ADDIS ABABA UNIEVRSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE FOR PEACE AND SECURITY STUDIES

EMPOWERING GIRLS' THROUGH EDUCATION AS A MEANS OF PROMOTINGHUMAN SECURITY IN ETHIOPIA: A CASE STUDY OF JEWISH DISTRIBUTION COMMITTEE (JDC)

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a Degree (Master's Degree) in any other University and that all sources of material used for the thesis have been duly acknowledged.

Signature

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Enani Gezahegn

June, 2016

This thesis is submitted for examination with my approval as an advisor of the candidate.

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Dr. Yonas Adaye

June, 2016

Acknowledgments

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Acronyms and Abbreviations

ABE- Alternative Basic Education

CHS - Commission of Human Security

DDR - Disarmament, Demobilization, and Reintegration

DFID- Department for international Development

EFA-   Education for All

FDRE- Federal Democratic Republic of Ethiopia

GER - Gross Enrolment Ratio

GEQIP - General Education Quality Improvement Programme

JDC- Jewish Distribution Committee

MDG- Millennium Development Goal

MLC- Minimum Learning Competencies

MOE- Ministry of Education

NGO- Non Governmental Organization

UDHR- United Nations Development Report

UNICEF-   United Nations International Children's Emergency Fund

UNFPA- United Nations Population Fund

UNESCO- United Nations Educational, Scientific and Cultural Organizations

Abstract

Since the "UN Declaration of the Decade of Women" in 1975, attention and action on women's concerns have steadily increased and education, whether it be the form of consciousness-raising or skills acquisition, was one of the areas women's organizations, government agencies and international donor agencies focused on. The underlying assumption was that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow, which is a means of providing women with human security, i.e. emancipating women from fear and want. Eighteen years have passed and there are different views as to whether such assumptions about increasing access to education and training have resulted in the tilting of the power balance in favor of women.

It is against this backdrop that the Jewish Distribution Committee has engaged in a project to empower Ethiopian girls by providing them with financial assistance to pursue higher education so as to bridge the gap inherent in access to higher education prevalent in many African countries. This study therefore analyzes the programme which has seen the empowerment of more than a hundred girls from low, no income or destitute families and links it with human security. This thesis argues that educating such girls is providing them with human security by enabling them physically survive and empowering them to self-sustain. The study found that, the project has contributed to providing the basis for a good number of girls to attain education and subsequently obtained employment, while others are pursuing post graduate education. It found that while some of the beneficiaries have completed their Bachelor's degrees a very competitive job market in Ethiopia has precluded them from getting jobs leading to frustration. The study concludes that, it's a worthwhile project and provides valuable lessons for non-governmental organizations implementing gender empowerment programmes in Africa in general and Ethiopia in particular.

Chapter One

Introduction

1.1 Background

The importance of investing in girls' education is increasingly being understood among academics and policy makers (DFID, 2012). With a growing focus on specifically on girl's education, most non-governmental organizations are beginning to realize that, the net benefit is improved economic independence, prevention of abuses such as violence against girls, early marriage and early pregnancy. In many cultures and societies, the child girl is denied her human rights and sometimes her basic needs. She is at increased risk of sexual abuse and exploitation and other harmful practices that negatively affect her survival, development and ability to achieve her fullest potential. Because girls are particularly vulnerable, they require additional protections which begin with the provision of opportunities for education that lays foundation for human security (Wiklander, 2013).

The Convention on the Rights of the Child, adopted by the United Nations General Assembly in 1989, sets forth the basic human rights of children, usually those under 18 years of age. These rights include nondiscrimination; the right to survival and development of potential; protection from harmful influences, abuses and exploitation; and full participation in family, cultural and social life. The convention also spells out some human rights violations that are unique to the girl child, including discrimination based upon sex, prenatal sex selection, female genital mutilation and early marriage (CRC, 1989).

The status of girls is significantly less than that of boys in some countries. This makes girls more vulnerable to discrimination and neglect. Available indicators reveal that girls are discriminated against from the earliest stages of life in the areas of nutrition, health care, education, family care and protection. Girls are often fed less, particularly when there are diminished food resources. A diet low in calories, protein and nutrients negatively affects girls' growth and development. Less likely to receive basic health care, they are at increased risk of childhood mortality (UNFPA, 2005).

In most societies girls are more likely to be denied education. In 2007, an estimated 101 million children worldwide, the majority of whom were girls did not attend primary schools (UNICEF, 2010). Africa, the Middle East and South Asia have the largest gender gaps in education. Girls from poor and rural households are especially likely to be denied education. Knowledge and skills needed for employment, empowerment and advancement in status often are withheld because of customary attitudes about educating boys over girls. Girls are more likely to be used as child labor inside and outside of the home. Yet there are many benefits of investing in girls' education. Healthier families, lower fertility rates, improved economic performance and poverty reduction are among them. Educating girls in a supportive, gender-sensitive environment is critical to achieving gender equality.

As a result of the above human security challenges faced by girls several national and international nongovernmental organizations have taken it upon themselves to address the challenges faced by girls through educational programs.

Importance of Access to Education for Girls

King and Winthrop (2015) provide seven important benefits of girls in the society: first, more educated girls and women aspire to become leaders and thus expand a country's leadership and entrepreneurial talent. One of the pernicious features of gender inequality is that it feeds on itself; parents may have lower aspirations for their daughters than for their sons, and so their daughters too have lower aspirations for themselves. Yet, if given the chance, girls and women can have the confidence and skills to be change-makers. A recent review of the literature on women's leadership found that most women leaders started early, engaging in education and leadership activities as adolescents (O'Neil, Plank and Domingo, 2015). A number of cases—from India to Rwanda—have shown that having women leading in their communities can make a difference, driving policies and programs that improve family and community well-being (Abbott, 2008).

Second, it is the quality of schooling that really counts; economic growth is faster when girls as well as boys learn. Empirical research finds that more gender equality in education is correlated with higher economic growth(Abbott, 2008). In addition, research concludes that years of schooling is not an adequate measure of educational progress. Instead, it is the quality of schooling that matters, Hanushek and Woessmann (2008) found that an increase of one standard-

deviation in average reading and math scores is associated with a substantial two percentage-point increase in annual GDP per capita growth, even holding constant the average years of schooling. In other words, a big portion of the benefits of girls' education come from not just being in school but learning well while there (ibid).

Third, more equal education means greater economic empowerment for women through more equal work opportunities for women and men. Education opens doors of opportunities for young women, especially when they cannot count on family wealth, property, or business connections. Women with more years of schooling are more likely to find employment, own and operate productive farms or firms, and earn higher wages. In Kenya, for example, more education (and more inputs) for female farmers relative to male farmers increases farm yields by as much as 22 percent (Quisumbing, 1996).

Fourth more educated girls and young women are healthier—and as adults they have healthier children. A child whose mother can read is 50 percent more likely to live past age five. Indeed, the global decline in child mortality has been traced to increases in mothers' schooling, even after controlling for household income. Gakidou et al. (2010) estimate that, of the 8.2 million fewer deaths of children aged 5 years and below around the world between 1970 and 2009, one-half of the decrease can be attributed to the global increase in the schooling of women of reproductive age.

Fifth, more educated mothers have more educated children, especially daughters. Numerous empirical studies have shown that mother's education is critical for investments in the human capital of the next generation. For example, in India, children of more literate mothers study nearly two hours more a day than children of illiterate mothers in similar households (Behrman et al., 1999).

Sixth, more educated women are better able to protect themselves and their families from the effects of economic and environmental shocks. More educated mothers are able to protect their children's welfare during economic or environmental crises through a higher quality of care and their greater ability to mitigate adverse shocks, such as food price changes, that might reduce food intake. Finally, education is valuable for girls in and of itself. In the words of UrvashiSahni, an Indian girls' education activist, "even without all of the 'developmental and economic

goodies' that come from girls' education, we should care about educating girls because it is inherently valuable to them and is their right" (Sahni, 2015).

An examination of the above reasons point to the critical importance of providing access to education for girls and reinforce the argument that the more girls are educated in higher institutions the more they are able to reduce the human security challenges they face.

In Ethiopia, the Jewish Joint Distribution Committee which is a Jewish nonprofit organization has been providing scholarships for girls in higher education to empower them thereby ensuring their future in the job market.

This study therefore evaluates the impact of the JDC scholarships for girls in Higher education with a view to assessing its contribution to human security of the beneficiaries.

1.2 Rationale of the Study

The enormity of the human security challenges faced by girls especially in the developing world has led to largely uncoordinated attempts at addressing the challenges by governments and nongovernmental organizations. The results of the interventions can be seen in the overall decrease in human security of the girl child. However, while nongovernmental organizations often undertake project evaluations of their projects by examining the quantitative results such as number of beneficiaries as well as those who completed their studies under the projects, there are very few studies which examine the qualitative results of the beneficiaries. This study aims to undertake a qualitative study of the beneficiaries with a view to examining the human security results of those who have benefitted from the programmes. The study will contribute to a better understanding of the link between providing funding for girls education and human security.

1.3 Statement of the Problem

For over a thirty year period the Jewish Distribution Committee secured funding from the Osher foundation through its project for the future to provide financial assistance to young women who cannot enroll in institutions of higher education because of their disadvantaged economic situations. The objective of the project was based on the fact that women's social and economic conditions and their education in particular are key factors in reaching sustainable development.

This issue is very strongly felt in Ethiopia where women's access to higher education is minimal. The number of female students in Ethiopian schools is much lower than the number of male students. Considering that fact that girls minimal access to higher education is a threat to their human security, this study evaluates the role of the beneficiaries of the programme within the context of human security.

1.4 Research Questions

The study will examine the following research questions:

1. What are the human security challenges faced by girls in Ethiopia as a result of inability to access higher education?

