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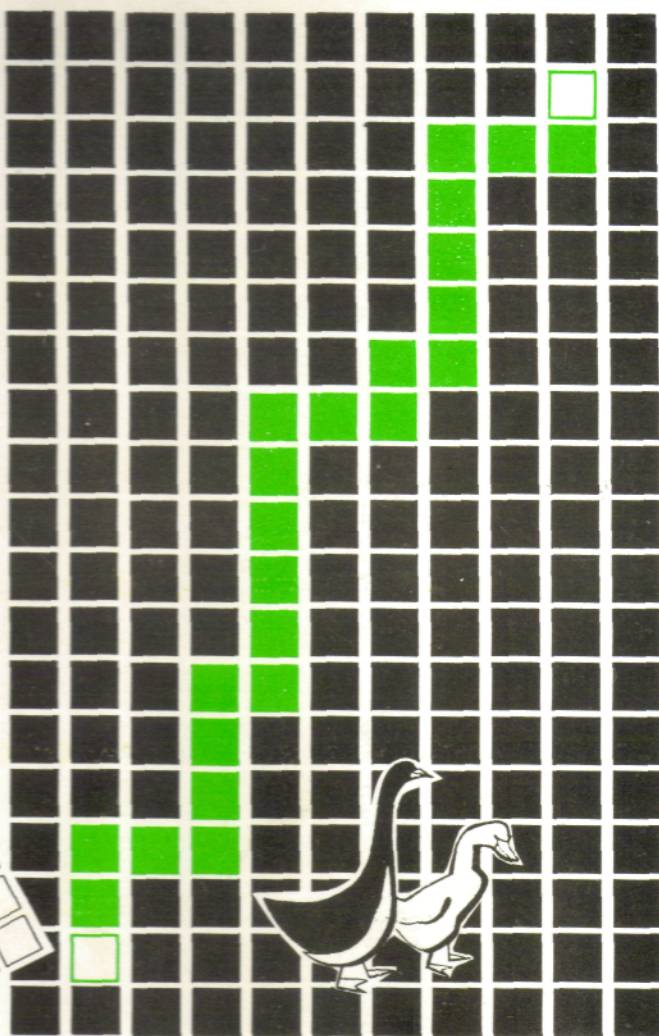
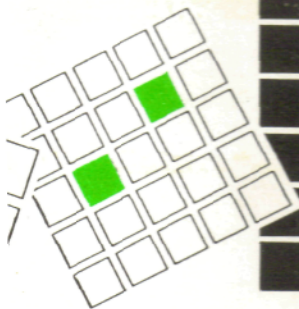
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Farm & Business



Vol. 2 No. 1 March 1994

The Journal of the Caribbean
Agro-Economic
Society

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FARM AND BUSINESS

The Journal of the Caribbean Agro Economics Society

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THE ROLE OF WOMEN IN THE ECONOMIC DEVELOPMENT OF ETHIOPIA: AN ANALYSIS OF EDUCATIONAL AND EMPLOYMENT PARTICIPATIONS

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ABSTRACT

The main objective of the study was to examine the impact of traditional social practices upon the participation of women both in the academic and employment spheres. The official statistics of Ethiopia seem to suggest that women looking for careers were traditionally expected to be trained in the fields of community and social services, public health, commerce, and home economics. Women are less represented in technical and vocational training and jobs despite their greater proportion in the total population. Thus, the results indicate that the broad social and cultural practices have discouraged women from active participation in the Ethiopian economy.

INTRODUCTION

It is realized in many countries that the most fundamental policy with regard to manpower is to relate the entire educational system at all levels more closely to human resource needs to aid

social development and economic growth. Manpower planning and the development of an effective strategy for the effective utilization of human resources can be meaningful only in the contexts of growing opportunities for employment and income. Public policies designed to bring economic progress and social change deserve the active consideration of the Government to incorporate human resource development schemes through education and training in its social and economic development plans and programs [Ginzberg, 1976].

Manpower planning in the national development programs includes both men and women working populations. But, a variety of social traditions have acted to retard the rate of manpower development with particular reference to women in Ethiopia. As education, society and technology are constantly changing in many developing countries, traditional social beliefs and practices have remained comparatively undisturbed, particularly in the rural areas of Ethiopia. The broad social traditions adversely affected the role of women in the Ethiopian society. They

are discouraged from performing as well as men, and this leads to their performance being underrated and sometimes ignored. It is in light of this aspect that this paper attempts to examine the impact of traditional social practices upon human resource development with particular attention to the participant of women both in the academic and employment spheres.

