

The Impact of Women Education on Economic Development in Ethiopia

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Abstract

For development of any country the role of women education is the crucial one, especially for third world countries like Ethiopia. Thus, the main purpose of this study is to examine the impact of women education on economic development in Ethiopia. To conduct this study the data was collected from secondary sources. These secondary data includes different records on women education from different books and some published materials. On the collected data, descriptive analysis such as percentage, tables and ratios were carried out to come up with major findings. In the analysis part different variables to measure enrollment rate at different levels of education like: Gross Enrolment Rate (GER), Net Enrollment rate (NER), Apparent Intake rate (AIR) and Gross party index (GPI) were used. Based on the results the study reached into conclusion that educating women has a positive impact on economic development even if girls were always been in a disadvantageous position in terms of access to and success in education. Therefore, the researcher recommended enhancing women's education that promotes women's participation is developing economic policies and providing social and economic safety and security of women's.

Key words: Gross Enrolment Rate, Net Enrollment rate, Apparent Intake rate and Gross party index

1. INTRODUCTION

1.1. Background

Throughout history, it has been witnessed that wherever domination and suppression existed, people formed all sorts of means to break the chain of the domination. The struggle for women's equal right and for their full participation in all forms of decision making mechanisms is not an exception. Women for centuries have been voicing their concerns about legislations government policies, traditional customs and religious beliefs, which have been instrumental to bring women's subordinate status. Despite the value of education and its effect on economic growth women's education is still a serious problem due to gender based situations. Social conditioning of gender roles of female children is one of the most eligible reasons for not expanding on their education. By means of investing on women education, the position of women in economic, social, cultural and political life increases (Emebt, 1999).

Even though, FDRE give much attention to women and include women as central issue on PASDEP (Plan for Accelerated and Sustained Development to End Poverty) to liberate women from low productivity tasks, and increasing their participation in the labor force, in social and political process of the country which include increasing woman's education, but the situation of women in Ethiopia is much different from those of the many parts of Africa (EPRDF, 2005)

It is widely known that education enhances labor market productivity and income growth. But educating women also has beneficial effects on measures of social well-being not measured by the market. Rising levels of education improve women's productivity in the home which intern can increase family, health child survival, and investment in children human capital. The Ethiopian government in partnership with many non-governmental organizations has targeted the needs of women in its efforts to meet the United Nations millennium development goals. Although women's rights are, today protected by the Ethiopian constitution, male dominance remains the order of the day in both public and private spheres. Education clearly impacts social benefits experienced beyond the individual family. These benefits range from fostering economic growth, to extending the average life expectancy in the population to improving the functioning of political process (Ethiopian society of population studies, 2008).

Although women consist half of the country's population and have high contribution to the economic development and welfare of the society, they do not equally benefit from the national wealth (Tenbit, 2007) According to Etsegenet (1996), some the reasons for such situation were early marriage, girls usefulness in domestic work, strong societal influence in favor of boys high dependency on parents and low expectation from and low appearance in educational challenges Ethiopian constitution affirms that women are entitled equal to that of men, including education and additionally to affirmative action.

The Ethiopian education and training policy is major document that aims to provide education and enables the removal of attitudes, stereotypes and practices that negatively affect women's education (Hareg, 2005).

1.2 Statement of the problem

Education of women is one of the most cost effective means of improving structural challenges. Studies by UN, WB and other agencies have concluded that the social benefits alone of increased education of girls is more than sufficient to cover its costs, even before considering the added earning power this education would bring (Todaro, 2002). According to him women in Ethiopia have been subjected to various forms of gender based discriminations, under traditional customary rules and practices which may have had impacts on economic, political and social status of women in the country. Young females receive considerably less education than young males in almost every developing country. Their enrolment in primary and secondary education is lower than that of men by at least 10%. This educational gender gap is the greatest in poorest countries. He also states that since high population growth rate is major factor that causes backwardness for countries like Ethiopia, women's role and status have a direct concern on reproductive and contraceptive use, knowledge, health care systems and nutrition, which results in decline of the total fertility rate. Therefore, women participation in the economy has not been valued; Ethiopian women have not received their fair share of the national wealth and also it is hard fact to widen the access of women to education training and other services and also to narrow the gender gap in education.

