



THE SOCIO-ECONOMIC OPPORTUNITIES AND CONSTRAINTS FOR
FEMALE DOMESTIC WORKERS IN ACCESSING EDUCATION IN JIMMA
CITY, JIMMA ZONE, OROMIA NATIONAL REGIONAL STATE

By: Ashenafi Alemayehu

Advisor: Gudina Abshula (PhD candidate)

Co-advisor: Tariku Ayele (PhD candidate)

Thesis submitted to College of Social Sciences and Humanities, Department of
Sociology and Social work for partial fulfillment of the requirements for Masters
of Arts Degree in Sociology and Social policy.

June, 2016

Jimma, Ethiopia

Declaration

I, the one who signed below, solemnly declare that this MA thesis work represents my own work which has not been submitted for any degree at this or another University. Additionally, to the best of my knowledge this thesis contains no material previously published by any other person except where due acknowledgement has been made. The comments of my advisors and examiners have been properly incorporated.

Declared by: Ashenafi Alemayehu

Signature: _____ Date: _____

Approved by:

Advisor: Gudina Abshula (PhD candidate)

Signature: _____ Date: _____

Co-advisor: Tariku Ayele (PhD candidate)

Signature: _____ Date: _____

Examiners: _____

Signature: _____ Date: _____

Table of contents

Contents	Pages
Declaration.....	I
Table of contents.....	II-IV
Acknowledgements.....	V
Acronyms.....	VI
Abstract.....	VII
CHAPTER ONE.....	1
1.INTRODUCTION.....	1
1.1Background of the study.....	1
1.2Statement of the problem.....	4
1.3Objectives of the study.....	7
1.3.1General objective of the study.....	7
1.3.2Specific Objectives of the study.....	7
1.4.Significance of the study.....	7
1.5.Scope and limitation of the study.....	8
1.5.1.Scope of the study (Delimitation).....	8
1.5.2.The Limitations of the Study.....	9
1.6.Organization of the study.....	10
CHAPTER TWO.....	11
2.RELATED LITERATURE REVIEW.....	11
2.1.Definition of terms and concepts.....	11
2.2.Theoretical frame work.....	13
2.2.1.Social capital theory.....	13
2.2.2.Deprivation theory.....	15
2.2.3.Feminist theory.....	16
2.3.Empirical Literature Review.....	17
2.3.1.Who is domestic worker.....	17
2.3.2.Features of domestic work.....	18
2.3.3.Why the employers' hire domestic workers.....	19
2.3.4.Women domestic workers as victims of social problems.....	19
2.3.5.Problems of female domestic workers at work.....	19
2.3.6.Feminization of poverty.....	22
2.3.7.Feminization of Domestic work.....	24
2.3.8.Socio-economic conditions of female domestic workers.....	24
2.3.9.Domestic working women and employment.....	26
2.3.10.The relationship among education, occupation and income.....	27
2.3.11.Current government policies and programs to eliminate the worst forms of female domestic workers.....	28
2.3.12.Socio-economic opportunities for female domestic workers to get access to education...	32
2.3.13.Right to education.....	33
2.3.14.Female domestic workers and Education.....	33

CHAPTER THREE	35
3.RESEARCH DESIGN AND METHOD	35
3.1.Study setting.....	35
3.2.Study design.....	39
3.3.Research design	40
3.4.Study population	41
3.5.Sampling techniques	41
3.6.Methods of data collection.....	42
3.7.Tools of data collection.....	45
3.8.Sources of data.....	45
3.9.Methods of data analysis.....	45
3.10.Data validity and reliability	46
3.11.Ethical consideration.....	46
CHAPTER FOUR.....	48
4.FINDINGS AND DISCUSSION.....	48
4.1.Findings.....	48
4.1.1. Description of the study participants.....	48
4.1.2. Factors that forces female to become domestic working.....	50
4.1.3. The social, economic and institutional opportunities for the female domestic workers to get access to education.....	54
4.1.3.1. Social opportunities.....	54
4.1.3.2. Economic opportunities.....	55
4.1.3.3. Institutional opportunities.....	56
4.1.4.The socio-economic constraints of girls domestic workers in accessing education.....	57
4.1.4.1. Low awareness of the governmental Organizations about the general condition of domestic workers in general and their educational situations in particular.....	59
4.1.4.2. Denial of salary.....	59
4.1.4.3. Food and sleeping related problems.....	60
4.1.4.4. Work load and lack of time to study.....	61
4.1.4.5. Invasion of privacy and violence.....	64
4.1.4.6. The educational policy of our country as the constraints for girls domestic workers to get access to education	66
4.1.4.7.Low legal recognition of domestic working (legal related problems).....	67
4.1.5.The corrective measures need to be taken to reduce barriers to female domestic workers to get access to education.....	68
4.2. Discussions	70
4.2.1. Push and pull factors as inducing female for domestic work.....	70
4.2.2. Socio-economic Opportunities of female domestic workers to get access to education.....	71
4.2.3. Socio-economic situations of girls domestic workers as hindrance to educational attainment.....	71

4.2.3.1. Gender.....	71
4.2.3.2. Lack of capabilities.....	72
4.2.3.3. Employers- girls domestic workers interaction and its impact on access to education.....	72
4.2.3.4. Invisible nature of domestic working and low Legal protection for domestic Workers.....	73
4.2.3.5. Problem related to the Implementation of the existing law.....	75
4.2.3.6. The role of Cultural factors.....	75
CHAPTER FIVE	76
5.CONCLUSION AND RECOMMENDATIONS	76
5.1.Conclusion	76
5.2.Recommendations.....	77
References	
Appendixes	

Acknowledgement

Above all, all the praises and thanks are for almighty God, the creator of the entire universe, cherisher, compassionate, merciful and sustainer of worlds and whom I never hear no whenever I knocked at his door.

I seem it my greatest pleasure to avail myself this opportunity in recording my deep gratitude to my advisor Gudina Abshula (PhD candidate), for his scholastic guidance, untiring help, kind behavior, consistent encouragement and dynamic advice during my study and compiling this manuscript. I am thankful to Yubdo woreda, West Wollega Zone for their sponsored and allow me to pursue my Masters program. Thanks are extended to my co-advisor Tariku Ayele (PhD candidate), University of Jimma in general and department of Sociology and Social work in particular.

My special thanks go to my informants at Jimma city, who are regarded as backbone of this thesis and for all they did to offer the information for the accomplishment of this thesis. They deserve great appreciation and thanks.

I feel pleasure to acknowledge my brothers & sister for their cooperation, loving and friendly attitude during my work and whose moral encouragement, sincere feedback, valuable words of advice, observant pursuit all along my studies enabled me to achieve my goals. I am also thankful to my cousin Abaynesh Shiferaw (from America) for her unreserved financial and moral support from the beginning up to the end of this study.

Special thanks to my loving and caring mother, Marge Mekonnen for her care and prayer for me. Words will end to explain the uprising, appealing, loving and caring attitude of my mother. No acknowledgements would ever adequately express my obligations to my sweet mother, who always wished to see me glittering high on skies of success.

Words are lacking to express my humble obligation to my loving and affectionate father Alemayehu Hundessa whose prayers, sacrifices, encouragement, moral and financial support paved the way for me to reach this destination. May almighty God give them all happy life! Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of this thesis.

LIST OF ACRONYMS

ABET	Adult Basic Education and Training
ABE	Alternative Basic Education
AU	African Union
BPA	Plat form for Action
CBO	Community based Organizations
CEDAW	Convention on the Elimination of All forms of Discrimination against Women
CSA	Central Statistical Agency
DEVAW	Declaration on the Elimination of Violence against Women
DFID	Department for International development
DCS	Department of Census statistics
EFA	Education for All
EWLA	Ethiopian Women Lawyers Association
FBO	Faith Based Organizations
FDRE	Federal Democratic Republic of Ethiopia
GTP	Growth and Transformation plan
HIV/AIDS	Human Immuno Deficiency Virus / Acquired Immuno Deficiency Syndrome
HRW	Human Right Watch
ICPD	International conference on population and Development
ILO	International Labor Organization
MDGs	Millennium development goals
MoLSA	Ministry of Labor and Social Affairs
NGO	Non- Government Organization
SACOSS	South Australian Council of Social services
SRA	Social Research Associations
UN	United Nations
UNDP	United Nations Development Programme
UPE	Universal Primary Education
USA	United States of America
UNESCO	United Nations Education and Science Organization
UNLD	United Nations Literacy Decade

Abstract

Domestic workers exist everywhere and are one of the most vulnerable segments of the society. However, there is a literature shortage about the educational conditions of the domestic workers. So, the results of this finding will intend to fill this knowledge gap by finding out the socio-economic opportunities and constraints for female domestic workers in accessing education, the case of Jimma city, Oromia National regional state. The study employed cross sectional study design in time dimension and case study design based on its purpose. The research design used in this study was a qualitative approach alone. The participants of this study like interviewees, focus group discussants and key informants were selected purposively. Accordingly, seven key informants, eleven female domestic workers and three employers were interviewed. Furthermore two focus group discussions were held with female domestic workers. The number of research participants was determined based on data saturation point. The collected data was analyzed using thematic and narrative qualitative data analysis technique. The study result revealed that, the major socio-economic constraints of female domestic workers to get access to education are: low awareness of the government organization the issue concerns, the community and society in general and the employers in particular regarding the overall situations of domestic workers. Moreover, the socio-economic problems of the females' domestic workers family in general and the female domestic workers themselves in particular were one of the constraints of female domestic workers to get access to education. Due to these reason domestic workers are vulnerable to heavy workloads, long working hours, serving more than one family even though they were hired for one, deprivation of food and sleep, denial and withholding of salaries, invasion of privacy and violence, etc. These exposed the female domestic workers to lack of opportunity to get access to education. Some of the opportunities are existence of extension(night) school program and educational material support given for very few girls domestic workers by NGOs, CBOs, FBOs, private property owners, any volunteer individuals, etc. The study also recommended that government, non-governmental organizations and society at large should work to create favorable condition that enhances female domestic workers to get access to education through introducing discussion forums by concerned bodies in order to raise the awareness regarding the over condition of domestic workers. This was hand in hand with the formulation and implementation of strict labour law (policy).

CHAPTER ONE

1. Introduction

This chapter deals with the historical background of the study, the problem statement and objectives of study. The chapter also contains information on the rationale and significance of study, scope of study, limitations of study and the organization of the study. The main concern of the study is to find out the socio-economic opportunities and constraints for female domestic workers in accessing education, in Jimma city, Jimma Zone, Oromia National Regional State. The emphasis of the research is on the factors that enhances and hinders female domestic workers in accessing education within the context of the education reform programmers' of our country.

1.1. Background of the study

Domestic workers are employed for cleaning, cooking, serving and caring for the children, the sick, the elderly or the disabled, garden-tidying tasks and all kinds of private households that have been traditionally assigned to women in the vast majority of societies and that have been largely uncompensated. A domestic worker is someone who works within the employer's household and it is one of the world's oldest occupations. Domestic service or the employment of people for wages in their employer's residence was sometimes simply called service. It evolved into a hierarchical system in various countries at various times (Saima 2011).

Domestic work is a global phenomenon and in many countries indispensable for the households, mainly women, to engage in outdoor economic activities. The ILO (2008) estimates that globally over 100 million people including child domestic workers work in domestic services. In spite of the salience of this, the exact data on the number of domestic workers is rare, as a result of the high degree of informality unless estimation exists. Furthermore, domestic work covers many different activities, situations and relationships and so it is not easy to categorize. According to the most recent global and regional estimates produced by the ILO, there are 52.6 million domestic workers worldwide; without including child domestic workers. This number steadily increases in both developed and developing countries. If all domestic workers worked in one country, this country would be the tenth largest employer worldwide. Domestic work is an important source of wage employment for women, accounting for 7.5 % of female employees worldwide. According to ILO

data, the estimates are 4-10% of the labor force in developing countries and about 2% of the work force in developed countries (ILO 2012). It accounts for 1.7 percent of the total employment worldwide and some 3.6 percent of global wage employment. About 43.6 million Workers or 83% of domestic workers are women. However, among them 29.9% are totally excluded from national labor legislation in many countries and even those countries that have national labor legislation on domestic work, 45% of the domestic workers have no entitlement to weekly rest periods and paid annual leave (AU 2015).

In Africa, approximately 5.2 million domestic workers are employed, of which 3.8 million are women and 1.4 million are men. They account for 1.4 % of the total employed workforce and 4.9 % of paid employment. This makes the continent the third largest employer of domestic workers, after Asia and Latin America (AU 2015).

The above figures show that domestic work sector absorbs significant number of workers in many African countries. The majority of domestic workers in Africa are women that belong to the poorest segments of society with little access to other work or employment due to limited educational attainment. Lack of access to formal education is one of the factors for many women's inability to get formal employment with better pay. Consequently, women constitute the majority of the unemployed and poverty stricken segments of the society particularly in African countries. For instance;

Female-headed households in Sub-Saharan Africa are on the rise and they are also poorer than those headed by males and rural women face the most challenges. Overall, women lack education, access to resources such as land, time and capital, as well as financial services. Beyond farming, women are still mostly found in the resource-strapped informal sector where income is low and unstable and where government protection is minimal (Ruzvidzo 2007; Ogato 2009; Ogato 2013).

Domestic work has a long history in Ethiopia. It is most of the time viewed as women's work due to gender based division of labor. However, the historical perspectives in the issue usually do not deal this gender dimension of the issue but mention that during the long extended time of slavery in Ethiopia, from which domestic working develop and which was abolished only in the first half of 20th century, the women slaves usually served in the home while the men slaves worked in the agricultural fields (Pankhrust 1968). Yohannes (2014) further stated that in the earlier period, female domestic workers had been almost considered as slaves since they received

little more than their subsistence, an occasional gift of clothes and a very small number of 'amoles' (literally mean rock salt). But when this rock salt transferred to the money of that time, which is Maria Theresa it is equivalent of only three Maria Theresa dollars a year besides their upkeep. In addition, there has always been the common practice of having another woman and/or teenage girls from poorer families to help in domestic work, in exchange for either cash or food and accommodation. In this case, domestic workers are usually referred to as domestic servants in the Ethiopian context (Elsa 2011).

In the 1974 the Dargue regime put domestic servants in the list of the oppressed and officially banned using the derogatory terms used to refer to servants. It was by that time, the now national parlance of 'yebet serategna' (which literally mean domestic worker) came into being (Workers Federation of Ethiopia 1979 cited in Yohannes 2014).

The current federal government of Ethiopia has been taking remarkable policy measures to empower women through access to basic education since 1991 (Cherinet and Mulugeta 2003; Rose 2003; Ogato 2013). However, women are engaged in the least economically gainful informal sectors.

As evidence, a conservative estimation from Ministry of Labour and Social Affairs (MOLSA) and LABORSTA of ILO indicates that at least 248, 600 people (225,500 women and 23,100 men) are employed as domestic workers in Ethiopian cities, that result in 0.8% of total employment for all of Ethiopian cities with a percentage of 1.5 % of all women employed as domestic workers .As these statistics are based on the numbers of domestic workers in major cities in the country and neglect domestic workers in small towns, the figure tend to be much lower than the actual one(ILO 2010).

The above figure shows that the country has large number of domestic workers, in which the female share highest or 91% of the domestic work and the sector is highly feminized. Domestic work in Ethiopia is mainly an urban phenomenon, with 81 % of domestic workers employed in urban areas. The number of domestic workers in Ethiopia had slightly increased prior to 2005, up from 200,000 in 1999 (CSA of Ethiopia 1999& 2005).

Furthermore, thousands of Ethiopians move from rural to urban areas such as Addis Ababa for domestic work unlike some of the African countries, there is no strict regulations and national minimum wage in Ethiopia. Due to this reason domestic workers are often not aware of their rights and have little access to opportunities such as education, legal protection, etc. as they work within families and are thus vulnerable to private abuse and exploitation (IRIN 2004).

1.2.Statement of the problem

Domestic workers are poorly regulated, underpaid, overworked, undervalued, unprotected, unrecognized and virtually invisible globally (ILO 2012). This is due to the fact that domestic work remains virtually invisible as a form of employment in many countries. It is obvious that domestic work does not take place in office, but in the home. It typically entails the otherwise unpaid labor traditionally performed in the household by women. This explains why domestic work is undervalued in monetary terms and it is often informal and undocumented. As a result the domestic employment relationship is not specifically addressed in many legislative enactments, thus rendering domestic workers vulnerable to unequal, unfair and often abuse treatment that lead to lack of rights to get access to various opportunities such as right to get access education (ILO 2010).

Access to basic education for all is a human right and social development issue that is fundamental to gender equality and women's empowerment in all society. However, female domestic workers continue to suffer from double discrimination (being women and vulnerable groups) to get access to education in most developing countries (UNESCO 2012).

Domestic workers also were submitted to the inferior and unequal education of the apartheid dispensation. Their illiteracy and lack of formal education qualifications caused domestic workers to be unable to apply for better jobs and they often were exploited by employers who demanded long working hours without paying for overtime services (UNESCO 2012:2).

The constitution of the Federal Democratic Republic of Ethiopia in its proclamation no. 1/1995 guarantees equal rights to women in all spheres of society, including access to education and employment. Article 18 of this constitution, declares prohibition against inhuman treatment and makes it clear that everyone has the right to protection against cruel, inhuman or degrading treatment or punishment. No. 2 of this article prohibits exploitation in human beings for any purpose and states that no one shall be held in slavery or servitude, however, Ethiopia doesn't

address the issue of domestic work in any legislation, especially with regard to the minimum wage, with the result that domestic workers remain vulnerable to unequal, unfair and abusive treatment and are subjected to work conditions which are not in line with the ILO's Decent Work Paradigm which hinder their educational attainments (ILO 2012). From this one can conclude that, the lower status credit to the work and the lower levels of education the workers usually attain have made girls domestic workers expose to exploitation and abuse.

Ethiopian government through its ministry of education has been working hard to achieve the recently phased out millennium development goal by eliminating illiteracy and particularly encouraging girls access to education. Additionally, Ethiopia is considered to have made considerable gains in female education in the past decade. However, the existing evidence indicates that the country still has a long way to go concerning all female education. But it overlooks the female domestic workers on other hand (Teshome 2003). The attempts and the strategies to achieve this goal is not all encompassing, that mean vulnerable groups like female domestic workers who face dual discrimination because of their being women (female) on one hand and vulnerable groups on the other are still absent or lagging behind in accessing education.

The growth and transformation plan (GTP) is another recent five years (2010/11-2014/15) which gave special emphasis to eliminate illiteracy by 100% at the end of the five year. However, this plan itself did not specifically address the strategies by which female domestic workers get access to education. Hence, the full achievement of the objective of the growth and transformation plan will be in question unless it considers the educational needs of this group. That mean, even though the Ethiopian government has put into practice a variety of strategies designed to increase female access to education and their overall participation in development process, the strategies fail to include the educational needs of female domestic workers in particular (Jimma city Educational Office Annual Plan 2015).

According to UNESCO (2012) report Ethiopia has played a major role to improve the participation of females at primary level to realize the millennium development goal of education for all mottoes. However, this achievement has not included that of female domestic workers. To cite factual evidence, Getachew (2006) stated that most of the domestic workers in Ethiopia have lower education level. For instance, his assessment on the educational level of domestic workers

in one sub city of Addis Ababa (Gulele) found out that only 40% of the respondents had attended primary school while 60% were found illiterate (unable to read and write).

In general, even though women's issues and increasing their rights to access to education is among the educational goals of Ethiopia, female domestic workers' access to education has not got attention yet. That mean unlike the other group of women, they have not still enjoyed equal opportunities as far as access to education is concerned. This implies that female domestic workers have less access to education when they compare to the rest of women in Ethiopia. This happens not due to the reason that the government lacks interest in ameliorating the educational status of female domestic workers rather it is due to shortage of information about female domestic workers and hence the government fails to work on them (Emebet and Mellese 2004).

