

# An Assessment of The Challenges on Implementation of Affirmative Action in Ethiopian Secondary Schools

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## Abstract

This study was conducted an assessment on the implementation of affirmative action in case of Ethiopian secondary schools. The general objective of this research was to assess implementation of affirmative action in case of Ethiopian secondary schools. The data were collect from respondent the data was analyzed and summarized using both qualitative and quantitative method.. The findings from this study confirm that attitudes, perceptions practices and procedures related to affirmative action in Ethiopian secondary schools provide indicators of the challenges at implementation. In other words, this study has helped to identify the possible barriers for the implementation of affirmative action which could serve as a basis for further research. Having drawn up the above mentioned findings and remarks: Awareness-raising and sensitization plays a pivotal role in understanding the principle underlying affirmative action policies and practices. The implementation phase involves designing various strategies of implementation to have an effect on the goals identified in the planning phase.

*Keywords:* Affirmative action; remedies, positive discrimination; implementation; nondiscriminatory laws.

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## 1. Introduction

Women are believed to constitute more than half of the world's population, they are, however, invariably deprived of equal share of resources and opportunities. The causes for such inequality are deeply-rooted in religions, cultures, legal systems, political institutions and social attitudes in different societies. Despite the fact that most legal barriers have become applicable word wide since the middle- 20<sup>th</sup> century, women still remain far-off from reaching equality to men. In fact, they continue to be among the most disadvantaged in all realms of life due to the legacies of the past (Yasin, 2013).

In Africa w omens were considered as incompetent to fill higher positions and they were employed on a temporary basis or under less favorable conditions. It was a common practice in Africa that the women would be recruited to positions inferior to the men, irrespective of qualifications or levels of experience. (Erasmus, 2005).

Similarly, women in Ethiopia faced a variety of legal, economic, and social constraints. They are victims of harmful traditional practices and domestic violence, they were deprived of access to education, training, employment and political education, training, employment and political participation reinforced by stereo typical attitudes. Burdened with domestic labor, they are debarred opportunities from taking part in the labor force, and therefore underrepresented in public and professionalism life, often confined to clerical occupations at best, and to law-paying semi-skilled jobs like garment manufacturing and food processing (Tegyibelue, 2008)

Affirmative action, policies as means of rectifying age old discriminatory practices have been controversial issues world wise such controversies have existed in countries like the USA and India in which affirmative action is believed to have a long history and in south Africa where the concept of affirmative action was introduced recently. As far as

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Ethiopia is concerned diverse view points exists as to the relevancy of affirmative action for women. Some vehemently argue that affirmative action is necessary as means of achieving gender equality while others contend that affirmative action should be abolished to enable women to compete at an equal footing with men. Such on-going debates are conducted in various gender forums and workshops organized in Ethiopia (Mohammed, 2009)

### **1.1. Statement of the problem**

Despite changes in the law and policies over the past decades to help overcome the age old patriarchal practices against women, the traditional views still remain as deeply ingrained in society needless to say, this has resulted in the continuing subordinate position of women in the Ethiopia society. In light of this, the position of women in the Ethiopia society. In light of this, the position of women in Ethiopia was one of the most serious issues that has been debated among politician and scholars like, and subjected to scouting of changed over the past decades (Akemachew, 2010).

Although some sporadic and spontaneous steps were occasionally taken to improve the position of women during the consecutive refines in the past (imperia) Era (1930-1974) and the military regime (1974-1991), it could be safely said that fully fledged policy reforms towards gender equality were officially and took an institutional gapes in the current federal system of government which has been in place since 1991. Since then, the government has clearly demonstrated its commitment to redress the age-old discrimination against women. This commitment towards gender equality has been shown in a variety of ways, including the adoption of the 1993 women' policy, the 1995 federal Democratic Republic of Ethiopian constitution, the 2005 revised family code and the 2005 criminal code, the 2003 vigil servants proclamation, the establishment of the women affairs office at the prime minister's office and departments in various minister and the introduction of affirmative action measures.