Education is a corner stone of women empowerment. Because it enables them to respond to opportunities, to challenge their traditional roles and to change their lives. Despite the clear advantage of female education, parents tend to prefer to educate their sons. A girl's role in life is perceived solely as a link to the household and thus formal education may be seen as waste of resources. (Tenbit, 2007)

Women constitute more than half of the population of Ethiopia, but their enrolment rate and their participation in education is very low when compared with males. This is because of cultural and socio-economic factors. However, any effort made without recognition of women participation will not bring the expected result in terms of production, growth and development (Emebet, 1999).

Even if there are favorable conditions for increasing school enrolment due to commitments of the government towards improving educational opportunities, but the improvement is still benefiting boys more than girls. So in this study an attempt has been made to find out the impact of women education on economic development by raising the following research questions.

1. Why female participation in education is very low when compared with males?
2. Why female education is so important for economic development?
3. How can women's education aid economic development?

1.3 objective of the study

General objective

Investigate women participation, at all levels of education, and to examine its impact on economic development of Ethiopia.

Specific objectives

The specific objectives of the study were:

- To assess enrollment rate of females in relation to their male counter parts in elementary, secondary, TVET and Tertiary education.
- To analyze balance of female to male ratio in enrollment rate (the balance between female and male education).
- To assess repetition and Dropout rates of females especially in primary school.
- To assess the relationship between women education and economic development.

2. RESEARCH METHODOLOGY

2.1 Data types and sources

In order to address the objective of the study secondary source of data was employed. Information was collected from quantitative data to assess different findings related to women education. In addition to this the study also used published documents like governmental documents, different reference books and other researches to assess the available literature.

2.2. Study variables

Different variables were used in order to achieve the objective of the study like Gross Enrollment Rate (GER), Net Enrolment Rate (NER), and Gender parity Index (GPI), Repetition and Dropout rates at different levels of education. From all variables GPI is the most crucial one to know the balance between females and males education. But repetition and dropout rate is the most useful indicator of efficiency of education. This rate helps to understand how the education system works in terms of the use of available resources and time.

2.2.1 Description of variables

Gross Enrollment Rate (GER): It is percentage of total enrollment in different levels of education. It is a crude

measure of coverage since it includes under- graded and overage pupils. It can be higher than 100%. This is frequently the case in countries attempting to address the backlog of students interested in attending school, but previously unable because of financial need, family issues or lack of schools.

Net Enrollment Rate (NER): It is the best of measuring organized on time school participation. It is a more refined indicator of school and enrollment coverage and explains the proportion of students enrolled interims of official age group. It is usually lower than GER since it excludes over aged and under aged pupils.

Apparent Intake Rate (AIR): It is the percentage of new entrants in grade one who are out of the total number of children of the official primary admission age 7 (in Ethiopian cases). It also tends to reflect those students who may have not been enrolled in school at the appropriate age, and often reflect the “backlog” of students who couldn’t enroll before.

Gender parity Index (GPI): is an important indicator of balanced programs to boost enrollment and participation. It is the ratio of female to male GER for all level. In a situation of equality between boys and girls enrollment rate, GPI is 1, which indicates the highest disparity.

2.2.2. Indicators of level of efficiency of Education system

Indicators of efficiency of education are dropouts and repetition rate. These rates help to understand how the education system utilizes efficiently the limited resources and time. These rates are commonly used to measure the efficiency of education system in producing graduates of a particular education cycle or level. A student has three paths in a particular academic year, i.e. promotion, repetition and drop-out.

Repetition Rate- measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of education system, and also indicates to high pupil teacher ratio, unqualified teachers, or lack of learning materials. Current national policy requires that promotion is based on students continues assessment results for the first three grades of primary repeaters in these grades are still higher than expected.

