43	42	45.65	31	33.70	14	15.22	92	100	2.41	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.67
4	Effective use of library resources	Female PT	76	9.09	183	21.89	386	46.17	168	20.10	23	2.75	636	100	3.14	
		Teacher educ.	-	-	14	15.22	43	46.74	29	31.52	6	6.52	92	100	2.70	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.92
5	Attending tutorial classes	Female PT	110	13.16	247	29.54	221	26.43	194	23.21	64	7.66	836	100	3.17	
		Teacher educ.	-	-	39	42.39	28	30.43	20	21.74	5	5.43	92	100	3.10	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	3.13
6	Taking part in trainings and awareness raising programs on gender issues	Female PT	73	8.73	247	29.54	273	32.66	168	20.10	75	8.97	836	100	3.10	
		Teacher educ.	5	5.43	27	29.35	36	39.13	24	26.09	-	-	92	100	3.14	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	3.12
7	Reporting their problems to their teacher educators and/or the college without fear	Female PT	44	5.26	136	16.27	258	30.86	247	29.55	151	18.06	836	100	2.61	
		Teacher educ.	-	-	9	9.78	32	34.78	44	47.83	7	7.61	92	100	2.47	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.54
8	Using institutional rules and regulations on harassment	Female PT	87	10.41	157	18.78	293	35.05	224	26.79	75	8.97	836	100	2.95	
		Teacher educ.	-	-	17	18.48	34	36.96	33	35.87	8	8.70	92	100	2.65	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.80
9	Establishing networks with Female Teacher Educators'	Female PT	50	5.98	113	13.52	235	28.11	241	28.83	197	23.56	836	100	2.49	
		Teacher educ.	-	-	-	-	39	42.39	38	41.30	15	16.30	92	100	2.26	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.37
10	Working hard for successful completion of their training	Female PT	121	14.47	258	30.86	276	33.01	129	15.43	52	6.22	836	100	3.32	
		Teacher educ.	-	-	-	-	37	42.22	29	31.52	26	28.26	92	100	2.12	
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	-	2.72

As we can see from the table nine above, in item numbers one, two and three the calculated grand mean values (2.94, 3.59 & 2.67) of the respondents' responses show medium, high and medium efforts of Female PTs in actively taking part in class, working group works with Male PTs and asking questions and giving answers confidently in class respectively. However, the interview data from Stream Head Teacher Educators interviewees reveal that except few, Female PTs are in general low in their participation in class. They further elaborated that female PT want to work every thing with the male PTs not by themselves. This is because most of them want to hide themselves under their male counter parts. Every thing in group work, whether it is in a class or assignment, is mostly done by the males. Even they give their individual assignments to the males to be done and on the other hand the females give them other services like cooking, cleaning, washing clothes etc. It seems according to the interviewees lack of confidence and low interest in feeling challenges in their learning are the main problems to this end. They don't motivate to learn through mistakes.

Learning is understanding through actively involving in the learning process. Moreover, in school, academic achievement is partly the result of an individual's efforts. With out the students' effort it is unlikely to say learning takes place. Again, without an individual's effort and motivation no one can do nothing either for learning to take place or gender equity in education to come. Therefore, individual female PTs efforts are crucial to this end.

In item number four, the calculated grand mean value (2.92) of the respondents' response indicate medium effort of Female PTs in using library resources (references). The interview data also agrees with it. This is a good effort, however, for the library to be effectively used by Female PTs the availability of facilities and conditions such as availability of enough relevant books, conducive service giving time, enough and conducive reading spaces are very important. Moreover Female PTs have to have safe environment and conducive time to use the library. Thus, TECs should facilitate conditions for female PTs to effectively use the resources in the library.

In item members five and six the calculated grand mean values (3.13 & 3.12) of the respondents' responses reveal medium interest and /or motivation of Female PTs to both attending tutorial classes and in taking part in trainings and /or awareness raising programs on gender issues. The interview data from Deans and Stream Head Teacher Educator interviewees indicate low interest and /or motivation of Female PTs in attending tutorial classes. However in the earlier sections we have seen the low practices of tutorial support provisions.

In a specific program, interests and /or motivations of the users are very important. Besides to this effectively planning the program, raising the necessary awareness of the users about the programs and effectively implementing and evaluating it can result in the desired objectives. Other wise, a simply in and off practices of programs may result in wastage rather than gain.

In item number seven and eight, the calculated grand mean values (2.54 & 2.80) of the respondents' responses indicate medium practices of Female PTs to both reporting their problems to their Teacher educators and /or the college and in using institutional rules and regulations on harassment. Interview data from Deans Student Deans and Gender Committee Head Teacher Educator interviewees reveal the low practice of Female PTs in reporting their problems. According to the interviewees, even with the presence of serious problems, they don't report. Rather they prefer to solve there outside by themselves accordingly. In the teaching learning process in class also Female PTs openness to tell their academic problems are found low.

Besides to Female PTs interest and openness, facilitating conditions and the extent of closeness between Female PTs and the institutions and /or Teacher educators are very important. Providing enough orientations regarding the rule and regulations on harassment, establishing and informing the mechanism to report harassment can contribute to solve the problems. Moreover providing enough assertiveness trainings guidance and counseling services and in general creating a more 'female friendly and

supportive environment' can play a great role in attaining the overall objectives of gender equity.

For item number nine, the calculated grand mean value (2.37) of the respondents' responses indicate low practice of female PTs in establishing networks with female Teacher Educators which also agrees with interviewees' data. This seems partly from the very low numbers of Female Teacher Educators in the college. Establishing networks with female teacher educators is assumed to help them share and solve their problems due to mutual understanding of each other. Thus, increasing the numbers of female teachers can solve the problem.

The calculated grand mean value (2.72) for the last item (10), indicate the medium practices or efforts of Female PTs towards working hard for successful completion of their training. The data from Deans and Stream Head Teacher Educators interviewees seem to put their effort below medium close to low. They elaborated that their low motivation in learning, their way of dressing and acting ... some times seem that they didn't come for training rather to pass their time and follow fads and frills. They further respond that due to such observations some Teacher Educators are trying to question Affirmative action program. Moreover, in some study areas the local community does not have a good attitude for them.

Even though success in education is partly the reflection of the individuals effort, providing enough orientations, trainings and awareness raising programs might solve the problems with this regards.

In general there are good practices of Female PTs in promoting their gender equity in education. However, there are areas which need improvement.

4.2.1.4 Male Prospective Teachers Practices

One of the problems raised with regard to educational participation of females in our country is the male students' side factors, especially harassment (Hedija, 2002; Genet, 1998). Thus, it is also important to see points with regard to Male PTs so that to effectively see the practice of the program.

Table 10: Respondents' Responses to the Practice of Male Prospective Teachers

No	Items	Opinion scales													
		Respondents	V. High		High		Medium		Low		V. Low		Total		Mean
			5		4		3		2		1		N	%	
N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1	Exchanging instructional materials and information with female prospective teachers	Female PT	71	8.49	163	19.50	343	41.03	154	18.42	105	12.56	836	100	2.93
		Teacher educ.	7	7.61	36	39.13	39	42.39	10	10.87	-	-	92	100	3.43
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	3.18
2	Willingness to accept female prospective teachers in group works and assignments	Female PT	101	12.08	189	22.61	272	33.01	139	16.63	131	15.67	836	100	3.00
		Teacher educ.	10	10.87	31	33.70	45	48.91	6	6.52	-	-	92	100	3.50
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	3.25
3	Regard female prospective teachers academic potential	Female PT	46	5.50	166	19.86	311	37.20	171	20.45	142	17.00	836	100	2.76
		Teacher educ.	5	5.43	22	23.91	46	50	19	20.65	-	-	92	100	3.14
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.95
4	Harassing of female prospective teachers	Female PT	64	7.66	151	18.06	232	27.75	241	28.83	148	17.70	836	100	2.69
		Teacher educ.	-	-	-	-	44	47.83	31	33.70	17	18.48	92	100	2.29
		Grand mean	-	-	-	-	-	-	-	-	-	-	-	-	2.49

Table 10, above shows the respondents' responses to the practice of Male PTs in promoting educational equity for Female PTs. As we can observe from the table, for item number one and two, the calculated grand mean values (3.18 & 3.25) of the respondents' responses show medium practices of Male PTs to both in exchanging instructional materials and information with Female PTs and in accepting them in group works and /or assignments. For item number three, the calculated grand mean value (2.95) also reveals good practices of male PTs in regarding the academic potentials of Female PTs. To these items the interview data also agrees with it except some minor problems in relation to regarding the academic potentials of Female PTs.

With regard to item number four, the calculated grand mean value (2.49) of the respondents' responses show low practices of Male PTs in harassing Female PTs. The interview data from Deans, Students' Deans and Gender Committee Head Teacher Educator interviewees reveal the low practice of Male PTs in female harassment. They responded that there is no officially reported harassment to their offices or the college in general. However, the Female PTs interviewees responded the availability of harassments even though its occurrence is not high. Harassment (whether it is verbal, physical or psychological) is one of the main problems often raised in females' educational participation. The reduction or avoidance of it from male PTs side can have a great contribution for female PTs not only in academic achievement but also in educational participation in general.