To that end it can be said that Ethiopia has embarked up on legislative changes to remove the impediments to gender equality (Debebe, 2006). Despite such encouraging developments, progress has been, disappoint ingly slow in translating policy commitments in to effective targets, plans and programs for implementation, both in terms of increasing the representation of women in the civil service and higher education and enabling them to succeed in their jobs and in education after admission (Debebe, 2006).

The women have the inferior status when compared with the men on many spheres for instance the women are less participants in management of the common property they have with their housebound and they also paid less wages than men in the daily works, these are happening by disregarding the opportunity given to the women by the ruling government different laws, such as FDRE constitution and other subordinate laws. This study focuses on evaluating the legislation and results of implementation of affirmative action at the meantime, it also evaluated the attitudes and perception of beneficiaries and non-beneficiaries of the programs. This research aims at discovering the limitations hindered the women to exercise their affirmative action rights guarantee by the constitutions and other laws. In return, the research will provide the better solutions to take, those identified limitations by facilitate the methods through which reformed policy aimed at striking balance between priory harmed women and respected men will implemented in good manner in Ethiopian secondary schools.

### **1.2. General objective**

The general objective of this study is to assess challenges in an implementation of affirmative action in case of Ethiopian secondary schools. The main questions, regarding to implementation of affirmative action in Ethiopian secondary schools which was solved by this research is what are the main challenge that to hinder the implementation of affirmative action

## **2. Research methodology**

### *2.1. Research design*

This study was conducted through descriptive and explanatory types of research design supporting by mixed research approach, i.e qualitative and quantitative in order to correctly describe, analysis and present those data. Descriptive

research helped the researcher to identify the implementation of affirmative action. Besides, it will support the research to answer the reading questions that study passed and meet its general and specific objectives.

## *2.2. Source of data*

In this study secondary data source has been used. The secondary data was obtained from reviewing available literature, journals and books reviewed.

## *2.3. Data analysis and interpretation*

After the necessary data was collected, it was analyzed and summarized by using both qualitative and quantitative method. The data was summarized using table and chart, percentage and also in descriptive way and personal judgment also made on the collected data.

# **3. Affirmative Action**

## *3.1. Definitions of Affirmative Action*

Programs that are designed for group preferences in order to redress prior disadvantages have been given a variety of names in different countries. As so well has documented such names are in the United States of America and affirmative action in Europe, as positive discrimination, in India, as reservations, in Sri Lanka, standardization, in Nigeria as reflecting the federal character of the country.

In Canada, as employment equity, in South Africa as preferential treatment (Sowell, 2004). In addition, in many other countries, affirmative action is also referred to as “preferential policies” and compensatory or distributive justices. Despite differences in names and variations in content, the essence of all policies and reforms introduced to redress gender inequalities would in principle remain the same, basically referring to a wide range of measures aimed at rectifying group inequalities resulting from past discriminatory practices. This definition calls for active programs rather than more non-discriminatory laws in order to rectify the effects of prior discriminatory practices and prevent the recurrence of future exclusions there by enhancing opportunities for disadvantaged groups of society. (Mullen, 1988).

Mullen (1988) refers to an extensive use of affirmative action programs in both public and private institutions with a view to advance the status of disadvantaged groups of society. He defines affirmative action as an attempt to make progress to ward substantive rather than merely the defining charformal, equality of opportunity for those groups, such as women or racial minorities which are currently under represented in significant positions in society, by explicitly taking into account attributes sex or race which have been the basis for discriminations standard encyclopedia of philosophy (2001) concisely defines affirmative action.

As a positive step taken to increase the representation of women and minorities in areas of employment, education, and business from which they have been historically excluded.

### *3.1.1. Meanings and nature of affirmative action*

Affirmative action occurs whenever an organization devotes resource (including time and money) to making sure that people are not discriminated against on the basis of their gender or their ethnic groups. Affirmative action has the same goals as equal opportunity, but differs from equal opportunity in being proactive (Burste, 1994) equal opportunity is a passive policy that seeks to ensure that discrimination will not be tolerated once it is detected. In contrast, with affirmative action, organizations use established practices not only to subvert, but also to a very, discrimination (Crosby & Cordova, 1996). One traditional form of affirmative action has involved reserving federal procurement dollars for minority-owned and women-owned business. Although set aside no longer operate in the same fashion in the past (Holt, 2003), extensive econometric research has generally, but not unequivocally (Myers and Chan 1996),

verified the effectiveness of the federal, state and local pre-currement programs in enabling minority and women owned business to gain economic footholds (Bendick & Egan, 1999).

