

# **Assessment of Women's Empowerment in Selected Ministries of Ethiopia**

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## **Declaration**

I hereby declare that the dissertation entitled **ASSESSMENT OF WOMEN' S EMPOWERMENT IN SELECTED MINISTRIES OF ETHIOPIA** submitted for the partial fulfilment of the Masters of Public Administration to Indra Gandhi National Open University, (IGNOU) is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfilment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done before by me or others.

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# **CERTEFICATE BY THE ACADAMIC SUPERVISOR**

Certified that the project entitled **ASSESSMENT OF WOMEN'S EMPOWERMENT IN SELECTED MINISTRIES OF ETHIOPIA** submitted by **SISAY WOUBET YEGZAW** is his own work and has been done under my supervision. It is recommended that this project be placed before the examiner for evaluation.

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## ABBREVIATIONS

AU	African Union
BPA	Beijing Plat Form
CSA	Central Statistics Agency
CSDAW	Convention on the Elimination of All Forms of Discrimination against Women’s
CSW	Commission on the status of Women
DFID	Department of International Development
DGCD	Direction – General de La Cooperation AU Development
EDHS	Ethiopian Demographic and Health Survey
GER	Gross Enrolment Ratio
GPI	Gender Partly Index
HDI	Human Development Index
MDGs	Millennium Development Goals
MoCS	Ministry of Civil Service
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MoH	Ministry of Health
MoWCYA	Ministry of Women, Children and Youth Affairs
NAP-GE	National Action Plan on Gender and Equality
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
UNDP	United Nations Development Programme
UNIFEM	United Nations Fund for Women
UN	United Nations
UN WOMEN	UN Entity for Gender Equality and the Empowerment of Women

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## **Abstract**

Women play a critical role in Ethiopia; they are in all segments of society and undertake the majority of household related tasks. Over the last decades the contribution of women make to society and economic growth in Ethiopia has increasingly been recognized and appreciated. However, some challenges in achieving gender equality and women's empowerment remain and a lot of works still needs to be done. It is well recognized that, the Federal Republic of Ethiopia has made tremendous efforts towards gender equality and the empowerment of women.

The Constitution of Ethiopia, adopted in 1995, assures women of equal rights with men in every sphere and emphasizes affirmative action to remedy the past inequalities suffered by women, to address this disparity the Federal Civil Servants Proclamation 515/2007 calls for the preference to be given to female candidates in the process of recruitment , promotion and deployment, and the proclamation also entitles women to maternity leave of 90 days and protects their right to work and free from sexual violence and other forms of gender discrimination.

The directive on selection and recruitment also calls for the inclusion of female civil servant in the recruitment committees and to advocate for further recruitment of women, among others. However, it is evident that women's are still facing vast challenges in their working environment, they are still underrepresented in managerial positions; therefore the aim of this research is to analyze existing policy frame works, gender mainstreaming guide lines, implementation and limitation of women's empowerment policies and strategies.

The researcher will also try to analyze women's participation in the decision making process, their capability, commitment and favourable situation in leadership roles and their involvement in key organizational activities and their access to information regarding issues concerning them such as gender related and women's empowerment issues.

# CHAPTER ONE

## Introduction

### 1.1. Background of the study

Women play a critical role in Ethiopia. They are in all segments of society and undertake the majority of household related tasks. Over the last decades the contribution women make to society and economic growth in Ethiopia has increasingly been recognized and appreciated, however, some challenges in achieving gender equality and women's empowerment remain and a lot of work still needs to be done.

Women's empowerment refers to women's ability to make decision and affect outcome of importance to themselves and their families. Control over one's own life and a resource is often stressed. It's about gaining power and liberty; it is the faculty or capacity to act and the strength and potency to accomplish a common community and citizenship duty. Women's empowerment is the vital energy to make choice and decisions to overcome deeply embedded practices and to cultivate higher, more effective ones in women (UNDP, 2008 – 2011).

The world has unprecedented opportunity to improve the lives of millions of people by adopting practical approaches to meet the millennium development goals. According to Grown, Rao and Kes, 2005, the UN millennium project identified practical strategies to eradicate poverty by scaling up investments in infrastructure and human capital with promoting gender equality environmental sustainability. Gender equality and women empowerment are rights that lay at the heart of development and the development of the millennium developments goal (MDGs).

The United Nations Development Programs (UNDP) integrates gender equality and women empowerment in its areas of poverty reduction, democratic governance, environment and sustainable development and also strives to ensure that women have a real voice in all governance institutions- from the participation of judiciary to the civil service as well as in the private sector and civil society. So , they can participate equally with men in decision-making from the national to the local levels.

United Nations Development Program (UNDP) advocates and promotes women political empowerment at the global, regional, national and local levels, it is also working to increase

the number of women in the public office and promote the ratification, implementation, and reporting on women international and regional participation.

Gender equality and empowerment of women can be achieved through administering and training on the formal enrolment of decision making; and gender equality underscores the need to place women empowerment at the centre of development plans and emphasis that is shared by investing in development. There can be no development, and no lasting peace on the planet, if women continue to be relegated to subservient and often dangerous and back-breaking roles in the society (UNDP 2008 – 2011).

Women carry the burden of poverty and they support and care for their families in general. At the millennium summit in 2000, all the 189 member states of the United Nations including Ethiopia made a commitment in the millennium declarations to achieve eight goals which is called the Millennium Development Goals.

The third millennium development goal was to promote gender equality and women empowerment. In setting this goal, the African Union and the United Nations member state recognized the contributions women's make to socio-economic development and the costs to societies of the disadvantages that women face in nearly every country in order to accelerate the progress towards achievement of gender equality and women's empowerment. In the millennium development goals, the African union (AU) and the United Nations Development Programme (UNDP) launched the millennium project development goals; including identification of priorities, strategies, and organizational means (UNDP 2008 – 2011).

Women constitute a large proportion of the poor in Africa as elsewhere in the world. Addressing the survival needs of women is therefore central to the formulation of policies aimed at eradicating poverty. Addressing poverty requires approaches that do not view women as mere objects of the policy who are instrumental to development but as agents of production, growth and change whose potential has been constrained in many countries by social, cultural norms and traditions (UNDP, 2008 – 2011).

As elsewhere in Africa Ethiopian female in most families has lower status and commands, little respect relative to her brother and male counter parts. As soon as she is able, she starts caring for younger siblings, helps in food preparation, and spends long hours fetching water and hauling fire wood. As she grows older she is valued for the role she will play in establishing kinship bonds through marriage to another family, there by strengthen the community status of

her family. She is taught to be subservient, as a disobedient daughter is an embarrassment for her family.

According to the National Gender Mainstreaming guideline September 2010, Ethiopia is signatory to international conventions promoting gender equality, such as the millennium declaration and the convention on the elimination of all forms of discrimination against women (CEDAW). More recently, encouraging progress has been made in reversing discriminatory laws and policies in favour of women, as well as introducing new legal provisions that promote women's concerns.

Some of these accomplishments in Ethiopia include revision of the family law, the penal code and the development of women's development and change package and as well as upgrading the women's affairs office to ministerial level, reflecting the importance given to women and girls status. As well, integration of the national action plan on gender equality (NAP – GE) in to the Ethiopian's national development frame work, plan for accelerated and sustained development to end poverty (PASDEP) were effectively made gender a priority, PASDEP states' "unleashing the potential of Ethiopian women" is one of the key areas identified in the fight against poverty. According to the frame work, plan for accelerated and sustained development to end poverty (PASDEP), promoting gender equality is an essential part of the development strategy that aims to enable all people-men, women, boys and girls – to escape poverty and improve their standard of living ( National Gender Mainstreaming Guideline Sept , 2010).

According to Federal Democratic Republic of Ethiopia Ministry of Women's Affairs National Gender mainstreaming guideline 2010, Ethiopia has demonstrated an unequivocal commitment addressing gender inequalities that deter long lasting changes and equitable development by creating legal, administrative and policy environment in the country.

## **1.2. Statement of the problem**

According to Ethiopian government "Empowering women is empowering a nation". The existing political party officials, ministers and political executives frequently used to say that the government is committed to the empowerment of women, their well-being and advancement in every sphere and to the development of the nation.

The government of Ethiopia responded decisively by developing and implementing national policies focused on the empowerment of women, ratifying the convention on women's rights, establishing a ministry of women's affairs, increasing opportunities for women to assume

leadership roles in government and revising legislations and laws that protect women (National Gender Mainstreaming guideline Sept, 2010).

Thus, If the government decisively responds to the empowerment of women and believes empowerment is an absolute necessity for countries that are prepared to face challenges of globalization and eradicate poverty, as reflected in the global integration of trade, finance, investment and use of new technology, why the expected results are not achieved?

It is the day to day fact that women are still suffering from the highest discriminations in areas ranging from ownership of assets to access to decision making and power. As the matter of fact this discrimination coupled with the traditional practices that sustained violence against women is a significant obstacle in the quest for women's empowerment.

Equal access of men and women to power, having women skilled with decision-making and leadership capacity at all levels are the necessary pre-conditions for good governance. Equal participation in political affairs increase governments' representation and makes it more accountable and transparent, ensuring the interests of women to be taken into account. Even though there are lots of improvements on the number of women participation in the parliament, public and private affairs, yet, women are not enjoying their rights as equal to men. They are weighing behind the given opportunities. The national policy on women (1993) recommends the elimination of prejudice, customs and other practices that are based on the idea of male supremacy. The policy promotes women holding public office and participating in decision-making at all levels. The absence of women from political life and leadership positions undermines their ability to influence matters that affect the well-being of the rest of the women and themselves (women and men of Ethiopia National Statistics Sept, 2010).