In general it seems there are good practices of Male PTs in treating and helping Female PTs in friendly and healthy manner which in turn have a role in the over all educational participation of females in general.

4.3 Academic Achievement of Female Prospective Teachers

One of the problems in the female education is their low academic achievement in relation to males at all levels of education. As academic achievement equity is one aspect of gender equity for females in education, making an assessment and solving the

problems with this regard should be the part of the overall efforts of promoting gender equity in education.

Table 11: Four Semesters CGPA of Some Third Year Prospective Teachers of the Three Study Colleges

Table 11A: Four Semesters CGPA of Some Third Year Prospective Teachers of Asella TEC

Semester & Sem. CGPA mean	CATEGORY	Sexes			
		Female		Male	
		NO	%	No	%
Sem. II Mean = 2.72	1.75-1.99	16	3.90	-	
	2.00-2.249	43	10.49	10	2.44
	2.250-2.49	53	12.93	23	5.61
	2.50-2.749	60	22.98	31	7.56
	2.75-2.99	16	3.90	47	11.46
	3.00-3.249	9	2.19	31	7.56
	3.25-3.49	4	0.97	31	7.56
	3.50-3.749	1	0.24	27	6.58
	3.75-4.00	-	-	8	1.95
	Total	202	49.27	208	50.73
Sem. III Mean = 2.78	1.75-1.99	12	2.43	-	-
	2.00-2.249	33	8.05	5	1.22
	2.250-2.49	58	14.15	18	4.34
	2.50-2.749	52	12.68	30	7.32
	2.75-2.99	26	6.34	45	10.97
	3.00-3.249	14	3.41	28	6.83
	3.25-3.49	5	1.22	36	8.78
	3.50-3.749	2	0.49	36	8.78
	3.75-4.00	-	-	10	2.44
	Total	202	49.27	208	50.73
Sem. IV Mean = 2.82	1.75-1.99	7	1.71	-	-
	2.00-2.249	31	7.56	4	0.97
	2.250-2.49	51	12.44	20	4.88
	2.50-2.749	63	15.36	20	4.88
	2.75-2.99	27	6.58	44	10.73
	3.00-3.249	17	4.15	41	10.00
	3.25-3.49	4	0.97	36	8.78
	3.50-3.749	2	0.49	30	7.32
	3.75-4.00	-	-	13	3.17
	Total	202	49.27	208	50.73
Sem. V Mean = 2.89	1.75-1.99	3	0.73	-	-
	2.00-2.249	20	4.88	1	0.24
	2.250-2.49	39	9.51	13	3.17
	2.50-2.749	72	17.56	23	5.61
	2.75-2.99	46	11.22	37	9.02
	3.00-3.249	14	3.41	45	10.97
	3.25-3.49	72	1.71	39	9.51
	3.50-3.749	-	0.49	34	8.29
	3.75-4.00	-	-	16	3.90
	Total	202	49.27	208	50.73

As we can see from table 11A above, in 410 PTs whose CGPA of the four semesters analyzed, among those whose semester CGPA is below the semester CGPA mean score category, 112 to 155 (27.32-37.07%) are females while 33 to 53 (8.05-12.93%) are males through the four semesters. On the other hand, among those whose semester CGPA is above the semester CGPA mean score category, 21 to 30 (5.2-5.61%) are females while 110 to 144 (26.83-35.11%) are males through the four semesters.

Table 11B: Four Semesters CGPA of Some Third Year Prospective Teachers of Robe TEC

Semester & Sem. CGPA mean	CATEGORY	Sexes			
		Female		Male	
		NO	%	No	%
Sem. II Mean = 2.81	1.75-1.99	5	1.00	-	-
	2.00-2.249	60	12.02	6	1.20
	2.250-2.49	81	16.23	9	1.80
	2.50-2.749	51	10.22	30	6.01
	2.75-2.99	24	4.81	42	8.42
	3.00-3.249	14	2.80	57	11.42
	3.25-3.49	5	1.00	58	11.62
	3.50-3.749	3	0.60	36	7.21
	3.75-4.00	1	0.20	17	3.41
	Total	244	48.90	255	51.10
Sem. III Mean = 2.76	1.75-1.99	6	1.20	-	-
	2.00-2.249	60	12.02	8	1.60
	2.250-2.49	100	20.04	16	3.21
	2.50-2.749	41	8.22	30	6.01
	2.75-2.99	21	4.21	54	10.82
	3.00-3.249	8	1.60	51	10.22
	3.25-3.49	4	0.80	53	10.62
	3.50-3.749	4	0.80	27	5.41
	3.75-4.00	-	-	16	3.21
	Total	244	48.90	255	51.10
Sem. IV Mean= 2.73	1.75-1.99	6	1.20	-	-
	2.00-2.249	67	13.43	6	1.20
	2.250-2.49	93	18.64	24	4.81
	2.50-2.749	44	8.82	30	6.01
	2.75-2.99	21	4.21	58	11.62
	3.00-3.249	6	1.20	53	10.62
	3.25-3.49	5	1.00	42	8.42
	3.50-3.749	5	1.00	30	6.01
	3.75-4.00	2	0.40	12	2.40
	Total	244	48.90	255	51.10
Sem. V Mean= 2.75	1.75-1.99	1	0.20	-	-
	2.00-2.249	63	12.62	3	0.60
	2.250-2.49	104	20.84	18	3.61
	2.50-2.749	49	9.82	34	6.01
	2.75-2.99	16	3.21	55	11.02
	3.00-3.249	6	1.20	55	11.02
	3.25-3.49	6	1.20	52	10.42
	3.50-3.749	1	0.20	28	5.61
	3.75-4.00	-	-	10	2.00
	Total	244	48.90	255	51.10

In table 11B above, in 499 PTs whose CGPA of four semesters are below the semester CGPA mean score category, 166 to 217 (33.27-43.48%) are females while 30 to 55 (7.81-11.02%) are males through the four semesters. On the other hand among those whose semester CGPA is above the semester CGPA mean score category, 7 to 39(2.60-6.01%) are females while 145 to 195 (29.05-39.07%) are males through out the four semesters.

Table 11C: Four Semesters CGPA of Some Third Year Prospective Teachers of Jimma TEC

Semester & Sem. CGPA mean	CATEGORY	Sexes			
		Female		Male	
		No	%	No	%
Sem. II Mean = 2.82	1.75-1.99	2	0.42	1	0.21
	2.00-2.249	29	6.16	2	0.42
	2.250-2.49	67	14.22	14	2.97
	2.50-2.749	58	12.31	38	8.07
	2.75-2.99	37	7.85	52	11.04
	3.00-3.249	12	2.55	65	13.80
	3.25-3.49	6	1.27	38	8.07
	3.50-3.749	3	0.64	35	7.43
	3.75-4.00	-	-	12	2.55
	Total	214	45.44	257	54.56
Sem. III Mean= 2.80	1.75-1.99	2	0.42	-	-
	2.00-2.249	35	7.43	2	0.42
	2.250-2.49	60	12.74	18	3.82
	2.50-2.749	49	10.40	40	8.49
	2.75-2.99	47	9.98	48	10.19
	3.00-3.249	14	2.97	58	12.31
	3.25-3.49	2	0.42	52	11.04
	3.50-3.749	5	1.06	27	5.73
	3.75-4.00	-	-	12	2.55
	Total	214	45.44	257	54.56
Sem. IV Mean= 2.78	1.75-1.99	-	-	-	-
	2.00-2.249	31	6.58	1	0.21
	2.250-2.49	64	13.59	19	4.03
	2.50-2.749	56	11.89	44	9.34
	2.75-2.99	42	8.92	47	9.99
	3.00-3.249	14	2.97	66	14.01
	3.25-3.49	5	1.06	43	9.13
	3.50-3.749	2	0.42	28	5.94
	3.75-4.00	-	-	9	1.91
	Total	214	45.44	257	54.56
Sem. V Mean = 2.81	1.75-1.99	-	-	-	-
	2.00-2.249	29	6.16	1	0.21
	2.250-2.49	55	11.68	14	2.97
	2.50-2.749	67	14.22	42	8.92
	2.75-2.99	43	9.13	55	11.68
	3.00-3.249	12	2.55	61	12.95
	3.25-3.49	7	1.49	50	10.61
	3.50-3.749	1	0.21	24	5.09
	3.75-4.00	-	-	10	2.12
	Total	214	45.44	257	54.56

In table 11C above, in 471 PTs whose CGPA of four semesters analyzed, among those whose semester CGPA is below the semester CGPA mean score category, 146 to 156 (23.56-33.11%) are females while 55 to 64 (11.67-13.58%) are males in all the four semesters. On the other hand in those whose semester CGPA is above the semester CGPA mean score category, 20 to 21 (4.25-4.45%) are females and 145 to 150 (30.77-31.85%) are males in the all four semesters.

In general, from the data in the above tables, (11 A, 11B and 11C) we can observe that in all the three colleges through the four semesters the female PTs CGPA show either a sort of decrement or constant. This indicates that the trend of female PTs' academic achievement in all the three study colleges didn't show an increment. The CGPA of more than half percent of female PTs' lies below the semester CGPA mean score category in all the four semesters in all the three colleges. This simply shows that there exist a wider gender gap in academic achievement between males and females.

Since academic achievement is the result of different factors related to students, institutions and societies, solving or reducing these factors can result, in not only high academic achievement but also gender equity in education in general.