Researcher conducted research on various issues of female domestic workers on the world. For instance, Yohannes (2014) found out that the major problems of the domestic workers to access education are low wages, burden of work, time constraint for pursue their education, educational fee and unintended pregnancy. Kebede (2002) studied challenges of domestic workers. He argued that female in Ethiopia in general and female domestic workers in particular have many challenges to gain any opportunities in all dimensions. His study identified that women had low educational attainment, less opportunity for employment, better income and access to media. Furthermore, Elsa (2011) had found out that the exploitative conditions of domestic workers were arise from the very nature of the customary duty (general housework given to domestic workers as being at the center of the exploitative conditions of work experienced by this category of workers.

However, the studies ever conducted could not specifically address the reasons why female domestic workers fail to get access to education. They addressed little about the socio-economic opportunities and constraints for female domestic workers to get access to education. That mean, there is a literature shortage concerning female domestic workers' educational attainments. More of the research conducted earlier focuses on the general condition (situation) of domestic workers not specifically their access to education. More over the studies ever conducted were from different study background such as gender and development study, human right, development and social justice etc. not from Sociology and Social policy point of view and these

studies did not mention the categories of domestic workers (paid or unpaid, those who lived in or outside of the employer household, relatives or non-relatives of the employer and even their age categories). Thus, this research was intended to fill this gap by studying in-depth socio-economic opportunities and constraints for female domestic workers in accessing education with particular emphasis on female domestic workers in Jimma city.

1.3.Objectives of the Study

1.3.1. General Objective of the Study

The general objective of the study is to investigate the socio-economic opportunities and constraints for female domestic workers in Jimma city to get access to education.

1.3.2. Specific Objectives of the Study

The specific objectives of the study include:

- to explore the factors that force female to become domestic working
- to describe the educational conditions of the female domestic workers
- to investigate the socio-economic constraints to female domestic workers to access education
- to find out the social, economic and institutional opportunities for the female domestic workers to get access to education
- to forward empirical evidence based suggestions that helps concerned bodies to take corrective measures concerning barriers to female domestic workers access to education.

1.4.Significance of the study

Starting from the contribution of the study to debate in Sociology, it is obvious that sociology is the scientific study of human society; particularly it studies social problems of disadvantaged and vulnerable groups. Hence female domestic workers are part and parcel of the disadvantaged groups of society.

However, the study conducted previously on the socio-economic opportunities and constraints for female domestic workers in accessing education in Ethiopia in general and Jimma city in particular is very few. So the study was attempted to contribute further study as their educational problems get attention by concerned bodies as much as possible and the study may be used as references for those who interested for further study on the topic.

Additionally, the importance of the finding for concerned body is that it can serve as a source of information for development practitioners, researchers, policy-makers, stakeholders and development agents regarding aspects useful to formulate and implement policies and regulations.

Furthermore concerning my fields of study, it is obvious that this research is academic research in character that was conducted to gain knowledge and improve theory regarding my fields of study. Hence one of the chief concerns of Sociology and Social policy practitioners is social exclusion, inequality, and injustice of certain groups. Understanding how social exclusion happens and how policy alternatives can be made inclusive is one of the chief concerns of social policy studies as a field. Domestic workers are one of the large groups excluded from benefits of development in many countries. Moreover, since this study tried to render evidence based problems of female domestic workers in accessing education, it may bring change for the research participants (if get attention by concerned body).

1.5. Scope and Limitation of the Study

1.5.1. Scope of the study (Delimitation)

The scope of this research was described in various ways. For instance regarding the geographical area and thematic area, the scope of the study is restricted to investigate the socio-economic opportunities and constraints for female domestic workers in accessing education in Jimma city in purposively selected public schools and hence it did not focused on all public schools throughout the city. As far as the time dimension concerns, the study was cross sectional not longitudinal (exhaustive) in character. Additionally, the study aimed at theoretically predicts the female domestic workers' socio-economic opportunities and constraints concerning educational attainment in particular setting without observing them as experimental study. Furthermore concerning the methodology the study relied on qualitative methods of data collection.

1.5.2. The Limitations of the Study

First, lack of easy to access, up-to-date and well-organized statistics conducted on the area of domestic workers in Ethiopia in general and in Jimma city in particular was one of challenge for this paper. This is due to the fact that without knowing their statistics it is difficult to take the sample that represents the total female domestic workers in the city. For this matter, the researcher was focused on qualitative method of data collection. In addition to using qualitative method, the maximum effort has been exerted to maintain trustworthiness of the study through carefully designing and revision of the informants' responses. Furthermore through carefully probing, the requests for clarification and cross checking of responses being provided by participants were minimize the limitation.

The other limitation is that , this study deals with a difficult to reach population and on other hand one of the research methods planned to conduct data is focus group discussion with female domestic workers but tasks of reaching out to these workers together was challenging due to lack of organized form of places where they live or work together. And also there were no any organized form of offices, foundations or non- governmental organizations working exclusively on them. Hence in order to overcome this challenge the researcher makes initial contact with small group of subjects who are relevant to the research topic and then uses to establish contacts with others.

Furthermore communication barriers (language) may be one of the limitations of this study. For instance, the interviews will be conducted in Afaan Oromo or Amharic and reinterpreted to English for analysis; hence, it may loss its exact meanings in this process. To tackle this problem both direct and contextual meanings were used based on the context to make the message more meaningful in English.

1.6.Organization of the Study

The study was organized into five main chapters. The first chapter presents; a brief background of the study, the problem statement and objective of the research, significance of the study, scope and limitation are also covered.

In chapter two different literatures are revised with the aim of getting a broader understanding and identifying research gaps. The global as well as the national contextual overview of domestic workers in general and female domestic workers in particular, the opportunities and constraints of female domestic workers in accessing education are also discussed. International as well as national Conventions and instruments are also briefly analyzed. In addition, the theoretical framework that explains the issue under discussion was stated in this chapter.

Chapter three focuses on the methodological approach of the research study. In this chapter study setting, description of the study area, study design, research design, the study population, Sampling techniques, methods of data collection, tools of data collection, sources of data, methods of data analysis, data validity and reliability and ethical consideration of the study are covered in this particular chapter.

In Chapter four the information obtained through using various qualitative methods is analyzed. The living situations of the female domestic workers in respective of accessing education are given much emphasis in the discussion.

The last and fifth chapter renders the conclusion and recommendations based on the findings of the study.

CHAPTER TWO

2. Related Literature Review

2.1. Definition of terms and concepts

Girls: According to the Collins Colbuld Advanced Learner's English Dictionary (2003) the term girls simply refers to young or relatively young woman. But here throughout the site, unless specified differently the term 'girls' refers to females of legal working age (18 and above). That mean it does not include females below legal working age, typically set at 16 or 17 years old.

Domestic work: - defined in the International labour Organizational (ILO) the Domestic Workers Convention (2011 No. 189) as;

A work performed in or for a household or households constituting tasks such as cleaning the house, cooking, washing and ironing clothes, taking care of children, or elderly or sick members of a family, gardening, guarding the house, driving for the family, even taking care of household pets. The same definition applied in this research.

Domestic worker:- Even though there is no standard definition of a domestic worker, definitions in legislation throughout the world seem to agree that domestic service requires the following components: the workplace is a private home; the work performed has to do with servicing the household; the work is carried out on behalf of the direct employer, the householder; the domestic worker is directly under the householder's authority; the work performed must be done on a regular basis and in a continuous manner; and the employer shall not derive any pecuniary gain from the activity done by the domestic worker(Ramirez and Jose 2003).

Thus, for the purpose of this research, the term domestic worker is used for those girls domestic workers who are engaged in private households or are in the process of looking for work in households to render specified services such as cooking, washing, shopping, cleaning or taking care of children and elderly on a live-in /live-out/ basis.

Vulnerability: is a state of reduced capacity to withstand social, economic, cultural, environmental and political threats both acute and chronic; the susceptibility of individuals, households, and communities to becoming poorer and poorer as a result of events or processes

that occur around them. The aspects that cause the vulnerability of certain groups are reduced capacity to cope with calamities, resilience weak points (e.g. education, health, welfare, safety, play and participation and inadequate care and services (Gudina, Nega and Tariku 2014).

In this paper the concept vulnerability refers to the complex of social, economic and political considerations in which female domestic workers are embedded due to inability to overcome, cope up with or react against their hindrance to get access to any opportunities.

Violence: - the concept violence is defined in terms of what both women and men face in specific forms: It may be oppression, exploitation, domination, threats, denigration and humiliation (Selamawit2007). For the purpose of this research, this term is used to denote the violence exhibited against girls domestic workers. Thus, violence against female domestic workers are a concept that is manifested through acts, activities, and process accompanying the use of subtle or overt force, domination, exploitation and sexuality.

Accordingly, for the purpose of this research, the term ‘violence’ is going to be used for any action inflicted on female domestic workers either physically, sexually or even verbally; with the intention of causing them harm or suffering that contributed to the constraints of their access to educational opportunities.

Education: There is no single and definite definition of the concept of education. The concept connotes different meanings to different groups and cultures. There is, however, a thin thread of commonality among all scholars and cultures regarding the meaning of the concept.

According to the classic definition, education is taken to mean all sorts of self-improvement in addition to the transfer of knowledge and skill (Smith 1985).

The Collins Colbuld Advanced Learner’s English Dictionary (2003) also explains the concept of education as the process by which an individual develops his or her mind through learning at a school, college or university, and in the process of doing so he or she gains knowledge and skills from what is being taught.

From the definitions given above, education connotes a process of sustained and systematic interaction that helps an individual and the society at large to realize self-improvement and

enhanced quality of life through the transfer of knowledge and skills (UNESCO 1979).

For purposes of this study, the working definition of the concept of education adopted is the one that perceives the concept as the process of enrolling an individual in an institution with demarcated physical structures provided with teaching-learning materials and equipment that help to produce knowledge and skills to people within specific time frame with the intent of making the child a useful individual or person and one who contributes to the realization of the development potentials of his or her community or nation.

2.2.Theoretical frame work

The purpose of this section is to present a theoretical frame work that can describe the socio-economic opportunities and constraints for female domestic workers to get access to education. Therefore, in order to explain the above mentioned issue, the three theories are used (social capital, deprivation and intersectionality feminist theories).

2.2.1. Social capital theory

Social capital is defined as the features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit. The idea of social capital theory is that "not what you know, but who you know" determines one's economic, social, political, cultural position in the society. Hence one's family, friends, and associates constitute an important asset that can be called upon in a crisis. Conversely, the absence of social ties can have an equally important impact (Putnam 2000). A defining feature of being poor, moreover, is that one is not a member of or is even actively excluded from certain social networks and institutions that could be used to secure good jobs or decent work (Wilson 1996).Accordingly, social networks play an important role in mitigating the hazards of moving from one place to another or rural to urban for the sake of better life.

According to Putnam (2000) social capital is classified into two categories: bonding and bridging social capital. Bonding social capital refers to all resources accrue by an individual by way of his/her relationship with family members and close friends. On the other hand, bridging social capital are resources that result from a person's loose relationship which are usually formed on a temporary basis for convenience purposes.

For social capital theory education is considered as an economic good because it is not easily obtainable and thus needs to be distributed equally (Coleman 1988). The focus on education as a capital relates to the concept of human capital, which emphasizes that the development of skills is an important factor in improving the livelihood of an individual. As a human capital, education can be used to develop the human resources necessary for economic and social transformation. It is widely accepted that education creates improved citizens and helps to upgrade the general standard of living in a society. Therefore, positive social change is likely to be associated with the production of educated citizen (Bourdieu 1977).

Social capital encompasses the other capitals (human, physical, natural and financial). For instance when we relate social capital with human capital, human capital resides in individuals, social capital resides in relationships. Both are complements, however, in that literate and informed citizen are better able to organize, evaluate conflicting information, and express their views in constructive ways. Furthermore both Putnam (2000) and Halpern (1999) identified education as a key to the creation of social capital and greater educational achievement as an important outcome.

Bourdieu (1977) in his social capital theory states that cultural capital consists of familiarity with the dominant culture in a society, and especially the ability to understand and use 'educated' language. The possession of cultural capital varies with social class, yet the education system assumes the possession of cultural capital. This makes it very difficult for lower-class students to succeed in the education system.

In sum, Bourdieu's view is that cultural capital is inculcated in the higher-class home, and enables higher class students to gain higher educational credentials than lower class students. This enables higher class individuals to maintain their class position, and legitimates the dominant position which higher class individuals typically goes on to hold. Of course, some lower class individuals will succeed in the education system, but, rather than challenging the system, this will strengthen it by contributing to the appearance of meritocracy (social organization).

Here this theory was selected due the fact that lack of social capital is one of the socio-economic constraints of female domestic workers educational achievements. In addition to low family

income and parental education the level of connectedness between female domestic workers and their employers, friends, school, etc. have equal impact on the educational attainment of female domestic workers. As Coleman (1988) this connectedness is a product of social relationships and social involvement that generates social capital. Coleman further suggests that the concept of social capital serves as a mechanism for transmitting the effects of family human capital (education) from parent to children. The other point is that education is considered as a creation of social capital and hence lack of education leads to low social capital. For instance those who endowed with a rich stock of social capital will be stronger to confront poverty and take advantages of educational opportunities while one that excluded from certain social networks and institutions like female domestic workers fail to get access to education; as a result could not secure good jobs due to lack of education which is one of the human capital.

2.2.2. Deprivation theory

The deprivation theory refers to the idea that feelings of deprivation and discontent are related to a desired point of reference (i.e. reference groups). For example, relative deprivation theory is used to analyze the organizational issues of pay satisfaction and sex-based pay inequities. Relative deprivation theory focuses on feelings and actions. For instance, the theory encourages the exploration of an individual's feelings of deprivation that may result from comparing his or her situation with that of a referent person or group as well as the behavioral effects of deprivation feelings (Tropp 2004).

For instance, high working but low wage, if one is uniformly low, there is not much of a problem, but inconsistent rankings breed dissatisfaction. Ultimately, sociology uses deprivation theory to explain how feelings of deprivation over power, money, or status may lead individuals and groups to create social movements and seek social change. This theory also applies to individuals who find their own welfare to be inferior to that of others to whom they compare themselves (Nolan and Whelan 2007).

According to deprivation theory, economic deprivation, social inequality and attitude towards gender are given emphasis to be causative factors of domestic working and the resulting abuses. From the another point of view, it is known that socio-economic status is often related to the social status or class of an individual with in or relative to a social group. Deprived individuals are also often powerless – physically, legally and politically – to extricate themselves from

coercive exploitative labour, partly as a result of their social position (Cameroon and Newman 2008).

A report of Human Rights Watch (2007) indicates women and girls of underdeveloped countries experience various forms of gender-based violence and gender inequality such as marginalization from economic activities. According to the report gender inequality profoundly influences their access to education and employment and drives them to consider domestic working as the only survival strategy.

According to this theory certain segments of society such as vulnerable groups in general and female domestic workers in particular may be deprived the opportunity to get access to various resources such as education due socio-economic constraints.

2.2.3. Feminist theory

Feminist theories deal with power relations including the social construction of gender and sexuality, discrimination, oppression and stereotyping in a society as a result of one's low socio-economic status. There are many feminist theories like: liberal, radical, socialist, cultural and inter sectional feminisms. Among them, feminist intersectional theory is found to be one of the significant and relevant to better explain the socio-economic opportunities and constraints of female domestic workers in accessing education. From the intersectionality feminist views as stated by Ehrenreich (2003) domestic working is a complex phenomenon resulted from various social, cultural and economic situations and circumstances. Understanding the complexity of domestic working requires understanding its broader social, economic and political contexts of a particular society.

According to Davis (2008) intersectionality refers to the interaction between class, gender, etc. and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power. Ehrenreich (2003) argues that the theory asserts there is no one singular force that puts women in a vulnerable position; rather the interaction of multiple identities and experiences of exclusion and subordination; gender, class and so on are the major intersecting forces that make marginalized group of society, such as domestic workers vulnerable to variety of problems.

In addition to societal discrimination of women (female) domestic workers are highly gender-

targeted way, which makes them more vulnerable to various kinds of exploitation and abuses. The demand for women domestic workers was victimized as a result of the growth of certain feminized economic characteristics such as low wages, hazardous working conditions and absence of collective bargaining (Coomaraswamy 2009).

The theory was adopted for the research to analyze the socio-economic constraints of female domestic workers in accessing education from different vantage points. As Anderson (2000) stated that domestic work is deeply embedded in complex status relationships that fall among multiple dimensions.

Generally, the above three discussed theories should be used in this study. This is due to the fact that the topic cannot be fully explained by using a single theory and any single theory is not full-fledged by itself. That means the single theory is not sufficient enough to explain the socio-economic opportunities and constraints of female domestic workers in accessing education.

2.3. Empirical Literature Review

Many findings were available on the situations of female domestic workers and significantly interesting results were found in these studies. Different factors have been considered in various researches that have contributed to the problems of female domestic workers. Although findings vary in the literature on the situations of female domestic workers, several conclusions have been made. Most reviews of the literature have concluded that there are factors that affect female domestic workers in their life. Hence prior to describe the factors that hinder female domestic workers in accessing education, it is better to explain domestic work itself, the characteristics and the cause that force female domestic workers to become domestic workers.

2.3.1. Who is domestic worker

However, there is no common and universal definition across countries for what constitutes domestic work. The ILO's definition of domestic workers, which is based on the International Standard Classification of occupations (ISCO), included four categories of domestic workers i) Housekeepers and related workers ii) Child care workers iii) Home-based personal care workers iv) Domestic helpers and cleaners.

A combined list of the four types of occupations mentioned above would give us a relatively comprehensive list of domestic workers including maids, cooks, waiters, gardeners, gatekeepers, chauffeurs, care takers, babysitters and so on (Chen 2011).

An individual domestic worker might be expected to perform all these tasks by her employer. As different authors indicate, Fernandez (2010), Beydoun (2006), Ehrenreich (2003) domestic work is considered as a degraded kind of job usually performed by women that are increasingly unprivileged and of low status. However domestic workers are responsible for cleaning, the whole mess of their employers' houses cooking, taking care of the elderly and children, they are in most cases are not entitled for employee rights and privileges.

2.3.2. Features of domestic work

Domestic work can be seen in two ways- The first is concerned unpaid house worked that usually arising out of love and compassion to girls and women who usually carry it out. This is not recognized as a real work and this non-recognition of housework has mainly contributed to domestic work remaining invisible as it downgrades the social and economic contribution of domestic work. Here domestic work is described with reference to the only tasks performed such as washing floors or cooking (Anderson 2000).According to Saima (2011) domestic work fundamentally involves power relationships and it is characterized as follows:

Never free of a gender perspective: in all societies domestic work remains seen as women's work', no where do men do an equal share of work in the home. It is when women get jobs outside the home that rather than men of the household doing more of the caring work other women (children) are brought in to do it.

Often holds a race or ethnic perspective: this is especially so for international migrant workers, whose labour is wanted but who are often met by racism or xenophobia; also within countries women from certain cultures or racial/ethnic groups are more likely to be employed by others from more powerful cultures or groups.

Sometimes involves age as a key aspect: in many countries there are still thousands of children doing domestic work in private homes; on the other hand, there are also many older women whose only skills to sell in the labour market are domestic ones.

Almost always concerns poverty and class: very few who are not poor leave their own homes to work in those of other people, who are usually wealthier.