2. How does the Jewish Distribution Committee project to provide financial assistance to Girls in Ethiopia contribute to Girls education?

3. How have the beneficiaries of the Jewish Distribution Committee's project improved their livelihood as a result of the education attained through the programme?

4. What lessons can be learnt by other nongovernmental organizations working to address girls' education deficiency in Ethiopia

1.5 Objectives

1.5.1 General Objective

The overriding objective of the study is to evaluate the role the Jewish Distribution Committee's programme to provide access to higher education for girls in Ethiopia and its contribution towards improving human security for girls.

1.5.2 Specific objectives

The study has the following specific objectives:

- To identify the human security challenges faced by girls in Ethiopia as a result of the limited access to higher education

- To analyze the roles played by the Jewish Distribution Committee's in providing access to higher education for girls in Ethiopia
- To evaluate the role of the access to education of the beneficiaries in improving their livelihoods
- To illustrate lessons which could be learnt by other nongovernmental organizations working in the area of improving girls education

1.6 Significance of the study

Educating a girl is one of the best investments her family, community, and country can make. We know that a good quality education can be life-changing for girls, boys, young women, and men, helping them develop to their full potential and putting them on a path for success in their life. We also know that educating a girl in particular can kick-start a virtuous circle of development. More educated girls, for example, marry later, have healthier children, earn more money that they invest back into their families and communities, and play more active roles in leading their communities and countries (Farah.H & Shital.M, 2013).

There are about 80 countries where progress on girls' education has stalled. These countries did not meet the Millennium Development Goals related to education. They are stuck in an education bog still struggling to enroll all girls and boys in primary schools and close the gender gaps between boys and girls at both the primary and secondary levels. There are additional 30 countries that have successfully enrolled girls and boys in primary and secondary education but are trapped in low-quality learning. They are struggling to ensure that girls and boys master foundational skills such as basic literacy, numeracy, and science concepts. Access to higher education is important for the future lives of girls and boys, but it is also an especially important ingredient in the virtuous circle of development that comes from girls' education. (DFID,2005, as cited in JDC, 2011).

Therefore this study reviews the progress in girls' access to higher education through a programme funded by the Jewish Distribution committee and how those who have benefitted from the programme have improved their livelihood and attained human security. The lesson of the programme reveals the work that remains to be done, and strategies for success. The study is intended to illustrate that government, international development agencies, and civil society

organizations have supported a variety of programs that have made a difference in both large and small ways.

1.7 Scope of the Study

While there are several nongovernmental organizations, international organizations, as well as the government have initiated several programmes to provide access to education for all, the study limits itself to the evaluation of the specific project of the Jewish Distribution Committee to provide access to higher education for girls in Ethiopia. The study is limited to this program as a result of its very specific nature and focus with a view to eliciting best practices in dealing with a very critical problem facing many developing countries of the world including Ethiopia.

JDC has been involved in various sectors including provision of education service, health services and water development activities in Wolliso, Amhara and Addis Ababa Regions. However, the study limits itself in investigating JDC girls education project in Addis Ababa.

The project have been implemented mainly in St Luke's Hospital College, Gondar Medical College of Health Sciences (University of Gondar),Unity University. This research only evaluates the girls' education project which is implemented at Unity University, Addis Ababa.

 JDC is a Non-Governmetnal International Relief and Development Organizqation engaged in promoting development and relief programs in Etiopia for over the 30 years. Nevertheless, the researcher is interested in assesing the Project work from 2000-2015.

1.8 Limitations of the Study

The anticipated challenges of this study which provided limitations include the difficulty in tracing the beneficiaries of the project. In surmounting the problem, the researcher focused on the beneficiaries resident in Addis Ababa and those who are still studying at higher institutions.

Chapter Two

Literature Review and Theoretical Framework

This chapter deals with two critical aspects of the research notably the literature review and theoretical framework. The Literature review critically examines the relevant academic discourses related to the issue of women empowerment especially as it relates to human security. Creswell (2008) describes the exercise of literature review as a written summary of journal articles, books and other documents that describe the past and current state of information and literature and categorized into topics based on their relevance to the proposed study.

The second part of the chapter places the study within a theoretical framework with the purpose of understanding the basis for disempowerment of girls and what explains their lack of access to higher education. This may help the reader understand the basis for intervention by NGOs such as the Jewish Distribution committee in providing financial assistance to girls in Ethiopia to attain higher education.

2.1 Literature Review

2.1.1 Human Security, Empowerment, and Education

Human security is an emerging paradigm for understanding global vulnerabilities (Ecoma Alaga, 2011). It presents a profound shift of focus towards putting the security of the individual in the centre of our concern. Human security can be seen as a way to re-arrange international priorities in order to address comprehensively complex situations of human suffering and insecurity, undermined safety, dignity and well-being of the individual human being (Wolfgang.B,Olfgang.B etal, 2002). In its broadest sense human security embraces far more than the absence of violent conflict. It encompasses human rights, good governance, access to education and health care and ensuring that each individual has opportunities and choices to fulfill his or her own potential(CHS,2003).

Human security naturally connects several kinds of freedoms such as freedom from want and freedom from fear, as well as freedom to take action on one's own behalf (CHS, 2003).

Fostering people's ability to act on their own behalf and on behalf of others differentiates human security from state security, from humanitarian work and even from much development work. Empowerment is important because people develop their potential as individuals and as communities. Strengthening peoples' abilities to act on their own behalf is also instrumental to human security. People empowered can demand respect for their dignity when it is violated. They can create new opportunities for work and address many problems locally. And they can mobilize for the security of other (ibid).

Supporting people's ability to act on their own behalf means providing education and information so that they can scrutinize social arrangements and take collective action. Educational deprivations are particularly serious for human security. Without education, men and especially women are disadvantaged as productive workers, as fathers and mothers, as citizens capable of social change.

Thus, Educating girls and women are one of the most effective ways of promoting human security. It helps to make communities and societies healthier, wealthier and safer, and can also help to reduce child deaths, improve maternal health and tackle the spread of HIV and AIDS..... It underpins the achievement of all the other MDGs. Education has also a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation (DFID, 2015).

2.1.2 Women and Education

Rupali Sharma and Zia Afroz (2014) have argued that for centuries, women were treated as less than equal to men in many ways. Women were not allowed to vote, own property, or work in many jobs. This situation is due to strong addiction to culture and tradition. Such patience is exercised not only for the sake of society and children, but also due to lack of confidence to live as a single woman and face the challenges of life.

Education's importance has been emphasized by a number of international conventions, including the Universal Declaration of Human Rights and the Programme of Action of the

1994 International Conference on Population and Development (UDHR, 1948).The Fourth World Conference on Women, held in Beijing in 1995, recognized that women's literacy is key to empowering women's participation in decision making in society and to improving families' well-being. In addition, the United Nations has articulated the Millennium Development Goals (MDGs), which included goals for improved education, gender equality, and women's empowerment. The MDGs emphasized education's essential role in building democratic societies and creating a foundation for sustained economic growth.

According to UNESCO (2002) Education contributes directly to the growth of national income by improving the productive capacities of the labor force. A recent study of 19 developing countries, including Egypt, Jordan, and Tunisia, concluded that a country's long-term economic growth increases by 3.7 percent for every year the adult population's average level of schooling rises.

Willem van Eeghen and Kouassi Soman (2003) argue that, education is a key strategy for reducing poverty, especially in Africa in general and Ethiopia in particular, where poverty is as deep as in other developing regions. According to the United Nations Population Fund, countries that have made social investments in health, family planning, and education have slower population growth and faster economic growth than countries that have not made such investments.

According to Moghadam (2001) in an increasingly open global economy, countries with high rates of illiteracy and gender gaps in educational attainment tend to be less competitive, because foreign investors seek labor that is skilled as well as inexpensive. Various global trends pose special challenges to women who are illiterate or have limited education. Economies' export orientation and the growing importance of small and medium-sized enterprises create opportunities for women, but women need the appropriate education and training to take full advantage of these opportunities.

To reinforce the above Mensah and Kiernan(2010) argue that where absolute poverty rates are not so much of a consideration in higher income countries low economic status also has an impact on gender equality in education. Research conducted in the UK in 2010, for example,

found that relative socio-economic disadvantage has a negative impact on educational achievement.

Furthermore, this effect is greater for boys than for girls. For example, boys whose mothers lack qualifications, live in poor quality housing or whose mothers began childrearing at a young age (proxies for lower socio-economic status) are increasingly disadvantaged in terms of education, compared to girls from similar backgrounds. The authors argue that gender differences in educational achievement is likely influenced by the socio-cultural aspects of the family environment, as measured by mothers' education, age and quality of the local area environment, rather than to the level of family resources.

2.1.3 Importance of Education for Women

Barbara Herz and Gene B. Sperling (2004) have provided very compelling reasons regarding why education is important to women. They argue that education empowers women and girls especially as it improves their chances of economic and personal chances which allow them to make healthier choices for themselves and their families.

Furthermore they argue that, there are benefits to girls' education which include not only the reducing the impact of HIV/AIDS, but reduction of poverty, improvement of the health of women and their children, delay of marriage, reduction of female genital cutting, and increase in self-confidence and decision-making power. More so on average, for a girl in a poor country, each additional year of education beyond grades three or four will lead to 20 percent higher wages and a 10 percent decrease in the risk of her own children dying of preventable causes.

On the issue of health, D. Abu-Ghaida and S. Klasen (2004) explain that education Contributes to Improving Child Survival and Maternal Health. According to them a child born to an educated mother is more than twice as likely to survive to the age of five as a child born to an uneducated mother. They further contend that educated mothers are 50 percent more likely to immunize their children than mothers with no schooling. Women with six or more years of education are more likely to seek prenatal care, assisted childbirth, and postnatal care, reducing the risk of maternal and child mortality and illness. Education Helps Reduce Hunger. Expanding education for girls is one of the most powerful ways to fight hunger.