Dropout Rate: - is a measure, typically by grade, of those who leave formal schooling. In most cases it is calculated as the remainder after subtracting from enrollment, those who repeat and those who are promoted to the next grade. Current national policy of Ethiopia uses the term “ readmit” to characterize any student not repeating within one year: Ethiopia repetition rates are according to international standard/ artificially low, but its reported dropout rates are artificially high (MoE, 2003 E.C).

2.3. Method of data analysis

Descriptive analysis like tables, percentage and ratios were used. These techniques were used to put numerical data in terms of relative terms to interpret easily.

3. Results and Discussion

3.1. Primary Education

Primary education is absolutely critical to a nation’s development providing on average the highest public returns to investment for the state and the critical underpinning for later education and economic growth. In Ethiopia primary, education defined as education in grade 1-8, in two cycles 1st cycle (grade 1-4) and 2nd cycle (grade 5-8) has had a systematically increasing enrollment for the last five years.

Table 3.1 Trends of Gross Enrollment Rate (GER) at primary level (1-8)

Year (E.C.)	Primary 1 st cycle (1-4) (%)				Primary 2 nd cycle (5-8) (%)				Primary (1-8) (%)			
	Boys	Girls	Total	Gender Gap	Boys	Girls	Total	Gender gap	Boys	Girls	Total	Gender gap
1999	122.9	111.2	117.5	11.7	68.3	53.7	61.1	14.6	98.0	85.1	91.2	12.9
2000	133.0	122.5	127.8	10.5	64.8	55.5	60.2	9.3	100.5	90.5	95.6	10
2001	126.7	118.4	122.6	8.3	65.6	60.5	63.1	5.1	97.6	90.7	94.4	6.9
2002	123.2	114.3	118.8	8.9	67.4	63.5	65.5	3.9	96.6	90.1	93.4	6.5
2003	128.8	119.1	124.0	9.7	69.4	64.8	66.1	2.6	99.5	93.2	96.4	6.3
GER growth rate	5.9	7.9	6.5	-	0.9	11.1	5	-	1.5	1.5	5.2	--

Source: Computed by the Researcher based on secondary data

Table 3.1 shows the increase in GER for primary education by gender, except for the years 2001 and 2002. However there remains a gender gap in terms of enrollment of boys and girls with girls still lagging by about 6.3 percentage points, but the gap is also closing. As indicated in the table the GER for boys and girls in the first and second cycle have a small increasing trend. In the first cycle GER for boys has increased by 5.9 percentages, while that of girls has increased by 7.9 percentages in 2003 as compared to the base year. For the second cycle GER for boys has decreased by 0.9 percentages, while girls increased by 11.1 Percentages. This shows that the government has doing its best to increase the number of girl’s enrollment in primary schools.

When we come to gender gap in the first cycle, in the base year there was 13.7 percentages gender gap in favor of boys. The percentage was reduced to 9.7 percentages in 2003. This shows that though there was a gender gap between boys and girls in favor of boys, but the gap was reducing year after year.

Table 3.2 Trends of net enrollment rate for primary school

Year (E.C)	Boys (%)	Girls (%)	Total (%)	Gender gap
1999	82.6	75.5	79.1	7.5
2000	86.0	80.7	83.4	5.3
2001	84.6	81.3	83.0	3.3
2002	83.1	80.5	82.1	2.6
2003	87.0	83.5	85.3	3.5
NER Growth Rate	4.4	8	6.2	-

Source: Computed by the Researcher based on secondary Data

NER is calculated by dividing the number of properly aged primary students (for Ethiopian case, age 7-14) by the number of children of school going age (7-14). Table 3.2 shows increase in NER from 1999 to 2003 by 6.2 percentage points. The five years data on primary NER shows an increasing trend for boys except for a year 2001 and 2002 while that of the girls also show an increment except for a year 2002. The 7.1 percentage points gender gap in 1999 narrowed to 3.5 percentage points in 2003 i.e. gender gap in NER is slightly increased from the last two previous years.