2.3.3. Why the employers' hire domestic workers

Some reasons for hiring a domestic worker are common to past and present societies, such as the need for work, help or care and the desire (or the social necessity) of displaying status and wealth, while others if we limit our analysis to non-western societies – are peculiar to past centuries, such as the wish, or the social obligation, to become the master and patron of people from inferior social groups and the willingness or the interest in welcoming a poor relative, a destitute child, an orphan, a widow, etc. (Raffaella 2005).

2.3.4. Women domestic workers as victims of social problems

As cities have by and large flourished from industrialization and urbanization, most of rural households are migrating to urban areas as well as outside the country in search of wage employment and a better life. The majority of these groups are women and young girls who are migrating to cities due to poverty and cultural influences such as early marriage, abduction, rape accompanied by forced marriage, that inequitably affected them and many of whom end up as domestic servants and also accepting prostitution as a means of survival. Those who couldn't engage in any thing are scampering for help on city streets and in yards of worship to receive alms. Many women in this situation are victims of forced sexual encounters and are vulnerable to social problems (Ministry of labour and social affairs 2012).

2.3.5. Problems of female domestic workers at work

Workers in domestic services all over the world are not fully reflected in statistics; they are often not considered as workers and are usually employed without legal protections and in vulnerable states. Problems faced by domestic workers in the workplace can be listed as follows; long working hours, heavy workloads, lack of privacy, low wages, lack of social benefits, job insecurity, limited opportunities for professional advancement, lack of nutrition and housing conditions, psychological and physical harassment etc. In terms of domestic service workers in developing countries, these issues are important problems as well; however their precedence may vary depending on such factors as specific type of work undertaken by the domestic workers, how their jobs are found and so on. It is beyond doubt that as far as migrant women are

concerned, stays and work without legal permission makes them fully dependent on their employers and to their workplaces, leads to their isolation and further aggravates their situation. From the point of employing women, on the other hand, problems may arise due to the low levels of education and skills of employees when it comes to the delivery of regular and qualified house and care services (ILO 2008).

Uncertainty in job description: Domestic workers tend to have no clear job description. There is uncertainty as to the scope, method and time period of the work to be done. There is no official regulation on these matters in daily work and care services. Employers and domestic workers do have an oral agreement at the very beginning concerning what work is to be done and how they will be supervised, but these tend to be set aside later by employers. Daily workers complain that they are assigned work other than house cleaning due to unclear job descriptions. In houses visited for full-day cleaning work, domestic workers may be asked to do such things as rinsing walls; washing, ironing and re-fixing curtains; washing woolen parts of beds and quilts etc. which should be paid as extra work and they have to work until late hours of the day. Again as a result of unclear job descriptions, girls who are supposed to engage in care may be asked to do household chores as well. The inevitable result of this situation is long working hours (ILO 2012).

Working hours: According to ILO (2012) stated that since the daily and weekly working hours of domestic workers are not regulated, long working hours is the main point of complaint with respect to working conditions. As mentioned above the working day is very much lengthened by assigning works other than the daily work in houses visited for daily cleaning. Workers registered with cleaning firms may be forced to work from early in the morning until late at night with the order it will all be finished today. Live-in domestic workers in particular, work much longer than the legal eight hours a day.

Wage conditions: Wages in domestic work are determined in the market and are relatively higher than the daily wages of for example temporary agricultural workers. Women engaged in daily paid cleaning work complain that they are dependent on their employers in fixing daily wages. Although wages are determined with reference to a rate prevalent in the market, it is up to employers' initiative whether to take this as a guide and bargaining power of working women is

limited. Wages are lower for women who are informally employed on daily basis by cleaning firms. One serious problem for those daily paid women is that they suffer income loss when they fall ill and thus not able to work or when there is no job assignment by their firms (AU 2015).

The attitudes and behavior of the employers: For women in domestic services, they are hurt and frustrated most by their employers' despising behavior and attitudes. This is the leading cause making domestic workers change employers, preferring more understanding employers even when they might be paying less. The bad behavior of some employers towards domestic workers may go beyond the psychological violence and may take the form of physical and sexual violence. Women are vulnerable to such attacks as harassment and rape beyond swearing and beating (Ministry of labour and social affairs 2012).

Temporary nature of jobs: For daily paid workers there are jobs so long as their employers call on them for. It could take the form of going to the same house for cleaning in regular intervals or it could be irregular such that employers invite whenever they need. This situation naturally brings along uncertainties as to the earnings of domestic workers. For monthly paid caregivers, their jobs may continue for few years until the child or children start going to kindergarten or school. As for elderly and sick care, it continues until the decease of the person concerned (ILO 2008).

Workers' health and safety: Another important problem area for those engaged in cleaning work is dangers and hazards in their working environments due to lack of sensitivity in health and safety matters. There are, for example, many cases of falling and dying while cleaning windows in high buildings. Uninformed use of chemicals in cleaning work causes various occupational diseases. Cleaning women complain about pains on waist, back and joints; problems of skin and respiratory tract (ILO 2011). Yet, domestic services are one of the fields of work left out of the coverage of the Law No. 6331 on Occupational Health and Safety by its article 2. This legislative gap further aggravates the already unprotected status of domestic workers.

Absence of social security: Though having social security coverage is crucial especially in cleaning works due to inherent risks of work accident and occupational diseases, transitory workers employed on daily base are out of coverage. While continual wage employment in

domestic services is covered by social security, very few are actually employed as such (AU 2015).

Additionally, the precarious legal status of domestic workers and their lack of knowledge of the local language and laws, make them especially vulnerable to abusive practices, such as physical and sexual violence, psychological abuse, non- payment of wages, debt bondage and abusive living and working conditions. Most African domestic workers, working in cities and towns are internal migrants—they are not from other countries, but come from rural, often less developed and poorer areas within their own countries. Domestic work is a principal occupation for rural women migrants because it gives an easy foothold into the urban economy and entry point in the urban labour market not requiring capital or particular educational levels. A second main reason is that for new arrivals in the town, the opportunity to live in one's employer's house means provides additional advantages such as ready accommodation, safety and security, etc. (AU 2015).

According to the World Bank east African studies, domestic workers have spent approximately 105 hours each week performing household work which includes cooking, taking care of children, cleaning, washing etc. They are often exposed to work intensity as they are often doing two or more activities at once, such as taking care of children while cleaning. Such work intensity would bring many negative health consequences upon them, such as lack of sleep, stress, and lack of recreation (Beck et al. 2013).

Domestic work typically entails the otherwise unpaid labour traditionally performed in the household by women. This explains to a large extent the informal and undocumented status of many domestic workers. In the majority of countries, the domestic employment relationship is not specifically addressed, making domestic workers vulnerable to unequal, unfair and often abusive treatment. Accounts of maltreatment and abuse, especially of live-in and migrant domestic workers, are countless.

2.3.6. Feminization of poverty

The notion of feminization, Ehrenreich (2003) remarks, embodies dualistic interpretations. On one hand, it signifies the integration of women into regular wage labor. On the other hand, it indicates a move toward the type of employment and labor force participation patterns associated

with women. Such process in the labor market is particularly relevant for the developed world. For instance, more than 50% of working-age women participate in the labor force in United States, Canada, United Kingdom, Netherlands, Germany and Sweden (U.S. Bureau of Labor Statistics 2011).

Though women increasingly entered into traditionally male-dominated job markets, they did not abandon their socially prescribed roles as house workers, child bearers and care takers. Despite the increasing number of women in the paid labor pool, a corresponding shift that would have more men carry an equal share of household responsibility has not occurred (UNPF 2006).

The result is that the professional careers of many women in the developed world leave a void in basic household work like cleaning, babysitting and care-giving, tasks that Anderson (2000) calls it reproductive labor. Anderson defines reproductive labor as the labor needed to sustain the productive labor force. Such work includes household chores; the care of elders, adults and youth; the socialization of children and the maintenance of social ties in the family. As he further notes, the financial and professional empowerment of these women in the developed world leads them to be employers themselves, as they now choose to buy household services that would have otherwise hindered their professional development. Both the increasing participation of women in the informal labor sector and the resulting void created in household responsibilities require women in the developed world to look for replacement labor for household duties. The result is an increase in the demand for migrant women from developing countries who serve as nannies, maids and sometimes sex workers (Ehrenreich 2003).

According to Pearce (1968) the feminization of poverty is a phenomenon in which women account for an increasingly large proportion of the economically disadvantaged. Pearce's theory has been substantiated in a report which indicates that women comprise 70% of the world's poor. Chant (2006) also argued that women represent a disproportionate percentage of the world's poor, that this trend is deepening and that women's increasing share of poverty is linked with a rising incidence of female household headship. Chant also lays out many factors that contribute to the disproportionate poverty of women, including gender disparities in rights, entitlements and capabilities, the gender-differentiated impact of neoliberal restructuring, the informalization and

feminization of labor, the erosion of kin-based support networks through migration/conflict and mounting incidence of female household headship.

Feminization of poverty is even worse in developing countries where there are limited opportunities to sustain oneself and one's family members. The patriarchal structure of most societies in the developing world leads women to seek opportunities outside of their countries of origin and migrate to do women's work in developed countries. This results in the feminization of survival where in households and the whole communities are increasingly dependent on women for their survival (Anderson 2000).

2.3.7. Feminization of Domestic work

Globally, one of the historical transformations of domestic work in historical perspective is the feminization of the job. Studies indicate that domestic servants have not always been exclusively women. Until the middle of the nineteenth century the work was predominantly done by men in many European countries. Following the industrialization and urbanization in many western countries the transformation of the rural servants into urban domestic workers' as the trend was known, led to feminization of domestic workers as a characteristic of urbanization and industrialization (Henry and Gravel 2006).

2.3.8. Socio-economic conditions of female domestic workers

Domestic work is one of the oldest occupations for millions of women around the world. It is rooted in the global history of slavery, colonialism and other forms of servitude. In contemporary society, care work at home is vital for the economy outside the household to function. In the past two decades demand for care work has been on the rise everywhere. The massive incorporation of women in the labor force, the aging of societies, the intensification of work and the frequent lack or inadequacy of policy measures to facilitate the reconciliation of family life and work underpin this trend. Today, domestic workers make up a large portion of the workforce, especially in developing countries and their number has been increasing. Domestic work, nonetheless, is undervalued and poorly regulated, and many domestic workers remain overworked, underpaid and unprotected (Henry and Gravel 2006). Accounts of maltreatment and abuse, especially of live-in and migrant domestic workers, are regularly denounced in the media. In many countries, domestic work is very largely performed by women (female) laborers. Domestic work, however, is still undervalued. It is looked upon as unskilled because most

women have traditionally been considered capable of doing the work, and the skills they are taught by other women in the home are perceived to be innate. The conditions faced by domestic workers have varied considerably throughout history and in the contemporary world (Saima 2011).

In the course of twentieth-century movements for labour rights and immigrant rights, the conditions faced by domestic workers and the problems specific to their class of employment have come to the fore. Domestic workers are among the few categories in which the employer is generally tacit to be a woman, reflecting the perception that the “domestic globe” is traditionally their responsibility, irrespective of who really pays for the work. In the nonappearance of effectively enforced labor legislation, domestic workers stay dependent on their employers’ sense of fairness rather than on an accepted legal norm that recognizes their dignity as human beings (Saima 2011).

In millions of households throughout the world, the workplace is also the domestic worker’s residence. Living and working in their employer’s home has a major impact on workers’ personal autonomy and mobility and can influence decisions as to their future, including the decision to found a family of their own. One consequence of this is that, when they reach the age of retirement, domestic workers may not have children to provide them with personal or financial support (Meagher 2003).

Female domestic workers are also subject to various kinds of abuses, i.e. verbal, physical and sexual abuse or harassment. Being shouted at or being beaten is a common form of punishment for working slowly or for doing a task badly or to be kept compliant for making mistakes. Female domestic laborers are at risk of sexual harassment and rape not only by the male members of employer’s household but also by male visitors. Studies have shown that many female domestic workers are victims of physical and sexual abuse. Girls domestic workers may be abused or tortured, and not only by the adult members of the family but by children in the family who see cruelty as a valid relationship with inferior members of the household or by other domestic helpers trying to impose a hierarchy even among those being exploited together. Domestic workers do not work alongside other co-workers, but in isolation behind closed doors. Their work is not aimed at producing added value, but at providing care to millions of

households. Domestic work typically entails the otherwise unpaid labour traditionally performed in the household by women. This explains why domestic work is undervalued in monetary terms and is often informal and undocumented. It tends to be perceived as something other than regular employment, as not fitting the general framework of existing labour laws despite the fact that its origins go back to the “master-servant” relationship. As a result, the domestic employment relationship is not specifically addressed in many legislative enactments, thus rendering domestic workers vulnerable to unequal, unfair and often abusive treatment (Saima 2011).

An international standard classification of occupations stated that even if domestic work contributes to sustaining life and is critically related to economic and social development; it is not regulated in many contexts. This is because it is invisible and done within the private space of the home not defined as a workplace. It also holds the low value of women’s unpaid housework, not defined as work, because it is not considered as producing value. Domestic work is seen as a labor of love or part of women’s inherent attributes, needing no special skill (ILO 2010).

2.3.9. Domestic working women and employment

Due to lack of education majority of Ethiopian women working in informal sector which are characterized by ease of entry, reliance on local resources, family ownership, small scale, labour intensity and the need of simple skills obtained outside the formal educational system. As household incomes have fallen, women’s contribution to the household has become essential and as a result, more and more women are turning to petty trading, domestic services, prostitution (Emebet 2004).

Given their lack of skills and training, the only viable source of income outside the household for most Ethiopian women is the informal labour market. Complicated procedures of licensing and allocation of market places constrain women from moving into more formal labour markets. A lot of women in the informal sector work as daily labourers or are involved in small trades which they start up with little capital, having no property to use as collateral for credit from financial institutions. Some women are able to get credit from informal community groups, but usually only small amounts of money. Lack of capital means lack of a place to conduct their small trades. Without a legal license to operate, they risk being chased away by law enforcement officers and having their property confiscated from time to time. Lack of business skills limits

their capacity to expand and diversify. Such women do not have access to social security schemes. Their only security comes from informal community-based organizations to which they contribute small amounts of money. Women with low incomes have no access to childcare facilities, which also limits their participation in the labour market (Emebet and Mellese2004).

With minimal or no education, women's access to the formal sector of the economy is limited. For example, 72 % of all civil servants in the country are men, while only 28 % are women. Of these women, 98.2 % work in lower positions, while only 1.79 % works in professional positions. Women in the civil service mostly fill jobs traditionally accepted as women's roles, such as secretaries, telephone-operators, nursing, food-preparation and office-cleaning positions that do not require advanced education. Moreover, since women are not provided with training opportunities, they do not move into higher positions. It is a vicious cycle. However, women constitute proportionally a large group of the labour force in various economic sectors. Henceforth, economic development is unthinkable without the participation of women (WB 1998).

Female labour force participation in Ethiopia, as is obviously the case in most developing countries, is mainly in the informal sectors that operate beyond the boundaries of labour legislations. For instance, in 2007 E.C, according to a study (labour force survey data) conducted by MoLSA and CSA 65% of the informal employment sector in urban settings is occupied by women and 38.9% by male, while 60.1% of the formal employment is occupied by men and 35% by women. Women have not been able to equally benefit and participate in the world of work because their labour and their participation in the economy have not been duly valued. As could easily be observed inequality between males and females widens as one gets higher in the education ladder. It is to be noted that the higher the educational level, the better the chances for employment, higher positions and other social and economic advantages. Often the majority of the uneducated and less educate are women and tend to be poor have large family and prone to be exposed to domestic violence.

Working women encounter discrimination in hiring processes and retention practices. Sexual harassment and violence at work place are common and yet continues to be the constant threat to working women's lives and livelihoods (MoLSA 2007).

2.3.10. The relationship among education, occupation and income

It is known that socio-economic status is often related to the social status or class of an individual with in or relative to a social group. Those who have low socio-economic status are regarded as the poor or those living in poverty.

This socio-economic status may contains many variables, among them the three major variables includes education, income and occupation. Here level of education could determine an individual's occupation and level of income. The level of personal income positively affects the individual's position in the social gradient ladder. That means individuals in the upper social gradient generally enjoy better access to education, health care, nutrition so forth than lower rungs of the ladder (SACOSS 2008).

In a similar vein, Irwin et al. (2006) observed that throughout the world, people who are socially disadvantaged have less access to education, health resources, balanced diet, etc. than people in more privileged social positions. Concerning the occupation as the one component of socio-economic variables the issue of poor working condition may create matter. It is obvious that poor working conditions expose the poor to work injuries and other adversities that constraints their education and health status. The poor that live in private house as domestic workers are exposed to hazardous and harmful social conditions, which adversely affect their physical, emotional and psychological well-being.

2.3.11. Current government policies and programs to eliminate the worst forms of female domestic workers

Law is an important tool to promote legal and labour rights of women. The Ethiopian government is signatory to most of the international instruments. It has adopted the Convention on the Elimination of All Forms of Discrimination against Women /CEDAW (1979), Declaration on the Elimination of Violence against Women /DEVAW (1993), the International Conference on Population and Development / ICPD (1994) and the Beijing Platform for Action /BPA (1995). Following this Platform, the international community established gender mainstreaming approach as a key strategy to achieve gender equality. International Labour Standards such as Convention N0.100 (Equal remuneration and Discrimination) and convention 111 (Employment and occupation) that promotes women's right have been ratified. According to Teferi and

Endashaw (2006) even though so many international legal instruments are ratified, still Ethiopian women are economically, socially, culturally and politically disadvantaged in the enjoyment of equal rights, in accessing opportunities, decision-making processes and basic resources. In other words, although a number of policies are emerging that support and encourage women's participation in development, women's access to and control of productive resources, information, training and education, employment and in decision-making are limited.

In recent years, the issue of abuse and exploitation has been one of the agenda of international organizations like ILO, Human Rights Watch, UN agencies and other regional entities. ILO has endorsed in 2011 Convention 189 (decent work for domestic workers) along with recommendation No. 201 that would provide protection to domestic workers in ratifying countries. Furthermore the Human Right Watch has been publishing a series of reports on the human right violation of domestic workers especially in developing countries. United Nation Agencies and other have also involved in assessing the working situation of domestic workers (Human Right Watch 2008).

Thus, globally domestic working is recognized as a work and is already under existing international labour standards and human rights frameworks. However, still in this 21st century, domestic work around the world is mainly informal and characterized by widespread violations of human and labour rights, ranging from the worst forms of vulnerable groups and bondage to the invisibility of the work (Caracciolo et al. 2011).

From the world point of view domestic workers comprise a significant part of the global workforce in informal employment and are among the most vulnerable groups of workers. They work for private households, often without clear terms of employment, unregistered in any book, and excluded from the scope of labour legislation. At present, domestic workers often face very low wages, excessively long hours, have no guaranteed weekly day of rest and at times are vulnerable to physical, mental and sexual abuse or restrictions on freedom of movement. The ILO domestic workers conventions is a landmark instrument setting standards for the treatment of domestic workers. It affirms that domestic workers are like other workers, entitled to the respect and protection of their fundamental principles and rights at work and to minimum protection. However, the exploitation of domestic workers can partly be attributed to gaps in

national labour and employment legislation and often reflects discrimination along the lines of sex, race and caste (ILO 2013).