4.4 Challenges in Promoting Educational Equity for Female PTs

Data from questionnaire and interview reveal lack of enough awareness, attitude problems, low commitment and non-availability of boarding services as common or major challenges in promoting educational equality for female PTs.

1. Awareness

Data reveals that teacher educators, female PTs, Deans (college deans, academic vice deans and administrative deans) and the community lack enough awareness and understanding about female education in general and gender issues in particular. During interview session, teacher educator interviewees state

“It is difficult to identify or mention an individual who have clearly enough awareness and understanding on gender issues and related concepts. Each teacher has his/her own understanding on the issue it may be right or wrong. We hear the term ‘affirmative action’ (special support) and gender issues now and again. But there were no any clear discussion and even clear practice so far made on the issue. Most of the time, we teachers are ordered to give tutorial classes for female PTs not to fail in examination. Northing else more than this.”

With regard to female PTs, the data from the interviewees (Deans and Teacher educators) reveal that they don’t have still enough awareness and understanding on female education in general and gender issues in particular despite the efforts made to provide them some trainings and discussions on the issue. Even they didn’t clearly understand why support is needed for them.

With regard to the community too, the teacher educator and deans interviewees state “How can we say that the community have enough awareness on the issue without any clear practice so far made to raise their awareness”.

Among all, the implementation of a new programe in education primarily needs knowledge and understanding of the implementers about the programe. For this, providing the necessary trainings and awareness raising programmes for implementers and the beneficiaries (learners) are crucial more than others. The implementation of gender sensitive education policy, which is new to our country clearly calls for wider awareness raising programs not only for teachers and students but also for all society. Without clear awareness and enough understanding of the implementers about female education and gender issues in education, it is meaningless to develop a program /strategy/ on gender issues to achieve educational equality for female PTs.

2. Attitude

Data from college Deans, Teacher Educators, and female PTs interviewees reveal that not all teachers have positive attitude for females’ affirmative action program. Some teacher educators see the program as ‘political agenda’ rather than a program for equality. As a

result sometimes they try to question and complain the program. Moreover, still not all teacher educators' belief or accept females' equity. Even the beneficiaries themselves, not all of them have good attitude to use the supports available for them. It seems some of them are accepting and perpetuating their low participation in class and low achievement. Some of the local communities are also reflecting the low value attached with females and females education.

People have different attitude towards a variety of things or issues. According to Fox (1993) and Anderson (1994), attitude is central to the educative process both as ends and means and underpins most areas of educational concern. Even though the concept 'attitude' has various definitions, the central concept is that "attitudes are descriptions of how people feel and behave towards certain attitude object" (Merhrens and Lehman, 1984:238). From this definition, by attitude, we mean broadly speaking how one feels about a thing or issue. Since attitude includes feelings, beliefs and opinions that people have, it implies that attitude affects the way an individual perceives, judge, interprets and reacts to issues. This simply implies that the effectiveness of any program is dependent on the attitudes of the individuals who are taking part in the implementation (Evans, 1965). This appears true mainly due to the fact that individuals with positive attitudes will be willing to invest their effort depending on how much they positively value the program and how they think it is going to be functional. As attitude is learnable behavior (Feldman, 1994), they are acquired (learned) from the culture in which an individual grows. As our culture attaches low value to females and female education, the attitudes of the implementers and the beneficiaries themselves are most likely to be affected by the culture. For instance, college Deans and teacher educators who are the key implementers of the program and models for PTs, sources of values and attitudes heavily influence not only the implementation of the program but also the PTs attitudes towards the program. This is to mean that their positive attitude on females affirmative action program also positively affects the attitude of PTs on the program which overall leads to success in female PTs equity in education.

availability of boarding services. Because education costs and increased tension on females due to different problems are among the factors which are often raised with regard to females educational participation. The issue of boarding services is not only the issue of educational participation, but also it is the issue of safety and life which is above all. Therefore in the efforts of increasing educational equity for female PTs, the different programmes and practices to this end should be critically examined against the ultimate goal of educational equity in all directions.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1 Summary

The objective of this study was to assess the Practice of Female Affirmative Action Programmes and to identify challenges to promote educational equity for Female PTs in Teacher Education Colleges of Oromia Regional State. Hence the following three basic research questions were raised.

1. How is the practice of female affirmative action programmes in Teacher Education Colleges of Oromia Regional State?
2. How is the academic achievement of Female PTs in the Teacher Education colleges of Oromia Regional State?
3. What are the major challenges in promoting educational equity for female PTs in the Teacher Education Colleges of Oromia Regional State?

To answer these three basic questions, questionnaire, interview and documents were used as an instrument for data collection. The questionnaire was administered to 260 (31-10%) second year and 576 (68-90%) third year, a total of 836 randomly selected Female PTs from all the three study areas and 92 randomly selected Teacher Educators in the three study areas. Interview was made with two College Deans, two Academic Vice Deans, two Students' Deans, ten Stream Head Teacher Educators, two Gender Committee Head Teacher Educators and six Female PTs from both gender committee member and student council member who were not provided with questionnaires. Results of the academic achievements of half percent of third year prospective teachers (660 (47.83%) Female PTs and 720 (52.17%) Male PTs) were taken from their respective college registrar documents.

To the analysis, the data collected through questionnaire and from documents were analyzed using simple percentage and mean. Where as, data collected through interview was analyzed qualitatively and the concepts or themes were used to support or reject the questionnaire data and in answering the third research question.

5.2 Conclusion

The study reveals the following findings:

In general, the Institutions, Teacher Educators and Prospective Teachers' are making good efforts to promote gender equity in education for Female PTs, however:

1. The numbers of Female Teacher Educators in the institutions are very low, despite the high efforts of the colleges to increase their number
2. The institutional effort in working with the local authorities and local communities to ensure that Female PTs are safe outside the campus, is found low.
3. The effort of the intuitions in providing awareness raising trainings on gender issues for Teacher Educators, prospective teachers and the local community is found low.
4. The practice of tutorial support and provision of assertiveness training for female PTs in the institutions are found low.
5. The practice of gender committee in the institutions is low.
6. Female PTs efforts and motivations in using the available supports and their overall efforts for educational equity is found low.
7. No clear mechanism available to follow problems faced by Female PTs out side of the campus.
8. There is still gender gap in academic achievement between the Females and Male PTs, where females are far below the males in their academic achievement.
9. Lack of enough awareness on gender issues, attitude problems, low commitment and absence of boarding services were found the major challenges in promoting educational equity for female PTs.

As it has been discussed widely under the previous chapters, Females' Educational participations are entangled with several problems. Solving those problems and acquiring the benefits from female education seriously calls for interventions. It is clear that supportive educational policies are the pre-condition for females' educational participation as it establishes a climate for reform. However, the policy declaration alone does not close the gender gap in education. Since factors that hinders females' educational participations are many and complex, applying one intervention strategy cannot result in the desired objective. Moreover, policies or intents to promote gender-equity in education should be accompanied by action oriented policy statements and the programmes necessary to make them a reality. Unless, the intents to promote gender equity in education become a rhetoric.

5.3 Recommendations

Depending on the findings obtained and the conclusions drawn from the study, the following suggestions are forwarded to remedy the problem.

1. Providing enough trainings for College Officials, Teacher Educators and Prospective Teachers on gender issues.

New program implementation is a complex process which needs careful planning to have quality implementation. Before implementation, all the implementers must have the necessary awareness and understanding about female education in general and gender issues in particular. Therefore, trainings which help to increase the necessary understanding on gender issues and special supports necessary for female PTs should be provided. This, partly, contribute to solve attitude, commitment and motivation problems with the implementers and the beneficiary or prospective teachers in general.

2. Increasing Female Teacher Educators number in the colleges

Studies in general show that increasing female teachers number in schools or colleges is positively associated with female students educational participation. Thus, in order to solve the shortage of female teacher educators in the colleges, strategies have to be

designed and seriously implemented. Moreover, not only their number but also the positions and responsibilities they have in both academic and non-academic areas are also very important.

3. Providing enough orientations, assertiveness training and guidance and counseling services for female PTs

Studies reveal that females' low self-concept, lack of self-confidence and lack of achievement oriented motivation contributed to their low academic achievement and failure in their education particularly in secondary and tertiary level. Providing enough orientations during enrollment, assertiveness training and guidance and counseling services are believed partly, not only to solve these problems but also their economic, social and psychological problems.

4. Providing boarding services

In the efforts to promote educational equity for female PTs, the availability of boarding services for them has its own great contribution. Therefore, the role of the availability of boarding services with this regard should not be underestimated.

5. Taking tutorial supports seriously

Tutorial supports help female PTs to have (gain) understanding in areas of their difficulty. The objective behind this approach is to improve the performance of female PTs.

As a final word, the government gives more attention to females in all aspects in general and in education in particular. Different projects and strategies have been implementing in the area of females education. These strategies should be seriously implemented and evaluated in order to have long term positive results in females' educational equity which in turn contributes to the development of the country.