According to the Hunger Report (2005) published by the UNFPA, gains in women's education made the most significant difference in reducing malnutrition, out-performing a simple increase in the availability of food. A 63-country study by the International Food Policy Research Institute (IFPRI) found that more productive farming as a result of female education accounted for 43 percent of the decline in malnutrition achieved between 1970 and 1995. The report indicates that Crop yields in Kenya could rise up to 22 percent if women farmers had the same education and inputs (such as fertilizer, credit, investment) as men farmers.

The Global Campaign for Education Report indicates that education Contributes to the Fight against HIV/AIDS. It submits in no uncertain terms that educated people are healthier people. HIV/AIDS infection rates are halved among young people who finish primary school. If every girl and boy received a complete primary education, at least 7 million new cases of HIV could be prevented in a decade. This argument is reinforced by a Ugandan study which showed that rural Ugandans with secondary education have a 75 percent lower rate of HIV infection than those with no education.

2.1.4 Girls Education in Ethiopia

UNESCO's Education for All Report (2015) indicates that despite progress, Ethiopia's education indicators are still poor and below Sub-Saharan averages. Ethiopia is ranked 126th out of 127 countries in the Education for All (EFA).

UNESCO's Ethiopia EFA Profile (2012) indicates that Ethiopian boys have more access to education than Ethiopian girls. As the greatest disparity can be found in secondary education and adult literacy, action must be taken in order to eliminate the gender gap in these areas. According UNESCO for every 100 boys enrolled in secondary education there are approximately 77 girls only.

Over a period of three years the EFA (2015) profile for indicates rapid improvements in gender parity in access to education in Ethiopia as demonstrated by the table below

Level	Male	Female	Both	% of Female	Gender Parity Index
Grade 1 Net Intake Rate (NIR)	108.8%	102.3%	105.6%	-	0.94
Net Enrolment Rate at primary 1-8	95.1%	90.1%	92.6%	-	0.95
Gross Enrolment Rate at primary 1-8	104.8%	97.8%	101.3%	-	0.93
Gross Enrolment rate at secondary 9-12	40.4%	38.0%	39.3%		0.94
Enrolment at Higher Education (HE)	-	-	593,049	30.3%	0.43

UNESCO EFA Report 2015

The UNESCO EFA Report (2015) also shows that the number of female drop-outs is high in the country, especially in the transition from primary to secondary education. In 2015, only 41% of girls survived to the last grade of primary education and there were only 30% enrolled in secondary education.

Poverty is one of the main barriers to girls' and women's education. Socio-cultural factors such as social norms and traditional practices about the role and position of women in Ethiopian society, gender-based violence, early marriage and teenage pregnancy, are affecting girls' and women's access to and completion of education.

UNESCO Global Monitoring Report (2011) indicates that there are also various school-related factors affecting educational opportunities for girls. For example, the lack of motivated and gender-sensitive teachers, of girl-friendly school environments, the absence of targeted interventions to support girls and quality education, as well as long distances to schools, all affect negatively the chances of girl's access to and retention in secondary education.

Educating girls and women is extremely important to the wellbeing of individuals and households, and to the development of nations, having what UNICEF calls a "multiplier effect". Data from UNESCO shows that educated women are healthier, earn higher incomes, are more independent, more aware of their rights, marry later and have fewer children. Since women

reinvest substantially more of their incomes into their families (90% versus 30-40%% for men) these positive effects transmit across generations and to communities at large.

In Ethiopia, the Ministry of Education stated that between 2010 and 2011, 2.1 million girls aged11-14 were out of education, with 59% being from the Amhara and Oromiya regions. Drop-out rates for grade 1 are significantly higher in these regions than across the nation (37% versus 19.2%) and the difference between male and female enrolment shows a gap of around 10%.

In 2014 the Ethiopian Ministry of Education conducted a primary research into the 'Barriers to Girls Education'. The research identified some of the following barriers to female education, including:

- Household workload demands
- Low value attached to female education due to fewer employment opportunities for women
- Shortage of female-specific facilities e.g. separate sanitation
- Safety concerns due to distance from secondary schools
- Lack of female teachers and role models in secondary schools

Against this backdrop the Ethiopian government as well and international development partners such as UNESCO, UNICEF. SIDA and a whole lot of nongovernmental organizations have implemented numerous aggressive measures towards tackling this challenge.

2.1.5 Interventions towards Education for Girls in Ethiopia

The need to deal with the challenge of gender gaps in access to education is a serious issue which has preoccupied both the Ethiopian government and external development partners.

2.1.5.1 Ethiopian Government Interventions

Ethiopia is amongst the poorest and most educationally disadvantaged countries in the world. Based on 1993/94 data when the primary gross enrolment ratio (GER) was just 30 percent for boys and 19 percent for girls, it was predicted that 'in spite of recent enrolment increases, with no other changes to admission rates or to progression rates within the system, by 2008/09 almost

two-thirds of the school-aged population would still remain out of primary school, and the gender gap would worsen.

According to Paulin Rose (2003) since then, considerable efforts have been made to improve access to schooling and, in particular, to target girls' enrolment. In addition, political will at the highest level has been evident, an important ingredient to ensure the success of gender interventions in education. The government of Ethiopia, cognizant of lessons learned from the past, has prioritized education quality improvement during the period 2008/09-2014/15.It aims to improve education quality by continuing to implement and strengthen the General Education Quality Improvement Programme (GEQIP). UNICEF is providing support to GEQIP through the Learning and Development Component, to support school-based interventions that focus on learning and on achievement of learning outcomes.

According to the Ethiopian Ministry of Education (2010) the key result of this assessment project is that by 2015 'teachers, supervisors and other education personnel effectively use classroom-based assessment system at pre-primary through the first cycle of primary including the Alternative Basic Education (ABE) equivalent for an increased percentage of learners, girls and boys, demonstrating a mastery of the Minimum Learning Competencies (MLCs) at each grade level.'

The primary activities which will contribute to the achievement of this result include the revitalization of classroom-based assessment (using MLCs) and capacity development of teachers and supervisors to reinforce 'assessment for learning' strategies. Support is also provided for development of gender-responsive supplementary teaching and learning materials. Studies have been undertaken to generate data on selected indicators that will help establish a benchmark for measuring learning and assessing the achievement of learning outcomes, gauge the extent to which children are excluded from the education system, and to identify the key factors that contribute to the persistence of this situation and the likes.

According to the FDRE (2002) it is also important to recognize the considerable diversity in access to schooling in different parts of Ethiopia. Under-enrolment is very much a rural phenomenon, with a GER of over 100 percent for both boys and girls in urban areas, although only three quarters of school-aged children are enrolled. Thus, there is no gender gap in

enrolment in urban areas. Enrolment for both boys and girls is considerably lower in rural areas and a gender gap is evident, with only one-quarter of school-aged girls enrolled in primary school compared with 31 percent of boys.

Yelfign (2003) argues that since only a small proportion of children complete the primary cycle, the transition to secondary schooling is relatively high (95 percent of boys and 86 percent of girls who complete primary school continue to the secondary level) (MOE statistics). However, only a gradual increase in secondary enrolment is evident, compared with a considerably faster rate of change at the primary level. A similar pattern to the primary level of a widening of the gender gap as overall enrolment increases is also apparent at the secondary level.

According to the Ministry of Education (2012) Female enrolment at the tertiary level has comprised a very small proportion of total enrolment at the undergraduate level (only 16 percent in 2001/02), and the number of female postgraduates is negligible, with only 99 females enrolled for a postgraduate programme in 2001/02 compared with 1248 males.

On the one hand, the very small numbers of females progressing to higher levels of education is likely to be partly due to a time lag given the historical small numbers of females in lower levels of the education system. On the other hand, the limited number of highly educated females means that female role models will continue to be in short supply for the foreseeable future. The low numbers of female role models is also evident in the education system itself, with fewer female than male teachers even at the primary level. One-third of female teachers are teaching in grades 1-4 in urban areas (where they comprise half of total teachers), while female teachers only make up 11 percent of all teachers in grades 5-8 in rural areas (MOE statistics, cited in Yelfign 2003). Thus, female teachers are least available in higher grades in rural areas where it is likely that they would be in the strongest position to encourage girls to continue with their schooling when they reach puberty, and to be a role model for older girls who otherwise might think that there is little point for them to continue with schooling given the limited post-school opportunities available to them.

In conclusion, cognizant of the important role women have to play, the Government of Ethiopia has put into place a variety of strategies designed to increase female participation rates in education and consequently in the overall development process. There is a consensus of opinion

that the development targets in the country cannot be achieved with the continued marginalization of women as a group. In the last few years much effort, time and money was spent in fully apprehending the big picture of disadvantage of girls and women in the country. The Government has been striving to fill the gender gap and open access to education for girls and women at various levels of the country's education system.

The efforts of the Ethiopian government commitment to achieving gender parity in education can be seen in the Amhara region where the gender gap in educational participation has been closed in primary education and significant improvement in subsequent levels as a result of various innovative approaches adopted by the region. Among these, the establishment of the "Girls' Education Forum" is the most noticeable one. This was established as an inter-sectoral entity that comprises the head of the head of education bureau (chairperson); head of women, youth and children bureau (deputy chairperson); regional women's association chairperson (member); regional teachers' association women's team leader (member); regional council's women's affairs standing committee chairperson (member); presidents and deans of universities and colleges operating in the region; CSOs working on girls' education; and gender office focal person in regional education bureau. Such structure has been cascaded down to the woreda/district level in governance structure of the region. The forum has been aggressively working in close collaboration with schools, parents, and community leaders by devising appropriate strategy that encourages opening access to education of school-aged children in general that of girls in particular. Among other activities the forum sensitizes parents and school teachers towards girls' education, condemns early marriage, conducts house-to-house search to bring back those children (particularly girls) who dropped out of school and ensure the continuity and survival of girls' education (UNESCO EFA Report, 2015:24-25).