Ethiopian women make up nearly half of the country's population, but they are under-represented in positions of leadership and decision-making both in private and public sectors. In terms of access to resources, leadership, participation and information through the media, the majority of Ethiopia women have little or no access to this facilities and resources (Women's and Men of Ethiopia in National Statistics Sept, 2010).

- To analyze existing limitation on women's empowerment policies and strategies.
- To assess women's participatory role on their issues and their leadership role in their organization.

### **1.3. Objectives of the study**

The general objective of this study is to assess the existing women's policies, empowerment packages and their applicability. It also assessed women's access to power and decision making position and to information and communication technologies.

To achieve the above broad objective the study has the following specific objectives:-

- To assess women's understanding on empowerment, gender policies and mainstreaming strategies.
- To investigate the existing gender policies and mainstreaming strategies on the success of women empowerment
- To analyze existing limitation on women's empowerment policies and strategies.
- To assess women's participatory role on their issues and their leadership role in their organization.

### **1.4. Significance of the study**

The researcher believes the findings in this research will hopefully serve as a reference for those who are interested to conduct further research in the area and some of the recommendations to be made in the study will be used for the concerned body.

### **1.5. Limitation of the study**

- Negligence by some of the respondents to fill and return the questionnaire on time.
- Some of the respondents were suspicious and not willing to fill the questionnaire due to the current political situation in country.
- Non-availability of sex aggregated data and lack of gender audit in some ministries
- Finance and time constraint.

### **1.6. Scope of the study**

The study was conducted in five randomly selected ministries i.e. Ministry of Women, Youth and Children Affairs (MoWYCA), Ministry of Civil Service (MoCS), Ministry of Finance and Economic Development (MoFED), Ministry of Health (MoH) and Ministry of Education (MoE).

In this study the researcher tried to analyze key women's empowerment issues and challenges in selected ministry offices, to support this the researcher assessed, analyzed and examined the existing women employees rights and empowerment's strategy in policy frame works, gender mainstreaming guidelines. In addition to this the researcher assessed good practices and positive progress and development in women's empowerment and practice, empowerment

packages and their applicability in the above selected ministry offices. It also assessed women's access to power and decision making position and to information and communication technologies.

### **1.7. Organization of the study**

The study has five chapters; the first chapter deals with the introduction, background information, statement of the problem, objective of the study, significance of the study, scope of the study and limitation and organization of the study.

The second chapter deals with review of literature related to women's empowerment. The third chapter deals with methodology and methods, the fourth chapter present the classification, analysis and interpretation of the data, while the fourth chapter provides summary, conclusions and recommendations.

# CHAPTER TWO

## Review of Related Literature

### 2.1. Understanding of Gender and Empowerment

Gender is a social construct that defines what it means to be a man or a woman in a given society. Gender often prescribes roles for men and women, dealing with division of labour, responsibilities, and rights. These roles vary by culture and may change over time. In societies, gender structure have the potential to produce institutionalized inequalities between male and women ( I.e. gender inequality)

In these contexts, women are often more susceptible to and are disproportionately affected by these inequalities. One approach to challenge gender inequality is through women gaining power through a process of women's empowerment.

### 2.2. Defining Women's Empowerment

In women's empowerment literature, outdated academic theories and ideas still flourish in policy discourse. Terms like autonomy, power, status, and agency are used interchangeably with women's empowerment. However, there are subtle differences that researchers, evaluators and programmers must acknowledge, such as the distinction between autonomy and empowerment. Autonomy signifies independence and is more of static concept, whereas empowerment can include interdependence as well as and refers to a process. Batliwala contends that "of all the buzzwords that have entered the development lexicon in the past 30 years, empowerment is probably the most widely used and abused".

### 2.3. Concept of Women's Empowerment

The concept of Women's Empowerment has historical foundations in several collective struggles for social justice, such as the Protestant Reformation, Quakerism, Jeffersonian democracy, capitalism, and the black-power movement. In the mid -1980s, the notion of women's empowerment emerged as a way to challenge patriarchy. And, in the 1990s, the term was broadened from thinking of it as collective process to also understanding it as an individual process of self-transformation.

At the 1995 Fourth World Conference in Beijing, women's empowerment was introduced to an expanded audience of state actors and governments. The signatories of the conference pledged to advance women's empowerment worldwide. Their vision of women's empowerment



stressed three main fundamentals: It was a socio-political process; Power was the critical to empowerment; and a literature Review on the conceptualization of Women's empowerment. The process promoted shifts in political, social and economic power between and across individuals and groups.

These fundamental notions of empowerment were incorporated into the growing literature on the conceptualization of women's empowerment.

### **2.3.1 Conceptualizing Women's Empowerment Kabeer's three dimensional model**

One of the leading and frequently cited conceptual thinkers on this topic is Nalia Kabeer, a DFID Senior Research Fellow who works on developing frameworks and methodologies for integrating gender concerns into policy and planning. Kabeer defines power as the ability to make choices. Therefore, those who are disempowered are either denied or are limited in their choices. Empowerment is a process that gives power to the disempowered and increases their ability to make strategic choices, people who are able to make strategic choices. People who are able to make strategic life choices, but who were never disempowered, are merely powerful, not empowered. Kabeer's definition is parallel to the World Bank's understanding that empowerment enhances an "individual's or group's capacity to make choices and transform those choices into desired actions and outcomes". Mason refers this ability as making effective choices. Empowerment is a process that occurs over time. Making women agents who formulate choices, control resources, and make strategic life choices.

A literature Review on the conceptualization of women's Empowerment thus, existence of viable choices to achieve desired outcomes is central to the concept of empowerment. In order for choice to exist, there must be a possibility of alternatives. One must perceive and be able to choose alternative options. Kabeer explains that some choices have greater significance in terms of consequences than other choices and makes a distinction between first – and second – order choices.

First order choices are strategic life choices that are critical to how we want our lives, such as the choice of livelihood, who/if to marry, whether to have children, etc.

Second order choices are often framed by first-order choices and are less consequential. They are important for life quality, but do not define life's parameters. Kabeer also explains that exercising strategic choices should not limit one's ability to make future decisions.

Kabeer outlines three dimensions of empowerment, explaining these are the pathways through which empowerment occurs. The first of these three dimensions is resources, which can be understood as the conditions of choice, meaning one perceives and is able to choose alternative options, or as this referred to in Kabeer's diagram, pre-conditions. The second dimension is agency, which is a process by which one distinguishes between strategic life choices and second – order choices in either arena. Resources and agency are thought of as catalysts for empowerment. In some other literature, these terms are referred to as control, awareness, or power. And lastly, the third dimension is achievements, which refers to the consequences of the choices made. Change in one dimension can lead to changes in the others.

A literature review on the conceptualization of Women's empowerment Resources (Pre-conditions) Kabeer characterizes resources as material, human or social in form. Resources increase the ability to exercise choice and are the means through which agency is carried out. They are attained by way of social institutions and relationships in society. When social institutions and relationships promote male authority and endorse gender inequality, women become limited, relative to men, in their abilities and access resources.

Having access to resources is a necessary pre-condition of empowerment; however access alone is different than having control. This is often the case in contexts where there is a gap between practice and the law, such as with property rights in many countries, for that reason, access to resources is not sufficient; women must also have the ability to identify and utilize those resources.

Kabeer refers to this as agency, explaining one has the power within to define one's own goals and act upon them. This is often operationalized through decision –making abilities. How one sees itself (i.e. their sense of self-worth) is the foundation of empowerment. This is often reliant on how they are seen by others.

While the drives empowerment, societal values and norms often shape inequalities in society. Kabeer makes note of a few distinctions and nuances regarding agency. He distinguishes between passive and active agency, nothing passive agency is when an action is taken under circumstances with few reliable options, whereas active agency refers to purposeful behaviour. Kabeer also differentiates between agency that is effective and agency that is transformative. Effective agency provides women with greater efficiency in carrying out their roles, whereas transformative agency gives women the ability to challenge the restrictive nature of their roles.

Transformative agency provides women with greater ability to consider and respond to the patriarchal constraints in their lives Achievements (outcomes).

Kabeer depicts achievements as the extent to which one's capabilities (i.e. resources and agency) are realized. These can be understood as outcomes. It is critical to note whether differences achievements are because of one's ability to challenge inequalities, rather than a difference in personal preference or individual characteristics, such as laziness, where power is not an issue.

The three dimensions described above make up Kabeer's conceptual understanding of empowerment. Kabeer argues they must be considered indivisible when it comes to developing meaningful and valid measures of empowerment. The validity of each dimension measure is dependent upon others; consequently, Kabeer makes a case for triangulating data from each dimension when constructing empowerment measures, explaining, "the more evidence there is to support these assumptions, the more faith we are likely to have the validity of the indicator in question".

### **2.3.2. Feminist Approach**

Women's Empowerment and Its Discontent although defined in feminist literature in the 1970s, empowerment became popular in the development field in the 1980s. Many feminists bemoan this popularization as they see a concept meant to enable women individually and collectively to transform unequal power relations and unjust structures and institutions, being reduced to an instrumental concept that focuses on individual rights (e.g., Batliwala 2007, Elliott 2008, Harcourt 2010, Parpart, Rai, and Staudt 2002, Bisnath and Elson 1999). As women noted at a parallel event at the 54th CSW meetings, empowerment has become "em-ment" (Harcourt 2010), a de-politicized notion of empowerment. In particular, feminists are wary of its use in neo-liberal policies and in mainstream development agencies as a way to mobilize women through self-help groups as better economic and social change agents, filling the vacuum left by the retreat of state services and the economic crisis.