SOCIAL AND ECONOMIC CHARACTERISTICS

The traditional society of Ethiopia consists of the large majority of farm population with diverse ethnic strains; religious divisions (Coptic Christian, moslem and pagan groups); a number of languages with numerous dialects; and disparate cultural patterns and traditions. Behaviour of this society is governed both by traditions and institutional laws which tend to be custom-bound in economic and social activities. Social and moral obligations are associated with religious teachings. The rural population identify themselves primarily with religious doctrines. Hence, they consider religious institutions to be the source of their cultural, political and educational life [Gebremedhin, 1976: *Teshome Wagaw, 1971*]. Tradition in this case is a constraint when social progress and economic development are sought. This strong adherence to traditional obstacles and complexities is attributed to a lack of adequate education.

Despite initial moves towards adoption of modern education, traditional attitudes and institutions remain comparatively undisturbed. Social traditions in Ethiopia have created a slightly artificial separation between men and women in terms of their

fate. The birth of a female is often viewed as a disaster, but the birth of a male is cause for joy. By the time a boy enters adolescence, he realizes that in a few years he must begin to work. He is taught that it is his natural obligation and responsibility as a man (father or husband) to be bread-winner and to support his family. The prevailing social expectation is that a man assumes the supremacy and command in the house [Ginzberg, 1976]. Girls also grow up with clear-cut social expectations, but these usually relate to marriage and motherhood, rather than to a career. The female child in the rural society is prepared for marriage before they reach puberty. Neither the girl nor her mother has any say in the matter. To this effect, early dropouts from schools in rural areas are frequent among the few girls who do enter the first level of education. This is partly because of early marriage and partly because girls have to assume exacting domestic duties and responsibilities in the family. A girl is taught that it is the man who carries primary responsibilities for providing every thing for his family and her natural obligation as a woman is to serve the family [Chizea, 1974].

An Ethiopian woman has embodied the traits of modesty and passivity. Her role includes the tasks of raising a family and providing a comfortable home for her spouse. Because of her long experience of servitude, her ability to create, lead and innovate has been seriously curtailed. She has been trained to sacrifice her freedom in order to be accepted and to live with her husband and family, crushed by her domestic drudgery. She is expected to be a reproductive machine in order to earn the respect of those around and to keep her position as a wife and housekeeper.

Even today, many men still believe that women's place is in the home, and many women in the rural areas continue to look with skepticism at other women who are school or work-oriented. Both Christianity and Islam, on which social practices are based, have reinforced many of the above-mentioned discriminatory syndromes. Their texts relegate women's place to a lower or secondary rank to man. This false image of women has been prevalent in the mass media, in texts, religious ceremonies and social practices. These practices in all walks of life are oppressive and, in the guise of protectiveness, not only deny opportunities but also foster in women self-denigration, dependence, evasion of responsibility, and a lack of confidence in their own abilities. These traditional social barriers have significantly crippled human resource development when economic progress and social change are desperately sought. Consequently, the predominance of the women's role as that of helpmate to her husband has prevented more rural women from participating actively in politics, social, economic, or professional careers. They are discouraged from going to school and denied the right to speak in public. As a result, in almost all of the rural areas, women constitute the majority of the illiterate population.

EDUCATIONAL, TRAINING AND EMPLOYMENT ANALYSIS

The deepest source of social deprivation and underestimation of women is not a *natural* state of affairs. It is basically a reflection of social traditions associated with ignorance and poverty. This has caused resistance to change and development as manifested by the limited

school enrolment and employment recruitment of women. Available information will be used for general descriptive statistical analyses and evaluations of educational and employment participation by women.

Education and Training

In Ethiopia a large proportion, probably not less than 90 per cent of the total population, is illiterate, especially among adults and women. It is estimated that only 10 per cent are literate; this figure is low even by African standards [Gebremedhin, 1976]. The availability of both general education and vocational and technical training programs is limited. Most schools are concentrated in the towns, but still cannot absorb all school-age children living in the urban areas. General education is given at elementary, secondary and university levels. Vocational and technical programs are provided in limited numbers of specific schools, namely technical, nursing and commercial schools. There are also comprehensive secondary schools which provide vocational training in home economics, agriculture, industrial arts and commerce along with general education. In most instances, vocational/technical training programs are provided by government. General education is given by government, mission, private and church schools and mosques. Most mission and private schools provide only elementary education, while church schools and mosques introduce primary education mainly how to read and write with no formal curriculum.