2.1.5.2 Gender and Human Security

Gender analyses take into account perspectives and behaviors of women and men, boys and girls, and are a corrective to gender-bias in either direction. These may or may not draw upon feminist analyses. In relation to human security, (Simone Wisotzki, 2003) stressed that "underlying gender hierarchies and their relevance for shaping societal practice must be made visible, and alternatives to overcoming insecurities have to be developed." For example, in developing

programs and policies, analyzing potential effects upon both genders is crucial because men and women experience the erosion of security differently. Effects of Women's Inequality Girls and women experience human insecurity differently from men and are subject to gender hierarchies and power inequities that exacerbate their insecurity. Because of their lower status, girls and women are less able to articulate and act upon their security needs, as compared with boys and men. A 1994 United Nations Development Program (UNDP) report noted: "In no society are women secure or treated equally to men. Personal insecurity shadows them from cradle to grave…And from childhood through adulthood they are abused because of their gender."

Holzner and Truong argued that all forms of human (in)security are gendered, even though their manifestations, patterns and degree of intensity may be specific and context dependent, (as cited in *Susan McKay, 2004)* because social structures, practices and symbols in societies are gendered. As noted by (Ulf Kristofferson, 2000), Humanitarian Coordinator of the Joint United Nations (UN) Program on HIV/AIDS, Whether it is economic security, food security, health security, personal or political security, women and young girls are affected in a very specific way due to their physical, emotional and material differences and due to the important social, economic, and political inequalities existing between women and men. For example, in many parts of the world, women and girls are fed less than men and boys, have fewer opportunities to secure an economic livelihood, and receive less education than boys.

Inequalities also threaten girls' and women's health, an essential component of their security, and increase their vulnerability to HIV/AIDS. (Beth Woroniuk,1999) drew attention to key gendered dimensions that have been missing within human security discussions, notably; violence against women, gender inequality in control over resources, gender inequality in power and decision making, women's human rights, and women (and men) as actors, not victims. (Erin Baines, nd) questioned how central an agenda gender-related violence should be within human security discourses and pointed to the potential danger of privileging women over men, given the persistent lack of masculinist analyses. He further point that masculinist analyses of human security deserve far greater attention is an important one. However, given women's low status worldwide, the inequality of and the profound influences of patriarchy on women's ability to attain equality, the risk of privileging girls' and women's human security over boys' and men's seems remote and, even, implausible. Further, scant evidence exists that feminist analyses have

been mainstreamed into international debates about human security. Instead, sophisticated and insightful feminist analyses are usually ghettoized within feminist international studies and the academic literature of sister disciplines.

Post-conflict societies merit special attention in terms of how well they meet girls' and women's human security needs since they are not very peaceful and are subject to pervasive lawlessness, social dislocation and, often, intense violence. Within the context of contemporary armed conflicts and during post-conflict, women and girls suffer disproportionately due to the gender-specific effects of contemporary conflicts. Also, they are neglected within disarmament, demobilization, and reintegration (DDR) processes because they are not recognized as combatants or are viewed simplistically as camp followers or "wives" of rebel commanders.

2.2 Theoretical framework

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. In this case this research is anchored on two theories namely liberal feminism which explains the conceptual understanding as to why gender differences should not matter in providing access to girls in higher education and the concept of gender security.

2.2.1 Liberal Feminism

Theoretically, this study on gender inequality especially in access to education in African countries can be well understood within the context of various feminist theories such as liberal feminism, radical libertarian feminism and radical cultural feminism. With regards to liberal feminism it claims that gender differences are not based in biology, and therefore that women and men are not all that different their common humanity supersedes their procreative differentiation. The theory contends that since women and men are not different, they should not be treated differently under the law. Women should have the same rights as men and the same educational and work opportunities.

Liberal feminists focus has been concerned with visible sources of gender discrimination, such as gendered job markets and inequitable wage scales, and with getting women into positions of authority in the professions, government, and cultural institutions. Liberal feminists usually use important weapons such as antidiscrimination legislation and affirmative action to fight gender inequality, especially in the job market. Affirmative action calls for aggressively seeking out qualified people to redress the gender and ethnic imbalance in work.

Furthermore radical libertarian feminists believe that femininity and reproduction limit women's capacity to contribute to society. Women should essentially be androgynous. Radical-Libertarian feminists like to violate sexual norms and believe that women should control every aspect of their sexuality. They also advocate artificial means of reproduction so that less time is devoted to pregnancy and more time is devoted to worthwhile things. They are strong promoters of abortion, contraceptives and other forms of birth control. One of the only means woman can have this control is through education. This has been noticeable in the reduced number of births especially by educated woman as opposed to uneducated women.

Finally within the framework of cultural feminism there is the belief that there are fundamental, biological differences between men and women, and that women should celebrate these differences. Women are inherently more kind and gentle. Cultural feminists believe that because of these differences, if women ruled the world there would be no more war and it would be a better place. Essentially, a women's way is the right and better way for everyone. Western society values male thought and the ideas of independence, hierarchy, competition and domination. Females values ideas such as interdependence, cooperation, relationships, community, sharing, joy, trust and peace. Unfortunately, says the cultural feminist, these ideas are not valued in contemporary western societies.

Over and above all the theoretical explanations poverty has been identified as one of the fundamental challenges for access to girls to higher education in Ethiopia. Therefore within the context of liberal feminism the deliberate intervention of the Jewish Distribution committee to seek out girls and provide them with financial assistance which enables them to attain higher education is an affirmative action method to enhance the education of girls in Ethiopia.

2.2.2 Feminist Critiques of Human Security

Whereas gender disparities in human security provides an important level of analysis, the primary interest of feminist analyses is to make women's perspectives visible - to gather and interpret information from the standpoints of girls' and women's diverse experiences in order to affect policy making in regard to women's rights. Feminist analysts' larger referents are human security discourses and androcentric biases. They bring to the forefront girls' and women's experiences to emphasize that removing gender-linked insecurities, such as unequal social relationships, are critical to women's security.

Feminist analysts accept as true that patriarchal assumptions and actions privilege men and are globally endemic - although these vary by race, class, culture, and Euro-American, non-Western, and other perspectives. Reiterating this perspective, (Gunhild Hoogensen,2003) emphasized that security should be defined by those who are least secure: "Feminisms, including western, non-western, and indigenous feminisms, offer powerful arguments articulating voices of the insecure, and deserve to be heard and responded to by mainstream sources."

A key feminist question about human security is "whose security is emphasized and how?" The feminist answer is that boys' and men's security is prioritized over that of girls and women because of sexism whereby women and girls are discriminated against because of their gender. Yet, even when acknowledged, this question must continually be reintroduced because it is easily forgotten within typically, A Feminist Analysis masculinist-dominant human security discourses. Other feminist questions are, "how do ordinary women define human security as compared with prevailing meanings?" and "what forces in a nation or community create, reinforce, and maintain gendered conditions of human insecurity, and what are these?" In their critiques, feminist scholars assert that human security must privilege issues of physical, structural, and ecological violence rather than military security. Also, their critiques underscore interrelationships between military, economic, and sexual violence. Envisioning a global security that takes into account both state security and the security of individuals and their natural environment, (J. Ann Tickner, 1992) encapsulated the ways in which feminist critiques diverge from traditional masculinist notions of human security.

Feminist perspectives on security start with the individual or community, rather than the state or the international system. Rejecting universal explanations that, they believe, contain hidden gender biases, since they are so often based on the experiences of men, feminists frequently draw on local interpretation to explain women's relatively deprived position and their insecurity feminists seek to uncover how gender hierarchies and their intersection with race and class exacerbate women's insecurities.

Similarly, Erin Baines observed that, "Feminists offer not only important data on the security of the individual but also fresh new perspectives into the nexus of the individual and structures of violence at the local, national and global level." Feminist critiques of threats to women and girls' human security consequently raise awareness about missing pieces within the prevailing human security discourse.

They eschew reductionism or piecemeal approaches by considering all constraints that prevent girls and women from attaining human security. Baines identified three central themes emerging from feminist scholarship on human security: impacts of armed conflict on women, gender relations, and gender roles; ways international humanitarian interventions and peacekeeping operations widen or diminish unequal gender relations; and women's absence from decision making positions that are central to peace-building.

2.2.2 Gender Security

The theory of Gender Security is based on a number of true sentences (axiom) and a conclusion. *Axioms:* Religious and humanitarian doctrines emphasized on the principle of social justice and equality between human beings and their importance in building a human society. Human beings enjoy basic and natural rights which no one can take away. Humanity is still affected by violence as a way of life or a tool of communication. The issue of violence against women emerged on the agenda of many organisations, governmental and non-governmental, as a major obstacle to achieve equality, development and peace. Human development is related to all economic, social and cultural interaction between society`s members. Gender equality is essential and important for human development. Gender based efforts have to be made to strengthen the social relationship between women and men.

In conclusion, people have the rights to live in dignity, responsibility, justice, and freedom, as a matter of course both man and women have to participate effectively to ensure security, human rights and human development. Gender security incorporates that set of requirements and agreements between men and women, necessary to understand the need for feminist perspectives into decision-making process. This is mainly to create the merit willingness of women to advance in positions of decision.

<p style="text-align:center">Chapter Three</p>

Methodology

This chapter describes the procedures that were used to collect data, to evaluate the nexus between the Jewish Distribution Committee's programme to provide access to Girls to Higher Education in Ethiopia and the link to Human Security

It includes a description of the research site and the units of analysis, the study sample and sample selection procedures, the methods of data collection and the data analysis technique.