Empowerment thus becomes about mobilizing grassroots women, encouraging their participation and giving them voice in predetermined development strategies without giving them the power to challenge existing narratives of development and to articulate new alternatives (Elliot 2008). Given this domestication of the concept, feminists seek to rescue it and bring back the power imbedded in it, so women can collectively seek to transform themselves, their families, communities, state, and international institutions.

At the same time, feminists recognize the need to quantify empowerment through measurable indicators so it can be used to demand equality and make state and non-state actors accountable for gender-justice. Hence, as Malhotra et al. (2002) note, there is a great deal of consensus around the concept and its measurement.

**Conceptual Consensus** Most current definitions of empowerment in the development literature draw upon Amartya Sen's articulation of "Development as Freedom" (1999) where development is about expanding people's choices. For example, Bennett (2002) defines empowerment as "the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them." Sen (1993) defines empowerment as "altering relations of power...which constrain women's options and autonomy and adversely affect health and well-being." For Batliwala (1994) empowerment is "how much influence people have over external actions that matter to their welfare." Kabeer (2001) defines it as "the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them." Hence, control over resources (physical, human, intellectual, financial, Kabeer 1994) and ideology (values, beliefs, and attitudes, Batliwala 1994) is one of the most important dimensions of most definitions. The second dimension shared by most definitions is women's agency, i.e., that women themselves have a right to make choices and should be involved in determining which choices make the most sense for them and their families (e.g., Kabeer 1999). Third, since empowerment implies a move from being without power to having power, most definitions also imply that it is a process that involves change over time.

Finally, empowerment is also understood as outcome, such as improvement in education, health, and economic and political participation. Very often, however, women's empowerment and gender equality are used interchangeably. While they are related, they are not the same. Gender equality is about women's status relative to men while women's empowerment is about women's ability – in an absolute sense - to exercise control, power, and choice over practical and strategic decisions (Grown 2008). Despite this consensus, there are differences in emphasis.

Those who draw upon Amartya Sen, highlight capabilities of individuals and the social constraints that prevent them from making the strategic choices that would enhance their freedom. Very often this results in policies and programs that focus on the individual level and emphasize entrepreneurship and self-reliance as opposed to collective efforts to transform power structures (Oxaal and Baden 1997). To avoid this slippage to the individual level,

Jakimow and Kilby (2006) suggest thinking of empowering women, rather than women's empowerment, which recognizes both that women need to be active agents of change but also that for social transformation other actors are necessary beyond those who are disenfranchised and marginalized. Feminists focus on the structural and collective nature of empowerment by conceptualizing empowerment as power within (or consociation), power with others, and power to transform unjust social structures and institutions (e.g. Rowland 1997). This recognizes that women have a right to determine their lives without making them responsible for their own empowerment. It therefore focuses on the collective as well as the structural nature of inequality. Despite these differences, all analysts understand empowerment as a multidimensional and multilevel concept.

### **2.3.3. The Commission on women and development's conceptual framework**

Belgium's governmental international aid agency, the Direction-Generale de la Cooperation AU development (DGCD), tasked the commission on Women and Development to design an empowerment methodology to be used for program development. In doing so, they were first faced with conceptualizing the term. The Commission's conception was influenced by Kabeer, as well as other theorists and the DAWN women's movement; however there are subtle nuances and additional insights that make this model valuable to examine. The guide describes empowerment as providing greater control of resources, increasing one's own power and introducing more socio-political spaces.

Empowerment occurs at two levels: the individual and the collective level. At the individual level, one acquires greater independence, enhances capacity for self-determination, and increases opportunities. At the collective level, groups increase their abilities to influence social change. However, this model primarily highlights the individual aspects of empowerment. Sarah Longwez , Jo Rowlands and Magdalena Leon

A literature Review on the Conceptualization of Women's Empowerment Core Concepts, This model identifies four core concepts of empowerment-assets, knowledge, will and capacity – and argues that they are useful when assessing the outcomes and impact of empowerment programs. This breakdown is similar to Kabeer's model, but not identical.

One noticeable nuance is that this model splits Kabeer's resources into two separate concepts-assets and knowledge. Assets are defined as the material resources that give one greater economic power. These include income, land, tools, technology, better health, more time, access to services, information and training, health centres and markets etc. Knowledge

provides people with techniques, training, literacy, and critical analysis skills. It promotes leadership and enables an individual or a community to take advantage of opportunities.

Will is the third dimension listed in this model. It is defined as the psychological strength or the power within to make one's own choices. This is quite similar to Kabeer's agency; however this model categorizes will as resources. The guide also explains that one's values, fears, self confidence and self perception affect one's will. The fourth dimension the guide discusses is capacity, which is described as having the opportunities to use resources (assets, knowledge, will), make decisions, and take on responsibility. Decision making may be helpful in operationalizing capacity.

#### **2.4. Historical background of Women's Empowerment**

In 2000, development leaders gathered at the United Nations headquarters in New York to develop goals to reduce poverty by 2015. These eight goals, known as the Millennium Development Goals, guide international development actors on strategy and project goals.

Goal three is to "promote gender equality and empower women" additionally, in 2010, the United Nations Development Fund for Women (UNIFEM) was rebranded as the UN entity for Gender Equality and the Empowerment of Women (UN Women).

The intention behind this was to make "Human development is about putting people at the centre of development. It is about people realizing their potential, increasing their choices and enjoying the freedom to lead lives they value" (<http://hdr.undp.org/en/reports/global/hdr2009/>).

First articulated in 1990 by UNDP, human development was seen as an inspiring start to what practitioners, academics, and policy makers hoped would be a challenge to the dominant perspective of development as economic growth. Coming on the heels of the decade of structural adjustment programs, which most development analysts agree had resulted in increasing inequalities around the world particularly between women and men, it was seen as a sign of change in development thinking. For women's empowerment, the 1990s were an important time.

The world conferences of the 1990s --human rights, population, and social development -- all provided opportunities to mobilize and build a consensus among many actors around women's empowerment. This was crystallized in the 1995 Beijing Platform for Action (BPA) which remains the most comprehensive document of the world's commitment to women's rights. The 1990s brought international attention to issues of sexual and reproductive rights, violence

against women, and gender inequality. The changing political context at the international level, with the collapse of the Soviet Union and increasing democratization in Latin America and other regions, allowed women to organize locally and transnationally and to use national and international political structures to highlight issues of gender inequality, and to get commitment from leaders everywhere to acknowledge and address inequality. But the optimism of the 1990s was short lived as the first decade of the 21st century and the events of September 2001 marked a turning point. The “war on terror” and the increasing militarization and conflicts that followed, the resurgence of religious fundamentalisms in various parts of the world, and the continuing focus on market based strategies and the redefinition of the state’s role in development, all posed challenges to progress in women’s empowerment. Now, two decades after the articulation of “human development,” many agree that it has not lived up to its potential. As one analyst notes: Despite its promise to put people at the centre of development in order to realize their choices and freedom, human development has been in many ways co-opted by the dominant mainstream that in the end put economic growth ahead of people's choices. Human development has been whittled down to competitive indexes and measurements of nations in the Human Development Index (HDI) and ultimately in the measurable goals of the Millennium Development Goals (MDGs) (Harcourt 2010:1). Development and progress are contested terms and many today question the narrative of progress that links human development to modernity and economic growth (e.g., Escobar 2010, Harcourt 2010, Molyneux and Razavi 2006). Instead, inspired by indigenous movements in Latin America, some have articulated the narrative of *buen vivir* that is based on community and individual well-being and rights, reinstating the commons, and working from cooperative rather than capitalist economic relations (e.g, Walsh 2010).

Various versions of this alternative narrative are articulated by social movements in many parts of the world (e.g., Conway 2007, Pooniah and Fisher2003). Yet within the development establishment, although market fundamentalism has declined in the 1990s, the policies of poverty reduction, good governance, and social capital formulated by the World Bank and the United Nations’ MDGs are still based on a paradigm of economic growth as engine of social change. This has led some scholars to argue that this is only a new moment in neo-liberal policies, not a new paradigm (Molyneux and Razavi 2006). This is unfortunate as the current financial crisis provides an opportunity and demands new thinking about human development and women’s empowerment. This frustration with “business as usual” was evident at the 54th Commission on the Status of Women (CSW) meetings in New York in March 2010, whose

focus was the 15- year review of the BPA. The over 8000 activists and advocates from around the world were not in a celebratory mood as the current crisis has pushed back progress for most of the poor women in the world. Women at the CSW meeting demanded a renewed commitment from their governments and the UN agencies to implement the BPA and to express this by moving from “paper commitment” to allocating resources, ensuring implementation, and being accountable to women. Given this context of despair, it is important to examine trends in women’s empowerment and to highlight possible ways forward. Towards this end, the current study approaches conceptual and measurement issues about women’s empowerment, the progress made the challenges that remain, and finally outlines some practices and policies that have been successful in empowering women.

## **2.5. Gender and Women Empowerment in Ethiopia**

The problems of gender inequalities discussed above are very much prevalent in and relevant to Ethiopia. Ethiopia is a patriarchal society that keeps women in a subordinate position (Haregewoin and Emebet, 2003).

There is a brief that women are docile submissive, patient and tolerant of monotonous work and violence, for which culture is used as a justification (Hirut, 2004). The socialization process, which determines gender roles, is partly responsible for the subjugation of women in the country. Ethiopian society is socialized in such a way that girls are held inferior to boys.