The phrase “affirmative action’ could have different meaning to different people. There is a lack of consensus on its exact meaning among legal scholars and philosophers and it is consequently fair from settled. Literetlly, the term “affirmative” means to agree to be positive or to show one’s support and “action” means doing something to achieve a particular purpose or goal. conceptually, affirmative action has come to be comprehended as a policy that refers to a mide range of measures aimed at rectifying group inequalities resulting from past discriminatory practices. Affirmative action, in principle, is designed to enhance the opportunities of members of disadvantaged groups in societies, which have been previously excluded from access to resource and opportunities due to various sociocultural reason (Kellough, 2006).

Bacchi (1996) described affirmative action as a phase that refers to various programs, which are designed to redress the inequality of targeted groups of society. Accordingly affirmative action aims at altering the composition of the labor force and to make the public and educational installations more representative (Krang, 2002) similarly explains affirmative action as the practice that required governmental bodies to act affirmatively to recruit workers or admit students on a non-discriminatory basis krear further calls for adopting measures where employers may arrange special procedures of recruiting women, minorities and for educational sectors to include race and gender as a criterion in admission to remedy the effects of past discrimination (Ibid).

### *3.1.2. The nexus between women empowerment and affirmative action*

Women empowerment has become a significant topic of discussion regards to development and economics. Methods to empower women land rights offer a key way to economically empower women, giving them the confidence the need to take gender inequalities often women in developing nations are legally restricted from their land on the sole basis of gender. If women were empowered to do more and be more, the possibility for economic growth becomes apparent empowering women in developing countries is essential to reduce global poverty since women represent most of the world’s poor population eliminating a significant part of nation’s workforce on the role basis of gender can have derimental effects on the economy of that nation (OECD, 2008).

On other hands women affirmative action in employment, examples of affirmative action programs are recruitment and out reach effort to include qualified women in the talent pool when hiring decisions are made, training programs to give all employees a fair chance at promotions and in some cases the use of flexible goals and time table (hot quotal) as benchmarks by which to measured progress to wards eliminating severe under-representation of qualified women in specific job categories.

### *3.1.3. Domain of implementation*

Broadly speaking, there are two domains where affirmative action programs could be implemented the public and private most countries have affirmative action programs in public sector and other have both in public and private sectors. In the united states, south Africa and Ethiopia, affirmative action programs take place both in the public and private spheres while in India the programs are applied only in the public sector. The legal basis and the requirements imposed by affirmative action programs vary a cross countries. In some countries like India and south africa, affirmative action policies and executions are based on constitutional mandated provisions while the legal basis in other countries like the USA, affirmative action is based on non-constitutionally mandated statutory legislation presidential executive orders, court-ordered and voluntary programs (Reskin, 1988) some countries have mandatory quota/reservation policies such as those in malaysia India and sir-lanka while “goals and time table” are set in the USA and south Africa (Sowell, 2004).

Thomas (1987) defines “goal and time tables” as a goal is a numerical target, usually expressed as a percentage, for the hiring or promotion of persons of a particular group while “Time tables” the dailiness for reaching the numerical goals like wise, the scope of implementing affirare mative action policies has a broad range of coverage depending on the socioeconomic and political system of the country. Among others affirmative action programs include jobs, admission to higher education, financial aid, contract, credit, housing and the like (Schuck, 2002) in the employment

sector affirmative action extends “beyond recruitment and hiring decisions to include promotions terminations, in service training and other workplace practices (Ibid)

### *3.2. Types of affirmative action*

Affirmative action is some times divided in two categories “weak” or “soft” and “strong” or “hard” A weak or soft affirmative action category involves taking positive steps to enable members of disadvantages groups acquainted with positions and promote them to apply, but later treats all the applications received entirely in an impartial way (Schuck, 2002). These reforms include attempts to remove structural impediments which affect particular groups, and strategies, such as training schema, to assist “disadvantaged” groups to compete more effectively” (Boacch, 1996). In other wordy member of disadvantaged groups are encouraged to compete for jobs in recruitment, appointment and promotion for instance, institutions with a weak affirmative action policy would advertise a vacancy in a way to reach the disadvantaged groups either through the media or make funding to support applicant from such groups. Alternatively, strongly or hard affirmative action would included reforms which make memberships of a designated group and qualification relevant criteria for access to education and employment (Ibid).