The study used a case study approach to analyze the project and explore how the beneficiaries of the project have improved their livelihoods by having access to higher education. The case study approach provided the researcher with an in-depth understanding of the problem, especially, taking into account the challenge faced by girls in Ethiopia to access higher education.

The case study approach is scientifically beneficial in its ability to open new discoveries (Shaughnessy & Zechemeister, 1990). In this case it further discovers the far reaching implications of an organization with institutional capacity but without the financial power to carry out its mandate.

3.1 Research Site

In order to have a comprehensive understanding of the research problem, the researcher made efforts to collect data from officials from the Ethiopian Ministry of Education, international agencies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF) and the Jewish Distribution Committee which is implementing the Access to Education for Girls in Ethiopia as well as other nongovernmental organizations working to address gender gaps in access to education in Ethiopia.

3.2 Instrumentation

This study was conducted using Qualitative research method because the method is very practical for assessing complex natured phenomenon or when comprehension of a singular focused programme such as gender access to education is needed (Creswell, 2007).

Qualitative Research is an inquiry approach in which the inquirer explores a central phenomenon (one key concept); asks participants broad, general questions; collects detailed views of participants in the form of words or images; analyzes and codes the data for description and theme; interprets the meaning of the information drawing on personal reflections and past research; and writes the final report that includes personal biases and a flexible structure (Clark, 2004).

This method gives more space for tractability of inquiries, aims and plan of the study; since the major aim of this approach is to investigate the nature of a certain situation under study, its helps in the articulation of policies or to comprehend the phenomenon (Kumar). Usually, in qualitative approaches, variables exist and the outcome of the survey must "establish the variation within the phenomenon and situation without measuring in figures (Ibid). According to Denzin and Lincoln qualitative research "does not belong to a single discipline...[AND]…there are no distinct set of methods or practices that are entirely its own….applies semiotics, narrative, content, discourse, archival and phonemic analysis, even statistics, table, graphs, and numbers" (Lincoln, 2005).

Qualitative data collection methods such as key informant interviews and the examination of secondary data formed the core of the data collection methods. Key informants from the Ethiopian Ministry of Education, UNICEF, UNESCO and the beneficiaries of the programme were interviewed at all levels of the research project to gain in-depth qualitative information.

This approach is a traditional method of social science for extracting information through well placed individuals in the society and institutions. It is part of the ethnographic approach, often used in situations where access to official records or data is weak or non-existent. Where official records exist, it is used to gain further insight by questioning key people about specific problems and challenges (Kaufman, S, ed.2005).

Social scientists also use the approach within the field of social interactionist or ethno-methodological research. Key informant interviews consisted of asking questions that are semi-structured or open, allowing detailed, full answers from respondents. This approach contrasts with quantitative questionnaires which allow only controlled and structured responses within narrow parameters (Marvasti.B, 2004).

Furthermore, audio-taped interviews were typed and transcribed. Information was filtered and analysed using content analysis with validation checks applied through all the phases to ensure the highest levels of accuracy. Information which was unclear or missing were clarified or collected by returning to informants and reviewing issues and concepts. A combination of methods was employed during data processing including content analysis (Creswell, 2007).

3.2.1 Sampling Technique, Sample Size

The sampling technique adopted in this study was purposive sampling. Purposive sampling technique is a type of non-probability sampling where the researcher consciously selects particular elements or subjects for addition in a study so as to make sure that the elements have certain characteristics pertinent to the study. It normally targets a particular group of people. In this study, the researcher targeted girls who had benefitted from the programme implemented by the Jewish Distribution Committee and have attained higher education as a result of the project and how these girls have improved their human security needs. The researcher also targeted the officials of the Jewish Distribution Committee and Education specialists at UNESCO and UNICEF.

The sample size interviewed was made up of twelve interviewees. They included officials from the Ethiopian Ministry of Education; Officials of the Jewish Distribution Committee; Officials of UNESCO, officials from UNICEF and the beneficiaries of the project to provide financial assistance to girls in Ethiopia for access to higher education. The interviews were guided by research questions framed by the researcher.

The researcher employed open-ended questions which gave participants the chance to provide their individual responses instead of selecting their answers from ready-made choices. This method helped the researcher to answer questions in order to produce findings with no

predetermined responses and also to understand a given research problem from the perspectives of the population it involved.

In-depth interviews had both structured and flexible questions to be asked simultaneously. It created a window of opportunity for the researcher to introduce and acquire information that may not have been planned for during the preparation of the questions. Moreover, in-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences.

The sources of the secondary data for the study were books, journal articles, reports from Ethiopian Ministry of Education, UNICEF, UNESCO UNFPA and JDC. The secondary data was utilized in reviewing the works of other researchers. The secondary data along with the primary data helped gather evidences and will provide answers to the research questions.

3.2.2 Data Analysis Technique

The manner of data analysis was prudent and systematic in the organization and interpretation of the collected data. It's aimed at responding to the research questions and attaining the objectives that were predetermined. It employed descriptive e and explanatory method in order to allocate the data as to the focus of the study and to explore the existing phenomena in light of the study. Primary data was analyzed using descriptive or explanatory methods; while secondary data was analyzed using content analysis (Clark, 2004).

Likewise, discussions were based on data gathered that proved or rebutted the descriptions given. Extracted narratives from original texts on the subject of the study were used to show the originality and resourcefulness of the research findings with additional illustrations derived from the data gathered from primary sources. Hence the study employed primary and secondary data complementarily. Data was validated using triangulation, i.e. using different techniques of gathering data from different sources.

3.2.3 Selection of Case Study

The selection of the case study was based on the following reasons:

- In spite of the collaborative and deliberate efforts by the Ethiopian government, International Organizations such as UNICEF and UNESCO girls in Ethiopia still face challenges to access into higher education.

- The Jewish Distribution Committee Programme is an affirmative action which directly confronts the problem and if expanded can lead to a long term resolution of the challenge.

3.2.3.1 Description of the Case Study Project

For over a thirty years period, the Jewish Distribution Committee (JDC) has provided financial assistance to girls in Ethiopia to pursue higher education through a project titled "Project for the Future." The project has the overriding aim of providing young women with little or no incomes with full scholarships to complete higher education.

The project was designed to address the challenge of low access to education by girls in Ethiopia. In developing countries, women's social and economic conditions and their education in particular are key factors in reaching sustainable development. This issue is very strongly felt in Ethiopia where women's access to higher education is minimal. The number of female students in Ethiopian schools is much lower than the number of male students. This is due both to the fact that women marry very early and that many female students cannot continue their education due to economic difficulties. This poses a very serious human security challenge.

As opposed to the previous sections where the female enrollment was insignificant, their figure is showing an increasing trend during the past three decades (JDC Report 2015). This was partly because of more attention given to the rural area to have more primary schools constructed by the government and increased degree of awareness among the rural households with regard to education. Furthermore the new policy that encourages private investment in schools have also played positive role by increasing the number of enrollment in major urban centers of Regions and Addis Ababa (Ibid).

Though the in-take capacity of government-owned colleges and universities is increasing, there is a demand for more expansion of higher educational institutions. Although, the private firms contribute in reducing the burden on government owned colleges, their service is only accessible for children who belong to economically well-off families. A considerable numbers of students who do have satisfactory results in the Ethiopian national examination and yet who do not have reliable economic support are the unfortunate ones either to join higher educational institutions

or to join the private colleges due to economic constraints. Alternate means have not yet been designed to channel these disadvantaged groups of students.

Among, the unfortunate high school graduates unable to join the higher education institutions, females are the prime victims exposed to various socio-economic problems. Particularly the situation of orphaned and destitute young women is very serious. As they are not competitive in the labour market, they are likely to be forced to involve in different activities that is risky to their life. Considering the enormity of the problem, the Jewish Joint Distribution Committee initiated a project to assist higher education career of young orphaned and destitute women.

3.2.3.2 Project Objectives

- To promote the empowerment of young women and ensure their active participation in the development and poverty alleviation efforts of the country through enhancing their knowledge and skills.

- To encourage and help poor young women to build self-confidence, control their own destiny and improve their quality of life through providing higher educational support, in the short term and widening the intervention, in the long term.

3.2.3.3 The Project Location

The project area covers Addis Ababa regional Administration from where the beneficiaries of the project are selected. The project office was established at the Head Quarters of the American Jewish Joint Distribution Committee, located in Addis Ababa city Administration. The academic program is being carried out specifically at the campuses of the Unity University[1] responsible for the degree program located in Addis Ababa, Bole Kifle Ketema.

In this endeavor JDC has joined hands with Unity University to educated the underprivileged young Ethiopian women with low/no income to complete their tertiary education, enabling them to contribute significantly to their socio-economic status and the development of Ethiopia.

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[1]Unity University, the first private educational institution, was found to train the badly needed man power for the development of the nation. Towards this goal, it has set 50% of its enrolment rate to female. The "Girls Education Project" at Unity was setup in order to redress the gender imbalance in higher education.

3.2.3.3 Target group and Beneficiaries

The target group and direct beneficiaries of the project are orphaned or destitute young women who get the opportunity to improve their professions (knowledge and skills), build self-confidence, control their own destiny, find better jobs, earn better incomes that would enable them and their families lead a better life.

The communities at large also benefit from the project as a result of empowerment and increased participation of professional young women in economic and social development spheres. In addition, various agencies, locally and abroad, interested in the undertakings of similar activities and involved in gender advocacy benefit from the information disseminated, lessons drawn from the execution and achievements of the project.