Table 3.3 Apparent Intake Rate (AIR) Trends

Year (E.C.)	Boys (%)	Girls (%)	Total (%)
1999	130.4	117.4	124.0
2000	165.8	150.8	158.4
2001	169.4	155.4	162.5
2002	150.4	135.2	142.9
2003	167.1	150.8	159.1
AIR growth rate	36.7	33.4	35.1

Source: Computed by the researcher based on secondary data

As indicated in the table AIR increased by 35.1 percentage points from the base year. The AIR growth rate of boys is greater than that of girls, with girls still lagging by about 3.3 percentage points

Table 3.4 Gender parity Index (GPE) at primary school (1-8)

Year (E.C)	Male	Female	Total	GPI
1999	98.0	85.1	91.2	0.87
2000	100.5	90.5	95.6	0.9
2001	97.6	90.7	94.4	0.93
2002	96.6	90.1	93.4	0.93
2003	99.5	93.2	96.4	0.94

Source: Computed by the researcher based on secondary data

As shown in table 3.4, since there are favorable conditions for increasing school enrollment due to commitment of the government towards improving educational opportunity, the improvement is good. It shows near to balance. But, it also needs extra effort of government and the society to make female's beneficiary from the education system equal to males.

As shown in the table the disparity between boys and girls enrollment is decreasing continuously, which is due to commitment of the government towards addressing quality and efficiency issues.

Table 3.5 Primary Repetition rate trends by gender (Grade 1-8)

Year (E.C.)	Boys (%)	Girls (%)	Total (%)
1998	6.4	5.7	6.1
1999	6.6	5.7	6.1
2000	7.0	6.3	6.7
2001	4.7	5.2	4.9
2002	7.2	10.0	8.5

Source: MoE, 2003 E.C.

Table 3.5 shows similar trend interpretation rates for boys and girls over the first two years. In the year 2001 there was a great achievement in decreasing the repetition rate to 4.9% which is a decline of 1.8 percentage points from the year 2000 E.C. However in the year 2002 the rate has been significantly increased with 3.6 percentage points from the previous year. In addition to this there is remarkable increase in girl's repetition rate which is not a good indication of the efficiency of the education system.

Table 3.6 Dropout rate of primary by gender (Grade 1-8)

Year (E.C.)	Dropout Rate		
	Boys (%)	Girls (%)	Total (%)
1998	12.6	12.5	12.4
1999	13.1	11.6	12.4
2000	15.9	13.2	14.6
2001	18.2	19.0	18.6
2002	13.1	13.0	13.1

Source: MoE, 2003 E.C.

As noted in the table the trend in dropout rates nationally has been higher for both genders for the first four years and it has reduced by 5.5 percentage points for the year 2002.

3.2. SECONDARY EDUCATION

Secondary education has been implemented in Ethiopia for many years providing for post-primary education in the first cycle (grade 9-10) and the second cycle (grade 11-12) the focus of secondary education growth has been predominantly in the first cycle Eighty four out of every hundred students in secondary education are in the first cycle National examination (EGSECE) is given at grade 10 to certify completion of general secondary education and to select students that qualify for the next higher level education i.e. preparatory program or TVET. While enrolment in all secondary education (Grade 9-12) has grown by over 5.8% year reaching nearly 1.75 million students in 2003 E.C. The highest growth has occurred in the first cycle now enrolling 1.46 million students and employing the majority of the 52,525 teachers.

Secondary gross enrollment rate (GER)

Secondary GER compares those students, regardless of age with the population of the appropriate age range, for Ethiopian the ages for first cycle secondary would be 15-16 and that for secondary cycle 17-18 years of age

Table 3.7 Trends of secondary GER

Cycle Year	Secondary 1 st cycle GER (%)				Secondary 2 nd cycle GER (%)			
	Boys	Girls	Total	Gender Gap	Boys	Girls	Total	Gender Gap
1999	45.7	28.6	37.3	17.1	7.3	3.7	5.5	3.6
2000	44.4	29.6	37.1	14.8	7.8	3.8	5.8	4
2001	43.7	32.4	38.1	11.3	8.5	3.5	6.0	5
2002	43.5	34.7	39.1	8.8	8.9	5.0	7.0	3.9
2003	45.8	34.9	38.4	6.9	9.4	6.7	8.1	2.7

Source: MoE, 2003 E.C.