The population of Ethiopia has increased from 41 million in 1983 to about 52 million in 1991 an increase of about 23

per cent in eight years (Table 1). Population has increased at average annual rates of 2.7 per cent in the 1970's, over 2.8 per cent in the 1980's and about 3.0 per cent in the early 1990s [*World Bank, 1992*]. Over the years the percentage of the female population has been slightly larger than the male population. But judging from the total number of elementary and secondary school students shown in Tables 2 and 3, the female student population in all schools is much lower than the male student population. The number of female students in all schools ranged from 33 per cent in 1977/78 to 40 per cent in 1989/90 while the number of male students ranged from 67 per cent in 1977/78 to 60 per cent in 1989/90. The proportion of female students has been increasing in all schools while the proportion of male students has been decreasing over the years. The percentage of female students in private schools is higher than the rest because most private schools are located in larger towns where traditional social factors are degenerating with modernization. The proportion of female students in private schools ranged from about 37 per cent in 1977/78 to about 46 per cent in 1989/90. The proportion of male students in private schools ranged from about 63 per cent in 1977/78 to 54 per cent in 1989/90. In absolute terms, the overall male student population in all government and private schools decreased significantly, particularly in the 1980s. This was because male students were forcefully recruited from schools to serve in the military forces.

According to the information available on higher education in Table 4, the total degree graduates increased slightly from 9,166 in 1981/82 to 10,327 in 1989/90,

The female degree graduates declined by about 19 per cent from 1,037 in 1981/82 to 845 in 1989/90. Male student graduates in degree programs increased, slightly from 8,129 in 1981/82 to 9,482 in 1989/90. The ratio of female degree graduates to the total degree graduates ranged from over 11 per cent in 1981/82 to a little over 8 per cent in 1989/90. However, the proportion of male student graduates ranged from about 89 per cent in 1981/82 to about 92 per cent in 1989/90. Female diploma graduates increased from 921 in 1981/82 to 1,004 graduates in 1989/90, while male diploma graduates in all fields increased from 4,399 in 1981/82 to 5,709 in 1989/90 (Table 4). The ratio of female diploma graduates to the total diploma graduates decreased from about 17 per cent in 1981/82 to 15 per cent in 1989/90. The proportion of male diploma graduates increased from 83 per cent in 1981/82 to 85 per cent in 1989/90. There were female student graduates in most degree programs, but the males have been dominant in agriculture, engineering technology, law, pedagogical studies, medicine and public health. Most students in the industrial, building, engineering and agricultural fields have been males. Although there have not been specific regulations preventing them joining these fields of study, female students have been the minority in all fields of vocational and technical training schools even in the areas of study where employment opportunities have been promising. Training in agriculture and forestry, electronics and electricity, mechanics and automechanics, welding, and building and construction have been apparently socially viewed as men's fields of study. Female students graduated with significant numbers in social studies, natural sciences

and languages. In the library sciences and commerce diploma programs, only female students have been graduating over the years. Female diploma graduates have been the majority in the fields of home economics in the school of agriculture, teacher training in pedagogical studies, and nursing in the school of medicine and public health. Training programs in nursing, secretarial fields, childcare, environmental hygiene, food and nutrition, and other household management related training generally have been thought to be specific training programs for females.

In general, it has been lamented that the number of female students at all levels of general education and vocational/technical training programs is comparatively far below the number of their male counterparts. The available figures in the official statistical abstract of Ethiopia seem to suggest that women looking for careers were traditionally and socially expected to be trained in the fields of commerce, community and social services, public health and home economics.

Employment Participation

The economically active population referred to as the labour force, is comprised of all persons of either gender, including the armed forces and the unemployed but excluding housewives and students who furnished the labour to produce economic goods and services for the market and own consumption and was 17,593,000 in 1980 compared to 19,182,000 in 1985 and 21,225,000 in 1990. The percentage of females in the total labour force was 39 per cent in 1980 compared to 38 per cent in 1985 and 37 per cent in 1990. The percentage of males

in the total labour force was about 61 per cent in 1980 compared to about 62 per cent in 1985 and about 63 per cent in 1990 [World Bank, 1992].