3.2.3.4 Project Duration

The project activities were planned to be implemented within three years (2000 – 2005, 2002 – 2006, 2007 – 2011, 2009 – 2012, and 2012-2015). The first year of the project was a period for accomplishing preparatory tasks, such as finalizing the admission for candidates and contractual agreement processes, completing the preparatory courses, etc. and the rest three years were devoted mainly for the undertaking of the academic program, depending on the type of training program and admission time of the candidates

3.2.3.5 Activities and Targets

- Selection of young women is done by the Addis Ababa Women's Affairs Office, Girls Education Office at Unity University and the Kifle Ketema In collaboration with JDC. Selection of the candidates for the scholarship is be based on the following set criteria:

  - As per requirement of Ministry of Education

  - Must come from destitute family.(verified by the respective Kebele/ Woreda they come from)

  - Priority is given to orphans

- Process and sign contractual agreement with the educational institutions.

- Provide orientation to the beneficiaries on the general context and scope of the project, responsibilities and obligation of the implementing party, the rights of the beneficiaries and privileges they get from the project, their role, participations and contributions in the course of implementation of the project.

- Provide a total of about 123 CHRS courses/ candidate in three years period as per the standard requirement for the qualification of 1st degree program.

- Provide a one year preparatory courses before the candidates start their regular academic program.

- Provide strong two to three hours tutorial sessions at both the preparatory and the regular academic programs undertakings.

- Arrange and provide briefing sessions, seminars, workshops, etc. in collaboration with outsiders in order to widen the beneficiaries' scope of learning and vision.

- Follow up the academic performance of the students based on feedbacks from the education institutions and ad hoc reports from counselor and beneficiaries themselves.

- Purchase and provide consumable educational materials at the beginning of each academic semester and durable educational equipment as required in the course of the study program.

- Facilitate the timely flow (transfer and replenishment) of the project fund, settle all kinds of payments as appropriate and provide periodic financial utilization report to concerned body.

- Organize periodic monitoring and review meetings; provide a quarterly and annual progress reports and a terminal evaluation at the end of the project.

- Promote advocacy work among the public and disseminate information to interested partners locally and abroad.

3.2.4 Ethical Considerations

A major ethical consideration of any research is that respondents do not come to any harm as a result of their participation in the study. By its nature, this study in some ways may expose some of the respondents to the danger of losing their jobs for disclosing classified information. This was apparent in the process of data collection as some respondents overtly indicated that they would not like to be quoted by any means. Consequently, respondents were informed from the outset that participation is voluntary and further informed about the objectives of the study and what the information was required for.

All respondents were asked whether they objected to their names being mentioned or direct quotes associated to their names in the course of reporting this study. Some of the respondents objected to their names being mentioned as they are actively working for the organizations involved. Therefore the research undertook not to mention the names of any respondent in the research report. Furthermore, the researcher undertook to keep all answers to questions confidential and to provide copies of the research report to the respondents as proof that they were not overtly or impliedly identified in the

Chapter Four

Findings

4. Key Findings

Following the implementation of the project over a 15 year period, it is clear that targeting resources to girls in need and at tertiary levels where access to education for girls is minimal as a result of poverty is an effective intervention which helps in increasing enrollment for girls at tertiary education. Against this backdrop, the findings are informed by the research questions which include:

- What are the human security challenges faced by girls in Ethiopia as a result of inability to access higher education?

- How does the Jewish Distribution Committee project provide financial assistance to Girls in Ethiopia contribute to Girls education?

- How have the beneficiaries of the Jewish Distribution Committee's project improved their livelihood as a result of the education attained through the programme

- What lessons can be learnt by other nongovernmental organizations working to address girls education deficiency in Ethiopia

4.1 Key Findings

4.1.1 Human Security Challenges faced by Girls in Ethiopia as a result of their limited Access to higher education.

Ethiopian girls face critical human security challenges as a result of their limited access to higher education. This study found that, limited access to higher education leads to higher levels of unemployment for Ethiopian girls. The high levels of unemployment or lack of the capacity to be employed has multiple consequences for Ethiopia girls.

The research provides confirmatory evidence that access to tertiary education plays an important role in the lives of Ethiopian girls and directly influences the upward mobility in the careers of participants thereby addressing their human security needs. There were differences in the opinions /perceptions of participants on the issue of the government's intervention and government priority towards girls' education. They were of the view that women must pursue higher education and career by strategizing and acknowledging the support of the Ethiopian government policy of education for all and especially with the expansion of universities and the existence of government loan schemes.

Based on the interviews conducted on the beneficiaries it was clear that most of the beneficiaries faced or expected to face human security challenges in case they did not have access to higher education. The beneficiaries interviewed listed four important human security challenges faced by girls in Ethiopia owing to lack of access to higher education.

The following Human security challenges were identified by the beneficiary respondents of the projects:

1 .Economic Security: This requires an assured basic income for individuals, usually from productive and remunerative work. Without access to higher education most of the respondents indicated that it is most likely they will not be gainfully employed.

2. Food Security: Food security requires that all people at all times have both physical and economic access to basic food. While a good number of the beneficiaries were not sure regarding the direct link between access to food and access to higher education, it was clear from the interviews of the beneficiaries that some of them had at some point in their lives lacked access to food. The project provided them with finance for living expenses which included food. Therefore it is clear that the project resolved a human security challenge of access to food.

3. Health Security: Health Security aims to guarantee a minimum protection from diseases and unhealthy lifestyles. In developing countries, the major causes of death traditionally were infectious and parasitic diseases. The provision of access to higher education provided the beneficiaries an opportunity for gainful employment and saved them from potential unhealthy lifestyles such as prostitution.

4. Personal Security: This entails protection from physical violence such as domestic abuse or predatory adults. Most of the beneficiaries interviewed in this study indicated that, access to education provides them the opportunity to provide for their families and gain some level of respect. By so doing, physical violence is prevented from husbands and respect is gained from the community.

Based on the above, relevant literature supports the assertion that lack of access to education for girls in Ethiopia and in developing countries in general has the following benefits:

First, girls are more likely to resort to early marriage, early child bearing with the consequent health risks involved. This finding is supported by Gakidou et al. (2010) who estimated that, of the 8.2 million fewer deaths of children aged 5 years and below around the world between 1970 and 2009, one-half of the decrease can be attributed to the global increase in the schooling of women of reproductive age.

Second, the inability to be employed has resulted in some young women resorting to prostitution and thereby succumbing to illnesses such as HIV/Aids and early death. Education opens doors of opportunities for young women, especially when they cannot count on family wealth, property, or business connections. (Quisumbin, 1996) confirms that women with more years of schooling are more likely to find employment, own and operate productive farms or firms, and earn higher wages. In Kenya, for example, more education (and more inputs) for female farmers relative to male farmers increases farm yields by as much as 22 percent.

Third, lack of education has led to young mothers being unable to adequately provide for their children thereby leading to their children continuing with the poverty cycle. This assertion is further supported by a study in India by Behrman (1999) which indicated that, children of more literate mothers study nearly two hours more a day than children of illiterate mothers in similar households. Therefore as a result of this project, the beneficiaries are empowered and able to prevent the above mentioned human security challenges.

4.1.2 The Role of the Jewish Distribution Committee in Empowering Girls in Ethiopia

The scholarship covers the following items: Tuition, Books and stationery, monthly living expenses, medical cover, yearly clothing expenses as well as graduation. (See table below)

Five Scholarships Granted at Unity University

Project Period	Group	Scholarships Awarded to Unity University	Graduated Students	Costs of Scholarships	Working Graduates
2000 – 2005	I	30	22	893,983.53	19
2002 – 2006	II	21	10	642,808.28	9
2007 – 2011	III	15	15	687,267.55	11
2009 – 2012	IV	15	12	731,730.73	Graduated on Sept 8, 2012
2012-2015	V	15	13	1,069,350.00	

Source: AJJDC, 2015

The JDC through the project for the future has immensely contributed to empowering girls by providing access to higher education. Through this direct financial assistance a total number of 96 students have benefitted from the scholarship. The students were awarded in groups with a total number of five groups. Out of the 96 students awarded, a total number of 62 have graduated from various universities in Addis Ababa accounting for 65 % graduation rate.

Out of the 62 awardees who have graduated, a total number of 25 are either pursuing postgraduate studies or working towards attaining post graduate Degrees accounting for 40% post graduate rate. Out of the total number of 96 who have graduated 39 graduates have found gainful employment and are contributing to their family upkeep. A total number of 20 are undertaking internship which prepares them for future employment while 30 are still searching for work. It is clear that the pursuit of post graduate studies by a good number of the

beneficiaries could enhance their chances of attaining gainful employment, thereby enhancing their human security needs.

4.1.3 Impact on the livelihood of beneficiaries of the Programme

Through the interviews of the beneficiaries of the programme, there was overwhelming evidence that the livelihood of the beneficiaries was greatly enhanced through this project. For example a beneficiary enrolled at Unity University receives a total amount of Birr 71,290 over a three year period covering not only tuition, but medical and living expenses which includes clothing allowance. This has enabled the beneficiaries to study in dignity thus improving their standard of living while studying.

The impact on their livelihood can be seen in the following quotes from some of the beneficiaries during the interviews:

> The scholarship offered by the JDC provided me with a life changing opportunity which would have never been possible. I dreaded early marriage and early childbirth. I also dreaded being dependent. This scholarship has given me a life of my own and even though I am not yet employed I am hopeful of having gainful employment in the near future.

The quote above by one of the beneficiaries could not have captured the importance of the project better. During an interview with one of the beneficiaries who is pursuing post graduate studies, the respondent had this to say:

> The JDC project provided me with the needed foundation to realize my dreams. To be a postgraduate student you first need to obtain a bachelor's degree. JDC gave me the opportunity to have that degree which has made it possible to enroll for a post graduate degree. I shall be forever grateful to JDC and I hope others can benefit from this programme

Furthermore the improvement in the livelihood of the beneficiaries is well captured in another interview with a beneficiary:"The scholarship offered by JDC did not only give me education. It gave me clothes to cover my back which made me feel like a human being."Based on the above mentioned interviews, it is clear that the project played an important role in improving the livelihood of the beneficiaries who now look to the future with confidence as a result of this project.