According to Asha (2010) the non-recognition and lack of social protection that is characteristic of domestic work is a major obstacle to achieving the International Labour Organization's goal of Decent Work for all men and women. The Declaration of Fundamental Principles and Rights of the ILO applies to domestic workers as to all other workers. So do several other conventions relating to employment, working conditions and social security. However, in the absence of a specific instrument on domestic work and the inherent difficulty in controlling working conditions in the private sphere of the household, many States either expressly exclude domestic work from the range of labour legislation or make no provisions to address the specific needs of domestic workers and their employers. This holds true in developing countries like Africa. The African Union Key Priority Area 2 of the Plan of Action on Employment, Poverty Eradication and Inclusive Development is dedicated to Youth and Women Employment. It aims at eradicating women employment vulnerability in Africa. Domestic work is among the most vulnerable forms of labour in Africa. Additionally in Africa the situation of domestic work is also gaining momentum with labour market institutions' interventions seeking to address inequalities and vulnerabilities of domestic work, and improve the working and living conditions of domestic workers. In order to facilitate policies and programs of intervention aiming at better integrating domestic workers within the labour market institutions, the special initiative on domestic workers has been found as an appropriate approach. Many African countries such as South Africa have adopted provisions that balance protection of domestic workers' need for rest and fair compensation with the needs of households. However, lack of protection of domestic workers is observed in Ethiopia, Egypt, Mali and etc. (ILO 2013).

In the Federal Democratic Republic of Ethiopia (FDRE), there are many human rights articles directly taken from the Universal Declaration of Human Rights Conventions which are included in the constitution calling for human rights observation in the country. Accordingly, article 35 of the FDRE declares the equal right of women in every aspects including in work and in some way calls for the affirmative action to balance historical injustice against women. Similarly, in theory the National women policy goals aim at bringing equality of women in the ground, albeit that is too far to see at the moment. However, as if women domestic workers are not part of the women

group, they have been excluded from key labour laws. The labour proclamation NO.377/2003 of the country excludes domestic workers by merely stating a special regulation will be issued by council of ministries. However, after almost a decade such law is not issued. When the national women policy identify special vulnerable groups within the women population of the country, domestic workers were skipped from the list.

According to Kidist (2012) domestic workers in the Ethiopia are subject to gross human rights violations, exploitation and abuse such as lack of clear contract and inapplicability of contracts, long hours of work and overload, violation of privacy, verbal, physical and sexual harassment, inadequate food and accommodation and Poor payment. For instance the country has ratified CEDAW and is party to the ILO convention 189 (although yet not ratified and domesticated). For instance CEDAW any indirect discrimination of women in any sector and obliges states to ensure that rights of women are protected. As such, the CEDAW (Convention on the Elimination of All Form of Discrimination against Women) could serve as a base to advocate for eradicating of cross unjust practices like abuse and inhuman treatment of domestic workers by their employers. For instance, even by the outdated and paternalistic oriented law of Civil code of the country (article 6201), employers are obligated to give adequate accommodation to their domestic workers which, as the findings showed is not observed and no government entity has inquired into it. The case is not to bring the paternalistic articles in the civil code, (which is contrary to the human rights approach where workers should be given accommodation rights not as a form of charity as stated in the civil law) but to demonstrate that even when legal protection exists, these have not been implemented.

In addition, the legal coverage of domestic workers by national labour legislation across the world, Africa, and particularly Ethiopia, domestic workers are covered in part by the general labour laws and in part by subordinate regulations or specific labour laws, by the general labour laws to the same extent as other workers, by subordinate regulations or specific labour laws it excluded from the scope of the country's labour laws. The challenge is the effective enforcement of the legal framework (ILO 2013).

However, it is fairly difficult to argue that these agonies of dogmatic workers emanate from the sole result of lack of legal protection for domestic workers. Although legal protection for

domestic workers is limited in Ethiopia, a couple of cultural factors (view of domestic workers as inferior and denied of any rights), illiteracy and severe poverty among workers themselves, are contributing towards the persistence of abuse against domestic workers and the silence. The state has failed to show any political commitment to address these injustices when they come to their attention and also has limited the spectrum for advocacy by civil societies mainly through the NGO law of the country which bans NGOs getting their funding from abroad to work in human right issues. As a result at the moment neither there is proper state institution to promote no their rights or strong viable movement among or on behalf of domestic workers. Their suffering is hardly noticed and their voices remain in the private homes, never in the public (Kidist 2012).

2.3.12. Socio-economic opportunities for female domestic workers to get access to education

Domestic work is a source of income to poor, rural women who have had little access to education, often from marginalized ethnic groups - those with otherwise low employability. Traditionally, it is the most widespread form of transfer of resources from the have to the have not and could, if performed under fair working conditions, make an essential contribution to poverty reduction. For many women, domestic work is a single most opportunity to earn in a socially acceptable manner and gain some control over economic resources. The sector attracts women that enter the labour market for the first time as well as women who return to work after child rearing. In countries that have initiated certified skills training and professionalization of domestic work, the empowering role of it is further enhanced by the resulting occupational mobility within the hospitality sector (Asha 2010).

According to education for all agenda, which our country signed with World conference, in order to attain the educational goal the country should provide adequate supply in terms of quantity, location as well quality as much as possible. To realize this goal adequate supply is provided as it enhances children and adults will enroll and the objective of education for all will be attained. However this may be true in the long run, that mean it certainly is not so in the short run. In many cities in developing countries in general and Ethiopia in particular a large number of girls must work to live, when they can, they attend school partially and continue work at the same time. The only pragmatic and realistic solution to this problem is to adapt the school to the girls by implementing flexible hours, and adjusting the contents and the methods to the needs and

characteristics of working girls. For this the night school, is provided and adjusted for those who work to live and attend school (AU 2015).

The other is that, in the past the government is shifting the financing of education from the government to the families and local communities. As some studies show that parents living in rural areas have contributed all they can afford, materially and financially: the studies also affirmed that parents contributed to the school construction, the acquiring of equipment and textbooks, and the operation of the school cooperative. Demands which comprise financial implications are likely to hinder domestic workers to go to school: Due to this reason fewer and fewer domestic workers will be inclined to go to school. Currently it is already improved. This is another opportunity (MoE 2005).

2.3.13. Right to education

The right to education is enshrined in international law. Both the Convention on the Rights of the women and the International Covenant on Economic, Social and Cultural Rights spell this right out in some detail. States are required to make primary education compulsory and free to all, and to protect women from work that constraints their education. The African Charter on the Rights and Welfare of the vulnerable groups also recognizes the right to education and requires countries to take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community. Furthermore, the Worst Forms of Labor Convention highlights the importance of education in eliminating domestic labor and calls upon states to ensure access to free basic education and vocational training (Human Right Watch 2007).

2.3.14. Female domestic workers and Education

Education plays a significant role in the social and economic development of any society. Every individuals needs to be educated and become productive in his or her adulthood. A primary and secondary education, especially for girls, gives high performance in the society.

The ILO has been trying to set a minimum age for different types of work for domestic workers. Many other countries are also introducing further legislative or regulatory provisions on domestic labor and some have recently increased the penalties for violations. The main obstacle to effective legal protection remains the weakness of law enforcement mechanisms. Working

girls (women) are typically found in agriculture, domestic service, mining and other informal sectors. Most of them work where labor law enforcement is mostly absent. Strong legislation and effective enforcement are important but need to be supplemented by efforts on other fronts as well (ILO 2010).

Enrolment in Ethiopia has increased dramatically for both boys and girls since the early 1990s. Education is considered to be an important means to social mobility on an individual level, and the driving force behind economic, social and cultural development at the national level (Cherinet and Mulugeta, 2003; Ogato 2013). Even though enrolment has increased dramatically, enrolment for marginalized groups like girls domestic workers gaps still remain substantial, particularly at higher education level and this gap in education prevails at all levels of the system and also it is more visible as one goes up higher the educational ladder (MOFED 2005 and MOWA 2006).

The Educational policy of Ethiopia requires that every parent should send their child to school. Only one who fails to do that is counted as against the policy. In order to avoid those charges, when the child is seven years old, the parents send their children (girls) far from home to relatives who use these girls as domestic workers. It is known that most of the girls who are working as domestic workers have no education. The Current educational policy in the Ethiopian Development Vision 2025 emphasizes the important of education “to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society.” The vision statement intends to motivate Ethiopians to be equipped and capable to function well in the global economy while solving daily Ethiopian challenges. The policy also requires the country to promote a quality formal and informal education, promote equality and access to basic education, advance the use of science and technology in teaching and learning while putting more emphasizes on a special group of people such as girls and children with disabilities (Jimma city educational office annual report 2015).

Chapter Three

3. Research design and method

3.1. Study setting

Jimma, the study area of this research is one of the oldest cities in south western Ethiopia. The name of today's Jimma was derived from *Mecha-Oromo* clan called *JimmaWayu*. These people had started to live in the main quarters of the city namely *Jiren, Hirmata and Mendra* (Jimma city Finance and Economic Development Office 2014).

Jimma city is situated at 356 km away from Addis Ababa. The city is located at an elevation boundary ranges from the lowest 1720m.a.s.l. of the airfield (kitto) to the highest 2010 m.a.s.l. of Jiren. Astronomically the city is located at 7° 40" north and 36° 60" east. It is bordered by Kersa Wereda in the east; with Manna Wereda in north and Manna & Seka Chekorsa in west, Dedo in south direction.

According to the Central Statistical Agency population projection of 2015, the total population of the city is 177,900. The city has the total households of 51429. The city also has the total land area of 100.2km² (Jimma city administration office annual report 2015).

Nature of administration of the city (political structure)

As far as political structure concerns, the city divided into sub city and kebeles for the administration purpose. Accordingly, currently the city undertakes its administration duties and responsibilities with municipality, three sub city and 17 kebeles (13 town kebeles and 4 rural kebeles).

Ethnic Composition

The prominent ethnic compositions in the city are Oromo, Amhara, Guraghe, Dawuro, Kefa, etc. The various population and housing census shows that Oromo is the largest ethnic group living in the city (Jimma city profile from Finance and Economic Development Office 2014).

Land Use pattern

Out of current Jimma city area (100.2km²), 84.65% is used for urban development and the remaining 15.35 % for forest and agriculture and also partly vacant. The city exhibits intensive mixed used development at the core while intermediate and periphery areas are dominated by

residential land. Among the farming activities being undertaken in the city, coffee dominate followed by vegetables, fruits and crops. Large parts of the city which used to be swampy area and others have now developed into a consolidated settlement with residences, offices and commercial activities (Jimma city Land Administration Office 2014).

Trade

Trade and commerce is the major economic activity in the city. In addition to every day market day, the biggest market day in the city is Thursday and Saturday. The local urban-rural exchange in Jimma and it is surrounding has contributed significant business activity. Over 5000 medium small and micro enterprises have engaged indifferent distributive retail service rendering commercial activities (Jimma city Micro and Small Scale Enterprises office 2014).

Road Transport and communication

It would be impossible to conceive of socio- economic developments and political integration in the absence of adequate transport, communication infrastructure and services. Accordingly, Jimma city has surface road transport network. The total lengths of all roads in city until the end of 2014 were 346.79 kms. With regard to the types 16.64km, 31.5kms, 68.65km and 230 were categorized to cobble stone, asphalted, gravel road and earth roads respectively (Jimma City Finance and Economic Development Office 2014).

Concerning the communications facilities, the city renders various communication facilities. These include all activities of telecommunications, postal services, radio stations, television broadcasting and printed press.

Water supply

The existing water supply source of Jimma city is from Gilgel Gibe River with a weir intake structure. Several springs mostly found in groups have been developed and utilized for the city's water supply system. These are: Gabriel springs, Jiren springs and lega hare spring. Furthermore, more than six boreholes and quite a large number of hand-dug wells are found within Jimma city. In addition there were several wells which supply single users like Jimma Hotel, Jimma college of Agricultural, etc. (Jimma city Finance and Economic Development 2014)

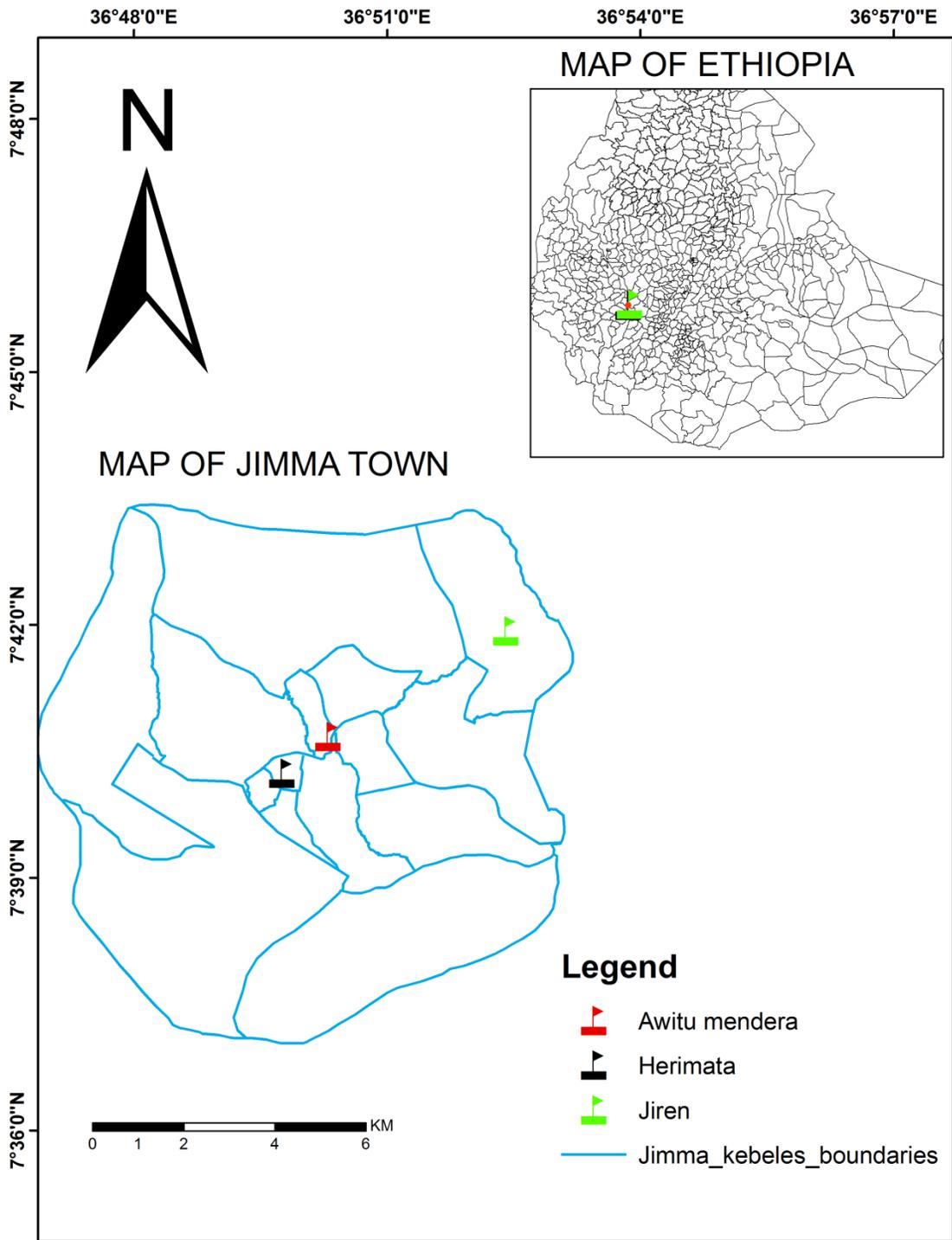
Energy Supply

Some of the rivers around the city area can be utilized for hydroelectric power generation. The Jimma Zone in general and Jimma city in particular is endowed with high potential of energy resources including biomass, hydro power and solar energy resources. The electric power does not confine to the city. The city gets access to electric energy most of the time.

School distribution

There are 25 public schools in the city; 21 elementary schools, 3 secondary schools and 1 preparatory. In addition there are 27 private schools; 19 elementary, 6 secondary schools and 2 preparatory schools. Furthermore, there are two schools which are neither public nor private such as community school and the school run by SOS in the city, with a total number of 45,199 (male 21841 and female 23358) students (Jimma city educational office annual report 2015).

Actually there are some reasons for choosing or focusing on female domestic workers in Jimma city. First, it is due to the fact that Jimma city is the largest city in southwest of Ethiopia, with an assumption that there are many female domestic workers in the city. Second since I am here it is simple in accessing transportation to go the study sites easily, get the required information for the study and come back to my home without traveling so long distance and expose to financial crisis. And the last reason but not the least is that there is no research conducted on the domestic workers in this city. Thus, it is my interest to study the socio-economic opportunities and constraints of female domestic workers in accessing education in Jimma town.



Justification for the selection of study site

As it has been mentioned earlier, the focus of this research is on female domestic workers in the city of Jimma in order to investigate the socio-economic opportunities and constraints for them to get access to education. Furthermore the study focus on four elementary public schools purposively selected as a main research site among the 21 elementary schools throughout the city. This is due to the fact that the preliminary information obtained from the Jimma city educational office revealed that these four schools are considered as a role model to render high school programs. The other reason for the selection of these research sites is that most of the residents around these schools are well off family and owned one or more female domestic workers in their house. Not only this but also female domestic workers themselves prefer to work in the house of well off family due to the fact that they assume and expect better living condition and pay in the house of well off family those found around the selected schools than in the house of lower and middle economy groups.

3.2. Study design

This research employed cross sectional study design as far as time dimension concerns. According to Creswell (2009) cross sectional study design is used when the researcher collecting data on more than one case at a single point of time to obtain information on variables in different context. Furthermore, this study design enhances the researcher to collect data over a short period of time (not over time). It saves the researcher from wasting much time and resources. Even though, this study design is cross sectional regarding time dimension, since the research design employed in this study is purely qualitative, the case study design was used to conduct this study. Case study design is more than simply conducting research on a single individual or situation. It has potential to deal with complex situations and enables the researcher to gather data from variety of sources to answer ‘‘how’’ and ‘‘why’’ type questions (Baxter and Jacks 2008). Case study as a qualitative study design helps the researcher to gather detailed, in-depth data from multiple sources of information using multiple instruments such as observations, interviews, audiovisual material, documents and reports (Beverley 2002; Creswell 2003; Yin 2003).

There were various types of case studies design according to their purposes; single case study, exploratory/descriptive, multiple case studies, intrinsic, Instrumental, collective case study, etc. A single case study design is used when the units under study are representative of the universe from which the case is selected or when the case represents a critical or unique case for which similar cases rare in their occurrence (Yin 2003:40). The exploratory case study design is used when there were no prior studies conducted within the context of the current study. The multiple case studies are used when the cases selected for the study are neither representative nor unique for the study population. Intrinsic case study is used when conducting the case, as it happens, is of interest. When the knowledge gained from the case is used to illustrate an issue, the study is called an instrumental case study. A collective case study is conducted when a number of cases are researched and compared with the aim of providing insight into an issue (Yin 2003).

Among them multiple case studies design is selected for this study. This is due to the fact that, multiple case study is used to find out various problems that certain segments of society such as domestic workers in general and girls domestic workers in particular may encounter which lacks clear and single set of outcomes. A multiple case study will allow the researcher to analyze within each setting and across settings. It also helps the researcher to examine several cases to understand the similarities and differences between cases. Furthermore, a multiple case study design was selected because the results from multiple cases will have greater analytical strength or trustworthiness than if only a single case was selected. It also enhances the researcher to achieve more vigorous and reliable results due to its ability to triangulate the evidences obtained from various sources (Yin 2003:52).

3.3.Research design

To achieve the objectives of the research, the researcher relied on qualitative research design for its most advantage over quantitative approach to undertake study on such kind of research topic. Corbin and Strauss (2008) noted that qualitative research design allows the researchers to get an inner experience of participants ... to discover rather than test variables.

Qualitative research design according to Russell (2011), takes place in natural settings employing a combination of observations, interviews and focus group discussions as primary

data sources and scientific literature as well as document review (analysis) as secondary source and this qualitative research design was applied in this study as well.

Qualitative research design is selected and employed in this study due to the fact that it produces more in-depth, comprehensive information and also enables the researcher to find out and understand the real interpretation, perceptions and lived experiences of the female domestic workers regarding their reality. That means qualitative research design enable researcher to understand something from the subjects' point of view and to uncover the meaning of their experiences. Furthermore, qualitative research design helped the researcher to eliminate the question of objectivity since he was able to go inside the world of female domestic workers and the realities they face in their daily lives.