In the process of upbringing, boys are expected to learn and become self-reliant, major bread winners, and responsible in different activities, while girls are brought up to conform, be obedient and dependent, and specialize in indoor activities like cooking, washing clothes, fetching water, caring for children, etc..( Haregewoin and Emebet, 2003 ; Hirut,2004).

The differences in the ways in which individuals are treated through the socialization process, due mainly to their sex, status , leads to the development of real psychological and personality differences between males and females. For instance, a female informant in Arsi stated that a man is a big person who has higher social position and knowledge, who can govern others and think in wider perspectives; while a women is a person who can serve a man, who is the husband’s object transferred through marriage, and to whom he can do anything he wishes to do (Hirut, 2004).

According to the 2013 Labour Force Survey of CSA, of the estimated 80, 444, 148 population of Ethiopia, 55, 629,497 individuals (69.2 percent) were aged 10 years and above, and therefore fall into the potentially economically active part of the population. From this group,



42, 403,876 persons or 76 percent were employed in 2013. The employment to population ratio in the study shows that the proportion of employed males from the economically active group is 82.7 percent. Nonetheless, the disparity by sex is still visible across the data from the 2005 to 2013, where male employment has always been significantly higher and the gap has essentially remained unchanged. Male employment declined slightly from 84.7 percent in 2005 to 82.7 percent in 2013 while female employment increased very slightly, from 69.0 percent in 2005 to 69.8 percent in 2013.

Women's unpaid labor that nevertheless contributes to the economy, and women's unrecognized economic activities, are areas being addressed over the longer term in Ethiopia. Hence, available data on 'economically active' and "inactive" status of the population should be scrutinized and interpreted in a way that recognizes the various unpaid activities and roles of women.

Urban employment declined over the years, though the decline is less pronounced especially among youth groups. For example, in the years from 2010/11 to 2011/12 urban unemployment declined from 18 percent to 17.5 percent, while urban youth unemployment fell only from 23.7 percent to 23.3 percent for the same period. National data for 2013 also shows that more female youth (9.1 percent) are unemployed as compared to male youth (4.6 percent). With regards to the number of unemployed youth at the rural and urban areas significant variations were seen at 3.1 percent and 21.6 percent respectively. Among the urban unemployed youth, the proportion of females is higher at 26.4 percent as compared to the males at 16.1 percent.

While the study further affirms that the unemployment rates are higher than male in both literate and illiterate categories.

In comparing the employment status of women across different marital status and age groups in 2011, it appears that the proportion of women employed rises among women aged 15 to 19 to a peak among women aged 25 to 29 and then declines slightly for the older age groups. With regards to differences by marital status, the EDHS indicate that women who divorced, separated, or widowed are most likely to be employed. Overall women's unemployment is mostly attributed to limited opportunities, capacities and skills including negotiation and decision making skills, domestic workloads and resulting time poverty and cultural perceptions about the role, capacity and skills of women.

Civil Service and government jobs reflect these engendered employment patterns. Breaking down women's employment by category shows a gender segregated employment landscape. Apart from their lower representation in the formal sector, women often occupy lower level jobs, which are usually considered as 'women's work'. In line with this trend women are barely represented in decision-making positions.

In 2010/11 68.14 percent of women occupied clerical and financial jobs with no change in 2012/13, for this category which was still at 68.5 percent. In 2010/11 only 26.9 percent of employed women were in professional or scientific jobs. This figure decreased very slightly in 2012/13 to 26.3 percent. Women made up 35 percent of the administrative and 47 percent of custodian and manual jobs in 2012/13, essentially unchanged from the preceding two years.

The gender disparity is also evident in the level of education qualification. Statistical information from the Civil Service Ministry shows that as of 2010/11, of the total civil servant workforce holding master's degree, only 10.2 percent are female, whereas men make up 89.8 percent. Of the total workforce holding BA/BSc, 22.2 percent and 16.7 percent are women of those holding an LLB. The percentage of women medical doctors reaches 15 percent. Women who hold PhD qualifications made up 7.7 percent in 2010/11 and 6.7 percent in 2012/13 as opposed to 92.3 percent and 93.2 percent men holding PhDs in the same years. This shows that women's representation in civil service posts drops with increasingly higher educational qualifications.

In terms of salary scale, women who earn more than 4000 birr per month (b/mo) were only 11 percent in 2012/13 and 10 percent on average in the preceding two years, whereas women who earned 400 to 499 b/mo reached 53 percent in 2012/13 signifying that women appear mostly on the lower levels of the salary scale.

Overall, gender disparities in civil service employment appear in the distribution of jobs and occupational levels, in educational qualifications, and in salaries. There is also co-relation between the level of women's educational attainment and their level of employment occupation as well as its corresponding salary scale. As a result, upper and middle level jobs are predominantly occupied by men and women's role in decision-making is marginal.

The survey conducted by the Central Statistical Authority (CSA, 2004) showed that women account for less than half (43%) of the total employees in the country. Considering the percentage of female employees from the total number of employees 'by employment type' the highest was domestic activities (78%) and followed by unpaid activities (59.3%). In other

types of formal employment (e.g. government, NGOs, private organizations etc.), the percentage of female workers is less than 35%. On the other hand, the survey showed overrepresentation of female workers in the informal sector. About 58% of working women work in the informal sector whereas the percentage of working men in the informal sector was 37.7%.

The breakdown of the federal government employees by occupational groups also indicated gender disparity. From federal government employees found in the clerical and fiscal types of jobs 71.3% were female, while the percentage of females was slightly more than half (51%) in custodial and manual type of jobs. Women make up 25% and 18% of the administrative and professional and scientific job categories respectively, indicating that upper and middle level positions are overwhelmingly dominated by men (Federal Civil Service Commission, 2005) . This concentration of women in the informal sector and low level positions has implication on their earnings. In this regard, the survey showed four out of ten women civil servants earn Birr 300 a month compared to two out of ten for men (Federal Civil Service Commission, 2005).

It is well recognized that, the Federal Republic of Ethiopia has made tremendous efforts towards gender equality and the empowerment of women. The Constitution of Ethiopia, adopted in 1995, assures women of equal rights with men in every sphere and emphasizes affirmative action to remedy the past inequalities suffered by women. It also reiterates the rights of women to own and administer property as well as access to reproductive health services. Additionally, the family law has been revised to align it with the constitutional rights of women; the country has put in place a Joint Land Certification Program which has a positive impact on various dimensions of women's livelihood and gender relations. The certified women are aware of their land rights and land related provisions, have a higher perceived level of tenure security, and are more willing to protect their land rights and more likely to participate in community activities, as leaders in their own right.

There are also a number of Regional and International provisions that the country has ratified in relation to women and girls human rights. Some of these instruments include: Protocol of the African Charter to the African Charter on Human and People Rights on the Rights of Women in Africa (2003), Universal Declaration of Human Rights, and Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and Convention on the Rights of the Child, Declaration on the Elimination of Violence against Women.

The review of the Millennium Development Goals revealed that while Ethiopia is progressing in the implementation of all MDGs, it has limitations achieving Goal 3 on Gender Equality and

Women's Empowerment. One of the reasons for this is limited allocation of resources for the implementation of gender equality and women's empowerment related programmatic interventions from both the national budget and the development partners. While gender equality and women's empowerment existed as a stand-alone pillar, it was not adequately mainstreamed in all sectors of growth due to lack of evidence and data.

The constitution in its article 89(7) ensured women's right states "government shall ensure the participation of women in equality with men in all economic and social development endeavours". In addition, these commitment will of the government is explained by its policy documents and in the policy documents promoting gender equality is seen as a priority in order to enhance women' involvement and reduce poverty. Particularly, since then, inclusion of women has become a vital criterion in the assignment of higher positions like ministries and ambassadors by the government. In addition, beginning from primary to higher education institution, affirmative action was introduced to help women participate in various sectors, in this regard, the incumbent government has shown strong political change and will that has been exhibited empowering women to involve fully in all development areas having the role of empowering and supporting women's struggle in the process of empowerment. By implication, the empowerment of women at higher levels will only be realized whenever there is integrated effort of the poor women and development agencies including the government and other development practitioners.

To summarise, the above documented facts regarding the status of women in Ethiopia in terms of social, economic and cultural profiles in the society revealed the appealing situation women are in, and called for more serious and joint efforts by all concerned to bring about the much expected improvement and change towards gender equality.

## **CHAPTER THREE**

### **Methods and Methodology**

#### **3.1 Methods of data collection**

The researcher used both primary and secondary sources of data. Among the primary sources are interview and questionnaires were used.

Women's affair department head of each ministry are interviewed and questionnaire were developed and distributed to 325 permanent women employees in five randomly selected Ministry offices, among all 304 (94%) of respondents were returned the questioner.

To supplement the primary data, secondary sources adequately utilized such as the literature that was already available. Relevant sources from, Social empowerment index, articles, academic literature, reports, policy documents, journals, conventions and laws, interviews were reviewed by critically assessing the diverse issues that are in line with Women's Empowerment and Participation.

#### **3.2. Research Methods**

Qualitative research has ways to collect data that are consistent to its characteristics objectives. For this research it chosen to use document analysis, questionnaires were distributed to the staff randomly in their respective ministry office and interviews were conducted with women affairs department head of each selected ministry.

#### **3.3. Documents Analysis**

This method refers to the critical examination of a variety of document (Bryman, 2002: 38). It is especially useful to establish comparisons and to study in depth variety of material such as: registers, interviews, declarations, policies, strategies" etc (Silvente 2006: 67).