4.14 Lessons learnt through this project

The impact of the JDC scholarship scheme for girls in Ethiopia has multiple socio-economic and cultural lessons for all stakeholders involved in the educational sector.

1. It is critical to continuously mobilize and raise public awareness of the issues of girls' education and the courses of action that may lead to improved participation in addressing the challenge. There is a dire need for a concerted effort by all stakeholders to collectively address the challenge of girl's limited access to higher education. This programme from all indications was an isolated programme with no government involvement. From the interviews some government officials while being aware of the work of the JDC indicated that they were not aware of the project and they were not involved.

2. For the sustainability of the programme it was clear that comprehensive strategy was needed to involve multiple sectors. Building constituencies takes time and needs to be done in stages: (a) involve key education stakeholders such as Ministries of Education from the beginning because reforming their sector is often the purpose of many of the efforts, (b) involve those generally supportive of education and girls' issues, and (c) reach out to nontraditional constituencies. The key to successfully involving the relevant sectors and engaging their participation over time is to ask for support in a way that appeals to their self-interest. Use the incentives (e.g., social, moral, and public relations) that make them willing to participate or contribute. Appeal to their civic duty.

3. While the programme was not aimed at effecting changes in the school participation of girls in the long term it would have been necessary to pay attention both to the national policy level and to the organizations that can affect the local community level where impacts occur; one without the other dilutes the impact. Sectors not usually involved in public education, such as businesses, can be mobilized to contribute meaningfully to the aims of increased participation and improved schools.

Within these groups, it may be strategically better to involve individual small businesses than to approach the business sector as a whole (business associations, for example); the contributions can include funds, in-kind support, and organizational skills beyond those available only in the public sector. Of public sector organizations, it is important to involve the Ministries of Education, Health, and Social Affairs as well as the Ministries of Economics and Finance that are responsible for distributing public sector resources. Often missed is the agriculture sector withies to rural areas; it can distribute resources and information and encourage local support for girls' education.

4. Mobilizing at all levels requires sensitivity to the political context; girls' education may be on the agenda of one party and not another, or it may distract from a party's political focus. Knowing how to negotiate this context may help or hinder the achievement of results; turnover in government is often a major obstacle to rapid or sustained results

5. Involving leaders at both the national and the local levels who can make decisions, set priorities, and get things done is critical; the participation of leaders who either have little time or are interested only in occupying the spotlight should be limited. 8. Involving groups with a commitment to advancing the position of girls and women is more likely to sustain interest in the objectives of girls' education over time. Involving groups that may raise obstacles or play a negative role (e.g., religious groups in some countries) should be avoided. Capitalizing on the special responsibilities, skills, and advantages of each group involved in networks gets the most out of the collaboration. Promoting girls' education requires both long- and short-term strategies. Legislation that sets a framework for girls'

Chapter Five
Discussion

Over the past decade, education for women's empowerment has been intensively discussed. The reason lies in the disappointment over the limited access accorded to women in Africa to access higher education as a result of socio-cultural considerations. The existing programmes by government and nongovernmental as well as international institutions such as UNESCO are described as unsatisfactory and sometimes limited to income generating programmes. These programmes center on areas predetermined by women's reproductive function to the exclusion of their equally important role as economic producers. The programmes often leave women disillusioned as they quickly realize that the programmes do not help improve their lives. Despite such programmes, girls empowered by some of the programmes continue to face economic hardship, double responsibility and overall social inequality.

Education for better productivity does not suffice because women need decision-making capacity and ability to organize and take part in community and national activities. Advocates of education for empowerment have argued that education needs to go well beyond mere "enabling".

It has to view women as society's active members who need education to participate, effectively and meaningfully, in any activity and as equal partners of men. Definitions of empowerment vary but Paz is most succinct and providing access to higher education has the capacity to attain this objective - it is "the ability to direct and control one's own life" (Paz, 1990).

A UNESCO report (1991) on the integration of women in development elaborates that it is a "process in which women gain control over their own lives of knowing and claiming their rights at all levels of society at the international, local and household levels.

The subordinate position of women in African societies, even though this position is somewhat attenuated in highly cultural settings, has well-known manifestations: limited access to education and educational opportunities, limited representation in the formal political system, a large share of the economy's informal sector and other types of labor with reduced financial rewards, almost

exclusive responsibility for family and children, and the more subtle signs of narrow career aspirations and low self-esteem.

Not infrequently, subordination is also manifested in unwanted pregnancies and wife-beating. Women in many societies, particularly in many African societies, have relied on "networks of reciprocal exchange" (Lomnitz, 1977) that provide information and assistance from nongovernmental organizations, friends, and neighbors to obtain basic services such as health, childcare, food, and even services such as loans and job procurement.

 At one level, these nongovernmental organizations constitute a valuable source of assistance for women and girls. But at another level, these structures create mechanisms of social control through the maintenance of notions of femininity and masculinity, and through deference to authoritarian, patriarchal rule. If subordination has many facets, so has empowerment. Empowerment is a socio-political concept that goes beyond providing access to formal education and "consciousness raising and the JDC project aims to achieve."

A full definition of empowerment must include cognitive, psychological, political, and economic components. The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. It involves understanding the self and the need to make choices that may go against cultural and social expectations, and understanding patterns of behavior that create dependence, interdependence, and autonomy within the family and in the society at large (Hall, 1992).

It involves acquiring new knowledge to create a different understanding of gender relations as well as destroying old beliefs that structure powerful gender ideologies. The cognitive component of empowerment involves knowledge about their sexuality beyond family planning techniques, for taboos on sex information have mystified the nature of women and men and provided justification for men's physical and mental control of women. The JDC programme does not deal with the content of what the beneficiaries are studying. It therefore doesn't go far enough.

 Another important cognitive area involves legal rights. In most countries, including democratically advanced nations, legislation for gender equity and women's rights is well ahead

of practice; women therefore need to know which legal rights already exist in order to press for their implementation and enforcement. A more comprehensive and articulated type of knowledge needed for empowerment concerns elements that shape conjugal dynamics such as control of wives' fertility, sexuality, child bearing and rearing, companionship, feelings of affection and rejection, unpaid domestic work, and household decision-making.

The psychological component includes the development of feelings that women can act at personal and societal levels to improve their condition as well as the formation of the belief that they can succeed in their change efforts. The sex role socialization of women has inculcated attributes of "learned helplessness" within women. The fact that the JDC project does not address these issues but focuses on providing financial support to girls so as to access higher education may still create a situation of helpless educated women without access to jobs.

However, through education many women have come to believe that they cannot modify their environment or personal situations and thus their persistence in problem-solving is diminished (Jack, 1992). Attributions of helplessness preclude opportunities for mediation and compromise and often women respond by complying with female stereotypes of passivity and self-sacrifice.

Clearly, not every woman succumbs to the dominant sex-role socialization forces and several are able to question and even reject them.

But, in general, it is a well-known fact that many women, particularly those in low-income household which the JDC project prioritizes to give education develop very discernable low levels of self-esteem. One cannot teach self-confidence and self-esteem; one must provide the conditions in which these can develop. Empowerment cannot be developed among "beneficiaries" of programs but only by "participants". Empowerment requires involving women directly in planning and implementation of projects (Rao et al., l991).

Activities that seek empowerment must involve women in all stages of any specific project, though not necessarily with the same intensity at all times. Women must participate in problem definition, the identification of concrete solutions to problems, the implementation of these solutions, and the assessment of the efforts undertaken. That this may involve some inefficiencies and Dial and error, is a strong possibility. But experts also make mistakes. And

women must be given opportunities to assert themselves. In the long run, advantages outnumber disadvantages because the skills gained through these collective, participatory approaches are transferable to a variety of social situations. The psychological element is important but it needs to be strengthened with economic resources. Even though education for girls often means a double burden, the empirical evidence supports the notion that access to education increases a woman's economic independence and with it a greater level of general independence is created. As Hall (1992) notes, economic subordination must be neutralized for women to be empowered.

CHAPTER SIX

SUMMARY FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary of the key findings of the study by interpreting the data within the theoretical framework and concludes the research by providing perspectives on women empowerment through education in Ethiopia. The chapter also makes recommendations to the government of Ethiopia, nongovernmental organizations involved in gender empowerment, the Jewish Distribution Committee which is implementing the project under discussion and other international agencies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) as well as the United Nations International Children's Emergency Fund (UNICEF).

5.1 Summary Findings

The study set out to respond to questions relating to the identification of human security challenges faced by women in Ethiopia as a result of limited access to opportunities for higher education and the role the programme implemented by the Jewish Distribution Committee titled "project for the future" which provides financial assistance through a full scholarship to girls in Ethiopia to access higher education in reducing the human security challenges.

In the course of the study it was clear that Ethiopian women have limited access to higher education which aptly justifies the aim of the project. This limited access is as a result of high levels of poverty, cultural practices which prioritize boys over girls with regards to academic opportunities within families, and the limited resources available to the government to implement the UNESCO programme on education for all. However, the Ethiopian government has within the past decade engaged in a massive expansion of University education by creating several universities which are providing the infrastructure to expand educational opportunities.

While acknowledging that the existence of tertiary educational institutions does not automatically increase opportunities for all and sundry nor does it address the social exclusion of girls through cultural practices with means provided through programmes like the Jewish Distribution Committee girls are able to study thereby minimizing the human security challenges. Furthermore the study found that the human security challenges faced by girls in

Ethiopia as a result of the limited opportunities to access higher education are enormous. The result has been their limited numerical and substantive participation in the political, economic and social development of the country. Consequently, they are relegated to early marriages, early and uncontrolled childbirth, and susceptibility to diseases and in some instances early death.