Bibliography

- Abebayehu Aemero (1998). Problems of Gender Equality in Institutions of Higher Education in Ethiopia. In Amare Asgedom et al (Eds), *Quality Education in Ethiopia: Visions for the 21st century*. AA: IER/AAU, 169-182.
- Abiyot Nega (2001). Pedagogical Challenges Among Fresh Instructors: A Case of Mekele University. *IER Flambeau*, V. 9, No. 1: 1-6.
- Almaz, E., and Barbara, J. (1990). *Female Teachers and Girls Education: Implications for Selections, Training and Placement*. Addis Ababa University, Unpublished.
- Anderson, L. W. (1994). Attitude Measurement. In T. Hussen and T.N. Postlethwaite, (Eds.). *The International Encyclopedia of Education (2nd ed.)*. Vol. 1, pp. 380-390. Kindlington (UK): Elsevier Science Ltd.
- Anderson, M. L. (2006). *Thinking about Women: Sociological Perspectives of Sex and Gender*. (7th ed.). US.
- Asiedu, E. & Lien, D. (2005). Women's Education, Labor Force Participation and Development in Africa. In S.H. Boko et al (Eds.), *Women in African Development: The Challenge of Globalization and Liberalization in the 21st Century*. Asmara: Africa World Press, Inc, 135-143.
- Asmaru Berhanu (1997). *What is Expected from Women Teachers to Benefit from Career Structure (Women's Affairs Department in TEA)*. Addis Ababa. Unpublished.
- Ayalew Shibeshi (2000). *Educational Policy and Management of Change (EDAD 613)*; Modules two and three, Unpublished.
- Baker, T.L. (1988). *Doing Social Research*. New York: McGraw-Hill Book Company.
- Best, J.W. & Khan, J.V. (1996). *Research in Education (7th ed.)*. New Delhi: Prentice Hall of India PLC.

- Bogalech Alemu (2000). Mainstreaming Gender in National Development Programmes. In Alemayehu Geda (ed.), *Economic Focus; Bulletin of the Ethiopian Economic Association*. Vol. 3, No. 3, June-July 2000, 19-23.
- Bradley, K. (2002). Gender Inequality in Education. In D.L. Levinson et al (Eds.), *Education and Sociology: An Encyclopedia*. New York: Routledge Falmer Press, 245-300.
- Cohen, L. & Manion, L. (1994). *Research Methods in Education* (4th ed.). London: UK-Routledge Ltd.
- Delamont, S. (2002). Gender and Education. In D.L. Levinson et al (Eds.), *Education and Sociology: An Encyclopedia*. New York: Routledge Falmer Press, 273-280.
- Emebet Mulugeta (1998). *Against the Odds: The Educational Experiences and Coping Strategies of Female Students in Rural Ethiopia*. Unpublished Doctoral Dissertation, University of Cincinnati, Ohio.
- Emezat Hailu (2001). *The Role of the Law in the Implementation of Affirmative Action Programmes for Women in Ethiopia: A Human Right Approach*. A senior essay submitted to the Faculty of Law. Addis Ababa University, Unpublished.
- Evans, K. M. (1965). *Attitudes and Interests in Education*. London: Routledge & Kegan Paul Ltd.
- Fagbemi, A. D. (2004). *Gender Mainstreaming Concept. Paper Presented at Gender Training Workshop at Center for Women in Management Ethiopian Civil Service College, June 12-16*. Addis Ababa, Unpublished.
- Fangerlind, I. & Saha, L.J. (1989). *Education and National Development: A Comparative Perspective*. Oxford: Pergamon Pub.
- FAWE (1998). *Girls and African Education*. Nairobi: FAWE International.

- FDRE (1995). *The Constitution of Federal Democratic Republic of Ethiopia (FDRE)*. Addis Ababa: Berhanena Selam P. Press.
- Feldman, R. S. (1994). *Essentials of Understanding Psychology (2nd ed.)*. New York: Mcgraw Hill, Inc.
- Fentaw Abegaz (2001). Admission Type and Female Students' Academic success at Addis Ababa University: The Case of Social Science Students. *The Ethiopian Journal of Education*, XXI (1), 49-64.
- Finkelman, P. (2004). Affirmative Action. Micro Soft Encarta Encyclopedia.
- Foster, M. (1997). Race, Gender and Ethnicity: How the Structure, Teachers Perception and Participation in the Profession affect School Reform Efforts. In B.J. Barbara and H.M. Peter (Eds.), *Gender, Equity and Schooling Policy and Practice*. New York: Gerland Publishing Inc.
- Fox, M. (1993). *Introduction to Education: Psychological Perspectives in Education*. London: Casell Education Ltd.
- Gaynor, E. (1997). *The Supply, Condition and Professional Development of Women Teachers*. Paris: UNESCO (IIEP).
- GCE (2005). Ensuring a fair chance for girls. In S. Aikman & E. Untrhalter (Eds.), *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. British: Oxfam GB, 36-59.
- Genet Zewdie (1998). Women in Education: A Study of the Academic Performance and Participation of Female Students in the High Schools of Addis Ababa Region. *IER Flambeau*, Vol. 6, No. 1:26-53.
- Goel, A. (2004). *Education and Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep and Deep Pub. PVT. Ltd.

- Habtamu Wondimu (2004). Gender and Regional Disparities in Opportunities to Higher Education in Ethiopia: Challenges for the Promotion of Social Justice. *The Ethiopian Journal of Higher Education* Vol.1, No. 2:1-15.
- Hallak, J. (2003). Education and Globalization. In J.B. Tilak, (Ed.), *Education, Society and Development: National and International Perspectives*. New Delhi: A. P.H. Publishing Corporation, 537-556.
- Hallinan, M. T. (2002). Equity in Education. In D.L. Levinson et al (Eds.), *Education and Sociology: An Encyclopedia*. New York: Routledge Falmer Press, 241-246.
- Hedija Mohammed (2002). Enrollment and Academic Performance of Female Students in Higher Learning Institutions: A Case Study. *IER Flambeau*, Vol. 9, No. 2: 9-15.
- Kasente, D. (2000). *Closing the gender gap in Education and Curbing Dropout. A Paper Prepared for Regional Ministerial Consultation (FAWE)*. Kampala, Uganda.
- Kerlinger, F.N. (1986). *Foundations of Behavioral Research*. Chicago: Holt, Rinehart and Winston, Inc.
- Kevane, M. (2004). *Women and Development in Africa. How Gender Works*. U.S: Lynne Rienner Pub, Inc.
- King, E. and Bellew, R. (1993). Educating Women: Lessons from experience. In E. King & M. Hill (Eds.), *Women's Education in Developing Countries: Barriers, Benefits, and Policies*. Baltimore: John Hopkins University Press, 47-63.
- Kumar, R. (1999). *Research Methodology: A Step by Step Guide For Beginners*. London: SAGE Publications.
- Kwesiga, J. C. (2002). *Women's Access to Higher Education in Africa: Uganda's Experience*. Kampala: Fountain Publisher Ltd.

- Leach, F. (2004). Gender, Education and Training: An International perspective. In C. Sweetman (Ed.), *Gender, Education and Training*. Oxfam focus on gender, 9-18.
- Leonard, J.S. (1986). What was Affirmative Action? *The American Economic Review*, Vol. 76, No 2, May, 359-363. Retrieved March 02, 2007 from: <http://www.jstor.org/serch/Basicsearch? Query=affirmative + action & Si = 1 & hp = 25 & search>.
- Lindsay, B. (1991). Educational Equity in Cross-Sectional Setting. *International Comparative Education*. London: Macmillan, 32-38.
- Lutz, M. B. (2005). Globalization, Economic Growth and Gender Inequality. What Fate Awaits African Women? In S.H. Boko et al (Eds.), *Women in African Development: The Challenge of Globalization and Liberalization in the 21st Century*. Asmara: Africa World Press, Inc, 13-31.
- Margaret, M. N. (1999). Female Marginalization in Vocational and Technical Education in Kenya: A Case study. *East African Social Science Research Review*, XV(1), 55-75.
- Mehrens. W. A. & Lehman, I. J. (1984). *Measurement and Evaluation in Education and Psychology (3rd ed.)*. New York: Holt, Rinchart and Winston.
- Mickelson, R. A. (2002). Affirmative Action in Education. In D. L. Levinson et al (Eds.), *Education and Sociology: An Encyclopedia*. New York: Routledge Falmer Press, 29-41.
- MOE (2002). *Education Sector Development Programme: Consolidated National Performance Report: 2000/01 (1993 E.C)*. Fourth year of the Implementation of ESDP. Addis Ababa, Ethiopia.
- MOE (2005). *Education Statistics Annual Abstract: Education Management Information Systems*. Addis Ababa: Ethiopia.