The industrial structure of the labour force can often give an indication of the relative level of development of the national economy. According to the distribution of the labour force among the various sectors of economic activities, the percentage of females within their sex group working in agriculture (including farming, animal husbandry, hunting, forestry and fishing) declined from 85 per cent in 1980 and 83 per cent in 1985 to 82 per cent in 1987 compared to males working in agriculture which declined from 77 per cent in 1980 and 74 per cent in 1985 to 73 per cent in 1987. The percentage of females working in industry (including mining and quarrying, manufacturing, construction and public works, electricity, water and gas) increased from 6 per cent in 1980 and 7 per cent in 1985 to 8 per cent in 1987 compared to the males working in industry which increased from 9 per cent in 1980 to 10 per cent in 1985 to 11 per cent in 1987. The percentage of females working in services (including all other branches of activities than agriculture and industry) also increased from 9 per cent in 1980 to 10 per cent each in 1985 and 1987 compared to the males working in services which increased from 15 per cent in 1980 and 16 per cent in 1985 to 17 per cent in 1987 [World Bank, 1992].

It is a common phenomena to observe that in Ethiopia, most of the jobs held by both men and women are located in the rural areas. In 1984, there were a total of 14,618,361 men and women actively employed in the country. Over 90 per cent were employed in the rural areas

compared to about 10 per cent in the urban areas (Table 5). Most of the jobs held by both males and females in the rural areas were in agriculture, retailing and catering services. The most dominant jobs for women in the urban areas have usually been service occupations and production related works such as clerical and secretarial work, business and stenographic jobs, telephone, office machine and computer key punch operations, health and hygienic services, social affairs and community development, and personal and household services. The main reason is that women are socially and traditionally expected to be engaged in such types of service oriented work. However, a little improvement has been made as the society changes from time to time through educational orientation and technological changes.

Looking at the distribution of the total estimated civilian employees excluding security and armed forces, 8,522,881 (over 58%) were male employees and the remaining 6,095,480 (about 42%) were female employees (Table 5). About 89 per cent (12,946,400) of the total civilian employees in the country in 1984 were employed in agricultural related works, of which 59 per cent were male employees and 41 per cent were female employees. Over 91 per cent of the female and about 90 per cent of the male employees in the country in 1984 were employed in the rural areas. The remaining 9 per cent of females and 10 per cent of the males were employed in the urban areas. In the rural areas, between 95 per cent and 98 per cent of both female and male employees were predominantly engaged in the agricultural sector. Over 40 per cent of the females, compared to 20 per cent for males employed in the urban areas, were

engaged in wholesale and retail trade and catering services. About 45 per cent of the males employed in the urban areas compared to about 44 per cent for females were employed in public administration, social culture, recreational activities, personal and household services. The highest female employment opportunities were in wholesale and retail trades followed by agriculture, manufacturing and public administration and management. Women were least employees in professional and technical works such as construction; transport and related work; mining and quarrying; electricity, gas and water; bank, insurance and business service.

The percentage of the population within each sex group (either employed or unemployed) that participate in economic activities has been declining significantly over the years. According to the World Bank statistics (1992), the ratio of total economically active population to the total population of both sex group declined from 46 per cent in 1980 to 44 per cent in 1985, 43 per cent in 1988 and 42 per cent in 1990. The labour force participation rates of males (within their sex group) also declined from 56 per cent in 1980 to 55 per cent in 1985, 54 per cent in 1988, and 53 per cent in 1990 [World Bank, 1992]. The 1984 official government statistics of Ethiopia as shown in Table 6, indicated that there were 21,938,738 active and inactive population (ten and above years of age for both sex groups). Of the total, only 14,742,541 (over 67%) were in the active population, either employed or unemployed. The remaining 7,196,197 (about 33%) were in the inactive population who did not work or did not actively look for work. Of this, over 31 per cent or 2,253,858 were males and about

69 per cent of 4,942,339 were females (Table 6), but in many instances relatively large numbers of women assist on farms or in other family owned enterprises without pay. The women as housewives would usually be active providing motherhood services and domestic duties and responsibilities in the house and the farm.

According to the information in Table 7. among the economically active population, only 169,621 (over 2%) were unemployed, of which two-thirds lived in urban areas and the remaining one-third were located in rural areas. Over 73 per cent of the unemployed were without work experience. Among the employees without work experience, about 53 per cent were women and 47 per cent were men. However, among the employees with work experience, about 46 per cent were women and 54 per cent were men (Table 7). The proportion of both sex groups without work experience was less in the rural areas than in the urban areas. Likewise, the proportions of both sex groups with work experience were greater in the urban than rural areas.