The document analysis in this research began looking to official documents, publication on women, reports, statistical reports, researches, International reports, index, reports of the topics and online material (Internets).

#### **3.4. Research Methodology**

For gathering information this research uses both primary and secondary data. Informal Questioner and published, unpublished materials, such as books, documents, journals, articles, different past researches, International reports, index, reports, of the topics and online material (Internets).

### **3.5. Research Strategy**

The researcher uses qualitative methods. The researcher uses different primary data's, like report, statistical data, index, journals, publications on data analysis process etc. The researcher interviewed the higher officials working on women policy and empowerment plan. The research also presents description, exploration and set forward the researcher findings in deduction method. For the cause of these data analysis method the researcher necessarily deal with qualitative methods.

### **3.6. Methods of Data analysis**

After data collected from primary and secondary sources, the researcher used descriptive method to summarize the findings and systematically compile, analyze, tabulate and interpret in terms of percentage, to make it manageable for analysis and help to draw conclusions and recommendations.

# CHAPTER FOUR

## Data Presentation and Analysis

This chapter deals with the results and discussions of the findings. Therefore, in this chapter the researcher deals with the general characteristics of the population and the analysis and interpretation of the data respectively.

In order to assess women's empowerment strategies, process and implementation ; questionnaire were developed and distributed to **325** randomly selected permanent women employees in five randomly selected Ministry offices, among all **304 (94%)** of respondents were returned the questioner.

The assessment results have disseminated below in different tables and sub topics according to the nature of the idea and question.

### 4.1. Respondents Bio Data

Table 4.1. below indicates that **136 ( 44% )** of the respondents age is in between from **18 to 30** years of age , **97 ( 31%)** respondents are between **31** years of age to **40**, **42 (13%)** respondents are between **41 to 50** years of age and **29 (9%)** of the respondents are between **51 to 60** years of age. Out of the total **304** respondents, **109 (36%)** has been unmarried, **174 (57%)** has been married and **21 (7%)** has been divorced from their partner.

**Table 4.1. Respondents Bio Data**

Data type	Age				Marital Status			No of respondents
	18-30	31-40	41-50	51-60	Unmarried	Married	Divorced	
No of respondents	136	97	42	29	109	174	6	304
%	44	31	13	9	36	57	7	100

#### 4.2. Respondent's Educational background and field of study

The educational status were categorized in to Six parts as respondents holding Phd , Masters , Bachelor of degree , Advanced Diploma , Diploma and 12<sup>th</sup> grade completed. According to the data described in table 4.2. Below, 0 (0%) of the respondents are Phd holders, 19 (6%) of the respondents are holding Masters Degree, 197 (64%) of the respondents are holding Bachelor degree, 16 (5%) of the respondents are Advanced Diploma holder, 45 (14%) of the respondents are Diploma holders, and 27 (8%) of the respondents are 12 completed.

**Table 4.2. Respondent's Educational background and field of study.**

Data type	Educational Status						Field of Study			No of respondents
	Phd	MA/MSc	BA/BSc	Adv. Dipl	Diploma	< 12	Natural Science	Social Science	<12	
No of respondents	0	19	197	16	45	27	35	242	27	304
%	0	6	64	5	14	8	12	80	8	100

The above table described respondent's field of study categorized with Natural Science, Social Science and 12 grades completed. The data shows 35 (12%) of respondents are completed their education in Natural Science field of study while 242 (80%) of respondents are completed their education in Social Science field of study and 27 (8%) of the respondents are 12 grades completed.

#### 4.3. Respondent's status of salary scale and service year

The data described below in table 4.3 examined employee's service year and salary scale. The service year is categorized in three main segments for the purpose of simplicity and the salary scale is categorized in to six parts for better understanding of respondent's earnings.

Accordingly in the first category, there are 117 (38%) of the respondents has been serving the public sector for about 10 years, whereas 135 (44 %) of the respondents has been serving the



public sector from **10 to 20** years, the remaining **52 (17%)** of the respondents has been serving the public sector for more than **20** years.

In regard to respondents monthly salary category, the data shows **17 (6%)** of the respondents are earning less than **800 ETB/Month**, **20 (7%)** of the respondents are earning monthly salary between **800 to 1500 ETB/Month**, **61 (21%)** of the respondents are earning between **1,500 to 2,500 ETB/Month** , **72 (23%)** of the respondents are earning between **2,500 to 3,500 ETB/Month**, **84(27%)** of the respondents are earning between **3,500 to 4,500 ETB/Month** and **50 (16%)** of the respondents are earning more than **4,500 ETB/month**.

**Table 4.3. Respondent’s status of salary scale and service year.**

Data type	Service Year			Salary per month (ETB/Gross)						No of respondents
	< 10	>11 and <20	>20	<800	>800 and <1500	>1500 and <2500	>2500 and <3500	>3500 and <4500	>4500	
No of respondents	117	135	52	17	20	61	72	84	50	304
%	38	44	17	6	7	21	23	27	16	100

#### 4.4. Respondent’s direct dependents status

**Table 4.4. Respondent’s direct dependents status.**

Data type	Direct dependents						No of respondents
	None	One	Two	Three	Four	>Five	
No of respondents	45	19	87	73	65	15	304
%	15	6	28	24	21	4	100

The table **4.4.** describes the respondents status in regard to direct dependent’s, therefore with regards to direct dependents **45 (15%)** of the respondents have no direct dependents

responsibility, **19 (6%)** of the respondents have at least one person direct dependent responsibility, **87(28%)** of the respondents have two person direct responsibility, whereas **73(24%)** of the respondents have more than three people direct dependent responsibility , **65 (21%)** of the respondents have at least four people under their direct dependency and **15 (4%)** of the respondents have more than five people under their direct responsibility.

**4.5. Respondent’s status on leadership**

The table **4.5** describe the respondents current and previous status on leadership position, accordingly **7 (3%)** of the respondents are working in a leadership positions and **297 (97%)** of the respondents are working in non – leadership positions, however the data also shows previously **24 (7%)** of the respondents had worked in a leadership position.

**Table 4.5. Respondents status on leadership**

Data type	Respondent’s leadership status				No of respondents
	Currently		Previously		
	Yes	No	Yes	No	
No of respondent’s	7	297	24	280	304
%	3	97	7	92	100

**4.6. Respondent’s understanding about women’s empowerment**

**Table 4.6. Respondent’s understanding about women’s empowerment**

Data type	Your understanding about women empowerment			No of respondents
	Low	Medium	High	
No of respondent’s	43	206	55	304
%	14	68	18	100

According to table 4.6 Data presentation, 43 (14%) of the respondents have low or no understanding about women’s empowerment. Whereas 206 (68%) of the respondents have medium or average understanding about women’s empowerment and 55 (18%) of the respondents have high understanding about women’s empowerment.

#### 4.7. Assessment of Women Activities by Gender Analysis

**Table 4.7. Assessment of women’s activities by gender analysis**

<b>Description of statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don’t know</b>
Organizational leaders are treating every employee in impartial and equal eyes?	29 (9%)	109 (36%)	132 (43%)	29 (9%)	6 (%)
Do you think there is equal performance measurement for male and female employees?	55 (18%)	145 (47%)	87 (28%)	10 (4%)	0 (0%)
Do you agree women employees are attending their job properly than males?	61 (20%)	177 (58%)	45 (14%)	4 (1%)	16 (5%)
Women have high potential to accomplish their job than male?	97 (31%)	135 (44%)	35 (11%)	13 (4%)	19 (6%)
Most women employees have work discipline?	106 (35%)	164 (54%)	25 (8%)	0 (0%)	7 (2%)
Women have been given gender violence and work discrimination based on their gender?	46 (15%)	139 (45%)	74 (24%)	32 (10%)	12 (4%)

Table 4.7. Discussed six different elements which are related to gender and women activities in the ministry offices, the first element was tried to assess whether leaders in their respective offices are treating all employees in impartial and equal eyes or not, accordingly the data shows 29 (9%) of the respondents are strongly agree, 109 (36%) of the respondents are agree that

leaders those who are working in their offices are treating all employees in impartial and equal eyes, whereas **132 (43%)** of the respondents disagree and **29 (9%)** of the respondents are strongly disagree that leaders who are working in their offices are not treating all employees in impartial and equal eyes and **12 (4%)** of the respondents don't know whether leaders are treating all employees in impartial and equal eyes or not.

Also in the analysis from the above table: when the organization exercises employee's performance measure, if there is equal performance measurement for male and females employees. The data shows **55 (18%)** of the respondents have strongly agree, **145 (47%)** of the respondents have agree that there is equal performance measurement for male and female employees. Whereas **87(28%)** of the respondents have disagree and **10(4%)** of the respondents have strongly disagree the existence of equal performance measurement for male and female employees.

With regards to women employees' timely attendance than that of male counter parts, **61 (20%)** of the respondents have strongly agree, **177 (58%)** of the respondents have agreed that women employees have better timely attendance on their job. Though, **45(14%)** of the respondent have disagree and **4 (1%)** of the respondent have strongly disagree, whereas **16(5%)** of the respondents don't know whether women employees have better attendance on their job than that of male or not.

With regards to women employees high performance than male counterpart to accomplish their job, majority of respondents **97 (31%)** of the respondents have strongly agreed and **135 (44%)** of the respondents have agreed that women employees have high performance than their male counterpart,

Whereas **35 (11%)** of the respondents have disagreed and **13 (4%)** of the respondents have strongly disagreed that women employees high performance than their male counterparts, and **19(6%)** of the respondents don't know whether women employees have high performance than male counterparts or not.