As can be seen from table over five years enrollment has grown in both cycles especially 2nd cycle. In both cycled especially 2nd cycle the rate for boys and girls have diverged with boys predominating.

As noted in the table the gender gap between boys and girls for the 1st cycle is declining slightly. As the number of grade increases the challenges that women face become high most of them are forced for marriage at their 17 and 18 and also as they grow up the home work burden also increase due to these factors the gender gap in secondary 2nd cycle becomes wide year after year, although it shrinks a little bit in 2003.

As with the first cycle of secondary, patterns in 2nd cycle of secondary will obviously affect gender gap in tertiary education. Secondary Net Enrollment Rate (NER).As with primary net Enrolment rate (NER) the secondary NER measures the enrolment of children of appropriate age (for secondary 1st cycle 15-16 years old) divided by the population of that age NER are ideally 100% but for secondary this is seldom achieved very low NER suggests a large number of over aged students enrolled.

Table 3.8 Trends of secondary NER

Year	Boys (%)	Girls (%)	Both (%)	Gender gap
1999	16.8	12.6	14.7	4.2
2000	15.4	12.2	13.8	3.2
2001	15.0	11.9	13.5	3.1
2002	16.8	16.1	16.4	0.7
2003	16.4	16.2	16.3	0.2

Source: MoE, 2003 E.C.

Table 3.8 shows the current statistics for secondary NER in the first cycle. It is clear that there is a large discrepancy between GER and NER for the first cycle, indicating that secondary education is highly dominated by over aged students.

This may be due to delayed graduation from primary school or it may be because of examination barriers, supply barriers, financial barriers to transferring from grade 8 of primary to grade 9 of secondary

education. While there has been 1.6 percentage points increase in NER in the last five years, the trend show an irregular pattern. The gender gap is narrowed for the two consecutive years i.e. 2002 and 2003 E.C. when compared with previous years. This is due to considerable efforts made by government to increase women enrolled as shown in table 4.8, girls were unfortunate to reach secondary 1st cycle at their 15 and 16's due to barriers like gender stereotypes prevalent in society with perceived males as dominant and women's as subordinate.

Table 3.9 Secondary Gender parity index (GPI)

Year (E.C.)	1 st cycle secondary				2 nd cycle secondary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
1999	45.7	28.6	37.3	0.63	7.3	3.7	5.5	0.5
2000	44.4	29.6	37.1	0.67	7.8	3.8	5.8	0.49
2001	43.7	32.4	38.1	0.74	8.5	3.5	6.0	0.41
2002	43.5	34.7	39.1	0.79	8.9	5.0	7.0	0.56
2003	41.8	34.9	38.4	0.83	9.4	6.7	8.1	0.71

Source: MoE, 2003 E.C.

As it is mentioned in the previous discussion GPI shows the ratio of female to male enrollment rate. The table shows that there is an increasing trend in GPI when compared with previous year's i.e. a decline in gender disparity. For the first three years GPI is low which indicate higher disparity between female and male enrollment in second cycle secondary. But for the years 2002 and 2003 the GPI show some increment.

When we compare GPI of the two cycles it is clear (observable) that GPI is high for the first cycle and it is lower for second cycle. This indicates that as the level of education increase the balance between male and female is becoming low i.e. higher disparity exist. The gender gap exists due to various factors (barriers) that women face as discussed before. But in this case it is special that most women are involved in emigration when they miss their first chance of EGSECE examination.

3.3. Technical and vocational Education and Training (TVET)

Ethiopia is committed to participating in the competitive global market economy. This requires technical and professional citizens trained in the "ability to learn" and in specific occupations. TVET is often at the center of education aimed at marketable and enter premarital skills. Ethiopia is putting in place in part via TVET a compare pensive human resource development program. As a general, secondary education (grade 8-10) has expanded at over 4.5% per year on over age for the past five years. Therefore there has been increased demand for secondary places at the next level. To meet this demand, TVET institutions have increased in number and the training areas have been diversified. TVET enrolment is expanding at an average of 30.0% annually (MoE, 2003).