3.4. Study population

This study focuses on female domestic workers in Jimma city. Actually there is no exact and reliable data on this segment of the society in this town. This is due to the high degree of informality of the sector. Furthermore, domestic work covers many different activities, situations and relationships and so it is not easy to categorize. Hence, the study population of this study includes both paid and unpaid female domestic workers. Paid girls domestic workers, in a sense that female domestic workers who are non-family members, including both migrant live-in and live-out domestic workers but those who have no written legal contract. On the other hand the unpaid female domestic workers include female domestic workers who are a family member relative such as wives, husbands, children, and extended family (kinship). To sum up the study population of this study contains female domestic workers who are both unpaid and paid, non-family and family, non kin and kin members of the household. This population did not include girls below legal working age, typically set at 17 years old.

3.5.Sampling techniques

For this study, two types of non-probability sampling techniques were used. First, purposive sampling technique was used. Purposive sampling technique is a sampling technique whereby “the researcher purposively chooses respondents ... who, in their opinion, are relevant” (Sarantakos 2005). In other words, the researcher purposively selected respondents and informants according to their relevance for the study. The more knowledgeable, eligible, easy to get and open to give their idea when needed for interviews and also works on the area related to the topic under study were the one that this study considered as relevant.

The second was snowball sampling; where the researcher first accesses some respondents and then uses these respondents to help him to access others. Accordingly, the researcher depend on friends, relatives, employers and neighbors to connect him to his initial contacts who then lead him to other subjects with shared experiences. Berg (2007) argues that snowballing can sometimes be the best way to locate subjects with certain attributes or characteristics necessary in a study. He further argues that snowball samples are particularly popular among researchers interested in studying difficult-to-reach populations or sensitive topics and various classes of deviance. Hence, in this study it is difficult to get and reach female domestic workers unless snowball sampling technique is used.

3.6.Methods of data collection

Data collection methods included semi-structured interviews, In-depth interviews, Focus group discussions and document analysis.

Semi-structured interview: The study employed semi-structured interview which is considered as powerful ways to understand social phenomena and it is a way to talk about what they know both with the target groups and with the key informants to extract supportive information about the issues. Hence, with regard to inputs from various literature and other sources, it was initially planned to develop a topic guide and interview with the target groups, key informants and employers. Accordingly, seven key informants from three relevant organizations (Jimma town Educational Office, Labour and Social Affairs and Women and Children Affairs Offices)by taking one respondent from each office, four teachers from different schools. Furthermore, eleven female domestic workers and three employers were interviewed. The numbers of these research participants were determined based on data saturation point. The criteria of selecting the interviewed female domestic workers were more of having assertiveness behavior, Amharic and Afaan Oromo language ability so that the researcher can easily communicate with them, length of years they stay in Jimma city at least staying more than one year in domestic work, due to the believe that they are experienced the challenges or constraints of being domestic worker in accessing any opportunities rather than those who are recently entering into a domestic work. This does not mean that those who could not fulfill these criteria may not be included in the study participant but priority was given for those who fulfill the above mentioned criteria. The semi-structured interviews guides or checklist was prepared in English and the questions were

later translated into ‘Afaan Oromo’ or Amharic based on the language ability of the research participants to make it clear for all participants.

In-depth Interviews (case study): In-depth interview was one of the main data collection method employed by the researcher to obtain primary data on the lives of female domestic workers (target groups) as far as access to education is concerned. In-depth interviews are much more like conversations than formal events with predetermined response categories. That is, “...the researcher explores a few general topics to help uncover the participant’s views but otherwise respects how the participant frames and structures the responses” (Marshall and Rossman 2006). As a result, this method was preferred since it allowed the research not to be mainly focused on the researcher’s personal views but rather on the views and responses of the participants. This method has certain advantages that made it chosen to this type of research at hand. For instance, the interviewer can probe for a more detailed answer and immediate clarification is possible. Additionally the researcher was able to ask further questions during the process where he felt that the responses of the participants needed further explanation. Moreover, this method also helped in getting the direct answer from the participants since it allows the interviewer and the interviewee to come face to face during data collection.

This method was used to collect data from female domestic workers in order to obtain in-depth information about the socio-economic factors that forces them to become domestic workers, opportunities and constraints of female domestic workers on their schooling, etc. By using this method of data collection female domestic workers were interviewed based on the above mentioned criteria. The main tool used in these face-to-face interviews was an interview guide. The interview was held and transcribed in Afaan Oromo and Amharic. The summary of the interview is translated into English without losing its original idea.

Focus group discussion: Focus groups discussion is “... a systematic questioning of a group of people usually composed of 6-10 participants who are unfamiliar with one another but have been selected because they share certain characteristics relevant to the study’s question.” This kind of data collection method is stimulating to the respondent in that it makes the participants reflect on what is being said by the other participants and give a well-reasoned response rather than being one-sided as in interviews (Marshall and Rossman2006). Thus, this method was employed in the

research to provide the context of further exploring key issues identified in the individual interviews. This method was used in soliciting information from female domestic workers. The female domestic workers were asked various questions and discussed on various issues ranging from their experience about the socio-economic factors that forces them to become domestic workers, opportunities and constraints they faces as far as access to education is concerned. Accordingly, two focus group discussions by containing eight female domestic workers each were undertaken. The reason behind selecting female domestic workers as the participant of focus group discussion is that, for the assumption that they deeply know and can discuss with one another about the socio-economic opportunities and constraints of domestic working in accessing education, since domestic working is their routine activity. Furthermore, female domestic workers share certain characteristics relevant to the study's objectives. The last reason is that the researcher can easily access these groups of domestic workers when they come together in order to learn night school. The FGD guides or checklist was first initially prepared in English language and the questions were later translated into 'Afaan Oromo' or Amharic based on the language ability of the study participants to make it understandable by all participants.

Documentary review (analysis)

The researcher also conducted document study to collect data on the socio-economic opportunities and constraints for female domestic workers on their education. In this research, the official and public documents; including reports from the governments' quarter, annual and performance evaluation. Furthermore, legal documents, unpublished research and working papers, articles and organizational documents were used to give the researcher a deeper understanding of the subject under investigation.

3.7.Tools of data collection

The researcher uses interviews (semi structured and in-depth) interview guide or check list as a guiding device throughout the interview processes which also helped to ask further questions. The bases for my use interview guide find expression in its flexibility in inducing and incorporating unexpected significant information as well as answers for prepared interview questions. Additionally focus group discussions guide or check list were used. The interviews and focus group discussions guides were prepared in English language and later translated to Afaan Oromoo or Amharic to conduct the study and at the last translated into English language without missing its direct and contextual meaning.

3.8.Sources of data

Primary and secondary data sources were used to collect the data. The primary data were collected from the female domestic workers, employers, key informants using interview and focus group discussions guides. Secondary data were used to get information (data) from different documents prepared for other purposes. Through review of secondary data sources data were gathered from unpublished books, journals, research and working papers, legal documents, etc. Some of the relevant secondary data were also collected from the quarter and annual reports and performance evaluation of Jimma city educational office, Labor and social affairs and Women and children affairs offices.

3.9.Methods of data analysis

According to Creswell (2009) qualitative data analysis can be described as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities. This study attempted to catch required information by mixing different techniques of data collection from different sources. This means the data was transcribed and analyzed using thematic and narrative data analysis technique based up on the objective of the study. The most critical step of qualitative data analysis is developing a set of categories that adequately encompass and summarize the data. Accordingly, the data generated from focus group discussion and in-depth interview were divided into different categories/themes. The domestic workers, employers, the stakeholders (educational offices, labor and social affairs offices and women and children's affairs offices) and focus group discussions findings were properly categorized under relevant themes and the participants were used as a means of this research

finding. Since the aim of the study is to create an in-depth understanding by reaching across multiple categories it was deemed appropriate to use these techniques. Moreover, the data conducted by using in-depth interview was analyzed using narrative analysis and quotations from informants were included wherever necessary.

3.10. Data validity and reliability

It is obvious that these issue concerns, the issue of trustworthiness. Accordingly, the two types of instruments; interview and focus group discussions guide were triangulated to cross check the data accuracy or to measure its validity. Findings and results from the study were interpreted in relation to the review of the literature for the purpose of analytical generalization. Based up on what are mentioned above interviews and focus group discussions guides were focused and improved. Regarding data reliability, in order to cross-check and validates the data obtained via interviews and to come up with a common understanding about the socio-economic conditions of female domestic workers in accessing education, the researcher facilitated focus group discussion with domestic workers. Focus group discussions were used to triangulate the reliability of results obtained from other methods.

3.11. Ethical consideration

In order to avoid potential harm to participants, the researcher was committed to follow all research ethics in social sciences including the concept of confidentiality or anonymity (Only code names are used for domestic workers) and informed consent to the subjects of the study. All of the informants in this thesis were informed consent. This means that the purpose of the studies and the interviews along with, the potential readers and potential areas where the study may be disseminated, have been clearly explained before any interview attempt. The names of the informants are kept anonymous to keep their privacy and safety. To prevent the invasion of privacy, the interviewees are informed that they can choose to terminate the interview or their involvement in this research whenever they wish. To sum up Social Research Association's guideline for social scientists (2003) provides workable guideline on how to deal with the ethical matter in conducting a research. With regard to subjects of a research, it is said that social researchers must make sure the wellbeing of the subjects of the research is ensured. According to this guideline;

Social researchers must strive to protect subjects from undue harm arising as a consequence of their participation in research. This requires that subjects' participation should be

voluntary and as fully informed as possible and no group should be disadvantaged by routinely being excluded from consideration (SRA 2003).

As asserted by Russel (2013) it is an ethical obligation of the researcher to keep the anonymity of informants regarding disclosed sensitive information. Even if the ethical issue is important to consider in a research on every kind of study subjects, marginalized groups of society who disclose their personal lives to the researcher, who gives voice to them are the primary kinds of informants that needs a due consideration and loyal stand regarding keeping their anonymity.

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

4.1.FINDINGS

In this chapter, the findings of the research are discussed by categorizing into different major thematic categories. Information obtained through, interviews, focus group discussion and document analysis is presented to highlight the overall opportunities and constraints of female domestic workers in accessing education. The interview result from the female domestic workers, employers as well as the key informants were given much emphasis to understand the situation from the stand point of informants who have lived experiences. Accordingly, the interviews with female domestic workers, their employers, Jimma city educational offices, labour and social Affairs offices, women and children Affairs offices and other stakeholders are presented here in accordance to the relevance with the discussion.

4.1.1. Description of respondents

The research participants used in this study were of various occupational and educational backgrounds. Occupationally, the study involved four teachers from four elementary school (Jiren Number two, Mendera, Hibret and Hermata), three government employers as key informant interview (from Jimma town educational office, Labour& Social Affairs Office and Women's and children's Affairs Office). Three employers who have domestic workers in their household (one NGO employer and the left are governmental employers). Additionally, eleven female domestic workers (five interviewees and six case studies) were involved from different schools (cross checked by two focus group discussions that contains sixteen female domestic workers) from various educational status in data collection.

The following table summarizes the description of the study participants' back ground

Code of respondents	Sex	Age	Educational attainment	Marital Status	Occupation (profession)	Work experience
001	F	19	5	Un married	Domestic worker	3 years and above
002	F	19	4	Un married	Domestic worker	2 ^{1/2} years
003	F	22	7	Un married	Domestic worker	4 years
004	F	23	Unable to write and read	Un married	Domestic worker	5 ^{1/2} years
005	F	21	6	Un married	Domestic worker	4 years
006	F	18	5	Un married	Domestic worker	2 years and above
007	F	22	Unable to write and read	Un married	Domestic worker	3 ^{1/2} years
008	F	21	6	Married	Domestic worker	6 years
009	F	20	7	Un married	Domestic worker	4 years
010	F	19	4	Un married	Domestic worker	3 years and above
011	F	21	8	Un married	Domestic worker	5 years
XX1	M	34	Degree	Married	Office leader	12 years
XX2	M	36	Degree	Married	Expert	6 years
XX3	M	42	Degree	Married	Expert	14 years
XX4	F	32	Degree	Married	School leader	9 years
XX5	M	38	Degree	Married	teacher	6 years
XX6	M	31	10+3	Married	teacher	5 years
XX7	M	41	Degree	Married	teacher	13 years
0022	F	31	Masters	Married	NGO employer	8 years
0033	M	33	Degree	Married	Gov't employer	5 years
0044	M	37	10+3	Married	Gov't employer	7 years

Source: Interview with study participants

NB: Code 001-0011 stands for female domestic workers interview participants.

XX1-XX 7 stands for key informant interview participants

0022-0044 stands for domestic workers' employers.

4.1.2. Factors that force girls to become domestic working

It is obvious that in rural areas, poverty is rampant and female domestic workers are more vulnerable to various social and economic problems than the rest of the society. They not often have access to education and employment. These facts are confirmed by empirical evidence presented below.

The research participants mentioned that the reasons for getting employed as a domestic worker were to earn an income which will support themselves and their families. As the first key informant interview revealed that the majorities of female domestic workers came from socially and economically disadvantaged segments of society and were forced by poverty to work at the expense of the time they have to spend for their education. The following presents the direct informants' narrations of the factors that contributed to become domestic worker, which can be grouped into socio-economic and family related causes.

“... I was born and brought up in poverty. I grew tired of it. I used to go to bed on an empty stomach. Farming and wood gathering were a tiring routine .That was my life and I did not like it. Life was so difficult that I could not get any opportunity there. My parents have no money to help me and even themselves. I decided to work and support them.”

One female domestic worker reveals her experiences as below;

“....my family have many children and it is beyond their capacity to fulfill educational material for me. And even they cannot adequately feed us all due to poverty. Hence, I am familiar with domestic work since it is my routine activity while I was at home and also this work does not require educational qualification, I decided to participate on it. My prime aim was to live as domestic worker in urban area and to achieve something to myself as well as my family.This forces me to become domestic worker.

Another female domestic worker described the reason as follows;

“...Conflict at the household. My family is not in harmony. My father used to beat me and my mother every day. Additionally, I had no one to support me therefore I decided to leave.”

Findings from the focus group discussions also confirm the reasons forwarded by the participant quoted above. According to the FGD result, there were a number of reasons for the female to

become employed as domestic servants. One of the major reasons that the FGD participants gave for being employed in this field were; rural poverty in general and family poverty in particular. Furthermore, the focus group discussants described that rural poverty has been increasing in their local villages due to the devastation of the agricultural production and economic crises. This has pushed many women and female into the domestic labour market. The other reason forwarded and argued by the participants of focus group discussants, the first and the second key informant interview were family related problems like family disintegration. Accordingly, parents send their children to stay with relatives when there is a crisis in the family like divorce. When parents' divorce, children either stayed with their mothers or their fathers. Especially when girls are left to stay with their fathers, the fathers send at least one of the girls' children to serve in his sister home if his sister has no girl who support her. The illness of the parent is yet another factor which forces girls to join domestic work as stated by FGD participants. When parents become very ill and realize they might die, they often send their children particularly girls to stay with relatives. Death of one or both parents by different reasons, commissions of crime that lead to lifelong imprisonment of one or both of their parents. Not only has these but also escaped from family violence (drunk hard of either their father or mother or both) escape from unhappy and early marriage and inducement by friends and relatives.

According to the first key informant interview result, unemployment due to lack of any educational qualifications to start to make their own earnings, are another factor that forces girls to live in domestic working. With few formal jobs available and facing gender discrimination, their options for decent work are few. And, as most are from poor households, they generally have low levels of education and few marketable skills, they have no alternative options other than being employed as domestic workers, housekeepers and caretakers for the family members of their persons employed them. Cleaning and cooking, looking after children and the elderly is almost universally regarded as women's work, which means that men rarely compete with women in this job market. Domestic work is therefore one of the few employment opportunities open to poor and uneducated female as argued by the FGD participants.

Three of the female domestic workers also gave reasons like escape from the rural way of life. It is obvious that, in rural areas general standards of health, nutrition and education are much lower than in urban counter parts. Due to this reason, parents feel that their daughters will be better

cared for and educated in the city or town. As a result, there were also some workers who entered the line of domestic service in this process. This assumption was supported by the following quotations;

“..... You know the general standards of life in general; health, nutrition and education in particular are much lower in rural areas than in the urban areas. Due to this reason I prefer to live as domestic worker i.e for the sake of better life. To start from basic need home; clothes and nutrition that I get in a daily basis are better than what I get while I was in rural area. Regarding clothes, even though my employer did not buy new clothes for me, I can wash my clothes and body again and again if I want due to the availability of water and soap nearby.

Findings from focus group discussants also confirmed the reason forwarded above. According to both FGD and the fourth key informant interview argument, most parents willingly send their children to live with relatives in a larger city. This result reveals that poverty, family related problems and unemployment are not the only factors at play. Parents in the rural areas often consider life in the city as easier, full of better opportunities, even if their relatives in the city (town) are very poor. They send their children to cities hoping that their children will get better education in the city and hence secure good job later. They decided this by comparing life in the cities and rural areas.

The second key informant interview result on the other hand reveals the other issues that lead female to become domestic workers are escape from family control. According to this key informant interview result, there is high social control over female in rural areas. The families strictly control their children in general and female in particular. Females are expected to work inside the home rather than going or spending their time outside because they think that this is the accepted norm and behaviors for females. This denies some female to enjoy their freedom for movement and enjoyment. In order to escape from this strong family control some females leave their family home and prefer to live in urban areas as domestic workers.

The third key informant interview result indicated that there is a strong bias against females' education and independence in the rural areas, which serves to track female into the path of domestic labor. The fourth key informant forwarded his ideas that support the third key informant idea. Accordingly, females are expected to perform domestic work and then marry at a young age in rural areas. More specifically, parents in the rural areas send female to urban areas to do domestic work when their relatives does not have a daughter, as she help their relative and

also pursue her education. By sending girl child to serve in relatives home, relatives are seen as doing a favor to the parents and helping out by taking in a child parents expect different types of supports from the relatives in kind and finance from relatives in return to overcome the poverty situation in which they are. In this case females were sent to live with other families. This happened to code004 who was sent to her aunt.

Case 004

I am 23 years old. I came to Jimma city from Seka woreda at the age of eleven after my parents divorced. I have three other siblings (two sisters and a brother), and they were all sent to other family members. Both my parents now live in Seka woreda, but my mom remarried, and I couldn't see her anymore. My father didn't remarry. My aunt came from... to visit me; and requested my father that she wanted me to take care of her child. My father accepted her request and sent me to her home. Before she brought me to her home, she promised to send me to school. However, she did not keep her promise. She has not sent me to school up to now I am the one who do everything in the house. I am responsible for all household work, such as cleaning the house, washing the clothes of the children, take the children to nursery and care for the recently born baby at home but I am not paid a single coin for all these except she provides me food. In addition to all these tiresome activities, she beats me when she thinks I fail to do things properly by mistake. As I have tried to mention above, I became older before I go to school. Surprisingly, her children that were an infant when she taken me to her home and I brought up has now grown up and started school. However, I have not still got this opportunity yet. All things have become worse now for me than when I was with my father. My father is now very unhappy with situation and he regrets for his sending me to his sister's home. At first I was in contact with my father. But since the last time when he came, he has not been in contact with me again, because he was angry at his sister for the fact that she mistreated me. But later on my father decided and he came to get me and take me back to the village (Seka woreda). But she pretended that she was already used to me, that she really loved me, she cannot stay without me. So she promised to my father again as she would put me into school immediately and put me back to her home. That was about two or three years ago. Still now I remained without educational attainment.