With regards to women employees better work discipline than male counter parts, **106 (35%)** of the respondents have strongly agreed, **164 (54%)** of the respondents have agreed that women's employees have better work discipline than male counterparts, and the remaining **25 (8%)** of the respondents have disagree and **7 (2%)** of the respondents don't know if women employees have better work discipline than male counter parts or not. With regards to women's gender violence and work discrimination basis on their gender; **46 (15%)** of the respondents have strongly agreed, **139 (45%)** of the respondents have agreed, where as **74 (24%)** of the respondents have

disagreed and **32 (10%)** of the respondents have strongly disagreed to the above statements and **12 (4%)** of the respondents don't know whether the women employees was subject to discrimination based on their gender or not.

#### 4.8. Assessment of Women's Empowerment practice in selected Ministries

**Table 4. 8. Assessment of Women's Empowerment practice in selected Ministries**

<b>Description of statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
The recruitment, selection, promotion, demotion and training system of the organization is fair and transparent?	17 (5%)	148 (48%)	90 (30%)	38 (12%)	9 (3%)
In the Ministry, women empowerment activity has been highly concentrated agenda?	25 (8%)	106 (35%)	122 (40%)	58 (19%)	7 (2%)
Decisions that are made by the organization leaders are women participatory?	19 (6%)	97 (31%)	122 (40%)	58 (19%)	7 (2%)
Women employee has been participating in the Ministries planning as well as the evaluation process?	48 (15%)	171 (56%)	61 (20%)	19 (6%)	3 (1%)
There is an access of information needed by all the staffs about women empowerment and gender issues?	19 (6%)	129 (42%)	106 (35%)	25 (8%)	22 (7%)
Women staffs are given all necessarily training in women empowerment and gender related issues?	38 (12%)	103 (34%)	93 (30%)	38 (12%)	29 (9%)

The sub topic tries to describe how the organization exercises and practice in empowering women employees under different activities, above table 4.8. Shows organization transparency in decision making, training and development, and involvement and participation of women's in different organizational activities.

As per table 4.8, **165 (53%)** of the respondents have agreed that the recruitment, selection, promotion, demotion, and training systems are fair and transparent. However, more than **128 (42%)** of the respondents have strongly disagreed the existence of fair and transparent recruitment and selection system in their offices. The remaining **9(3%)** of the respondents don't know about the fairness and transparency of the recruitment and selection system.

Majority of the respondents **180 (59%)** of the respondents have disagreed that women empowerment activity hasn't been a highly concentrated agenda in their Offices, whereas **131(43%)** of the respondents have agreed that women empowerment activity has been a highly concentrated agenda in their offices.

Regarding decisions that are made by the organization leaders are women participatory or not, **180 (59%)** of the respondents have not agreed that the decision made by the organization leaders are women participatory, whereas **116 (37%)** of the respondents have agreed decision that are made by the organization leaders are women participatory, and **7(2%)** of the respondents don't know whether decisions made by the organizations are women participatory or not.

Table 4.8. Also addressed if selected Ministries office activities particularly if the planning as well as evaluation process has been women employees participatory or not. According to the data, **219(71%)** of the respondents have agreed the existence of women employees participation in planning as well as evaluation process, whereas **80(26%)** of the respondents disagreed the participation of women employees in the planning and evaluation process, and **3(1%)** of the respondents don't know whether women's are participating in the planning and evaluation process or not.

With regards to access of information needed by all the staffs about women empowerment and gender issues, **148(48%)** of the respondents have agreed, however, **131(43%)** of the respondents don't agree that all employees has access to women's empowerment and gender related information's and **22(7%)** of the respondents don't know whether gender related information's are accessible to all employees or not.

Among the total respondents only **141 (46%)** of the respondent have agreed that women staffs are given all the necessary training about women's empowerment and other gender related issues. Though, **132(42%)** of the respondents don't agree that women's are given all the necessary and quality training about women's empowerment and other gender related issues. **29(9%)** of the respondents don't know whether women's are getting the required training on women's empowerment and gender related issues or not.

**4.9. Assessment of the number of women leaders in selected Ministries. Table 4.9. Assessment of the number of women leaders in selected Ministries.**

<b>Description of statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
The number of women manager in a management level is enough for the empowerment process of women employees?	29 (9%)	32 (10%)	145 (47%)	84 (27%)	12 (4%)
Women Employees don't commit to participate in managerial position?	22 (7%)	120 (39%)	71 (23%)	48 (15%)	42 (13%)

As mentioned above in table **4.9**. Most of the respondents **229 (75%)** have disagreed on the current number of women's in a leadership positions, however, **61(19%)** of the respondents have agreed to the number of women leaders in their respective Offices, where as **12(4%)** of the respondents don't know whether the current number of women's in managerial position is enough or not.

Table **4.9**. also describes women employees commitment and participation for leadership roles, accordingly **142 (46%)** of the respondents have agreed that women's are committed for leadership positions, however **119(38%)** of the respondents have not agreed that women's are committed and have strong participation for the leadership positions, and **42(13%)** of the respondents don't know whether women's are committed for leadership roles or not.

**4.10. Assessment of women's awareness on their rights and responsibilities and also their participation.**

With regards to the level of awareness of women's on their rights, responsibilities and also their contribution for the success of their organization mission. The data in the table **4.10**. Shows **167 (55%)** of the respondents have not agreed that all women employees have been knowledgeable on their right and responsibilities, whereas **129 (42%)** of the respondents have agreed that all women employees have been knowledgeable on their right and responsibilities and **6 (2%)** of the respondents don't know whether all women employees have been knowledgeable or not.

Table **4.10** also try to discussed if every women employee feels that they have a stake in their respective organizations activity, accordingly **187 (60%)** majority of the respondent have agreed that they feel they have stake in the organization activity, however, **83 (27%)** of the

respondent have disagreed, and **45 (14%)** of the respondents don't know whether all women employees feels that they have stake in the organization activity or not.

**Table 4.10. Assessment of women's awareness on their rights and responsibilities and also their participation.**

<b>Description of statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
All women employees have been knowledgeable on their right and responsibilities?	55 (18%)	74 (24%)	116 (38%)	51 (17%)	6 (2%)
Every women employee feels that they have a stake in the organization activity?	42 (13%)	145 (47%)	74 (24%)	9 (3%)	45 (14%)

**4.11. Progress of selected Ministry office service delivery activities and women's Empowerment**

**Table 4.11. Progress of selected Ministry office service delivery activities and women's Empowerment**

<b>Description of statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
Empowering women has necessary for the successful of the organization performance?	164 (54%)	116 (38%)	9 (3%)	0 (0%)	16 (5%)
Women leaders those are working in a managerial level have been selected according to their job performance and education level?	51 (17%)	122 (40%)	74 (24%)	9 (3%)	45 (14%)
Women have providing a high contribution for the successfulness of the service delivery process of the organization?	103 (34%)	148 (48%)	35 (11%)	6 (2%)	9 (3%)
The majority of women employees need affirmative action	78 (25%)	122 (40%)	61 (20%)	25 (8%)	16 (5%)



According to the data described in the above table **4.11** majority of the respondents **280 (92%)** have strongly agreed empowering women is a necessity for the success of the organization performance. whereas **9(3%)** of respondents have not agreed to the above statement and **16(5%)** of the respondents don't know whether women employees have direct relation to the organization performance or not.

**173 (57%)** of the respondents have agreed women leaders who are currently working in a managerial level have been selected according to their job performance and education level, whereas **83 (27%)** of the respondents have not agreed that women's who are currently in leadership positions are selected according to their job performance and education level and **45 (14%)** of the respondents don't know whether the women leaders who are currently working in leadership role are selected based on their performance and education level or not.

Finally, the researcher tries to find if women employees need affirmative action or not. Accordingly, the data shows more than **200 (65%)** of the respondent have strongly agreed that the majority of women employees need systematic affirmative action, however, **86(26%)** of the respondents have not agreed to that women employees need affirmative action and **16 (5%)** of the respondents don't know whether the majority of women employees need affirmative action or not.

# **CHAPTER FIVE**

## **Conclusion and Recommendations**

### **5.1. Conclusion**

Women participation and role in the economy is important for national growth. In accordance to this, the government of Ethiopia tried to encourage women's economic development through the promotion of their employment rights and women's participation in the economy. One of the provisions in this regard is the anti-discrimination and affirmative action promotion provided in the FDRE Constitution and the Civil Servants Proclamation **No. 515/2007** Article **13**. As outlined in sub-article **3 (a)**, affirmative action is particularly indicated in ensuring women's recruitment, promotion and deployment process given they have equal qualifications to other candidates. The proclamation also entitles women to maternity leave of **90** days and protects their right to work free from sexual violence and other forms of gender discrimination.

The directive on selection and recruitment also calls for the inclusion of female civil servants in the recruitment committees and to advocate for further recruitment of women, among others. However the study proved that recruitment, selection, promotion , demotion activities lack transparency and women's participation, on top of this the number of women's are still underrepresented in managerial and leadership positions which leads to less influence and mainstreaming gender issues in major HR functions.

The study shows 97 percent of women occupied clerical and administrative jobs, the gender disparity is also evident in the level of education qualification. The research shows 0 percent PhD holders and only 6 percent holding master's degree. This shows that women's representation drops with increasingly higher education.

In terms of salary scale, women who earn more than ETB 4,500 birr per month were only 16 percent whereas women who earned below 4,500 are 84 percent; this signifies that women appear mostly on lower levels of the salary scale.