TVET Enrollment

The total enrolment in TVET in the year 1999 E.C was only 191151, as that of the year 2003.E.C enrollment has increased to 371,347 this, figure is quite small when compared to the number of students who should be enrolled in TVET program for the past three years.

As noted in table 3.10 below in the year 2003 female enrollment constitute 46.2% of total enrolment, indicating a relatively good gender balance at the national level.

Table 3.10 TVET Enrolment Trends by gender

Year (E.C.)	1999	2000	2001	2002	2003	AAGR (%)	
Sex	Male	107327	119123	165910	196937	199799	16.4
	Female	83824	110129	142591	156483	171548	19.1
Total	191151	229252	308501	353420	371347	17.6	
% female	43.9	48.0	46.2	44.3	46.2		

Source: MoE, 2003

3.4. Tertiary (Higher) Education

Higher education in Ethiopia includes institutions that are giving the 3, 4 or more years of under graduate programs as well as those offering post graduate programs (Masters and PhD). As 2003 E.C. there were 22 government institutions and 51 accredited and reporting non-government institutions. These institutions offer instruction via regular, evening kiremt (summer) and distance modalities.

Enrollment in higher Education

Total enrollment in higher education institution in all program regular, evening, summer and distance is 467,843 of which 79,314 are enrolled in non government higher education institutions, and this accounts for 17.0% of the total enrolment. In addition 447.683 (95.75%) of the enrolments comprise the under graduate degree program.

At this level of education i.e. in higher education there is gender gap in both government and non government

institutions, this difference comes from less opportunity for females to enter into higher education due to some challenges that females face like home work burden and early marriage.

Table 3.11 Enrollment in higher education institution, 2003 E.C

Program	Government			Non-government			Government and non-government		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Under graduate degree	273,368	95,886	369,254	53,40	25,038	78,439	326,769	120,924	447,643
Post graduate	15,996	2,490	18,486	681	193	875	16,678	2,683	19,361
Post graduate- PHD	690	99	789	-	-	-	690	99	789
Total	290,054	48,475	388,529	54,083	25,231	78,314	344,137	12,706	467,843

Source: MoE, 2003

Enrollment in post graduate programs

Post graduate enrolments include enrolments of all programs after the first degree notably at masters and PhD levels. As indicated in table 3.12 below, even though there is an increase in post graduate enrollment in the post five years, the number is still small. In addition in 2003 the percentage of female students are 13.8% which is very small when compared to other sectors of education.

3:12 Enrollment in post Graduate program.

Table	Year	Male	Female	Total	Female %
	1999	6,349	708	7,057	10%
	2000	6,652	703	7,355	9.6
	2001	8,979	1,546	10,125	11.3
	2002	12,569	1,703	14,272	11.8
	2003	17,368	2,782	20,150	13.8

Source: MoE, 2003

3.5. Relationship between women education and economic development

As tried to show the participation of women in education by using different variables in a current year government gave a due emphasis for women education when compared to past years. This could be shown from the gender parity index (GPI) at different levels of education is approaching to one (From data analysis).

Even though there was still a gap between males and females this gap was reducing year after year as shown from the analyzed data. This improvement of women education has a positive impact on economic development because education especially, women education is one factor that is required for economic development. Therefore there is a positive relationship between women education and economic development in Ethiopia.

To see some of the relationships which have a positive impact on economic development:-

I. Female labor force participation.

Many economic and sociological theories predict that education increases women's participation in labor force. It is because it affects women's willingness and ability to enter into labor market. To specify the impacts: the increased schooling of female:

- Increase their earning power and encourage them in seeking employment.
- Increases their occupational requirements
- Changes people's attitudes towards women's traditional role in the labor market.
- Provides them the reference they need for many jobs in the market.