- Mulualem Tesema (1998). *Gender bias Analysis of Primary School Textbooks of Amhara Region*. MA Thesis Submitted to the Faculty of Education, AAU, Unpublished.
- Nelson, J. L. et al (1993). *Critical Issues in Education: A Dialectic Approach* (2nd ed). New York: McGraw-Hill, Inc.
- Odaga, A. & Henveld, W. (1995). *Girls and Schools in Sub-Saharan Africa From Analysis to Action*. Washington DC: The World Bank.
- Okojie, C. E.E. (2001). *Persisting Inequalities in Education of Females Under Schooling in Africa as Assessed by the African Academy of Sciences and Research Programe*. Nigeria: University of Benin.
- Patel, I. G. (2003). Higher Education and Economic Development. In J.B. Tilak (Ed.), *Education, Society and Development: National and International Perspectives*. New Delhi: A. P.H. Publishing Corporation, 135-156.
- Rai, K. B. & Critzer, J.W. (2000). *Affirmative Action and the University: Race, Ethnicity and Gender in Higher Education Employment*. University of Nebraska and London.
- Rao, B.S. (2003). Values in Higher Education. In J.B. Tilak (Ed.), *Education, Society and Development: National and International Perspectives*. New Delhi: A. P.H. Publishing Corporation, 595-600.
- Rousmaniere, K. (1997). *City Teachers: Teaching and School Reform in Historical Perspective*. New York: Teachers College Press.
- Samuel, I. (2002). Gender, Education and Economic Development in Africa. *IER Flambeau*, Vol. 10, No. 1: 17-22.
- Seyoum Teferra (1986). The Education of Women: A Missing Piece in the Development Puzzle. *The Ethiopian Journal of Education*, X (1), 5-17.

- Tackie, N. O. et al (2005). Education of Women as a contributor to Economic Growth in Africa. In S.H. Boko et al (Eds.), *Women in African -development: The Challenge of Globalization and Liberalization in the 21st century*. Asmara: Africa World Press, Inc, 121-133.
- Tekeste Negash (1990). *The Crisis of Ethiopian Education: Some Implication for Nation Building*. Uppsala. Uppsala University.
- Teshome Wagaw (1979). *Education in Ethiopia: Prospect and Retrospect*. Renale: Johnswiley and Sons Canada Limited.
- TGE (1994). *Education and Training Policy*. Addis Ababa: EMPDA.
- Tietjen, K. (1991). *Educating Girls: Strategies to Increase Access, persistence and Achievement. Advancing Basic Education and Literacy (ABEL) Project*. USAID.
- Trufat Bekele (1998). Gender in Education. In Amare Asgedom et al (Eds), *Quality Education in Ethiopia: Visions for the 21st century*. A.A: IER/AAU, 141-150.
- UNDP (1991). *Human Development*. New York.
- UNESCO (1996). *Guide to Teaching and Learning in Higher Education*: BRED.A. Dakar.
- UNFPA (2005). *State of World population 2005: The Promise of Equality; Gender Equity, Reproductive Health and Millennium Development Goals*.
- UNICEF (1992). *Strategies to promote Girl's Education: Policies and Programmes that Work*. USA.
- Unterhalter, E. (2006). Fragmented frameworks? Researching Women, Gender Education and Development. In S. Aikman & E. Unterhalter (eds.), *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. British: Oxfam GB, 15-31.

World Bank (1996). *Girls and Schools in Sub-Saharan Africa: From Analysis to Action*. Washington, DC. (Technical paper, No. 54).

World Bank (2002). *The Partnership on Sustainable Strategies for Girls Education*.
FAO forum Website, WB.

Yilfign Worku (2004). *Education Policy, Gender Disaggregated Data and Mainstreaming Gender Issues in Education in Ethiopia*. Paper Presented at Gender training Workshop at Center for Women in Management Ethiopian Civil service College. Addis Ababa. June 12-16, Unpublished.

Appendix A
Addis Ababa University
School of Graduate Studies
College of Education Department of
Curriculum and Teachers' Professional Development Studies

Questionnaire for Teacher Educators

Dear Respondent:

First of all, I would like to mention my great regard and much thank for the cooperation you owe me in providing valuable response to the questionnaire devoting your precious time and energy.

The purpose of this questionnaire is to collect data on the practice of Female Affirmative Action Program to promote educational equity for Female prospective Teachers. Therefore, you are kindly requested to provide genuine response to each question. The purpose of the study is purely academic and your response will be kept confidential.

Thank you in advance.

General Direction

1. No need to write your name
2. Try to answer every question according to the instruction provided
3. If you want to give additional suggestions, use the space provided at the end of the questionnaire.

PART I: Background Information

Put a thick mark (✓) of your answer in the box provided.

- 1.1 Name of the College
A. Robe B. Asella C. Jima
- 1.2 Age
A. 25 years and below C. 36-45 years
B. 26-35 years D. 46 years and above
- 1.3 Sex
A. Female B. Male

- 1.4 Educational qualification
- A. MA/MSC/MEd C. Diploma
 B. BA/BSC/BEEd D. Certificate (TTI)
- 1.5 Service year
- A. 5 years and below D. 16-20 years
 B. 6-10 years E. 21 years and above
 C. 11-15 years
- 1.6 Regular teaching load per week
- A. 5 periods and below D. 16-20 periods
 B. 6-10 periods E. 21 periods and above
 C. 11-15 periods

PART II: Questions

Under this part activities or/and points related to Institutional, Teacher Educators', Female Prospective Teachers' and Male Prospective Teachers' efforts and practices to promote Female Prospective Teachers Educational Equity are presented (listed). Please, put a thick mark (✓) of your opinion under the given scale for each statement.

2.1 Institutional efforts: Below are some of the activities and/or points related to Institutional efforts and practices. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/points/	Very High	High	Medium	Low	Very low
1	Provision of awareness raising trainings and/or workshops on gender issues for teacher educators					
2	Encouragement of staff (Teacher Educators) to produce research on gender issues					
3	Encouragement of Female Teacher Educators to work in Administration and other positions					
4	Provision of proper and enough orientations for female prospective teachers during enrollment					
5	Provision of assertiveness training for Female prospective Teachers					
6	Provision of guidance and counseling service for female prospective teachers					

		Very High	High	Medium	Low	Very low
7	Availability of enough references, modules and other teaching learning materials					
8	Borrowing services of reference books and modules for female prospective teachers					
9	Provision of facilities (i.e. toilet, water, enough library rooms, study space, clinic...)					
10	Availability of various books and publications on gender issues in the library					
11	Support for Teacher Educators in tutorial support of female prospective teachers					
12	Financial aids support for stationary for female prospective teachers					
13	Establishment and support of gender committee in the college					
14	Availability of clear rules and regulation in the college on harassment and rape of female prospective teachers					
15	Follow up mechanisms of problems faced by female prospective teachers in and out of campus					
16	Establishment of mechanisms for female prospective teachers to report harassment					
17	Institutional commitment to respond and act accordingly to female harassment					
18	Fairness of grading policy of the college					
19	Creation of conducive institutional environment for female prospective teachers					
20	Institutional effort to work with local authorities (town administration, police) in fighting against harassment and to ensure that female prospective teachers are safe and secure out side of the campus					
21	Institutional effort to work with local communities in fighting against harassment and to ensure that female prospective teachers are safe and secure out side of the campus					

2.2 Teacher Educators' efforts: Below are some of the activities and/or statements related to teacher educators' efforts. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/points	Very High	High	Medium	Low	Very low
1	Provision of more reading materials					
2	Application of learner centered approach to teaching					
3	Gender sensitivity of teacher educators in their approach to teaching					
4	Encouraging and giving chance to female prospective teachers to participate equally with their male counter parts in class					
5	Encouraging and helping female prospective teachers to ask and answer questions					
6	Assigning female prospective teachers to do group works and/or assignments with male prospective teachers					
7	Ensuring participation of female prospective teachers in class and group assignments					
8	Allowing individual activities for female prospective teachers					
9	Support of female prospective teachers through tutorials					
10	Looking at the result of female prospective teachers after the tutorials					
11	Follow up of results of female prospective teachers in tests and assignments					
12	Guiding and counseling female prospective teachers					
13	Avoiding harassment					
14	Creating more conducive environment for female prospective teachers in the teaching learning process					
15	Fair grading of female prospective teachers' performance					

2.3 Female Prospective Teachers' efforts: Below are some of the activities and/or points related to female prospective teachers' efforts. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/points	Very High	High	Medium	Low	Very low
1	Actively taking part in class					
2	Interest to work projects/group assignments/ with male prospective teachers					
3	Asking questions and giving answers confidently in class					
4	Effective use of library resources					
5	Attending tutorial classes					
6	Taking part in trainings and awareness raising program on gender issues					
7	Reporting their problems to their teacher educators and/or the college with out fear					
8	Using institutional rules and regulations on harassment					
9	Establishing networks with female teacher educators					
10	Working hard for successful completion of their training					

2.4 Male prospective teachers' practices. Below are some of the points related to male prospective teachers' practices. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/Points	Very High	High	Medium	Low	Very low
1	Exchanging instructional materials and information with female prospective teachers					
2	Willingness to accept female prospective teachers in group assignments					
3	Regard female prospective teachers academic potential					
4	Harassing of female prospective teachers					

2.5 Challenges

What are the major challenges or problems in the practice of Female Affirmative Action Programs to promote educational equity for female prospective teachers in your College? _____

What solutions or measures do you recommend to reduce the challenges you have mentioned under the above section and to further improve the program in the future? _____

Appendix B

Addis Ababa University
School of Graduate Studies
College of Education Department of
Curriculum and Teachers' Professional Development Studies
Questionnaire for Female Prospective Teachers

Dear Respondent:

First of all, I would like to mention my great regard and much thank for the cooperation you owe me in providing valuable response to the questionnaire devoting your precious time and energy.

The purpose of this questionnaire is to collect data on the practice of Female Affirmative Action Program to promote educational equity for Female prospective Teachers. Therefore, you are kindly requested to provide genuine response to each question. The purpose of the study is purely academic and your response will be kept confidential.