In general, women are less employed both in the public and private sectors than their male counterparts. The same thing holds true for the number of female students in all schools, despite their greater proportion in the total population. In view of this fact, it is clear that there have been broad social and cultural constraints which have discouraged women from active participation in the Ethiopian economy. It seems clear that direct and indirect discriminatory attitudes still prevail in varying degrees in the academic and employment sectors.

CONCLUDING REMARKS

It is common fallacy to suppose that it is a waste of time to educate or train a girl because she will give up her work after marriage or after she has a family. But, although there is no comprehensive attempt to measure the economic value or benefit of women's unpaid work as housewives or mothers, education clearly does have some influence in the quality of childcare. The provision of education has inherent value to the well being of the female population as well as it does to their male counterparts. The influence of a mother's education on the future educational achievements of her children may be one of the most important indirect economic benefits of education. In addition, strong basic educational skills and knowledge and appropriate vocational and technical training of women indicate quality of human resources necessary to ensure the future vitality and viability of the country. Nevertheless, the myth still persists that education and training is less profitable for women than for men, and this is reflected in the lower participation of women in the academic and employment sectors. But, if better use was made of women's potential skills and aspirations, the economic returns to investment in education for women would be higher not only for individual women but for the Ethiopian society as a whole [Woodhall. 1975].

As the economy and technology are constantly changing over the years, the demand for highly educated and skilled human resources in various disciplines is increasing rapidly, irrespective of gender. The social and cultural barriers in many

countries are falling apart, giving way to social change and economic development. Today, with an altogether different situation in society, the traditional social institutions are faced with an entirely new challenge. Since the social, economic and political emancipation of women has become widely accepted, new pressures from the social environment are affecting religious traditions and especially the inadequacy of traditional teaching regarding the general status or image of women [Byrne, 1975]. The traditional role of mother and wife no longer suits the modern Ethiopian woman, since it is not adequate to serve in overall social and economic development programs and, in effect, amounts to negative results for the economic system. Now, despite their limited number in the employment sector, Ethiopian women have started to display a more active role in politics, business and professional careers. Many women have joined their brothers in the social, economic and political activities of nation building.

Women tend to be left out of development, but complete development is only possible once women become liberated from their traditional domestic tasks and are permitted to play an important role in society, particularly in the labour market. Women's participation in development should not, however, be considered solely in terms of their contributions to the society and the economy. It is an important national goal in its own right. The integration of women in the social, economic and political life of their community enhances women's personal destinies and fully realizes their potential abilities [Colombo-Sacco, 1975]. As has been indicated in the literature [National Business Women, 1977],

development is indivisible. But it is equally important to stress that development is either total or ineffective. Only if the cause of women is woven into the overall cause of progress can development have its full impact. Therefore, policy-makers and planners have to find out precisely what restrictive social, educational and conditioning practices at every stage may be creating environmental, psychological, social or practical barriers to crucial steps of development and what constrain women in their economic and educational freedoms. It is their right to participate equally in nation building by having equal academic and employment opportunities. At the same time, it is essential to the country's economic future to utilize the potential resources of women.

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TABLE 1. Population by Sex and Year, Ethiopia, 1963-92

Year	Male	Female	Total
1983	20,507,187	20,528,758	41,035,945
1984	21,080,209	21,104,743	42,184,952
1985	21,665,146	21,688,778	43,353,924
1986	22,311,021	22,343,776	44,654,797
1987	22,960,290	22,998,426	45,958,716
1988	23,630,756	23,674,531	47,305,287
1989	24,323.154	24,372,924	48,696,078
1990	25,038,278	25,094,338	50,132,616
1991	25,776,329	25,839,613	51,615,942
1992	26,539,944	26,609,596	53,149,540

Source: 1988 Statistical Abstract. Ethiopia.

TABLE 2. Number of Students by Sex In Public and Private Schools, 1986-90

School	1986/87	1987/88	1988/89	1989/90
Government:				
Total	3.145,259	3,377,902	3,368,751	3,168,681
Female	1,192,675	1,266,149	1.299,075	1,245,761
Male	1,952,584	2,111,704	2,069,676	1,922,920
Non-Government:				
Total	333,609	348,881	360,180	363,795
Female	151,193	157,536	164,691	167,634
Male	182,416	191.345	195,489	196.161
All Schools:				
Total	3,478,868	3,726,783	3,728,931	3,532,476
Female	1.343,868	1,423,734	1,463,766	1,413,395
Male	2,135,000	2,303,049	2,265,165	2,119,081

Source: 1988 Statistical Abstract, Ethiopia.