Overall, gender disparities in Civil Service employment appear in the distribution of jobs and occupational levels, in educational qualifications, and in salaries. There is also Cor-relation between the level of women's educational attainment and their level of employment occupation as well as its corresponding salary scale. As a result, upper and middle level jobs are predominantly occupied by men and women's role in decision-making is still very low.

In addition to this many limitations were also observed on the assessment. As presented in table **4.6**. the awareness or the understanding of most respondents about women empowerment

is still not enough and it shows among the respondents only 18% percent of women employees have high knowledge on the concept of women empowerment, the rest 82 percent either have very low or average understanding on women's empowerment and gender related issues. Therefore the organization should have make awareness on dealing with employees in enhancing their understanding about the concept of women empowerment and other gender related issue.

With regard to organizational leaders equal treatment to employees; more than 50 percent of the respondents believe that organizational leaders are not treating all employees equally.

Indeed, in table **4.8**. Most respondents which are 68 percent of respondents have disagreed that the recruitment, selection, promotion, demotion and training system of the organization is fair and transparent. In addition to this, majority of the respondents have disagreed that women activity has been highly concentrated agenda in their respective offices and also, with regard to access of information about women empowerment and gender issues almost 60 percent believe there is no or very limited access to information related to women's empowerment and gender related issues.

In terms of capacity building of female employees 52 percent of respondents believes female staffs are not given all necessary, systematic/need based and quality training about women empowerment and other gender related issues.

With regards to decision making and women participation, 60 percent of respondent believes decisions that are made by the organizational leaders are not women participatory.

Table **4.9**. Indicates the number of women employees in leadership roles is not enough for the empowerment process of women employees. As a result, upper and middle level jobs are predominantly occupied by men and women's role in decision-making is still very low.

And table **4.10**. indicates 55 percent of the respondents have agreed most women do not have the knowledge how to exercise their right and responsibilities.

With regards to empowerment of women, 92 % of the respondent strongly believes empowering women is a necessity for success of the organization mission and in order to achieve women's empowerment 65 percent of women believes affirmative action and implementation is required for female employees.

In conclusion, the awareness of employees on women empowerment and gender related issues are not fully addressed with required quality and depth in all women employees. The process of the recruitment, selection, promotion, demotion and training system of the organization lack transparency and fairness.

The study also concluded, capacity building strategies including training on gender and women empowerment related issues were not provided with the required quality and depth to enhance women employees understanding and knowledge on gender and empowerment related issues.

## **5.2. Recommendations**

Women's play a critical role in Ethiopia. They are in all segments of society and over the last decades the contribution of women's make to society and economic growth in Ethiopia has increasingly been recognized and appreciated. However, some challenges in achieving gender equality and women's empowerment remain and a lot of work needs to be done. Though each case has its own specific challenge and solution, the researcher believes it is important to mention the following recommendations.

- The capacity of Women's Directorate and the Head of Civil Service in general need the right personal skills, tools and support to act as a catalyst for the advancement of women's rights and the promotion of gender equality
- Awareness should be improved in all employees particularly in female employees so as to enhance women's empowerment and gender related issues, knowledge and skills.
- Sector – specific gender mainstreaming guidelines, gender budgeting and gender audits should be developed and implemented , in order to increase and hold accountability of each sector in regards the implementation and development of gender sensitive policies and mechanisms.
- Awareness creation should be intensified for the Civil Servant in general and women in particular this would include mechanisms to ensure implementation of key gender related Policy frame works and gender mainstreaming guidelines.
- The participation of women in decision making roles is still low, it is recommended to learn from other developed countries experience and practice to achieve gender equality and women's empowerment, moreover it is recommended to adopt some sort of affirmative action i.e. women quota to ensure enhanced representation of women.
- Organizational leaders should invest more creating favourable working environment for all employees particularly for women employees and encourage women's to access resources , information's and organize experience sharing etc..., to build women's participation and professional development.

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## Appendix A

The purpose of this questionnaire is to collect information on women's empowerment strategies and their implementation in selected minister offices. The findings of this study will serve to make improvements and adjustments in the techniques and activities that are used to empower women and develop plans of action to enhance future implementation. Thus your genuine, frank and timely response is quite vital to determine the success of this study. Therefore, you are kindly requested to contribute in filling the questionnaires honestly.

You are not required to write your name on this questionnaire.

Thank you in advance for your cooperation.

### Part I Background information

1. Age

18 – 30  31 – 40  41 – 50  51 – 60

2. Marital Status

Unmarried  Married  Divorced

3. Number of direct dependents One  Two  Three  Four  >Five

4. Education Level

< 12  Diploma  Advanced Diploma  Degree  Masters  Phd

5. Field of study

6. Salary

< 800  800 – 1500  1500 – 2500  2500 – 3500  3500 – 4500  Above 4500

7. Job position

8. You are working in a managerial position? Yes  No

9. Did you worked in managerial level previously? Yes  No

10. Your knowledge on women empowerment? Low  Medium  High

**Part II**

Directions: Read each item carefully

Decide and put (✓) on whether you choose strongly agree, agree, disagree, strongly disagree, or don't know.

S.N	Description of statements	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	Organizational leaders are treating every employee in impartial and equal eyes?					
2	Do you think there is equal performance measurement for male and female employees?					
3.	Do you agree women employees are attending on their job properly than males?					
4.	Women have high potential to accomplish their job than male?					
5.	Most women employees have work discipline?					
6.	Women have been given gender violence and work discrimination based on their gender?					
7.	The recruitment, selection, promotion, demotion and training system of the organization is fair and transparent?					
8.	The number of women manager in a management level is enough for the empowerment process of women employees?					
9	In the center, women empowerment activity has been highly concentrated agenda?					
10	Decisions that are made by the organization leaders are women participatory?					
11	Women employees do not committed to participate in managerial position?					
12	Empowering women has necessary for the successful of the organization performance?					
13	Women leaders those are working in a managerial level have been selected according to their job performance and education level?					
14	The majority of women employees need affirmative action?					
15	Every women employee feel that they have a stake in the organization activity?					
16	Women have providing a high contribution for the successfulness of the service delivery process of the centre?					



17	Women employee has been participating in the Centre's planning as well as the evaluation process?					
18	There is an access of information needed by all the staffs about women empowerment and gender issues?					
19	Women staffs are given all necessarily training and women empowerment and gender related issues?					
20	All women employees have been knowledgeable on their right and responsibilities?					

## Appendix B

The purpose of this interview question is to collect information on women's empowerment strategies and their implementation in selected minister offices. The findings of this study will serve to make improvements and adjustments in the techniques and activities that are used to empower women and develop plans of action to enhance future implementation. Thus your genuine, frank and timely response is quite vital to determine the success of this study.

Thank you in advance for your cooperation.

Age: \_\_\_\_\_

Designation \_\_\_\_\_

Year of work experience

0 to 5

11 to 15

6 to 10

Above 15

### Part II Main Body

1. Is there a gender gap( Male /Female ratio) in your Organization Yes  No
2. If your response for question No 1 above is "yes",

Which sex has less participation in comparison with the other? Male  Female

A) What strategies were being used to narrow the gender gap and participation?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. What are the major problems the impede women's participation?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

4. Do u think that the strategies used by your organization can truly enhance gender equality and women's participation? Yes  No

- 5 . If your answer for item n<sub>o</sub> 4 above is "No", please suggest some more strategies

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

6. Is there any space for women in recruitment, placement and promotion policies of your organization? Yes  No

7. If your response for item no 8 above is “Yes”,

a) Please state some.

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b) How would you see the practicality of the policies?

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10. Are there women professionals assigned at decision-making levels proportional to men at the same level? Yes  No

11. If your answer is “NO” for question no 10, what do you think is the reason for less number of professional women’s in the decision making levels?

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12. Are Female staff encouraged to hold leadership positions in the organization administration and different committees? Yes  No

13. If your answer for item no 12 above is “yes”, justify your answer.

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14. If your answer for item no 13 above is “No”, please write your feeling.

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15. List down the major strategies used to empower women employees in the organization

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16. Please list down some of the major challenges that you have observed in women’s empowerment strategies and implementations.

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15) Would you please provide relevant suggestions for women's empowerment strategies and implementations in your organization?

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# **ANNEX**

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**Title of the Dissertation:** Assessment of women's empowerment in  
Selected ministries of Ethiopia.

## **CERTEFICATE OF APPROVAL**

I hereby certify that the proposal for the dissertation entitled **ASSEMENT OF WOMEN'S EMPOWRMENT IN SLECETED MINISTRIES OF ETHIOPIA** (enclose the proposal) by **SISAY WOUBET YEGZAW** has been prepared after due consultation with me. The proposal has my approval and has, to my knowledge, the potential of developing into a comprehensive Dissertation Project.

I also agree to supervise the above – mentioned Dissertation till its completion.

(Signature of the Academic Supervisor)

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Address: \_\_\_\_\_

# **Research Proposal**

## **Assessment of women's empowerment in selected ministries of Ethiopia**

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# Chapter one

## Introduction

### 1.1 Background of the study

Women's empowerment refers to women's ability to make decision and affect outcome of importance to themselves and their families. Control over one's own life and a resource is often stressed. It's about gaining power and liberty; it is the faculty or capacity to act and the strength and potency to accomplish a common community and citizenship duty. Women's empowerment is the vital energy to make choice and decisions to overcome deeply embedded practices and to cultivate higher, more effective ones in women (UNDP, 2008 – 2011).