As both focus group discussions and all key informant interview result showed that among many pushing factor that specifically drives females to domestic worker is the socially constructed gender discrimination within the society was one. This means the generally accepted norm in the rural area of our country still encourages boys to attend education until the last (university level), but discourage female to attend school and forced them to engage on domestic chores. As a result females are mostly limited to the domestic sphere and are obliged to obey for their parents will. This limits them from involving in and competing for economic progress of themselves,

their family as well as the state at large.

Apart from these, the other (fifth, sixth and seventh) key informants revealed the pulling factors (attraction by city life) such as better employment opportunity, the availability of various services and facilities as well as high demand of cheap laborer in urban areas play significant role in attracting a large number of females from rural area into domestic works in urban areas. Having deceived by the false promises of relatives and greedy brokers such as high salaries and comfortable life in urban, a number of females are attracted to urban and turn to domestic worked when they find the situation in urban against their expectation and what they were promised before they left their parents' home.

According to the research participant, particularly the fourth key informant interviews point of view, in the past the reason for many females to join domestic work was to attending school with the income they get from domestic work or the support of the people whom they serve. This shows that learning could be an important reason for enter into domestic service even in the past, which was still very common recently. However, today domestic workers may find it very difficult, because of lack of time to attend school to accomplish or develop their education, what could improve their chances of finding better jobs. Significantly enough, for domestic workers attending training courses on domestic chores may also be problematic. Therefore, for many domestic workers the nature of the job they undertake are routines, require too long time, tiresome and consequently hinder them from attending school.

4.1.3. The social, economic and institutional opportunities for the female domestic workers to get access to education

4.1.3.1. Social opportunities

According to the first key informant interview revealed that there are few social opportunities which have been made by NGO, CBO, FBO to enhance females domestic workers to get access to education. Among NGOs, SOS plays significant role in supporting vulnerable groups in general and females domestic workers in particular by providing educational materials such as exercise book, pen, pencil and sometimes uniform for few. Regarding faith based organizations the contribution of Catholic Church is invaluable. The third key informant interview also stated that as there are meetings which are held to raise awareness among the NGOs, CBO, FBO regarding the importance of education and building of boarding schools. Additionally the

government has been providing funds under primary education to construct schools (alternative basic education) for vulnerable groups in general and females domestic workers in particular in order to improve females domestic workers access to education.

On the other hand the focus group discussion conducted with female domestic workers and the interviews with employers revealed that majority of the female domestic workers have many social opportunities that enhances to interact with the significant others including their employers who play vital role in their socialization. They are more obedient, skilled and experienced in domestic working. Thus, they are good in their social skills and free from showing deviant behaviors which are potentially harmful to the community.

4.1.3.2. Economic opportunities

According to all key informants and employers interviews result revealed that, domestic work is an avenue of employment to poor, rural women who have had little access to education, often from marginalized ethnic groups - those with otherwise low employability. The focus group discussions participants also stated that, domestic working is the most widespread form of transfer of resources from the rich to the poor and could, if performed under fair working conditions, make a vital contribution to poverty alleviation. For many women (female), domestic work is a unique opportunity to earn in a socially acceptable manner and gain some control over economic resources. The sector attracts female that enter the labour market for the first time as well as women who return to work after child rearing. If treated humanely, the independence and exposure to other lifestyles that domestic work offers is often a source of economic empowerment for women or female.

Case 006 and 005

Najat and Muslima are two sisters who work as domestic worker in one household. Five years ago they lost their father and remain behind only by their mother who is also a domestic worker. I meet Najat on Thursday evening for the first time. I find something unusual with her way of responding, her way of behaviour, a high hope and inspiration, which made me attracted to know more about her. So I request her whether she could spend few more time for in-depth interview any other day. With a prior permission I asked to meet her on Sunday afternoon. On that day itself I came to know that she has a younger sister who works in the same house and both of them are student studying in class 6 and 5.

When I meet them next time on Sunday, I got a chance to meet Muslima, the younger sister who was much different than her elder sister. She is more active and readily willing to talk. When I asked for the reason of working they replied that after their father's death, their mother was no

longer in a position to provide the money for further studies. So it was their hope and inspiration to continue their studies as both of them are good students. The summary of the in-depth interview is as follows:

Both Najat and Muslima work in the same house only as part time workers from morning 8:00 a.m. to 12:30 p.m. They are regular in their school which begins at 12:40 p.m. Besides their regular studies in the evening they help their mother at home whenever possible. They want to earn enough money that they need for their education and other necessities. They are very happy that they could even help their mother by giving 400ETB a month to run their house. The employer, a retired couple has no one to take care of them as their sons are at service and so they love Najat and Muslima very much. And help them in time of need. When asked about their work, for how long they are going to work in that house. They replied that as long as possible because it helps them to have an atmosphere to continue their education. The hope and inspiration that in this school going made servants are very strong. And when I asked what they want to be in future, the younger at once replied to be a doctor. But at the same time she said that whether it is going to fulfill or not, it does not matter. But the elder said that we would not allow our schooling to go waste. Hope it will help us at least to stand on our own feet. And we will be able to provide our mother and ourselves a better life than present.

Accordingly both participants of focus group discussants and the all key informants interviews stated that not all females domestic workers are equally harmed or benefited in accessing education. But it varies from employer to employer and also domestic workers to domestic workers themselves. For instance, while interviewing few domestic workers, it is found out that there were some employers who care for their domestic workers as their children and fulfill different necessities for their life and for their education too.

4.1.3.3. Institutional opportunities

As focus group discussants depicted that availability of evening program (night school) in Jimma city was one of the opportunities that create favorable condition for female domestic workers in order to get access to their education. It is obvious that, the nature of the domestic working, could not allow to pursue their education in the regular program, the only alternative they have were to get enrolled in the evening program. The female domestic workers have many household responsibilities. Hence in order to follow the evening program, they should accomplish their tasks during the day time.

As educational material support concerns, information obtained from the first, second and third key informant interviews and also confirmed by focus group discussants showed that few of the faiths based, the non-governmental organizations, private property owners and any volunteer individuals were offering school uniforms and other educational materials for vulnerable female

some times. However, the provision of school uniforms and educational materials alone does not guarantee for these females domestic workers because this is not the only needs of them. In addition to educational material support, these females domestic workers have many unfulfilled basic needs such as food, clothing, etc. This is due to the fact as it is a common saying that ‘one is what one eats’. Unless otherwise they eat, they cannot go to school or cannot listen attentively to their education.

According to the fourth key informant interview revealed that availability of training for employers on how to fulfill the educational needs of their female domestic workers were accounted as one of the opportunities for females domestic workers in accessing education. Accordingly, some school leaders trained the employers about the educational needs, the problem domestic workers faces due to lack of support while the school is opened and also while it is closed.

4.1.4. The socio-economic constraints of female domestic workers in accessing education

From the study result, when we discuss the educational attainment of the study participants, it was found that six of the females domestic workers participants were attending school and three were stopped going to school where as two of them remain uneducated due to various reasons. But since a nine of them were able to read and write, it can be said that almost all of them fall under the group of literate persons. But very few (two) of them were unable to read and write.

The research found out that the majority of females domestic workers participants (nine of them) both in interview and focus group discussion were attending school and were in the elementary stage in their academic status. They responded that their employers had given them permission to attend night school on the condition or provided that they finish their tasks on time.

Nine of the domestic workers interviewed and those who participated in the focus group discussions were eager to continue their education and pursue other opportunities. Thus, all of them replied that, they negotiated with their employers on their first meeting the fact that they have plans to go to school and adamantly expressed that they would not take a job if their employers are not willing to let them go to school. Inversely, they also stated at their first meeting with their employers there is no problem, but later on they fail to fulfill their promise since there is no legal contractual agreement between them. In addition to this, those females’

domestic workers who had not yet started their education (two in number) reflected that the only reason that they have not yet started is as a result of economic constraints since they had to support their families with their insufficient earnings. However, they expressed their intention of starting their education in the near future and continuing it to the end since they saw education as the only means of escape from the realities of their current lives.

As the result obtained from the focus group discussants, among many educational problems of females domestic workers, poverty was the major one. The interviews with females domestic workers also supports the above arguments. Accordingly, the school dropout or absent from school (absenteeism) was related lack of food (hunger) and clothes. Regarding lack of food, I interviewed three females domestic workers who drop out or just missed cases because they told me they were tired, hungry and lacked food. Concerning lack of clothes the result obtained from focus group discussants revealed that as female domestic workers opted to stay at home as they were embarrassed to go to school with dirty and torn clothes. Furthermore, female domestic workers are disadvantaged in accessing education since they spent most of their time on doing household chores. For instance, the time spent on doing household chores instead of homework (assignment) cause many female domestic workers to have to repeat classes.

As employers interview result showed that lack of educational materials affected the educational opportunities of female domestic workers as attendance in schools concern. They told me that they did not have enough money to buy educational materials such as exercise books, school fees, school supplies and compulsory uniform for their female domestic workers.

Concerning the above mentioned, all key informant interview participants and focus group discussants revealed that the educational condition of female domestic workers were challenging. This is due to the fact that when the female domestic workers show interest to start schooling; their employers refuse to pay their monthly salary; which may force these domestic workers to lose their salary. Not only this, but also the employers lack interest or inability to fulfill educational materials and basic needs. These hinder their hope to pursue their education and also obliged to drop out the school or remain uneducated. The below listed by subtitle and interpreted were the major socio-economic constraints for female domestic workers in accessing education:-

4.1.4.1. Low awareness of the governmental Organizations (stakeholders) about the general condition of domestic workers in general and their educational situations in particular

At the initial contact, all the governmental organizations which the issue concerns I approached, were acknowledged that conditions of work for domestic workers in Jimma is an issue of concern; although at the same time they admitted they did not have anything tangible to say about their respective organization's involvement towards their situations in general and educational condition in particular. Surprising enough, as the first, second and third key informant interview result revealed that there are a number of female domestic workers in the city. However, they are not quite sure of their exact number and even any regulation that concerns the issues of these segments of vulnerable groups. Furthermore, the first key informant stated that as there are many problems that hinder female domestic workers to get access to education. As it is reported up on the media, the educational constraints of female domestic workers includes depriving their entire salary, absence of proper food and sleeping condition, forced and total cut off their family members, bounded work, lack of educational materials, lack of time to study due to workload ... the list of their exploitation is endless. Absence of legal protection, has led to severe exploitation of female domestic workers. Hence, none of the governmental organizations were not directly works on the problem of female domestic workers and their educational situation remains unrecognized.

Additionally, the information obtained from document analysis revealed that none of the governmental offices were not particularly has a plan and worked on the situation of female domestic workers in general and their educational condition in particular. In the same manner participants of the focus group discussions stated that the governmental organizations which the issue concerns were not well aware of the situation of female domestic workers in general and their educational condition in particular in their respective areas.

4.1.4.2. Denial of Salary

The study result revealed that many female domestic workers work without or with few payments. Accordingly, among the eleven female domestic workers interviewed, seven of them received no salary. Even two domestic workers who had been promised a salary did not get a constant amount frequently. The other two female domestic worker has received their salary properly and timely. The first key informant interview result revealed that, the employers are

manipulating and exploiting the labor of these destitute female as they wish, by denying and withholding their salary. These were due to the wrong perceptions that attach less value to domestic activities. Accordingly, domestic work is regarded as an undesirable job by those who do not even want to touch it. Most of the time, domestic work is performed according to the will of the employer and paid accordingly to the domestic worker since the employer is able to pay seeing the domestic workers' clear the household mess. But it is not always a case for employers to pay their domestic workers for their genuine effort. Some employers would like to see their household duty performed by low pay or even free.

Case 010

I am 19 years old. I am fourth grade student. My employer doesn't pay me my salary willingly. They consider that I left my family because there is nothing to eat and thus; they think it is enough for me if I get a small amount of food to survive. She/he often says me 'it is enough for you if you get some food; not money'. I have to remind, beg and even cry to get my salary most of the time unless she becomes silent. I need money for educational materials and other things such as clothes and shoes. But I rarely get my salary. Hence, it is difficult to attend school with peaceful mind under such circumstance.

All the interviews from the employers exposed the fact that the female domestic workers often work as unpaid laborers because they are like one of the family. The workers become emotionally involved in the private home, falling into a sort of mutual friendship with their employers. In addition, their relationship with their pseudo parents grows stronger because most of the female domestic workers enter the household as very young girl children. The employers in this study are not in any way related to their domestic workers, but their use of phrases such as 'like my family'. However, as interview with female domestic workers revealed that this does not necessarily mean that, domestic workers are treated like actual family members. In fact, most of the time they are not treated as families members because of the material imbalances between the employers and the domestic workers.

4.1.4.3. Food and sleeping related problems

The participants of focus group discussions and the all key informant interviews stated that parents often send their children to the city because they think they will suffer less from hunger and hard living conditions there. Indeed, two female domestic workers reported that they were treated like the other children in the family; they would eat together with their employer and sleep in bed with them. But for many others, this was not the case. Female domestic workers frequently get less food than anyone else in the family. They have to prepare food for the family

members, but they often are not allowed to eat adequate food. They eat leftover food most of the times and even denying food is a common trend that many female domestic workers experienced. Hence, there are times when they become hungry and steal food or engage in sexual activity with other people to get money with which they buy something for their stomach. When we relate lack of food as the educational constraints of female domestic workers, it is obvious that unless otherwise they eat, they cannot go to school or cannot listen attentively to their education.

Lack of place to sleep and adequate sleep as the educational constraints of female domestic workers, the participants of focus group discussions revealed that there are many domestic workers whose rights to get access to education is violated due to the problem arise from inadequate sleep. One informant of this research reported that her employer forced her to sleep in a veranda (balcony) where she is exposed to a bad weather condition during a rainy season. As the additional information obtained from the second key informants' interview revealed that female domestic workers also often did not have a bed or mat, sleeping instead on the bare floor while others in the family would sleep on beds or mats. Some females domestic workers had a thin cotton cloth that is wrapped around the body to lie on, others had nothing at all. They slept in the kitchen, in the living room, in the corridor, etc. As a result, they often lacked personal space; the lack of a private room also put them at heightened risk of sexual abuse.

Once again the focus group discussions stated that lack of adequate sleeping and place to sleep has its own problem on the educational attainment of female domestic workers. Accordingly, adequate sleep is vital for any activity and one's brain and body functions stay active throughout the sleep. To support this idea, the third, fourth, fifth, sixth and the seventh key informants interviewed stated that, availability of place to sleep and adequate sleep is very crucial to learn. Students can better remember what they learn if they get a good night's sleep after learning education than if they are sleep deprived. Not only this but also lack of sleep makes it difficult (harder) to focus and pay attention to education.

4.1.4.4. Work load and lack of time to study

According to the findings from the study participants' one of the most constraints of female domestic workers in accessing education is work load which leads to lack of time to study and

pursue their education properly. According to in-depth interview, focus group discussants and the all key informant interview revealed that female domestic workers are expected to wake before everyone in the household and sleep after everyone settling everything in the house. The case narrated from interviewee code **007** supports the above finding.

Case 007

I am 22 years old. I came from Asandabo. I have both father and mother. But due to our family size, they became unable to support me. Hence rather than simply staying with my family I prefer to live in Jimma city in order to get a chance to serving and learning my education. Unfortunately I started working as domestic workers more than two years. As a domestic worker, I am working throughout the day without any rest. There is no work which I didn't perform. I had to clean the house, cook the food, wash the dishes, and go to the market. I had no breaks. I was the first one to get up and the last one to go to bed. I got up around 5:30 in the morning, and worked sometimes until midnight in the evening, while the other children were watching TV. Once up on a time when I fell sick, my employer accused me of faking it and refusing to work. Since that day, I have often been sick but I never say so. Whenever I want to take a rest, the employer (woman) says "I did not come to rest but to work". It happens as soon as I take a break. Beside these workloads she refuses to send me school. As a result currently I wanted to leave to stay with them because all the other my peer groups are going to school, except me. Even the smaller children are going to school. I had enough of that. I was ashamed of not going to school and lied about it. My employer (man) promised that I would go to school. But the woman does nothing for my future. My mother feels grateful towards them. But my father did not want me to go. My mother came here at some point. She asked the woman whether she is sending me to school. She said she would send me to school soon. Then I told my mother it is not happening, the other children are going to school, and I am staying behind. The employer (woman) refuses. She wants me to be at the house and do house work.

Findings from focus group discussants also validate the reasons forwarded in the in-depth interviews. According to focus group discussions arguments female domestic workers carry out a wide range of tasks within the house, as well as outside. They clean the house, wash the clothes, prepare food and do the dishes, care for child and elders. They also go to the market to buy food for the family. The task of fetching water from distant wells or other sources is a particularly

hard type of work, because of the distances covered, the physical labor involved in lifting and carrying and the potential threats during the journey. The focus group discussion further argued that, female domestic workers often look after small children during the day and at night. Some female domestic workers also have a second, different job; they are employed tasks such as selling goods, like vegetables, eggs, etc. on the street or in the market. They usually do this towards the end of the day. They are given the products to sell by their employer and expected to handover the money earned.

All the key informant of this research participant particularly the teachers interviewed realized that work load as one of the major constraints of female domestic workers in accessing education. Accordingly, due to the above and related problems female domestic workers are rarely access to education. Even those female who got education is through the full of challenges. Often they come too late to school. When they go home, they often do not get any food but are just made to work in the house. They are obliged to sleep at school. They have no time to study. When they sleep in class or come late, their teachers' called their employers to come and discuss. There are some who react well, but then the whole thing starts again.

Case011: *I am 19 years old. I am eighth grade student. I came from Wollega to stay with my sister who has husband. She is very aggressive and even it is better to stay with non-relatives rather than staying with her. I always encounter with a heavy work burden. When I sit to attend my lessons, I always feel tire and sometimes feel sleepy. This is due to the fact that I always go to school being entirely tired by the domestic work. This is due to the reason that unless I finish the routine domestic work, I would not move on to my lesson. As a result my academic performance becomes below standard or low. Not only this, but also my sister exploited me in various ways. She abused me both verbally and physical with her husband turn by turn. Look! On one hand I am student, on other hand I have many work load and difficulties which hinder me to pursue my education. As you know education need free mind unless it is simply time consuming. At last I decided to separate from her and prefer to be domestic workers in non-relatives. This is due to my sisters' aggressive behavior.*

Her educational constraints didn't end here. Her employer could not fulfill any material needed for her education but she used the pen, exercise book, etc. which left-over from her employer's children rather than buying the new one.

'If she suddenly bought one new exercise book to me, she informed me that as I have to write three courses on it. Due to this reason I leave to stay with her and prefer to live as domestic worker in one household. They promised me as I continue my education and additionally pay 200 ETB per month to me. There were many people in that house; it is a kind of extended family. I became the servant of this big with lots of work to do. Rather than work load, my fear was about the ritual prayer which I had no idea how to do; not the burden of work. I tried to learn what and how they are practicing in the religion. Since it is not my belief, I sometimes forget to perform the ritual. They were supervising every moment of me. I was working like a slave for long hours. If I refuse to do I will be abused either verbally or physically. I came for a purpose of escaping poverty and also to access my education. But I worked more than a year and didn't get my salary. I waited for a month's but got nothing. So now I informed my teacher about my educational constraints and ask him as he gave me my clearance in order to go back to my family. But my teacher advised me that 'rather than quit your education, it is better to you to stay one of our staff teachers''. Now I am eager expecting the response from my teacher.