Table 3: Number of Students by Sex and Types of Schools, Ethiopia. 1977-1986

SCHOOL	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
GOVERNMENT									
TOTAL	1131697	1359014	1839982	2197206	2502726	2696002	2732852	2695139	2793571
FEMALE	362693	444262	614761	7477721	866425	961603	993123	1017038	1071796
MALE	769004	914752	1225221	1449485	1636301	1734399	1739729	1678101	1721775
MISSION									
TOTAL	61554	78928	88777	93962	85619	71533	77391	76146	77960
FEMALE	22733	26252	32871	35665	34464	30012	32320	32614	33162
MALE	38821	52676	55906	58297	51155	41521	45071	43532	44798
PRIVATE/PUBLIC									
TOTAL	203651	248931	2303B1	245301	252007	256683	245545	217994	212450
FEMALE	74754	84835	93368	103336	108620	112907	108957	101138	99262
MALE	128897	164096	137013	141965	143387	143776	136588	116865	113188
CHURCH**									
TOTAL	25889	16862	23412	21844	21139	21984	20272	15337	12739
FEMALE	11067	5230	10266	9347	9250	9871	9492	7378	5859
MALE	14822	11632	13146	12497	11889	12113	10780	7959	6880
ALL SCHOOLS									
TOTAL	1422791	1703735	2182552	2558313	2861491	3046202	3076060	3004616	3096720
FEMALE	471247	560579	751266	896069	1018759	1114393	1143892	1158168	1210079
MALE	951544	1143156	1431286	1662244	1842732	1931809	1932168	1846448	1886641

Table 4: Student Enrollment In Institutes of Higher Learning Regular Programs, Ethiopia, 1981-90

PROGRAMS	1981/82				1982/83				1983/84			
	DEGREE TOTAL F		DIPLOMA TOTAL F		DEGREE TOTAL F		DIPLOMA TOTAL F		DEGREE TOTAL F		DIPLOMA TOTAL F	
1. Agriculture	877	43	1557	159	960	38	1682	152	1072	40	1721	147
2. Engineering & Technology	654	26	956	84	598	27	872	57	648	19	772	48
3. Medicine & Public Health	980	179	115	20	1021	176	279	82	973	153	181	54
4. Language Studies	554	118	-	-	456	77		-	517	89	-	-
5. Pedagogical Studies	205	4	1685	200	347	23	1747	202	536	28	1643	141
6. Law	250	28	1	-	248	25	-	-	236	21	-	-
7. Natural Sciences	2931	282	2	-	3333	308	-	-	3042	237	-	-
8. Social Studies	2965	357	2	-	3318	395	-	-	3279	321	-	-
9. Library Sciences	-	-	111	24	-	-	116	26	-	-	89	25
10. Commerce	-	-	891	434	-	-	909	396	-	-	1067	421
TOTAL	9166	1037	5320	921	10281	1069	5605	915	10303	908	5473	836

Source: Office of Statistics and Educational Information, July 1991, Ethiopia

Table 4: Student Enrollment in Institutes of Higher Learning Regular Programs, 1981-90, Continue:

PROGRAMS	1984/85				1985/86				1987/88			
	DEGREE TOTAL F		DIPLOMA TOTAL V		DEGREE TOTAL F		DIPLOMA TOTAL F		DEGREE TOTAL F		DIPLOMA TOTAL F	
1. Agriculture	1085	40	1725	183	1316	45	1644	167	1657	60	1384	121
2. Engineering & Technology	703	19	811	48	894	28	846	47	952	27	1125	61
3. Medicine & Public Health	1052	163	142	57	1320	184	490	114	1444	180	662	155
4. Language Studies	504	85	-	-	672	102	-	-	598	105	-	-
5. Pedagogical Studies	352	19	1834	138	411	27	1837	13	376	24	1725	97
6. Law	229	19	-	-	275	28	-	-	251	22	-	-
7. Natural Sciences	485	234	-	-	3725	250	-	-	3155	222	-	-
8. Social Studies	3584	411	44	7	3395	351	81	13	3097	294	144	18
9. Library Sciences	-	-	118	36	-	-	124	22	-	-	104	18
10. Commerce	-	-	1147	486	-	-	11 18	485	-	-	927	296
TOTAL	7994	990	5821	955	1 2008	1015	6170	861	11530	934	6071	766