The deprivation through limited access to opportunities deprives a huge number of economically active populations from contributing to the development of the country. This research found that it was a widespread problem present in several African countries. Some respondents thought it might partly explain the developmental trajectory of several African states. It could not be concluded that African states are not paying attention to the problem. Institutionally the proliferation of several Ministries of Women's Affairs or Gender Ministries and the ratification of several gender equality instruments indicate that African countries recognize the importance of gender equality broadly. However implementation is usually a challenge and cultural sensitivities have in some instances prevailed over institutional rules.

The study also found very critical link between lack of education and human security in the sense that the beneficiaries of the access to higher education programme by JDC interviewed were more assertive, confident and optimistic about their future economic prospects as a result of the opportunity to study at tertiary level. As a result most of the beneficiaries saw the need to expand the programme to peripheral areas such as rural areas of Ethiopia where the need is greater.

In terms of the distribution, some Ethiopian government officials also indicated the importance of such programmes as complementary and a supplement to government actions towards educational expansion which is a Socio-economic right of every citizen. The officials interviewed lauded the initiative as one of many initiatives aimed at enhancing women empowerment through education. There was consensus as to the importance of such focused and programmed on girl's empowerment through education from government officials, non-governmental organizations as well as the beneficiaries.

On the basis of educational provision and financial resources, the literature examined the influence of poverty and socio-economic status on educational access as well as potential solutions for this. The key findings were:

- Poverty has a strong influence on gender equal access to education due to both direct and indirect costs of sending children to school;

- Providing free access to school is a very effective way of addressing gender inequalities in education however,

- Strategies to improve gender equal educational access must address not only direct costs of schooling but also the wider social factors that impact a families' decision to send their children to school;

- Parental behavior, for example placing equal value to boys and girls, can counter the effect of socio-economic disadvantage on girl's educational access;

- Girls are slightly more likely than boys in general, throughout African countries, to be classed as 'economically disadvantaged low achievers';

- Boys are slightly more likely than girls to be 'resilient' students meaning that they are high achievers despite being poor.

5.2 Conclusion

Women's empowerment is particularly hard to achieve within a generation because it is driven not only by information about choices, but also by the acceptability of these choices. Communities are often governed by strict social norms, which can both be driven by and drive the choices traditionally made by women in the village. If the social stigma associated with working outside the home or using contraceptives is prohibitive, then mere access to education or birth control may not change empowerment outcomes. Instead, providing access to women who have made different choices can expand information sets and demonstrate the outcomes associated with these choices. As an alternative to targeting individual women, empowerment for women may be affected by combining learning and influence through community action and peer networks.

This study has used primary data from the Jewish Distribution Committee's "project for the future" which provides financial resources to Ethiopian girls to access higher education. The "project for the future" aims to empower Ethiopian girls from low or no income especially from

destitute families by providing access to higher education. The program provides funding for tuition, medical care, living expenses and a yearly clothing allowance. The study has measured empowerment through the following:

- Number of girls who have benefitted from the programme;
- The number of girls who have completed their undergraduate degrees as a result of the programme;
- The number of beneficiaries who have been employed after completing the degrees funded by this programme;
- The number of beneficiaries now pursuing postgraduate degrees;
- The number of beneficiaries now doing internship;
- The number of beneficiaries who are not yet employed

While a number of programs aim to improve female empowerment through education, the JDC's 'project for the future' combines education with links to specific institutions with the aim of ensuring that beneficiaries attend school with the explicit objectives of increasing gender empowerment.

This research concludes that this program affects female bargaining power in two ways. First, education provided as a result of the programme directly improves job prospects and increases the reservation wage; the programme thus helps empower Ethiopian girls to control a greater share of their future and to become more active participants in their communities. Further, the program may have an indirect effect through improved information flows that may change social norms. These social spillovers also empower participants who do not have access to education.

In establishing whether the JDC's 'project for the future' has a significant impact on girls empowerment, we need to account for two potential sources of endogeneity:

(1) The programme's choice of girls in Addis Ababa from low income or no income families in which to operate, and (2) the individual's choice of whether then to participate. Hence, the study has looked at the following phases of the beneficiaries:
    - The first analysis looks at the overall objective of the project and its focused nature on girls from no or low income in Ethiopia

- The second examines their access to school through a full scholarship provided by JDC.
- The third looks at the completion rate of the beneficiaries
- While the fourth examines the prospects for employment of the beneficiaries, those who are actively employed and those who are pursuing post graduate education.

Most studies of the programme analyze interventions targeted at the individual. Only a small number of programmes examine community-level interventions because these programmes often aim to change outcomes that are difficult to measure and use methods that combine direct individual intervention (education) with the process of the intervention (community).

Thus, evaluating NGO-level programmes often poses the dual difficulty of imprecisely-measured outcomes and a "treatment" that is hard to identify. This study has used changes in outcomes and an instrument suggested by detailed field tests to disentangle the mechanisms of the program and identify the effect of the program on female empowerment.This paper is hoped to contribute to the literature in several ways. It is the first to evaluate the impact of JDC's 'project for the future' on empowerment for human security.As a result, this study may provide valuable evidence on the effectiveness of NGO-level interventions in changing ingrained social outcomes like women's bargaining power. The results establish that the Jewish Distribution Committee's program directly and indirectly increases female empowerment and improves their human security.

5.3 Recommendations

Recommendations for the Jewish Distribution Committee

● All financial support for educational purposes for girls should be accompanied with a process for career guidance for the beneficiaries. Enabling girls to access higher education is not the do all and end all of empowerment.

- The programme should provide orientation for beneficiaries regarding the disciplines which could more likely lead to a job. Some beneficiaries end of studying courses which is more likely to lead them to unemployment.

- The JDC should mobilize more funding to expand the project to rural areas of Ethiopia where the need for access to higher education is dire.
- JDC should work more closely with the government and other NGOs working to address gender equality so as to synchronize their programmes for maximum impact since the present scheme enables beneficiaries to access only a single scholarship.

Recommendations for the Ethiopian government

- The Ethiopian Ministry of Education should conduct and audit on women empowerment programmes through education implemented by nongovernmental organizations to encourage and support them as their work supplements government efforts
- The Ethiopian Ministry of Education should work with NGOs to expand such programmes to rural areas.
- The Ethiopian government should redouble their efforts to attain UNESCO's 'education for all' goal which intends to bring in more girls into the educational system
- The Ethiopian government should carryout public education campaigns about the importance of girls to be educated.

Recommendations to Other NGOs

- Nongovernmental organizations working in the area of women empowerment through education should also focus on creating a core group of educated women who can then drive the process of women empowerment through education.
- Nongovernmental organizations should ensure that their programmes are not just focused on providing means for girls to access higher education. The programmes must encompass education, career guidance and access to gainful employment.

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Appendixes

Interview Schedule

Name of Researcher: EnaniGezahegn

Institution: Institute of Peace and Security Studies, Addis Ababa University

Study: Master of Arts Degree: Peace and Security Studies

Topic: <u>Empowering Girls through Education as a means of Promoting Human Security in Ethiopia: A Case Study of the Jewish Distribution Committee</u>

Questions for Group One Respondents: Officials of Ministry of Education

Question 1: Describe Ethiopian government policy with regards to gender parity in access to higher education?

Question 2: What is the assessment of Ethiopian government implementation of the UNESCO Education for All Program?

Question 3: How does the Ethiopian government work with Non-governmental Organizations to bridge the gender gap in education?

Question 4: What are the existing policy gaps in the implementation of Gender sensitive programmes in higher education in Ethiopia

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Interview Schedule

Name of Researcher: EnaniGezahegn

Institution: Institute of Peace and Security Studies, Addis Ababa University

Study: Master of Arts Degree: Peace and Security Studies

Topic: Empowering Girls through Education as a means of Promoting Human Security in Ethiopia: A Case Study of the Jewish Distribution Committee

Questions to Officials of the Jewish Distribution Committee

Question 1: Describe the rationale behind the project of the future which provides scholarship for girls in Ethiopia to access higher education?

Question 2: How many students have benefitted from the project and what are the potential long term benefits of the Project?

Question 3: How does the JDC ensure sustainability of the project?

Question 4: How does the JDC work with the Ethiopian government to ensure maximum impact of the project?

Question 5: How does JDC work with other non-governmental organizations to ensure synergy in its educational access projects?

Interview Schedule

Name of Researcher: EnaniGezahegn

Institution: Institute of Peace and Security Studies, Addis Ababa University

Study: Master of Arts Degree: Peace and Security Studies

Topic: Empowering Girls through Education as a means of Promoting Human Security in Ethiopia: A Case Study of the Jewish Distribution Committee

Questions for Officials of UNESCO and UNICEF

Question 1: What is your assessment of the Education for All Programme in Ethiopia

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Question 2: What are the policy gaps in the achievement of gender equality in access to higher education in Ethiopia?

Question 2: How does UN agencies work with the government of Ethiopia and other international agencies to ensure synergy in educational access programs

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Question 4: What recommendations can be made to ensure an uptake of gender sensitive educational access programmes in Ethiopia

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Interview Schedule

Name of Researcher: EnaniGezahegn

Institution: Institute of Peace and Security Studies, Addis Ababa University

Study: Master of Arts Degree: Peace and Security Studies

Topic: Empowering Girls through Education as a means of Promoting Human Security in Ethiopia: A Case Study of the Jewish Distribution Committee

Questions for the Beneficiaries of the JDC Project of the Future

Question 1: State the importance of this project to your future education and career

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Question 2: Identify some of the human security challenges that you would have faced in case you did not have access to higher education

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Question 3: How has your livelihood changed as a result of this project by the JDC

Question 4: In your opinion what can be done to enhance the quality of the delivery of the project

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Question 5: If you have completed or in the process of completion of your degree what is your next step

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