4.1.4.5. Invasion of privacy and Violence

As the information obtained from participants of focus group discussants depicted that majority of females domestic workers had been experiencing invasions of privacy in various forms from their employers. Employers (particularly women) also had a great control over every activity of their female domestic workers' personal affairs. For instance, it was stated by females domestic workers that their employers would normally get unhappy when they find out that their live-in domestic workers were involved in any relationships with others even with their male household members. *'... Not only had this she (women employer) hesitated me as I have had bad behavior and even suspected me with her husband. She suspects me having a special relationship with her husband. She controls me in every detail like trying to make sure that I and her husband are not in the same room and are not talking. If suddenly we happen together she will immediately call*

me and order me to do something. But the bad thing is she always had negative thinking about me.

Concerning this, the additional information obtained from focus group discussion indicates that there are cases when females domestic workers are suspected by women employers that lead to severe physical and psychological damage. In addition related to sexual assault, the females domestic workers face another problem with their women employers as a result of suspicion of affairs with male family members such as their sons, relatives especially husbands. The women employers supervise every movement of their female domestic workers in the house. The eating habit and dressing style of the domestic workers is controlled by their employers. They have to look unattractive in front of male householders. They are not supposed to look at and talk with their male family members.

In order to support the above idea, the employers were also said that as they were not allowing for their female domestic workers to develop any relationship with other people as they do for their own family members too. This is due to the fact that the employers were taken as the risk taker for their females domestic workers. Surprising enough, according to the research participants, the level of interference in their personal affairs went to the extent of interfering with the type of clothes females domestic workers could buy and/or wear. This is due to the fact that, they (employers) fear that their domestic workers might start making male friends ... and they don't want that. Furthermore, the first and second key informant interview result shows that the employer does not respect their female domestic workers suggestions or decisions. The females domestic workers were occupied with a lot of work and gets no time to learn. Regarding this the interview result with females domestic workers revealed that none of the employers provided any kind of literacy courses for domestic workers to take in their free time. They also expected to be alert at all times. Due to this reason it is difficult to get education through these circumstances.

Concerning violence, interviews and focus group discussants stated that the incidences of verbal and physical abuse and sexual harassment including verbal insults of a sexual harassment nature, verbal abuse in the form of nagging, demeaning, and belittling was reported to be common. In addition, females domestic workers revealed that the common use of words such as '*gered*'

(traditionally used to refer 'servant'), lazy, dull, crazy etc. by employers and/or their families to remind them about their status in the family/house of their employers. It was also observed that all of the focus group discussants found it challenging or emotional to discuss such issues.

4.1.4.6. The educational policy of our country as the constraints for females' domestic workers to get access to education

Findings from the third and fourth key informant interviews stated that depending on the United Nations declaration for human right that states that education shall be free, compulsory and equally accessible it is obvious that primary education is free in our country.

They further argued that, even though primary education in our country seems to be free, in reality it is not free. There are small costs like examination fees and stationary fees, such as exercise books, pencils, pens and uniforms. Not only females domestic workers even the families who are poor and have financial problems cannot afford this, which leads students to drop out of schools and engage in working activities. According to the third key informant interviews (teachers) showed that the educational policy of our country requires that every parent should send their child to school. Only one who fails to do that is counted as against the policy. In order to avoid those charges, when the child is seven years old, the parents send their children (girls) far from home to relatives who use these girls as domestic workers. Through this process, it is known that most of the females who are working as domestic workers have no or little education.

Similar to the above result obtained from the two key informant interviews, both participants of focus group discussions and the in-depth interview stated that the main problems of females domestic workers to get access to education are lack of educational materials and basic needs.

As described by study participants, particularly all the key informant interview result showed that most of the females' domestic workers are limited or unable to start school at appropriate school age. Even if they begin, they constitute the majority of those who are absent from and drop out of schools in order to work and earn their means of survival or their employers persuaded them to absent from school and perform domestic work. The all key informant interviews further argued that, females domestic workers are poor in their academic performance and rarely unable to pass from one class to the next. Lack of basic needs, educational materials

and adequate time and place to study are the major factors for their poor academic performance. In order to get education majority of them work for their employers needs and also to support themselves as much as possible their families too beside their education. Surprising enough, through this process girl domestic worker are vulnerable to various sexual abuses and ended in pregnancy. Concerning this, one of the interviewees stated as follows.

Case 008

“I am 21 years old girl. I am sixth grade student. Both my father and mother are not alive. I was brought up by my step brother. Since our father and mother left nothing for us, my step brother faced a lot of challenges to bring up I and my senior sister. I have nothing to buy school uniforms and educational materials let alone to other things. Meanwhile one of my school teacher inform me to one prosperous widow-man whom I serve and learn my education and he also told me that he has an intention to support me in cash as well as in kind. Of course, the person somehow supported me in a number of ways. However, he requested me to have sex with me again and again. For the short period of time I was very much confused with his request and I sought to refuse it. But I thought that he may refuses supporting me if I refuse him. After long time thought I accepted his request and engaged in sexual affairs with him and later got pregnant. After then he refuses to support me. As a result I drop out my education. Then after, I leave his home and started working from other household to sustain my life and my child. In this situation about education is unthinkable...”

4.1.4.7. Low legal recognition of domestic working (legal related problems)

According to the first key informant interviews result reveals that most of the time domestic working is considered beyond the legal reach of legislations. Accordingly, the Ethiopian legal system excludes domestic work from being regulated by the labor law. The exclusion of domestic work from the labor law limits the right to take action in case of mistreatment or violation of the rights of domestic workers. The exclusion of domestic work from the labor law is attributed to the deep rooted gender role assumption of women’s work and the ambiguity of private or public space of the work place. The labor law and division of labor are constructed around men patriarchal trends within gender relations are perpetuated. As a result, from the beginning of the labor market, domestic work has been feminized and considered inherent (natural) to women. The activity of domestic working is related to the traditional form of division

of labor that considers waged domestic labor as a non-productive form of labor and, therefore, results in a very low pay. The location of work and the capability of payment within private homes also contribute to the low payment.

Additionally, according to the second key informant point of view, the other reason why domestic and care work are not included as work governed by the labor laws is the institutional categorization of domestic work as informal that hinders acknowledgment of the private sphere as a domain for government intervention, which in turn, opens a space for vulnerability of domestic workers beyond the sight of the public and the state. As a result domestic working remains as the private sphere of family where governments are reluctant to intervene or regulate. Their isolation and vulnerability as workers remain invisible (unseen) in private homes and often forced them to work long hours. Hence, this situation would in turn affect their needs such as education. From the above ideas of this research participant, one can conclude that lack of legal recognition is one of the constraints of female domestic workers to get access to education. If strict regulation is there and implemented accordingly, the female domestic workers educational constraints may be solved.

4.1.5. The corrective measures need to be taken to reduce barriers to female domestic workers to get access to education

According to the result obtained from this research participants (all the key informants, in-depth interview and focus group discussion participants) revealed that, in order to handle the educational problems of female domestic workers the role of governmental offices- which the issue concerns, Non-governmental organizations, volunteer individuals, private property owners, Community based and faith based organizations, employers should be involved, since their problems were not solved by government bodies alone. Accordingly, the government should support the female domestic workers by formulating rule and regulation for domestic workers in private household. There is a need for government intervention in the labor market to protect female domestic workers from unfair treatment and safeguard the basic rights and interests of workers regarding minimum wage while ensuring labor market flexibility and employment security. To this end, government institutions need to work closely with private property owners, associations of business operators, and employers' associations to address existing problems in

labor legislations and administrations of domestic workers in general and female domestic workers in particular. There needs to be an explicit agreement among the employers with portfolio responsibilities on salary/wage matters within the group responsibility for: These may include setting salary structures for domestic workers. The Government is boarding on a comprehensive private pay reform that emphasizes ‘equal pay for work of equal value’ across the private spectrum. The rights of domestic workers may be secured through extending the scope of existing legislation for public sector employees (with necessary modifications), enforcing labor standards, promoting equitable policies for formal and informal employment and devising mechanisms and institutions to ensure wider coverage. Furthermore, the key informant interview result showed that, arranging forums and advocacy between domestic workers and potential employers of those domestic workers as one of the way to hinder educational problems of female domestic workers so that they can get enough wages that enhances their needs according to their work in time and harmoniously work towards a common end.

4.2. Discussions

In this part, as tried to aforementioned information obtained through interviews, focus group discussions is discussed in light of the theoretical issues covered and research objectives raised in the study. It has been discussed in chapter two that intersections of various identities put individuals into vulnerable positions. Analyzing such themes with regard to the theoretical account through the lived experiences of the female domestic workers provides explanation for the research objectives that centers on the causes of being involved in domestic working and the educational problems related to domestic working.

4.2.1. Push and pull factors as inducing girls for domestic work

As the study finding revealed that the vulnerability of female domestic workers arise from push factors such as social problems; poverty, family problem (family disintegration or divorce), death of parents, to be independent from family, unemployment etc. The result of this study was also collaborated by the study conducted by Getachew (2006) on the topic in Cross Sectional Assessment of Violence against Female Domestic Workers in Gulele Sub-City for Local Level Intervention. His study result revealed that the additional push and pull factors that induce female for domestic working include escape from unhappy and family violence and also attraction by the city life. In order to escape from the above problems female domestic workers came from different areas and entering into domestic working that lead to the most vulnerable conditions. Hence, domestic workers are among the world's most vulnerable workers and majority of them lack any opportunity to get access to education. One of the sources of vulnerability is poverty which leads to lack of basic needs (food, clothes, house and health care). Here unless these basic needs were not fulfilled, they cannot pursue their education properly. In this study, it was found out that domestic work has adverse effects on female domestic workers schooling. For girls domestic worker who combine work and school their academic performance at schools becomes very poor as they cannot concentrate on their studies and work on the same time. Hence, poor performance coupled with school dropout entails that female domestic worker educational achievement is affected. The findings of this study were affirmed by empirical

evidence provided by, Yohannes (2014) on the topic Challenges and Opportunities of female domestic workers in accessing education the case of Bahir Dar city administration and he describes the educational condition of these segments of society as a problematic which need immediate solution from the concerned bodies. However, there were many point of departure of this study from the previous conducted by the above mentioned researchers. First in this study it was found out that not all female domestic workers are equally harmed and benefited, it varies from employers to employers and domestic workers to domestic workers. Second, the educational constraints of females' domestic workers are not only workload, loss of wage, lack of educational materials but also lack of food and sleep, privacy and invasion, insecurity while pursuing night school program (extension).Third considering the educational policy of our country as totally free, but not. For instance, not only female domestic workers even the families who are poor and have financial problems cannot afford educational materials for their students.

4.2.2. Socio-economic Opportunities of female domestic workers to get access to education

The study result found out that, there are few social opportunities which have been made by NGO, CBO, FBO to enhance female domestic workers to get access to education by providing educational materials. Additionally, the government has been providing funds under primary education to construct schools (alternative basic education) for vulnerable groups in general and female domestic workers in particular in order to improve female domestic workers access to education. The other opportunity was the existence of night school (extension) program. The findings of this study were collaborated by empirical work done by Yohannes (2014). He found out that the availability of night school as one of the opportunities for female domestic workers in accessing education. The point of departure of this finding from the finding of Yohannes is that the issue of insecurity related while female domestic workers pursuing night school (extension program) was another issue of concern.

4.2.3. Socio-economic situations of female domestic workers as hindrance to educational attainment

4.2.3.1. Gender

The problems of female in general and that of female domestic workers in particular in accessing education related to gender. In terms of gender, the findings of the current study showed that

more female drop out of school and are more engaged in domestic work than boys. It is the gender aspect that matters because employers perceive female to be humble and hard working. Thus, domestic work is perceived to be employment suitable for women. The result of this study was also collaborated by the assumption forwarded by feminist theories. Accordingly, the finding of this study was guided by the assumption of feminist theory in general and intersectionality feminist theory in particular due to the fact that the problems of female domestic workers are the intersection of sex, class, etc. Consequently, majority of female domestic workers dropout of school, while others never even enroll for education since schooling is not appreciated by some families in the rural as well as urban society. In this regard, female right to education is denied in that when girls are forced to do domestic work for the upkeep of the family, they drop out of school and for those who combine school and work, their performance is very bad.

4.2.3.2. Lack of capabilities

Female domestic workers lack the freedoms or capabilities which may be regarded as possibilities or opportunities of realizing their full potential because they engage in domestic work at the expense of education. Thus, without these capabilities or opportunities, female domestic workers cannot be free from abuse, exploitation and more so they cannot access human rights such as the right to adequate standard of living, decent work and equal pay, social security and good health. Hence, the assumption of deprivation theory supports these realities. According to deprivation theory, economic inequality (money), social inequality (power or social status) may lead individuals to be inferior to that of others whom they compare themselves. Hence, female domestic workers are often powerless to extricate themselves from their educational constraints. Accordingly, domestic work is therefore harmful to female wellbeing and development because it limits female freedoms or capabilities, more so schooling opportunities and subsequent skills training which they can use to achieve their desired goals. This is because female domestic workers are forced to drop out of school to concentrate on work to make ends meet. The major long-term disadvantage is that it limits the opportunities opened to the female later on in life and it is harmful on the long run to the society at large because it generates a reservoir of future illiterate and unskilled labour force. This has long-term consequences on

future aspirations, freedoms, privileges, choices and opportunities for girls and the community at large.

4.2.3.3. Employers- females domestic workers interaction and its impact on access to education

The findings of this study showed that, even though the employers' response revealed that the intimacy that often characterizes the relationship between the employer and the female domestic workers makes the treatment of the workers as family members- not as workers, in fact they are not treated as family members since there were educational material imbalance between employers' family and female domestic workers. This finding was guided by the social capital theory. The belief that social capital could be used to enhance the individual comes from the notion that every social network has value and this value can be used for benefit. However, the benefits that social capital have not been clearly defined yet. Even though social capital has some benefit but at the same time there are also many literatures that focus on the effect of social capital on things that are not numerical measurable.

According to Mantouvalou (2012) explained that such sense of intimacy can be false, though, because the relationship between the domestic worker and the employer is characterized by a difference of status that the latter is often keen to maintain. Sometimes the status difference can have also a cultural component in which the cultures of domestic workers serve as a base of creating asymmetric status between employing households and domestic workers. For instance, Getachew (2006) identified a couple of vulnerability of domestic workers in Addis Ababa due to rural styles of dressing, walking, etc. which were taken as epitomes of backwardness and lack of civilization by the urbanite-elite employers.

4.2.3.4. Invisible nature of domestic working and low Legal protection for domestic workers

In other source of vulnerability for domestic workers is the invisible site of work. The location of domestic labour, (the home), makes the workers more vulnerable to abuse by the employers. Domestic work is hard to supervise because accessing the home is considered as penetration of privacy. Among the domestic works, live- in domestic workers are the most vulnerable ones. According to the law and practice ILO (2012) report, living and working in their employer's negative impact on domestic worker's personal autonomy and mobility and can influence

decisions as to their future, including the decision to get educational attainment. Additionally, my research finding revealed that female domestic workers are often not aware of their rights and have little access to legal protection as they work within families and are thus vulnerable to private abuse and exploitation. Accordingly, it was found out that the governments as well as the communities at all were little or no information concerning the situation of female domestic workers in general and their educational conditions in particular.

In many developing countries, domestic work lacks any attention and it is also underpaid, undervalued, poorly regulated and unprotected. Even many countries do not state the issue of domestic work in their regulation and they tend to have less legal or social protection compared to most other wage workers (ILO 2012). Due to this reason domestic workers remain vulnerable to unequal, unfair and abusive treatment. Unlike other African countries such as South Africa, Tanzania, Egypt, Portugal and so on, in Ethiopia no minimum wage is set for domestic workers, no strict regulations are in place too. Even nobody make sure that as their monthly salary is properly paid for. The implication of the non-existence of minimum wage is that domestic workers have no right to demand a certain amount of minimum salary and are forced to agree with their employers.

In Ethiopia, domestic workers are excluded from labour law and social security protection or inferior standards apply. Similarly, according to Kidist (2012) the challenges of domestic domestic in accessing any opportunities were arise from their exclusion from the labour law of the country and also ignored in the list of special groups in the national women policy of the country. Additionally many human rights articles directly taken from the Universal Declaration of Human Rights Conventions are included in the constitution calling for human rights observation in the country. For instance, article 35 of the FDRE declares equal right of women in every aspects including in work and in some way calls for the affirmative action to balance historical injustice against women, the National women policy goals aim at bringing equality of women in the country. Conversely, as if women domestic workers are different from the women group, the labour proclamation No.377/2003 of the country overlooks domestic workers by simply stating a special regulation will be issued by council of ministries. However, such law is not issued yet.

As the study result revealed that, female domestic workers in the study area were often had in adequate education and majority of them were left without passed to the secondary stage in their academic status. Despite low educational status, according to empirical evidence provided by Elsa (2011) domestic workers were encountered challenges such as lack of clear contractual relations and job descriptions, worked long hours of work with low or without any payment, had little or no privacy and were exposed to verbal, physical and even sexual abuse. Furthermore they often had inadequate food and place to have a rest (accommodation).

4.2.3.5. Problem related to the Implementation of the existing law

It is well known that, existence of any policy is not a guarantee to solve any problem unless properly implemented. That mean, even where protective laws are on the statute books, they are frequently ignored by the employers and not enforced by authorities. Hence, it is fairly difficult to conclude that these suffering of domestic workers originate from the sole result of lack of legal protection for domestic workers. For instance the country has ratified CEDAW and is party to the ILO convention 189 (although yet not ratified and domesticated). Additionally, the outdated and paternalistic oriented law of Civil code of the country art. 6201 employers are obligated to give adequate accommodation to their domestic worker which, as the findings showed is not observed and no government entity has inquired into it. The case is not to bring the paternalistic articles in the civil codes (which are contrary to the human rights approach where workers should be given accommodation rights not as a form of charity as stated in the civil law) but to demonstrate that even when legal protection exists, these have not been implemented.

4.2.3.6. The role of Cultural factors

Even though, legal protection for domestic workers is limited in Ethiopia, a combination of cultural factors such as viewing domestic workers as inferior and denied of any rights, illiteracy and severe poverty among workers themselves, are contributing towards the persistence of abuse against domestic workers and the silence. The state has failed to show any political commitment to address these injustices when they come to their attention and limited advocacy by NGO's, private property owner, Community based and faith based organization, any volunteer individuals and societies at all. As a result at the situations of female domestic workers in general and their educational constraints in particular is never noticed in the public, but their voices remain in the private homes. There is no proper state institution to promote their rights or strong feasible movement among or on behalf of domestic workers.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Domestic workers vulnerability to exploitation and abuse is deeply rooted in historical, social and economic trends. Domestic work is not recognized as work by many developing countries. The government does not value or recognize this work as a contribution to the economy and society at large. Hence, these workers enter the labor force bearing multiple disadvantages. Among these disadvantages lack of educational opportunity is one.

It is widely accepted that education creates improved citizens and helps to upgrade the general standard of living in a society. To this end, many women in the world are increasingly benefited from the advantage of education. But still now based on the findings of this research numerous domestic workers in the study area were left behind to get access to education due to various socio-economic reasons.

To sum up we can say that, the socio-economic back ground of female domestic workers indicate certain facts. Accordingly, from the findings it can be concluded that female domestic workers have disadvantaged socio-economic background as they come from poor and illiterate families those who has low socio-economic status. The female domestic workers are pushed to work by various socio-economic factors, but it can be inferred that poverty can be the major reason for working female domestic workers.

It is recognized from this study that domestic working has disadvantage on the schooling of female domestic workers' as their attendance and performance at school becomes poor and eventually they drop out school to concentrate on domestic work at the expense of education.

Female domestic workers forced out of school and into domestic working to help their families make ends meet are denied the opportunity to acquire the knowledge and skills needed for gainful future employment, thereby perpetuating the circle of poverty. Through this process the major long term disadvantage is that it limits the opportunities opened to the female domestic worker later on in life and it is harmful on the long run to the society at large because it generates a collection of future illiterate and unskilled labour force.