Thank you in advance.

General Direction

1. No need to write your name
2. Try to answer every question according to the instruction provided
3. If you want to give additional suggestions, use the space provided at the end of the questionnaire.

PART I: Background Information

Put a thick mark (✓) of your answer in the box provided.

1.1 Name of the College

A. Robe

B. Asella

C. Jima

1.2 Age

C. Below 15 years

C. 19-21 years

E. 26 years and above

D. 15-18 years

D. 22-25 years

1.3 Year level

A. Second

B. Third

1.4 Marital status

C. Unmarried

B. Married C. Divorced

PART II: Questions

Under this part activities or/and points related to Institutional, Teacher Educators', Female Prospective Teachers' and Male Prospective Teachers' efforts and practices to promote Female Prospective Teachers Educational Equity are presented (listed). Please, put a thick mark (✓) of your opinion under the given scale for each statement.

2.1 Institutional efforts: Below are some of the activities and/or points related to institutional efforts and practices. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/points/	Very High	High	Medium	Low	Very low
1	Provision of proper and enough orientations for female prospective teachers during enrollment					
2	Provision of assertiveness training for Female prospective Teachers					
3	Provision of guidance and counseling service for female prospective teachers					
4	Availability of enough references, modules and other teaching learning materials					
5	Borrowing services of reference books and modules for female prospective teachers					
6	Provision of facilitates (i.e. toilet, water, enough library rooms, study space, clinic...)					
7	Availability of various books and publications on gender issues in the library					
8	Support for Teacher Educators in tutorial support of female prospective teachers					
9	Financial aids support for stationary for female prospective teachers					
10	Establishment and support of gender committee in the college					

		Very High	High.	Medium	Low	Very low
11	Availability of clear rules and regulation in the college on harassment and rape of female prospective teachers					
12	Follow up mechanisms of problems faced by female prospective teachers in and out of campus					
13	Establishment of mechanisms for female prospective teachers to report harassment					
14	Institutional commitment to respond and act accordingly to female harassment					
15	Fairness of grading policy of the college					
16	Creation of conducive institutional environment for female prospective teachers					
17	Institutional effort to work with local authorities (town administration, police) in fighting against harassment and to insure that female prospective teachers are safe and secure out side of the campus					
18	Institutional effort to work with local communities in fighting against harassment and to insure that female prospective teachers are safe and secure out side of the campus					

2.2 Teacher Educators' efforts: Below are some of the activities and/or statements related to teacher educators' efforts. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/points	Very High	High	Medium	Low	Very low
1	Provision of more reading materials					
2	Application of learner centered approach to teaching					
3	Gender sensitivity of teacher educators in their approach to teaching					
4	Encouraging and giving chance to female prospective teachers to participate equally with their male counter parts in class					
5	Encouraging and helping female prospective teachers to ask and answer questions					

		Very High	High.	Medium	Low	Very low
6	Assigning female prospective teachers to do group works and/or assignments with male prospective teachers					
7	Ensuring participation of female prospective teachers in class and group assignments					
8	Allowing individual activities for female prospective teachers					
9	Support of female prospective teachers through tutorials					
10	Looking at the result of female prospective teachers after the tutorials					
11	Follow up of results of female prospective teachers in tests and assignments					
12	Guiding and counseling of female prospective teachers					
13	Avoiding of harassment					
14	Creating of more conducive environment for female prospective teachers in the teaching learning process					
15	Fair grading of female prospective teachers' performance					

2.3 Female Prospective Teachers' efforts: Below are some of the activities and/or points related to female prospective teachers' efforts. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities/points	Very High	High	Medium	Low	Very low
1	Actively taking part in class					
2	Interest to work projects/group assignments/ with male prospective teachers					

		Very High	High	Medium	Low	Very low
3	Asking questions and giving answers confidently in class					
4	Effective use of library resources					
5	Attending tutorial classes					
6	Taking part in trainings and awareness raising programs on gender issues					
7	Reporting their problems to their teacher educators and/or the college with out fear					
8	Using institutional rules and regulations on harassment					
9	Establishing networks with female teacher educators					
10	Working hard for successful completion of their training					

2.4 Male prospective teachers' practice. Below are some of the points related to male prospective teachers' practices. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Points	Very High	High	Medium	Low	Very low
1	Exchanging instructional materials and information with female prospective teachers					
2	Willingness to accept female prospective teachers in group assignments					
3	Regard female prospective teachers academic potential					
4	Harassing of female prospective teachers					

2.5 Challenges

What are the major challenges or problems in the practice of Female Affirmative Action Programs to promote educational equity for female prospective teachers in your College? _____

What solutions or measures do you recommend to reduce the challenges you have mentioned under the above section and to further improve the program in the future? _____

Appendix C
YUNIVARSIITII FINFINNEE
KOLLEEJJII BARNOOTAA
MUUMMEE BARNOOTA BARSIIISOTAAFI
QO'ANNOO SIRNA BARNOOTAA

Waraqaa Gaaffii (Questionnaire) K/Barsiisotaa Dubartootaatiin kan guuttamu

Kabajamtoota Waraqaa gaaffii kana guuttan.

Duraandurse, yeroo fi humna keessan aarsaa gochuudhaan waraqaa gaaffii kana waan naaf guuttaniif kabajaa fi galata guddaan isiniif qabu ibsuun barbaada.

Itti aansuudhaan kaayyoon waraqaa gaaffii kanaa wal qixxummaa Barnoota K/Barsiisota Dubartootaa guddisuudhaaf jecha Sochii Sagantaa Deeggarsa Addaa K/Barsiisotaa Dubartootaatiif godhamu (The Practice of Female Affirmative Action Program to promote educational equity for Female Prospective Teachers) irratti ragaa funaanuudha. Kanaafuu, yaada sirrii ta'e akka naaf kennitan kabajaanin isin gaafadha. Qo'annoon kun dhimma barumsaa qofaaf kan ooluu fi yaadni isin naaf kennitan iccitiidhaan kan qabamu ta'uu isaa isinii mirkaneessuun barbaada

Galatoomaa !

Ajaja Waliigalaa

1. Maqaa barreessuun hin barbaachisu.
2. Gaaffilee dhiyaataniif haala qajeelfama kennameetiin deebii kennuuf yaalaa.
3. Yaada dabalataa yoo qabaattan, iddoo duwwaa dhuma waraqaa gaaffii kanarratti kennametti fayyadamaa.

Kutaa-I. Odeeffannoo Waliigalaa

Deebii keetiif mallattoo (✓) kana saanduqa kenname keessa kaa'ii

1.1. Maqaa kolleejjii

A. Roobe B. Asallaa C. Jimma

1.2. Umrii

A. Waggaa 15 gadi B. Waggaa 15-18 E. Waggaa 26 fiol
C. Waggaa 19-21 D. Waggaa 22-25

1.3. Waggaa Leenjii

A. Lammaffaa

B. Sadaffaa

1.4. Haala fuudhaafi heerumaa

A. kan hin heerumne

B. kan heerumte

C. kan hiikte

Kutaa II-Gaaffilee

Kutaa kana jalatti sochiileen Ykn/fi qabxiileen Kolleejicha, Barsiisota Kolleejichaa, K/Barsiisota Dubartootaa fi K/Barsiisota Dhiiraa ilaallatan kutaalee xixinnoo afuritti addaan qoodamuudhaan dhiyaatanii jiru. Qabxiilee tokkoo tokkoo isaaniitiif yaada keessan mallattoo (✓) kana iskeeliiwwan kennaman keessaa tokko jala kaa'uudhaan ibsaa.

2.1. Sochiilee fitattaaffii Kolleejichaa:

Asiigaditti qabxiileen sochiilee kolleejichaa ilaallatan muraasiini dhiyaatanii jiru. Qabxiilee tokkoo tokkoo isaaniitiif yaada kee mallattoo (✓) kana iskeeliiwwan kennaman keessaa tokko jala kaa'udhaan ibsi.