This implies that preference will be given to candidates from disadvantages groups when the applications are actually being evaluated. In other words, ebbing a member of disadvantaged groups would be taken in to account in evaluating candidates for admission and hiring (Ibid).

#### *3.2.1. Affirmative action measures*

The legal basis and its application the Ethiopian secondary schools school case any meaningful attempt at the achievement of substantive equality among citizens must look beyond formal equality and take note of the political, socioeconomic and cultural harbingers which lie at the back drop of current inequality we have seen above that governmental neutrality in the sense of formal equality does not bode well for uprooting an existing a symmetry in the prevailing positions of each individual and groups. There is a need for a states positive action towards enabling all citizens to start the race from the same starting point (Macklen, 2008).

However the equality clause under article 25 of the FDRE constitution equality before the law; equal protection of the law and the effective protection against discrimination on open ended ground, but it does not incorporate an explicit and comprehensiveness provision on affirmative action. The only context where affirmative action is explicit provided for the situation covered under articles 35 which is specifically designed to remedy the historical legacy of inequality and discrimination against women.

Thus, for instance, there is no semblance of affirmative action under article 38 in relation to the right to vote and or contest for an election to public office every Ethiopia national has been put on par in the exercise of the rights to vote and be elected and there is nothing in Article 38 to explicitly provide for the necessity of differential treatment among citizens that are eligible for the exercise of the rights in issue. Never the less, it may be argued that the need for affirmative action can be derived from the main equality clause it self. Under article 25, not only are all persons entitled to equality before the law without any discrimination, they are also entitled to an affective protection of their right to equality. It is axiomatic that the effective protection of equality guarantee goes beyond the prescription of neutral state treatment which, taken at face value, will perpetuate the existing inequality that owns its causes to past marginalization in accessing public resources such as political protection of the law under article 25 would dictate the leveling of the starting point of the race which in turn would require a special treatment of those that have been “lest bihing” due to past inequalities. It not difficult to understand the legitimacy of concerns of the HOF in the Ethiopian secondary schools case in which it attempted to devise a special protection for those ethnic groups that have bee victims of past marginalization.

#### *3.2.2. The concept of equality*

The concept of equality has been a controversial subject in the legal discipline. The concept of equality has meant different trings in different setting. It can mean equality of opportunity freedom from discrimination, equal treatment, equal benefit, equal status and equality of result (Rosenfeld, 1991).

It is before very difficult to give a concrete meaning to the notion of equality. Almost all modern constitutions addressed the issue of equality. Equality has been extensive given various meaning and definition since long time. Different conceptions of equality are proposed. The classical idea in which Aristotle viewed equality is represented in his distinction between numerical or arithmetical equality which refers to equality in number and proportional equality refers to equality of ratios (Clifford, 2008). Numerical equality is when persons are treated alike without distinction. It focuses on sameness and presupposes the absence of any discrimination. The generally accepted equality principle that Aristotle formulated in reference to Plato is things that are alike should be treated alike, it is equal treatment under law for all citizens. The modern conceptions generally classified the idea of equality into formal and substantive equality.

### *3.2.3. Formal equality*

Formal equality, which has an important role in many national legal systems, stipulates identical treatment of all individuals regardless of their actual circumstances. It is based on the Aristotelian concept of equality that meant to treat like persons alike and unlike persons unlike (Jauch, Herbert M: 101-103) this notion of equality requires that similar cases must be treated similarly “according to one and the same rule”. It reflects a generalized idea that a rule applies to one should apply to all. This view operates on the assumption that persons and situations have already been determined to be similar: it does not provide any criteria for relevance (L. Heureux-Dube, 1997).