5.2. Recommendations

Based on the findings of this research, the following recommendations are forwarded to relevant authorities in the hope of alleviating the overall educational conditions of female domestic workers.

Office of Women and Children Affairs with the collaboration of the Office of Labour and Social Affairs should attempt to recognize and validate the existence of the intricate challenges faced by female domestic workers. This should be taken place by undertaking a comprehensive study on the constraints of female domestic workers in accessing education in order to make informed decisions that would yield sustainable solutions.

Ministry of Education: Totally free education policy should be designed and implemented for female domestic workers. The government should allocate budget and solicit funds from international organizations in order to establish more projects for educating and building hostels for female domestic workers. Not only this but also provision of basic needs and educational materials such as exercise books, pencils and uniforms for free or at subsidized rates.

Legal Bodies (policy makers): It is expected from the government to formulate strict policy and implement accordingly on the situations of domestic workers in general and female domestic workers in particular regarding their right to get all opportunities available for other girls. In addition, the government needs to look at the experiences of other countries like the South Africa, Tanzania, Egypt, Portugal etc. that have developed a very efficient and effective minimum wages for domestic workers in general and female domestic workers in particular. Conduct training and advocacy to ensure that legal practitioners, including judges and prosecutors and police are fully briefed about the content and applicability of the domestic violence Law (zero-tolerance for violence against females' domestic workers).

Employers: should treat their female domestic workers humanely. That means they should refrain from subjecting female domestic workers to a degrading and unfair treatment in their homes which lead to deny their access to educational opportunities.

Female domestic workers: should try to be obedient and engaged in the home of employers who guarantees and fulfill their educational needs. This should be hand in hand with the availability of formal (legal) contractual agreement (not oral agreement).

Society at all: The participation of actors like civil society organizations, stakeholders, NGO, CBO, FBO, private property owners, employers and any volunteer private individuals and the general society need to participate and respond promptly to curb the educational constraints of female domestic workers.

References

- Anderson, B. 2000 *Doing the Dirty Work The Global Politics of Domestic Labour*: New York: Zed Books Ltd.
- African Union. 2015. First Session of the Specialized Technical Committee on Social Development, Labour and Employment, Addis Ababa, Ethiopia
- Asha, D. 2010. *Moving towards Decent Work for Domestic workers: An Overview of the ILO's Work*. Geneva
- Baxter, P. & Jack, S. 2008. *Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers*. Mc Master University, West Hamilton, Ontario, Canada. The Qualitative Report, 13(4), 544-559. Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Beck, T. Samuel, R. and Issa, F. 2013. *A Survey Study on the Working Conditions of Informal Workers in Africa*; Institute of East African Studies: World Bank.
- Berg, B. L. 2007. *Qualitative Research :Methods for the Social Sciences*. Boston: Pearson/Allyn
- Beverley, H. 2002. *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*, University of Nottingham.
- Beydoun, K. A. 2006. *The Trafficking of Ethiopian Domestic Workers into Lebanon: Navigating Through a Novel Passage of the International Maid Trade*. *Berkeley Journal of International Law*, 24(3), 250-286.
- Bourdieu, P. 1977. 'The School as a Conservative Force: Scholastic and Cultural Inequalities'. In Eggleston, L, ed, *Contemporary Research in the Sociology of Education*, Methuen, London.
- Cameroon, S & Newman, E. 2008. *Trafficking in Human: Social, Cultural and Political*

Dimensions. New York: United Nations University Press.

Caracciolo, B., G. Henry and S. Rosenbusch. 2011. Domestic Workers: From Modern Day Slavery to Equal Rights

Central Statistical Agency of Ethiopia 1999-2005 Addis Ababa, Ethiopia.

Chant, S. 2006. Re-thinking the ‘‘Feminization of Poverty’’ in relation to Aggregate Gender Indices, *Journal of Human Development*, 7(2), 201-220

Chen, M. 2011. Recognizing Domestic Workers, Regulating Domestic Work: Conceptual, Measurement, and Regulatory Challenges', *Canadian Journal of Women and the Law/Revue Femmes et Droit* 23(1): 167-184.

Cherinet, H. and Mulugeta, E. 2003. A Profile on Gender Relations: Towards Gender Equality in Ethiopia. Stockholm: Swedish International Development Cooperation Agency (SIDA).

Coleman, J. 1988. Social Capital in the Creation of Human Capital *American Journal of Sociology Supplement: Vol.4* S95-S120

Coomaraswamy, R. 2009. Gender Imbalance in Human Trafficking. US Department of State.

Corbin, J. & Strauss, A. 2008. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd ed.). Thousand Oaks, CA: Sage

Creswell, J. 2003. *Qualitative, Quantitative and Mixed Methods Approaches*. 2nd Ed. London: Sage publications.

Creswell, J. 2009. *Qualitative, Quantitative and Mixed Methods Approaches*. 3rd Ed. Sage publications; University of Nebraska, Los Angeles, United States of America.

Davis, K. 2008. Intersectionality as buzzword: Sociology of Science Perspective on what makes a Feminist Theory Successful 67-85. Los Angeles: Sage Publication.

Department for International development. 2005. *Girls' Education: Towards a Better Future for*

All Uk.

Dy, S.S. & Ninomiya, A. 2003. Basic Education in Cambodia. The Impact of UNESCO Policies in the 1990s”, Education Policy Analysis Archive, No. 11 (48).

Ehrenreich, B. 2003. Global Woman: Nannies, Maids, and Sex Workers in the New economy. New York: Henry Holt & Company: Metropolitan Books.

Elsa, B. 2011. Conditions of Work for Adult Female Live in Paid Domestic Workers in Addis Ababa, Ethiopia.

Emebet, K. & Mellese, D. 2004. Violence Against Women. Berchi: The Annual Journal of Ethiopian Women Lawyers Association. Berchi: The Annual Journal of Ethiopian Women Lawyers Association. Vol 1(5):104-245.

Ethiopian Ministry of Education. 2005. Addis Ababa, Ethiopia.

Federal Democratic Republic of Ethiopia 1995. The Constitution of the Federal Democratic Republic of Ethiopia Proclamation no 1/1995. Accessed 21 January 2016 <http://unpan1.un.org/intradoc/groups/public/documents/cafrad/unpan004722.pdf>

Federal Democratic Republic of Ethiopia .2004. Labour Proclamation no 377/2003. Addis Ababa: Federal NegaritGazeta.

Fernandez, B. 2010. Cheap and Disposable? The Impact of the Global Economic Crisis on the Migration of Ethiopian Women Domestic Workers to the Gulf 249-262.

Getachew, Y. 2006 Cross Sectional Assessment of Violence Against Female Domestic Workers in Gulele Sub-City for Local Level Intervention. Addis Ababa University: Ethiopia.

- Halpern, D. 1999. Social Capital: The New Golden Goose. Faculty of Social and Political Sciences, Cambridge University. Unpublished review.
- Hanifan, L. 1916. The Rural School Community Center Annals of the American Academy of Political and Social Science 67: 130-138.
- Henry C, Gravel E .2006. Free Trade Agreements and Labour Rights: Recent Developments', In: International Labour Review 145(3):185- 2016.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1564-913X.2006.tb00017.x/abstract>
- Human Right Watch .2007. Bottom of the Ladder: Exploitation and Abuse of Girl Domestic Workers in Conakry, Guinea
- ILO.2008. Date, Place and Agenda of the 99th Session of International Labour Conference Geneva
- ILO.2010. Decent Work for Domestic Workers. Report IV(1) Geneva: International Labour Organisation. Retrieved from www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocuments/wcms_104700.pdf (06.01.2016).
- .2011. The Domestic Workers Convention (No. 189), article 1.
- .2012. Fundamental Principles and Rights at Work: From Commitment to Action, Report IV, International Labour Conference, 101, Geneva.
- IRIN,G.2004. Child Domestic Work Rampant in Addis Ababa. Ethiopia: www.irinnews.org/report.aspx?reportid=50255 (15.01.2016).
- Irwin, A., Valentine, N., Brown, C., Loewenson, R., Solar, O., Brown, H., Koller, T., & Vega, J. 2006. The Commission on Social Determinants of Health: Tackling the Social Roots of Health Inequities. PLo S Medicine, 3(6), e106.

- Kebede, E . 2002. An Assessment of the International Labour Migration on Women Situation: The Case of Female Labour Migrants, Ethiopia
- Kidist, M. 2012. Vulnerability, Legal Protection and Work Condition of Domestic Workers in Addis Ababa. The international Institute of Social Studies: The Hague; Netherland
- Kifle, A. 2002. Child Domestic Workers in Addis Ababa: A Rapid Assessment, *IPEC, Geneva, July* .
- Mantouvalou, V. 2012. 'Human Rights for Precarious Workers: The Legislative Precariousness of Domestic Labour', *Comparative Labor Law and Policy Journal* .vol 14-23(2012)
- Marshall, C. and Rossman, B.G .2006.Designing qualitative research.4th ed. New York: Sage publications Ltd.
- Meagher, G. 2003. Friend or Flunkey? Paid domestic workers in the new economy. Sydney: UNSW Press
- Ministry of Labour and Social Affairs .2012.Gender Mainstreaming Manual for Labour and Social Affairs Sector, Addis Ababa, Ethiopia
- Morgan, S. and Sorensen, A. 1999. Parental Networks, Social Closure, and Mathematics Learning: A Test of Coleman's Social Capital Explanation of School Effects American Sociological Review 64(5): 661-681
- Nolan, B. and Whelan, C.2007. On the Multidimensionality of Poverty and Social Exclusion, in Mickle wright, J., Jenkins, S. (Eds.), *Poverty and Inequality: New Directions*. Oxford University Press, Oxford
- Ogato, G.S.2009.Improving Access to Productive Resources and Agricultural Services through Gender Empowerment: A Case Study of Three Rural Communities in Ambo District, Ethiopia.*J. Hum. Ecol.*, 27(2): 85-100 (2009).

- Ogato GS.2013. The Quest for Gender Responsive Information Communication Technologies (ICTs) Policy in Least Developed Countries: Policy and Strategy Implications for Promoting Gender Equality and Women's Empowerment in Ethiopia. *Int. J. Info. Technol and Bus.Manag.*15(1) : 23-44.
- Pankhurst, R. K. P. 1968. Economic History of Ethiopia. Addis Ababa: Haile Selassie I University.
- Putnam.2000 .Democracies in Flux : The Evolution of Social Capital in Contemporary Society
New York : Oxford University Press.
- Raffaella, S.2005.Domestic Workers and European Identity, Bologna, Italy.
- Ramirez, M. & José, M .2003. Domestic Work, Conditions of Work and Employment: A Legal Perspective International Labour Organization (ILO), Conditions of Work and Employment Series No. 7, 2003.
- Rose, P .2003. Can Gender Equality in Education be Attained? Evidence from Ethiopia.BackgroundPaper for 2003United Nations Educational, Scientific and Cultural Organization (*UNESCO*) *Global Monitoring Report*.Uk: Center for International Education.
- Rusel, H. 2011.Research Method in Anthropology: Qualitative and Quantitative Approaches,4th Edition, University of Florida, USA
- Russel, H. 2013. Ethics for Researchers: Facilitating Research Excellence in FP7 European Union.
- Ruzvidzo T .2007. Gender Net, Issue 4. Addis Ababa: Economic Commission for Africa.
Availablefrom:[http://www.uneca.org/eca_programmes/acgd/Publications/GenderNet07_1](http://www.uneca.org/eca_programmes/acgd/Publications/GenderNet07_1.pdf)
.pdf.(Accessed January 9, 2016).
- Saima,N. 2011. Socio-economic Conditions of Female Domestic Workers Before and After

- Migration in Faisalabad city .University of Agriculture, Faisalabad, Pakistan.
- Sarantakos, S. 2005. Social Research, Third Edition, Palgrave Macmillan, New York.
- Schultz, B. 1963 Economic Value of Education. Menessota America.
- Smith. 1958. Educational Research: Hand Book of Research and Policy Lowenfeld Motivation revisited: Canada.
- Social Science Research Association, 2003. Ethical Guideline. Social Research Association.
- South Australian Council of Social Services (SACOSS). 2008. The Social Determinants of Health. SACOSS Information Paper December 2008. Australia.
- Teshome, N. 2003. Low Participation of Female Students in Primary Education: A Case Study of Dropouts from the Amhara and Oromia Regional States in Ethiopia. Addis Ababa, Ethiopia.
- Tesfaye, S. 2007 'Denial of Rights, Human Rights Abuses and Violence Against Domestic Workers in some Selected Areas of Addis Ababa '. Addis Ababa University, Ethiopia.
- Tropp, L. R .2004.What Benefits the Group Can also Benefit the Individual: Group Enhancing and Individual Enhancing Motives for Collective Action Group Processes and Intergroup Relations Cambridge: Cambridge University Press
- United Nations Educational, Scientific and Cultural Organization. 2012. A Report on Primary School Enrollment in Ethiopia, March 17. Unpublished Addis Ababa: Ethiopia.
- . 1979. Educational Reforms: Experiences and Prospects, Place de Fontenoy 75700, Paris,
- United Nation 1948. The Universal Declaration of Human Righths, Artcicle 26 (S.1). New York: Un Publications.
- United States Department 2012, Trafficking in Persons Report. Retrieved December 9, 2015

<<http://www.state.gov/documents/organization/192595.pdf> >

Wilson, W.1996. When Work Disappears: The World of the New Urban Poor, New York: Alfred Knopf.

Yin, R. K. 2003. Case Study research: Design and Methods (3rd ed.) Thousand Oaks, CA: Sage.

Yohannes, M.2014.Challenges and Opportunities of Female Domestic Workers in Accessing Education, the case of Bahir Dar city Municipality, Journal Article published Vol.6(6) p.p 192-199. Bahir Dar, Amhara Region Ethiopia.

Documents Reviewed

Jimma town administration office annual report (2015)

Jimma town educational office annual plan (2015)

Jimma town Labour and Social Affairs annual plan (2015)

Jimma town Women and Children Affairs annual plan (2015)

Appendixes

In-depth Interview guides with the study participants

Address:-E-mail: ashenafi213@gmail.com, cell phone: 0913499547/0960884231/0933161357

This interview guideline is prepared by Ashenafi Alemayehu Hundessa for the partial fulfillment of Masters in Art in Sociology and Social policy. The main purpose of the study is to find out the socio-economic opportunities and constraints for female domestic workers in accessing education, the case of Jimma city as to suggest actions through which educational development of female domestic workers could be improved in future. You are among those chosen to participate in the study purposively. Thus, I request you for information and I appreciate your willingness to support my efforts. I believe that you will find the interview interesting and it looks forward to receive your reply. All information obtained from you will keep in secret and will be used only for the purpose of this research. You will be informed not to answer any question you are not comfortable with, you could reject to be recorded at any point of the interview and also you could stop the interview if you wanted to.

I. Personal information

1. School name _____

2. Age _____

3. Marital status: A. married B. unmarried (single) C. widowed D. divorced

4. Educational status: A. unable to read and write B. able to read and write C.1-4 D.5-8 E.9 and above

4. Place of origin: A. Jimma rural B. Jimma town C. outside of Jimma town

II. Major Interview guides (For female domestic workers)

1. Why did you choose to work as domestic worker?

2. When did you start working as domestic worker?

3. How long have you stayed on domestic working?

4. How many households you worked for so far?

5. What are your relationships with your employer? A. relatives B. non-relatives

6. Have you working with payment (monthly salary) or without it? _____

If with monthly payment how do you describe the amount of pay you get? Enough to sustain your life or not? _____

If without payment with what negotiation? _____

7. Have you got the opportunity to attend school, after you starting working as domestic worker? _____

If yes, who covered the school expense for you? _____

If no, why _____

8. What challenges have you faced as domestic workers that hinder you to access education?

Hint. (More than one answer is possible)

A. High working hour and time off

B. Low payment per month

C. Violation of privacy (insecurity)

D. Inadequate and abusive living condition E. Specify, if any _____

9. What was the general working condition that you consider as your educational constraints?

10. Is there any opportunities available for you that encourage you to access education by government, NGO's, community and even by volunteer individuals? If yes, what are those opportunities?

If no, what you suggest for the future? _____

11. Have you experience any violence and abuse? If yes, what kind of violence and abuse? **Hint.** (More than one answer is possible).

A. Verbal abuse B. physical abuse C. Sexual abuse D. Specify if any _____

12. What makes you silent on your wide spread violation? **Hint.** (More than one answer is possible)

A. Lack of organized movement by yourselves

B. Lack of advocacy by other concerned bodies

C. Restriction on freedom of movement and communication by employers (Insecurity)

D. Lack of adequate living and working condition E. specify if any _____

13. As a person working, for another household, have you heard any human right that concerns you?

If yes, what do you think are your rights?

If you have any questions before, during and after the research, please contact me on the address above.

III. Interview guidelines for employers

1. Have you female domestic workers in your home? _____

If yes, how many? _____

Who brought the female domestic workers to you? _____

2. Describe the reason you prefer live-in female domestic worker? _____

3. Do you have close relations with your female domestic worker? _____

If yes, how close? _____

4. Describe what type of work does the female domestic worker do in your household?

5. Describe the type of work doesn't the female domestic worker do in your household?

6. Is your female domestic worker, works in your home with pay or without pay?_____

If with pay, please could you describe how much money she earn per month?_____

Do you think that the payment she got is enough to fulfill materials which enhance her to get access to education (materials needed for school enrolment like uniform, exercise book, pen, etc.

Simply, is your domestic worker has a chance to get access to education?_____

If yes, how?_____

If no. what hinders her to get access to education? _____

If without pay, by what negotiation she works in your home?_____

7. Does the domestic worker join family events, time to have study, watching Television, sharing the meal at the same table?_____

8. What do you think, about the challenges of domestic workers to get access to education?

9. What is expected from you to tackle the problem of domestic workers in accessing education, as one of the employer?_____

If you have any questions before, during and after the research, please contact me on the address above.

Can I contact you again if I have further question?

Thank you for your cooperation!

IV. Interview guide for Key Informants (For government and NGO's that the issue concerns)

Introductory question

Would you please tell me your name, and your profession? _____

How long have you work in this organization? _____

1. Had you personally have any information regarding female domestic workers in the city?

2. What their situation look like particularly accessing education? _____

3. Is there any intervention that your office is implementing in relation to female domestic workers?

4. Is your plans contain female domestic workers in whatever situation particularly regarding their access to education and other opportunities?

5. Did your office ever receive any objection from the female domestic workers? If yes, would you tell me the main issues of complain so far? What did happen to the complaint?

6. Do you think that the educational plan fully achieved without the incorporation of female domestic workers? _____

7. If you were asked to tell the problems faced by female domestic workers in the city, how do you answer this question?

8. Have you got and read the ILO Convention No.189 that talk about rights of domestic workers? If yes, which of the rights contained in the convention are practiced? _____

9. What you think about Ethiopian constitution (legal recognition) regarding domestic workers? Is it recognizes domestic workers as workers? If yes, would you direct me to the relevant constitution? If not, what is the position of your office on whether they need to be recognized as workers or not? What do you think are the factors that limited the legal recognition of domestic workers as workers?

If you have any questions before, during and after the research, please contact me on the address above.

Can I contact you again if I have further question?

Thank you for your cooperation!

V. Focus group discussions guideline for female domestic workers

- ✓ From your experience, tell us the factor that forces female domestic workers to prefer entering into domestic working. _____

- ✓ From your experience what are the main socio-economic problems that hinder female domestic workers to get access to education.

- ✓ What are the main Social, economic and institutional opportunities that enhances girls domestic workers to get access to education. _____

- ✓ In your opinion, are there any possible mechanisms to solve the educational problems (lack of access to education) for female domestic workers? If your answer is yes, tell us how it is possible! _____
