

Determinants and Opportunities of Girls' Education in Ethiopia: Reflection on Gaps between Policy Expectations and Practical Conditions in Schooling

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Abstract

This concerted review assessed experiences in Ethiopia regarding determinants of girls' education. To this effect, contextual discourse analysis of qualitative design was used to materialize the study. For that purpose, selected research held from 2010 onwards which had holistic nature were purposively selected through criterion-sampling. On the policy aspect, workable documents were looked into. The findings indicate that, gender strategies set for girls' education were generic in nature. In that, the alarmingly striking determinants at the schools and among the community centers were not thoroughly considered at policy level. Gender orientation having disparity across regions and settings, and the related determinants having disparate effects were not addressed in-depth. The researches largely dealt with either subject-specific dealings and issues of creating more access at large. Success studies, by far, dealt with comparison of girls with boys rather than determinant-related to individual, institutional, socio-cultural and demographic details. Moreover, the cultural representation of girls' education had very minimal part in both policy and researches. From that, it could be found that, in-depth scrutiny on individual, institutional and leadership determinants on girls' education would be necessary.

Keywords: determinants, girls, education, policy, practice