If all persons were equal in every respect, formal equality would have been sufficient. Formal equality presupposes that all persons are equal bearers of right. It is ignorant of the socioeconomic disparities among groups and individuals in society. When two persons have equal status in at least one affirmatively relevant respect, they must be treated equally with regard to this respect (Sandra & Goldblatt, 56). According to the formal approach, a rule applied to all those who fall within its scope. It does not question the content of the law.

Formal equality presupposes that equality is achieved if the law treats all persons alike. This refers to similar treatment irrespective of the background or ethnicity or gender. Monaghan, Karon, in her article (The ideals of equality and non-discrimination: formal and substantive equality) describes formal equality as context independent that applies to all persons regardless of the context. It is characterized by an emphasis on the exclusion of any considerations in decision making, such as sex or race she further explains that formal equality ensures that decisions are fair, in the sense of being neutral and based on the notion of merit (Ibid). formal model of equality refers to applying single standard rules consistently regardless of any distinction. This notion of equality is often criticized as it does not take into consideration personal characteristics of an individual. For instance, in case of gender discrimination, advocates of formal equality would include any differences between men and women either biologically or socially. As a result, the formal equality model tends to perpetuate inequality among the sexes for it treats men and women as equals despite unequal access to power and resources. It ignores the real inequality in circumstances.

### *3.2.4. Substantive equality*

Substantive equality requires that differences among social groups be acknowledged and accommodated in laws, policies and practices to avoid adverse impacts on individual members of the groups. A substantive approach to equality evaluates the fairness of apparently neutral laws, policies and programs in light of the larger social context of inequality, and emphasizes the importance of equal outcomes which sometimes requires equal treatment and sometimes different treatment (Ibid). It is obvious that gender equality is achieved when women and men contribute equally to and benefit equally from political, economic, social and cultural development and society equally values the different contribution they make. In other words, a substantive approach of the right to equality recognizes past discriminatory practices and takes various means to achieve equality in practices substantive equality is context dependent, in which various substantive criteria for different treatments are built into the equality principle (Dworkin, Ronald M, 1985: 15-19). Equality cannot simply mean that all peoples should be equal in all respects. This idea of equality takes into consideration the different criteria of the context such as need, merit and worth (Ibid:6).

### 3.3. *The factors influence attitudes toward affirmative action*

Pollsters and social scientists have found attitudes towards affirmative action to vary considerably and some what erratically over time (Ewon & Elliot, 1997, Schuman et al 1997, Stech & Krysan 1996, 38-57). Given the boardness of the terms and confusion over its definition, fluctuations in attitudinal support are perhaps not surprising (Crosby & Cordova, 1996:33-49) Apparent variability in support for affirmative action may also be a function of variations in the operationalization of attitudes. Studies have widely differed in how they measure attitudes toward affirmative action. In most studies, participants evaluate specific practices, whereas in some (e.g. Elizondo & Crosby 2004:1773-96) they are asked to evaluate the generic term “affirmative action” complicating the literature is the finding that, in any one sample, attitudes towards other aspects of affirmative action in general may be determined by another set of factors such as self-interest (Kravitz 1995:597-611).

As a function of the policy attitudes toward affirmative action vary as a function of how the policy and its practice are portrayed or understood “soft” forms of affirmative action such as outreach programs, are favored over “hard” forms such as programs that use race or gender as a tie breaking factor in hiring decision (Kravitz, 1995; Kravitz & Klineberg, 2000: 597-611).

People who think or who are told, that affirmative action is a quota system or a system of racial or gender preferences tend to dislike affirmative action more than people who view it differently (Sniderman & Carmines, 1997: 153-55) Meanwhile, participants who have been assured that affirmative action takes into account support the policy more than others (Tougas et al 1995 b: 57-71) Generally, the fairer a practice is perceived to be, the more highly it is rated (Bobocel et al 1998: 653-69)

Abersson (2003: 1212-25) found that people of color and white people increased their support for affirmative action when justification was provided for the policy a few researchers have tracked the effects of different justifications were provided for the policy. A few researchers have tracked the effects of different justifications or explanations on people's reactions to affirmative action (Taylor-Carter et al 1995:797-814). Among a sample of white citizens (Stoker 1998: 135-70) found that when policies were explained or justified in terms of discrimination, endorsement declined as racial hostility increased however in the absence of explanations, attitudes depended on people's assumptions about the existence of racism rather than on their levels of hostility. In the past decade affirmative action in education has provoked more strong sentiment in the nation than has affirmative action in employment. (Downing et al, 2002: 15-20).