Table 4: Student Enrollment in Institutes of Higher Learning Hagiilur Programs, 1981-90, Continue:

PROGRAMS	1987/88				1988/89				1989/90			
	DEGREE TOTAL F		DIPLOMA TOTAL F		DEGREE TOTAL F		DIPLOMA TOTAL F		DEGREE TOTAL F		DIPLOMA TOTAL f	
1. Agriculture	1762	86	1399	117	1807	78	1522	110	1812	102	1528	192
2. Engineering & Technology	843	31	1040	68	1047	33	1183	68	1157	34	1177	70
3. Medicine & Public Health	1377	124	629	162	1287	108	667	154	1207	91	620	121
4. Language Studies	473	85	-	-	438	69	-	-	402	62	-	-
5. Pedagogical Studies	439	26	1931	106	421	29	1809	125	508	36	1856	141
6. Law	248	26	-	-	244	25	-	-	221	20	-	-
7. Natural Sciences	2907	207	-	-	2868	217	-	-	2634	180	-	-
B. Social Studies	2750	328	229	61	2435	314	243	56	2351	320	261	58
9. Library Sciences	-	-	105	18	-	-	112	16	35	-	105	18
10. Commerce	-	-	921	35U	-	-	1121	436	-	-	1166	404
TOTAL	10799	913	6254	891	10547	873	6657	965	10327	845	6713	1004

Table 5: Employment Distribution by Sex, Major Industrial Group, and Region, Ethiopia. 1984

EMPLOYMENT	TOTAL			RURAL			URBAN		
SECTORS	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1. Agriculture, Forestry, Hunting & Fishing	7609207	5337193	12946400	7513746	5308815	12822561	95461	28378	123839
2. Mining & Quarrying	7269	2647	9916	3469	2219	5688	3800	428	4228
3. Manufacturing	134474	96220	230694	32697	51563	84260	101777	44657	146434
4. Construction	33546	3185	36731	5679	508	6187	27867	2677	30544
5. Electricity, Gas & Water	8880	1356	10236	671	146	817	8209	1210	9419
6. Wholesale, Retail, Trade & Catering	201227	359181	560408	34272	146571	180843	166955	212610	379565
7. Transport & Related Works	52789	9078	61867	4372	4617	8989	48417	4461	52878
8. Bank, Insurance & Business Service	8709	2953	11662	290	288	578	8419	2665	11084
9. Public Admin, Social, Cultural, Recreational, Personal & Household Services	466780	283667	750447	89362	54115	143477	377418	229552	606970
TOTAL	8522881	6095480	14616361	7684558	5568842	13253400	838323	526638	1364961

Source: 1984 Population and Housing, Census of Ethiopia, December 1991.

Table 6: Male and Female Population Ten and Above Years of Age by Sex, Activity Status and Region, Ethiopia, 1984

REGION	SEX	ACTIVE	INACTIVE	TOTAL
RURAL AREAS	Male	7700606	1620946	9321552
	Female	5592020	3689202	9281222
	Total	13292626	5310148	18602774
URBAN AREAS	Male	880906	632912	1513818
	Female	569009	1253137	1822146
	Total	1449915	1886049	3335964
TOTAL	Male	3581512	2253858	10835370
	Female	5161029	4942339	11103368
	Total	14742541	7196197	21938738

Source: 1984 Population and Housing, Census of Ethiopia, December 1991.

Table 7: Distribution of Economically Active Population by Sex and Region, Ethiopia, 1984

UNEMPLOYED						
REGION	SEX	EMPLOYED	W/O WORK EXPERIENCE	W/ WORK EXPERIENCE	TOTAL	TOTAL ECONOMICALLY ACTIVE
RURAL AREAS	Male	7677763	115862	3981	22543	7700606
	Female	5559409	23167	9444	32611	5592020
	Total	13237172	39029	16425	55454	13292626
URBAN AREAS	Male	820661	42682	17563	50245	880906
	Female	515087	42469	11453	53922	569009
	Total	1335748	85151	29016	114167	1449915
TOTAL	Male	8498424	58544	24544	83088	8581512
	Female	6074496	65636	20897	86533	6161029
	Total	14572920	124180	45441	169621	14742541

Source: 1984 Population and Housing, Census of Ethiopia, December 1991.