Lak	Qabxiilee	Baay'ee OL-aanaa	OL-aanaa	Giddu- Galcessa	Gadi-aanaa	Baay'ee gadi- aanaa
1.	Kaadhimamtoonni Barsiisota Dubartootaa yeroo galmaa'an odeeffannoo (orientation) sirrii fi gahaa kennuu irratti			✓		
2.	Leenjii Ofitti Amanuu(Assertiveness training)K/Barsiisota Dubartootaatiif kennuu irratti					
3.	Tajaajila gorsaa K/Barsiisota Dubartootaatiif kennuu irratti					
4.	Kitaabileen Wabii, Moojuulotaa fi meeshaaleen baruu fi barsiisuu biroo gahumsaan jiraachuu irratti					
5.	Tajaajila ergisa kitaabaa, moojuulii fi k.k.f. K/Barsiisota Dubartootaatiif kennuu irratti			✓		

		Baay'ee OL-aanaa	OL-aanaa	Giddu- Galeessa	Gadi- aanaa	Baay'ee gadi-aanaa
6.	Manni fincaanii, Bishaan , kutaaleen , Mana kitaabaa, iddoon itti qayya batamu (study spaces), kilinikii fi k.k.f gahaan jiraachuu.					
7.	Dhimma saalaa (gender issues) irratti kitaabilee fi maxxansiwwan adda adda Mana kitaabaa keessa jiraachuu					
8.	Deeggarsa tuutooriyaalii (Tutorial) K/Barsiisota Dubartootaatiif kenna murratti Barsiisota deeggaruu irratti					
9.	Deeggarsa qarshii Meeshaalee Barreessaatiif K/Barsiisota Dubartootaatiif kennuu irratti					
10.	Koree dhimma saalaa (Gender committee) hordofu dhaabuu fi deeggaruu irratti					
11.	Dhiibbaa saalaa (sexual harassment) fi yakka dirqisiisanii gudeeduu (rape) K/Barsiisota Dubartootaa irra gahuuf seerri ifa ta'e jiraachuu irratti					
12.	Rakkoolee K/Barsiisota Dubartootaa Kolleejjii keessattii fi alatti mudatuuf Kolleejjichi toftaan ittiin hordofu jiraachuu					
13.	Tooftaa (karaa) K/Barsiisotaa Dubartootaa rakkoo dhiibbaa saalaa ittiin gabaasan jiraachuu					
14.	Dhiibbaa saalaa (sexual harassment) K/Barsiisota Dubartootaarra gahuuf deebii kennuu irratti kutannoon kolleejjichaa					
15.	Seerri madaallii barnootaa K/barsiisotaa ifaa ta'e jiraachuu irratti					
16.	Haala mijaawaa wal-qixxummaa K/Barsiisota Dubartootaa mirkaneessu kolleejjii keessatti uumuu irratti					
17.	Mooraa kolleejjitiin alatti nageenya K/Barsiisota Dubartootaa mirkaneeffachuudhaaf Bulchiinsa naannoo (fk.Bullchnisa magaalaa, poolisii,----) wajjin hojjechuu irratti tattaaffiifi kutannoo kolleejjichi qabu					
18	Mooraa Kolleejjitiin alatti nageenya K/Barsiisota Dubartootaa mirkaneeffachuudhaaf Hawaasa naannoo wajjin hojjechuu irratti tattaaffii fi kutannoon Kolleejjichi qabu.					

2.2. Tattaaffi Barsiisota Kolleejichaa:-

Asii gaditti qabxiileen sochiilee Barsiisota Kolleejichaa ilaallatan muraasni dhiyaatanii jiru. Qabxiilee tokkootokkoo isaaniitiif yaada kee mallattoo (√) kana iskeeliwwan kennaman keessaa tokko jala kaa'uudhaan ibsi.

Lak.	Qabxiilee	Baay'ee OL-aanaa	OL-aanaa	Giddu- Galeessa	Gadi-aanaa	Baay'ee gadi-aanaa
1.	Kitaabilee wabii dubbifaman baayinaan kennuu irratti					
2.	Baruu barsiisuu keessatti mala K/barsiisotaa giddu galeeffatetti fayyadamuu irratti					
3.	Baruu-barsiisuu keessatti dhimma saalaa xiyyeeffannoo keessa galchuudhaan barsiisuu irratti					
4.	K/Barsiisota Dubartootaa warreen dhiiraa waliin qixxee akka hirmaatan jajjabeessuu fi carraa kennuu irratti					
5.	K/Barsiisota Dubartootaa gaaffii akka gaafataniifi deebii akka kennan kakaasuu fi carraa kennuufii irratti					
6.	K/Barsiisota Dubartootaa warreen dhiiraa waliin hojii garee akka hojjetan ramaduu irratti					
7.	K/Barsiisota Dubartootaa hirmaannaa isaanii daree fi hojii garee keessatti mirkaneefachuu irratti					
8.	K/Barsiisota Dubartootaa shaakala dhuunfaa akka godhan gochuu irratti					
9.	Deeggarsa tuutooriyaalii (tutorial) K/Barsiisota Dubartootaatiif kennuu irratti					
10.	Deeggarsa tuutooriyaalii booda bu'aa fi qabxii K/Barsiisotaa Dubartootaa hordofuu irratti					
11.	Qabxii K/Barsiisota Dubartootaa battallee fi hojii qareetiin (assignments) argatan hordofuu fi warreen gadi aanaa fidan gorsuu fi jajjabeessuu irratti					
12.	Tajaajila gorsaa K/Barsiisota Dubartootaatiif kennuu irratti					
13.	Jechoota eenyummaa fi hamilee K/Barsiisota Dubartootaa tuqu kamiyyuu itti fayyadamuu dhiisuu irratti					

		Baay'ee OL-aanaa	OL-aanaa	Giddu- Galeessa	Gadi-aanaa	Baay'ee gadi- aanaa
14.	Adeemsa baruu –barsiisuu keessatti haala mijaawaa K/Barsiisota Dubaraatiif mijeessuu irratti					
15.	Seera madaallii barnootaa ifa ta'een K/Barsiisota Dubartootaa madaaluu irratti					

2.3. Tattaaffii K/Barsiisota Dubartootaa.

Asiigaditti qabxiileen muraasni tattaaffii K/Barsiisota Dubartootaa ilaallatu dhiyaatanii jiru. Qabxiilee tokkoo tokkoo isaaniitiif yada kee mallattoo (✓) kana iskeeliiwwan kennaman keessaa tokko jala kaa'uudhaan ibsi.

Lak.	Qabxiilee	Baay'ee OL-aanaa	OL-aanaa	Giddu- Galeessa	Gadi-aanaa	Baay'ee gadi- aanaa
1.	Si'aayinaan Daree keessatti hirmaachuu irratti					
2.	K/Barsiisota Dubartootaa Hojii garee warreen dhiiraa waliin hojjechuu irratti fedhiin isaanii					
3.	Daree keessatti ofitti amanuudhaan gaaffii gaafachuu fi deebii kennuurratti					
4.	Mana kitaabaatti sirriitti fayyadamuu irratti					
5.	Sagantaa tuutooriyaalii barnootaa irratti hirmaachuu irratti					
6.	Dhimma saalaa irratti sagantaalee leenjii hubannoo gabbisan irratti hirmaachuu irratti					
7.	Rakkoolee isaanii sodaa tokko malee Barsiisota isaaniitti ykn kolleejichatti himuu (gabaasuu) irratti					
8.	Dhiibbaa saalaa (sexual harassment) irratti seerota kolleejichaa jiran itti fayyadamuu irratti					
9.	Barsiisota Dubartoota kolleejichaa wajjin qunnamtii uumuu irratti					
10.	Leenjii isaanii gahumsaan xumuruudhaaf cimanii hojjechuu irratti					

2.4. Sochiilee K/Barsiisota Dhiiraa.

Asiigaditti Qabxiileen sochiilee K/Barsiisota Dhiiraa ilaallatan muraasni dhiyaatanii jiru. Qabxiilee tokkoo tokkoo isaaniitiif yaada kee mallattoo (✓) kana iskeeliiwwan kennaman keessaa tokko jala kaa'uudhaan ibsi.

Lak.	Qabxiilee	Baay'ee OL-aanaa	OL-aanaa	Giddu-Galeessa	Gadi-aanaa	Baay'ee gadi- aanaa
1.	Meeshaalee fi odeeffannoo barnootaa K/Barsiisota Dubartootaa waliin wal jijjiiruu irratti					
2.	K/Barsiisota Dubartootaa wajjin hojji garee hojjechuudhaaf fedhii qabaachuu irratti			✓		
3.	Dandeettii barnootaa K/Barsiisota Dubartootaa qabanitti amanuu fi fudhachuu irratti					
4.	Dhiibbaasaalaa(sexualharassment)K/Barsiisota Dubartootaa irraan gahuu irratti					

2.5. Rakkoolee

Wal qixxummaa Barnoota Dubartootaa guddisuudhaaf jecha Deeggarsa addaa K/Barsiisota Dubartootaatiif godhamu keessatti rakkooleenjiran mali?

Falli rakkoolee armaan olitti ibsite kanaa maali jettee yaadda ?

Appendix D

Interview Guiding Questions for College

Deans and Academic Vice Deans

Part – I Background Information

- 1.1 College name _____
- 1.2 Sex _____
- 1.3 Age _____
- 1.4 Educational Qualification _____
- 1.5 Work experience
- In teaching _____
 - In administration _____
- 1.6 Regular teaching load per week _____

Part II – Questions

1. Do you have institutional plan on gender issues?
2. How is the practice of the college in providing relevant and enough orientations for prospective teachers during enrollment?
3. How is the practice of providing awareness raising trainings and/or workshops on gender issues for teaching staff and prospective teachers in your college?
4. How many Female Teacher Educators do you have in your college? Do you think their number is adequate? What plan does your college have to have more?
5. How is the availability of enough teaching-learning materials and facilitates in your college?
6. How is the availability of different books and publications on gender issues in your library?

7. In what area and how your college provides special support for female prospective teachers?
8. How is the practice of Teacher Educators in providing special supports for Female prospective Teachers?
9. How is the effort of Female PTs in using the available support and effectively working towards successful completion of their training?
10. How are the establishment, support and practice of gender committee in your college?
11. How are the problems from male PTs side that face Female PTs?
12. How do you follow up the problems Female Prospective Teachers face both inside and outside of the campus? How is the commitment of the college in solving the problems accordingly?
13. How is the conduciveness of the environment for Female PTs both inside and outside of the college?
14. How is the effort of the college in working with local authorities and local communities to ensure that Female PTs are safe outside the campus?
15. How is your communication with OREB, MOE, and NGOs in promoting educational equity for Female PTs?
16. What are the major challenges in and around your college in promoting educational equity for Female PTs?