#### 3.3.1. *Empirical studies about affirmative action mainly from African's countries*

Much of the liberation struggle in South Africa was focused on ending the discrimination against and exclusion of majority of South Africans from many spheres of life, including the economy. It was therefore to be expected that attempt to reverse the legacy of such discrimination would be on the agenda of a democratically elected government. Second on the list of ANC's policy objectives adopted at their national conference in May 1992 the question of addressing inequality to overcome the legacy of inequality and injustice created by colonialism and apartheid in a smart, progressive and principled way (Thomas, 2002).

The new South African constitution (Republic of South Africa 1996) duly made provision for policy and legislation to be formulated to allow efforts to redress the inequalities of the past. This provision is an exception to the constitution's otherwise staunch commitment to equality. Even before the establishment of any formal affirmative action or empowerment strategies, some voluntary redress initiatives were undertaken in private sector. These efforts were, however, fragmented of a very diverse nature and not nearly of the magnitude that would be required to satisfy the expectations of majority population denied access to many aspects of the South African economy for years (Kennedy, Dubourdieu, 2006).

### 3.3.2. *Empirical studies about affirmative action in Ethiopia*

It is with noting subordination of discrimination of women in universal and that there is no society where they are treated equal with men (Kamial, 2013). According to agato (2013) following the begging conference of 1995 Ethiopia has identified seven priority areas that need to be take in order to insure gender equitable development. They are poverty, economic empowerment of women and girls, health and HIV/AIDS, Human right and violence against women and girls, empowering women in decision making, women and the environment and institutional mechanisms for the advancement of women. The federal democratic republic of Ethiopia has declared the unequivocal commitment to the development of women with the announcement of the national policy of women in 1993 and the promulgation of the 1995 FDRE constitutions.

One of the strategic objectives and actions in the begging declaration and the plat from of action are education and training of women. The strategic objectives clearly strategics that education is a human right and an essential tool for achieving the goal of equality, development and peace. Following the declaration Ethiopia has been trying to close the gender gap in education through formulation of policies, strategies and action oriented measured 20 years education sector plan is in effect to translate the education and training policy and the later is intended in place for implementation of the 1993 national women policy. However the gender gap still prevails at all levels of the system the gap being visible as one goes higher the ladder (prime minister office women affairs sub sector 2004).

## 4. Data analysis and interpretation

### 4.1. *Challenges to implementation of Affirmative action*

According to the informants view in Ethiopian secondary schools there are challenges to implementation of Affirmative action, these challenges are inability of woman's cooperation to complete the programs purpose, low lack of affirmative action implementing institutions commitment their responsibility as needed by the programs.

The other challenges that reflected by the informants are, the self-discourage of the beneficiary of the Affirmative action program the impact of the religious institutions, the customer of the society which gives less respect and capacity for women to act the things and extra incidental problems are challenges the effective implementation of Affirmative action in Ethiopian secondary schools

As stated above the challenges to implementation of Affirmative action are a sire from two separate angle, i.e from the beneficiaries of right themselves and the implementing institutions. The beneficiaries does not dedicate themselves for the least opportunity opened to them by negligence of implementing institution, due to their less cooperation, low level of Awareness towards their right and the deeply rooted idea of not claim for their equality right. On the other hand implementing institution are not discharge their responsibility as in the at home purposed strategy of the affirmative action program, due to lack of resource knowledge—etc.,(pursuant to the beneficiaries of the Affirmative action rights).

### 4.2. *Attitudinal*

It has been suggested by the managers of Ethiopian secondary schools woman's Affairs that much of the Attitudes about affirmative action seems to have resulted from the misunderstanding of the concept of Affirmative action.