Table 3.13 Female labor participation rate in Ethiopia

Year	% of female labor participation
2008	78.3
2009	80.7

Source: world Bank Indicators, 2010

Female labor participation was 78.3% in 2008. It has increased by 2.4% by 2009. This shows that female labor participation has an increasing trend. The major reason behind the increment is an increased schooling of female education. As we understand educational level is also increasing. Additionally when we compare with the past trend numbers of female graduates are also increasing from year to year. So this is one of the major inputs for the development purposes. To sum up an increased schooling of women increases their labor

force participation rate, which has a positive impact on economic development of Ethiopia.

II. Females Education and fertility

Population change and educational development have two way relationships with population change affecting educational development on the one hand and educational development affecting population change on the other hand. Too education is viewed as an important determinant of fertility decline.

Education is one of the most important means of reducing fertility. Education is seen as a key determinant of costs associated with fertility regulation. Education is expected to influence access to modern knowledge and new ways of life. Additionally education tends to break down barriers to communication about family planning between spouses. Specifically educational expansion reduces population growth by rising the age at first marriage, reducing the demand for children, increasing knowledge and use of birth control method.

Table 3.14 Number of children by educational level

Number of children	1-2 (%)	3-4(%)	5-6(%)	Above (%)
Primary	8	52	24	56
Secondary	62	20	12	6
Diploma & BA/BSC	58	42	-	-
MA/MSC & PhD	68	32	-	-

Source: Derebssa, 2008

Table 3.14 indicates that fertility levels of primary graduates are high and there is a less negative relation between education and fertility, at this level. But it is observed that a downturn in fertility with middle school education, an effect that becomes more prominent among families who have secondary and tertiary education.

Therefore women's education can reduce a negative impact of population growth on economic development. This result from reduced fertility rate due to an increment of female's schooling.

4. Conclusion and Recommendation

4.1. Conclusion

The researcher concludes that women's access to education is likely to contribute improvements in the socio economic status of individuals and community at large, which is educating and empowering women, has a positive impact on economic development. In addition woman education at least to the end of primary school is closely related to lower fertility improved infant and child health.

Moreover mothers who are educated are more likely to educate their children and lesser cost incurred by environmental degradation therefore one has to make sure that women get equal share of benefit from the trends of education.

In all trends of education, especially girl's education shows that girls have always been in disadvantageous position in terms of access to and success in education. A number of historical, socio- cultural and economic factors have contributed to this situation.

Although the gender parity Index increased in primary school, it has not yet balanced (i.e. it has not becomes equal to one). When we come to the secondary school the gender parity Index has also show some improvement, but it is not satisfactory because there is a huge gap between women and men education.

Girls repetition rates are higher than that of boys, particularly for the years 2005 and 2002, this is due to they had an extra responsibility of carrying about house hold chores and this gives them less time for carrying about household chares and this give them less time for their studies which in turn brought failure in the educational status and hence their eventual withdrawals from the system. Enrollment promotion in primary and secondary schools of country has scientifically increased in recent years as explained in the previous chapters. However the participation of girls still remained low. This implies that only those female students who are motivated and who are economically well-off continued to attend school at different levels of education. Those who could not be supported by their parents or guardians will face to drop out and engage on other income generating activities.

4.2. Recommendation

The study has identified certain problems that are related to the equal educational opportunity for girls. The study has suggested solutions to the identified problems that can only have a long term nature requiring both action programs and research. Accordingly, this study makes the following recommendation based on the identified problems and the conclusion. These are:

- Enhance women's economic empowerment to promote their participation in developing economic policies and provide social and economic safety and security.
- Promote equal access and success in education and training to build the capacity of women's education and support needy female students to enter and continue their education.
- Reduce violence against women and improve their human right to increase women's access to all

- levels of education and decision making particularly political and public spheres.
- To create awareness among the people regarding women's education with the relation of some development issues and also the significance of women's contribution with men in political economic and social lives of Ethiopian people.
- To encourage girls educational policies that indicates girls education should not be end but it should be a means to an end.
- Educational polices on girls should emphasize on creating various channels of communication and use available media to promote girls education.
- Moreover educational policies must give financial support to raise the participation of women in education and educational management must be democratic professionally coordinated, efficient and effective to encourage participation of women in implementing the policies.

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