Appendix E

Interview Guiding Questions for Students' Dean

Part I - Background Information

- 1.1 College name _____
- 1.2 Sex _____
- 1.3 Age _____
- 1.4 Educational Qualification _____
- 1.5 Work experience (In teaching) _____
- 1.6 Regular teaching load per week _____

Part II – Questions

1. How is the practice of the college in providing relevant and enough orientations for prospective teachers during enrollment?
2. How is the practice of providing awareness raising trainings and/or workshops on gender issues for teaching staff and prospective teachers?
3. How is the availability of enough teaching-learning materials and facilities in your college?
4. In what area and how your college provides special support for Female PTs?
5. How is the practice of Teacher Educators in providing special supports for Female PTs?
6. How are the efforts of Female PTs in using the available supports and effectively working towards successful completion of the training?
7. How are the problems from Male PTs side that face Female PTs?
8. How does the college follow up the problems Female PTs face both inside and outside of the campus? How is the commitment of the college in solving the problems accordingly?
9. How is the conduciveness of the environment for female PTs both inside and outside of the campus?
10. How is the effort of the college in working with local authorities and local communities to ensure that Female PTs are save outside the campus?
11. What are the major challenges in promoting educational equality for Female PTs?

Appendix F

Interview Guiding Questions for Stream Head Teacher Educators

Part I - Background Information

- 1.1 College name _____
- 1.2 Sex _____
- 1.3 Age _____
- 1.4 Educational Qualification _____
- 1.5 Work experience (In teaching) _____
- 1.6 Regular teaching load per week _____

Part II – Questions

1. Do you have plan on gender issues in your stream?
2. How is the awareness and practice of Teacher Educators on gender issues?
3. How is the availability of enough teaching learning materials in you college?
4. How is the availability of various books and publications on gender issues in your library?
5. How is the practice of Teacher Educators in providing special supports for Female PTs?
6. How is the efforts of Female PTs in using the available supports and effectively working towards successful completion of their training?
7. How is the process of teaching-learning and evaluation mechanisms of prospective teachers performance?
8. How is the interaction between Male and Female PTs in the teaching learning process?
9. How is the conduciveness of the environment both inside and outside for female PTs?
10. What are the major challenges in promoting educational equity for female PTs?

Appendix G

Interview Guiding Questions for Gender Office Head Teacher Educator

Part I - Background Information

- 1.1 College name _____
- 1.2 Sex _____
- 1.3 Age _____
- 1.4 Educational Qualification _____
- 1.5 Work experience (In teaching) _____
- 1.6 Regular teaching load per week _____

Part II – Questions

1. What is the objective of the establishment of this Gender Office? How it is working to achieve its objective?
2. How is the effort of the college to increase the numbers of Female Teacher Educators and in providing them special supports and promotion in the college?
3. How is the practice of providing awareness raising trainings and/or workshops on gender issues for teaching staff and prospective teachers in your college?
4. How is the availability of enough teaching-learning materials and facilities in your college?
5. How is the availability of different books and publications on gender issues in your library?
6. What special supports are provided for Female prospective teachers from the college?
7. How is the practice of Teacher Educators in providing special supports for Female PTs?

8. How is the efforts of Female PTs in using the available supports and effectively working towards successful completion of their training?
9. How are the problems from Male PTs side that face Female PTs?
10. How does the college follow up the problems female PTs face both inside and outside of the campus? How is the commitment of the college in solving the problems accordingly?
11. How is the conduciveness of the environment for Female PTs both inside and outside of the campus?
12. How is the effort of the college in working with local authorities and local communities to ensure that Female PTs are safe outside of the campus?
13. What are the major challenges in promoting educational equity for Female PTs?

Appendix H

Interview Guiding Questions for Female PT of Gender Committee Member and Students Council Member

Part I - Background Information

- 1.1 College name _____
- 1.2 Age _____
- 1.3 Training year level _____
- 1.4 Marital status _____
- 1.5 Member in: Gender committee _____
Student council committee _____

Part II – Questions

1. How is the practice of the college in providing relevant and enough orientations for prospective teachers during enrollment?
2. How is the practice of the college in providing awareness raising trainings and/or workshops on gender issues for prospective teachers?
3. How is the availability of enough teaching-learning materials and facilities in your college?
4. What special supports are provided for Female PTs from the college?
5. How is the practice of Teacher Educators in providing special supports for Female PTs?
6. How is the effort of Female PTs in using the available supports and effectively working towards successful completion of their trainings?
7. How are the problems from Male PTs side that face Female PTs?
8. How does the college follow up the problems Female PTs face both inside and outside of the campus? How is the commitment of the college in solving the problems accordingly?
9. How is the conduciveness of the environment for Female PTs both inside and outside of the campus?
10. How is the effort of the college in working with local authorities and local communities to ensure that Female PTs are safe outside of the campus?
11. What are the major challenges in promoting educational equity for Female PTs?

Appendix I

Prospective Teachers' Distribution Across Streams in the Three Colleges

1. Prospective teachers' Distribution Across Streams in Asella TEC

	Streams	Year I						Year II						Year III						Total			
		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Language	16	8.12	32	16.24	48	24.36	16	7.92	34	16.83	50	24.75	84	10.11	147	17.69	231	27.80	116	35.26	213	64.74
2	S. Science	20	10.15	30	15.23	50	25.38	21	10.40	33	16.34	54	26.73	74	8.90	131	15.76	205	24.67	115	37.22	194	62.78
3	N. Science	22	11.17	28	14.21	50	25.38	22	10.89	25	12.38	47	23.27	141	16.97	87	10.47	228	27.44	185	56.92	140	43.08
4	Mathematics	23	11.67	26	13.20	49	24.87	26	12.87	25	12.38	51	25.25	142	17.09	25	3.01	167	20.10	191	71.54	76	28.46
	Total	81	41.12	116	58.88	197	100	85	42.08	117	57.92	202	100	441	53.07	390	46.93	831	100	607	49.35	623	50.65

Source: Asella TEC Registrar Office

2. Prospective Teachers' Distribution Across Streams in Robe TEC

	Streams	Year I						Year II						Year III						Total			
		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Language	56	7.51	148	19.84	204	27.35	51	11.26	93	20.53	144	31.79	103	11.87	128	14.75	231	26.61	210	36.27	369	63.73
2	S. Science	75	10.05	125	16.76	200	26.81	57	12.58	52	11.48	109	24.06	164	18.89	125	14.40	289	33.29	296	49.50	302	50.50
3	N. Science	130	17.43	73	9.79	203	27.21	82	18.10	24	5.30	106	23.40	123	14.17	60	6.91	183	21.08	335	68.09	157	31.91
4	Mathematics	110	14.75	29	3.89	139	18.63	90	19.87	4	0.88	94	20.75	131	15.09	34	3.92	165	19.01	331	83.17	67	16.83
	Total	371	49.73	375	50.27	746	100	280	61.81	173	38.19	453	100	521	60.02	347	39.98	868	100	1172	56.70	895	43.30

Source: Robe TEC Registrar Office

3. Prospective Teachers' Distribution Across Streams in Jimma TEC

	Streams	Year I						Year II						Year III						Total			
		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Language	64	7.27	164	18.64	228	25.91	34	7.52	77	17.03	111	24.56	55	5.90	139	14.91	194	20.82	153	28.71	380	71.29
2	S. Science	86	9.77	139	15.80	225	25.57	43	9.51	75	16.59	118	26.11	95	10.19	143	15.34	238	25.54	224	38.55	375	61.45
3	N. Science	95	10.80	118	13.41	213	24.20	61	13.50	55	12.17	116	25.66	175	18.78	77	8.26	252	27.04	331	56.97	250	43.03
4	Mathematics	180	20.45	34	3.86	214	24.32	79	17.48	28	6.19	107	23.67	189	20.28	59	6.33	248	26.61	448	78.73	121	21.27
	Total	425	48.30	455	51.70	880	100	217	48.01	235	51.99	452	100	514	55.15	418	44.85	932	100	1156	51.06	1108	48.94

Source: Jimma TEC Registrar Office

Appendix J

Teacher Educators Educational Qualification and their Numbers in the Three Colleges

Educational qualification	Sexes	TECS			
		Asella	Rolbe	Jima	Total
MA/MSC/MEd	M	16	3	27	46
	F	-	-	2	2
	T	16	3	29	48
BA/BSC/BEd	M	26	41	45	112
	F	1	-	1	2
	T	27	41	46	114
Diploma	M	3	6	11	20
	F	2	-	-	2
	T	5	6	11	22
Total		48	50	86	184

Source: Academic vice dean offices of the respective colleges

Declaration

This thesis is my original work and has not been presented for a degree in any other university and all the sources used for the thesis are dully acknowledged.

fm-

Fikadu Mekuria

27/07/07

Date

This thesis was submitted for examination with my approval as a university advisor

Meseret Aseffa

Meseret Aseffa (Ph. D)

27/07/07

Date