The attitudes towards something can a make that things properly if it is reasonable to that thing and it can also dramatically hinder such thing when it rooted on use less concepts which contrary to the needed and exact concepts which ought to have been and forgotten as a result of attitude is connected towards everything implementation of Affirmative action could never escape from this societal attitude.

Hence this section assesses the attitude and perceptions people Ethiopian secondary schools towards affirmative action and it also investigates the prevailing factors that impedes Affirmative action implementation.

#### 4.3. Perceptions

According to the informants the underlying assumption in the debate is that individuals' understanding of what affirmative action entails will certainly influence their attitude. Much of the controversy about confusion and disconcertion concerning affirmative action is the main source for the lack of understanding of main premises underlying affirmative action. Indeed, lack of sensitization of Affirmative action programs which often resulted from lack of conceptual clarity by policy implementers do constitute the major challenges. During interviews taken place with a number of respondents, it was alleged that many officials themselves do not have the knowledge of the principle, related to affirmative action. In this regard, it is noticeable that even those civil servants who would like to comply with the policy may lack the required awareness of what they could have to do and not do.

The least awareness of both beneficiaries of Affirmative action results, a great destruction on the at home aims of principle of implementation of Affirmative action. Since even if the beneficiary of Affirmative action claim to their own rights, the implement of the programs, due to the below standard of their awareness.

#### 4.4. Impact of religious institution

The informant confess that the religions institutions have play the great role in the creation of negative attitudes and basing the strongly rooted concept of women inferiority one, the principle and preaching of the religions institution are obeyed and respected by the followers of the religions than the government binding rules and laws. This is because the followers of the religion institution are in fear of what they are belief to and they have absolute acceptance for the concept offered to them from their religion institution.

As a result, most of the religions followed by the society of Ethiopian secondary schools such as orthodox, Muslim, protestant and catholic religion institution uphold the superiority of men and inferiority of women. This concept has its base from the past negative attitude, which across the lairy of centurips and yet stand strongly.

Therefore, one of the challenges for effective implementation of Affirmative action in Ethiopian secondary schools school is the woman's inferiority conception fruited in the religions institutions.

#### 4.5. Customary practice

The researcher have also informed by the informant as the some of customary practice developed in Ethiopian secondary schools has their own impact on the effective implementation of Affirmative action. The harmful practice, that are discriminating moments from meeting participation, prohibiting women from the management of their own house and command property they have produced with their own spouse, etc., are also in use, despite of the implementation of Affirmative action which has devised to eliminate such practices.

#### 4.6. Beneficiaries self-discourage

One can inter from the wording of informant and as well as from the response of respondents, that the beneficiaries of affirmative action program, themselves are in the hot sleep yet. Let alone the lay beneficiaries, the literally beneficiaries even are not wake up to recovers their pasty violated rights and not fully claiming for their post affirmative action program offense against their affirmative action rights, such a kind problem can simply presumed as a great, since the group given rights are losing it by the gross negligent and carelessness. As views of informant they very sorrow and difficult be simply changed challenge for affirmative action implementation is the beneficiaries is fail to self-help.

### 5. Conclusion

This research objected to putting out the main challenged for the effective implementation of affirmative action in Ethiopian secondary schools. It analysis the problem that hinder and being the obstacle to the effective implementation in Ethiopian secondary schools . The mechanisms needed for effective implementation of affirmative

action to increase women's representation in educations, employment and other spheres. The methods for the active and efficient implementation of affirmative action in Ethiopian secondary schools are enumerated in the content of the research. The research is also aimed at explaining the possible solutions in Ethiopian secondary schools for good implementation of affirmative action.

Regarding to the findings from this study confirm that attitudes, perception, practices and procedures related to affirmative action in Ethiopian secondary schools Provide indicators of the challenges at implementation. While these finding alone may not provide a complete picture of the complexities related to affirmative action implementations the data collected in this research identify specific areas that can be remedied in order to achieve the objectives set out in the constitution. Generally, this study has helps to identify the possible barriers for the effective implementation of affirmative action which could serve as a basis for further research.

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