The world has unprecedented opportunity to improve the lives of millions of people by adopting practical approaches to meet the millennium development goals. According to Grown, Rao and Kes, 2005, the UN millennium project identified practical strategies to eradicate poverty by scaling up investments in infrastructure and human capital with promoting gender equality environmental sustainability. Gender equality and women empowerment are rights that lay at the heart of development and the development of the millennium developments goal (MDGs).

The United Nations Development Programs (UNDP) integrates gender equality and women empowerment in its areas of poverty reduction, democratic governance, environment and sustainable development and also strives to ensure that women have a real voice in all governance institutions- from the participation of judiciary to the civil service as well as in the private sector and civil society. So , they can participate equally with men in decision-making from the national to the local levels.

United Nations Development Program (UNDP) advocates and promotes women political empowerment at the global, regional, national and local levels, it is also working to increase the number of women in the public office and promote the ratification, implementation, and reporting on women international and regional participation.

Gender equality and empowerment of women can be achieved through administering and training on the formal enrolment of decision making; and gender equality underscores the need to place women empowerment at the centre of development plans and emphasis that is shared by investing in development. There can be no development, and no lasting peace on the planet, if women continue to be relegated to subservient and often dangerous and back-breaking roles in the society (UNDP 2008 – 2011).

Women carry the burden of poverty and they support and care for their families in general. At the millennium summit in 2000, all the 189 member states of the United Nations including Ethiopia made a commitment in the millennium declarations to achieve eight goals. The third millennium development goal was to promote gender equality and women empowerment. In setting this goal, the African Union and the United Nations member state recognized the contributions women's make to socio-economic development and the costs to societies of the disadvantages that women face in nearly every country in order to accelerate the progress towards achievement of gender equality and women's empowerment. In the millennium development goals, the African union (AU) and the United Nations Development Programme (UNDP) launched the millennium project development goals; including identification of priorities, strategies, and organizational means (UNDP 2008 – 2011).

Women constitute a large proportion of the poor in Africa as elsewhere in the world. Addressing the survival needs of women is therefore central to the formulation of policies aimed at eradicating poverty. Addressing poverty requires approaches that do not view women as mere objects of the policy who are instrumental to development but as agents of production, growth and change whose potential has been constrained in many countries by social, cultural norms and traditions (UNDP, 2008 – 2011).

As elsewhere in Africa Ethiopian female in most families has lower status and commands, little respect relative to her brother and male counter parts. As soon as she is able, she starts caring for younger siblings, helps in food preparation, and spends long hours fetching water and hauling fire wood. As she grows older she is valued for the role she will play in establishing kinship bonds through marriage to another family, there by strengthen the community status of her family. She is taught to be subservient, as a disobedient daughter is an embarrassment for her family.

According to the National Gender Mainstreaming guideline September 2010, Ethiopia is signatory to international conventions promoting gender equality, such as the millennium declaration and the convention on the elimination of all forms of discrimination against women (CEDAW). More recently, encouraging progress has been made in reversing discriminatory laws and policies in favour of women, as well as introducing new legal provisions that promote women's concerns.

Some of these accomplishments in Ethiopia include revision of the family law, the penal code and the development of women's development and change package and as well as upgrading the women's affairs office to ministerial level, reflecting the importance given to women and girls status. As well, integration of the national action plan on gender equality (NAP – GE) in to the Ethiopian's national development frame work, plan for accelerated and sustained developmet to end poverty (PASDEP) were effectively made gender a priority, PASDEP states' "unleashing the potential of Ethiopian women" is one of the key areas identified in the fight against poverty. According to the frame work, plan for accelerated and sustained development to end poverty (PASDEP), promoting gender equality is an essential part of the development strategy that aims to enable all people-men, women, boys and girls – to escape poverty and improve their standard of living ( National Gender Mainstreaming Guideline Sept , 2010).

According to Federal Democratic Republic of Ethiopia Ministry of Women's Affairs National Gender mainstreaming guideline 2010, Ethiopia has demonstrated an unequivocal commitment addressing gender inequalities that deter long lasting changes and equitable development by creating legal, administrative and policy environment in the country.

## **1.2. Statement of the problem**

According to Ethiopian government "Empowering women is empowering a nation". The existing political party officials, ministers and political executives frequently used to say that the government is committed to the empowerment of women, their well-being and advancement in every sphere and to the development of the nation.

The government of Ethiopia responded decisively by developing and implementing national policies focused on the empowerment of women, ratifying the convention on women's rights, establishing a ministry of women's affairs, increasing opportunities for women to assume

leadership roles in government and revising legislations and laws that protect women (National Gender Mainstreaming guideline Sept, 2010).

Thus, If the government decisively responds to the empowerment of women and believes empowerment is an absolute necessity for countries that are prepared to face challenges of globalization and eradicate poverty, as reflected in the global integration of trade, finance, investment and use of new technology, why the expected results are not achieved?

It is the day to day fact that women are still suffering from the highest discriminations in areas ranging from ownership of assets to access to decision making and power. As the matter of fact this discrimination coupled with the traditional practices that sustained violence against women is a significant obstacle in the quest for women's empowerment.

Equal access of men and women to power, having women skilled with decision-making and leadership capacity at all levels are the necessary pre-conditions for good governance. Equal participation in political affairs increase governments' representation and makes it more accountable and transparent, ensuring the interests of women to be taken into account. Even though there are lots of improvements on the number of women participation in the parliament, public and private affairs, yet, women are not enjoying their rights as equal to men. They are weighing behind the given opportunities. The national policy on women (1993) recommends the elimination of prejudice, customs and other practices that are based on the idea of male supremacy. The policy promotes women holding public office and participating in decision-making at all levels. The absence of women from political life and leadership positions undermines their ability to influence matters that affect the well-being of the rest of the women and themselves (women and men of Ethiopia National Statistics Sept, 2010).

Ethiopian women make up nearly half of the country's population, but they are under-represented in positions of leadership and decision-making both in private and public sectors. In terms of access to resources, leadership, participation and information through the media, the majority of Ethiopia women have little or no access to this facilities and resources (Women's and Men of Ethiopia in National Statistics Sept, 2010).

### **1.3. Objectives of the study**

The general objective of this study is to assess the existing women's policies, empowerment packages and their applicability. It will also asses women's asses women's access to power and decision making position and to information and communication technologies.

To achieve the above broad objective the study has the following specific objectives:-

- To assess women's understanding on empowerment, gender policies and mainstreaming strategies.
- To investigate the existing gender policies and mainstreaming strategies on the success of women empowerment
- To analyze existing limitation on women's empowerment policies and strategies.
- To assess women's participatory role on their issues and their leadership role in their organization.

#### **1.4. Methods and Methodology**

##### **1.4.1. Methods of data collection**

The researcher will use both primary and secondary sources of data. Among the primary sources are interview and questionnaires will be used.

Women's affair department head of each ministry will be interview and questionnaire will be develop and distribute to (20%) 325 professional permanent women employees in five randomly selected ministries.

To supplement the primary data, secondary sources will adequately utilize such as the literature that was already available. Relevant sources from, Social empowerment index, articles, academic literature, reports, policy documents, journals, conventions and laws, interviews were reviewed by critically assessing the diverse issues that are in line with Women's Empowerment and Participation.

##### **1.4.2. Research Methods**

Qualitative research has ways to collect data that are consistent to its characteristics objectives. The researcher will use document analysis; questionnaires will be distributed to the staff randomly in their respective ministry office and interviews will be conducted with women affairs department head of each selected ministry.

##### **1.4.3. Documents Analysis**

This method refers to the critical examination of a variety of document (Bryman, 2002: 38). It is especially useful to establish comparisons and to study in depth variety of material such as: registers, interviews, declarations, policies, strategies" etc (Silvente 2006: 67).

The document analysis in this research began looking to official documents, publication on women, reports, statistical reports, researches, International reports, index, reports of the topics and online material (Internets).

#### **1.4.5. Research Methodology**

For gathering information this research will use both primary and secondary data. Informal Questioner and published, unpublished materials, such as books, documents, journals, articles, different past researches, International reports, index, reports, of the topics and online material (Internets).

#### **1.4.6. Research Strategy**

The researcher will use qualitative methods. The researcher uses different primary data's, like report, statistical data, index, journals, publications on data analysis process etc. The researcher will interview the higher officials working on women policy and empowerment plan and the researcher will also use descriptive approach to set forward the researcher findings in deduction method.

#### **1.4.7. Methods of Data analysis**

After data collected from primary and secondary sources, the researcher used descriptive method to summarize the findings and systematically compile, analyze, tabulate and interpret in terms of percentage, to make it manageable for analysis and help to draw conclusions and recommendations.

#### **1.5. Significance of the study**

The study findings will serve as a reference for those who are interested to conduct further research in the area and some of the recommendations to be made in the study will be used for the concerned body.

#### **1.6. Limitation of the study**

- Non-availability of sex aggregated data
- Financial constraint to collect qualitative information from a number of respondents;

### **1.7. Scope of the study**

The study was conducted in five randomly selected ministries i.e. Ministry of Women, Youth and Children Affairs (MoWYCA), Ministry of Civil Service (MoCS), Ministry of Finance and Economic Development (MoFED), Ministry of Health (MoH) and Ministry of Education (MoE).

In this study the researcher will try to analyze key women's empowerment issues and challenges in selected ministry offices, to support this the researcher will review, assess, analyze and examine the existing women employee's rights and empowerment's strategy in policy frame works, gender mainstreaming guidelines. In addition to this the researcher will assess good practices and positive progress and development in women's empowerment and practice, empowerment packages and their applicability in the above selected ministry offices. It will also assess women's access to power and decision making position and to information and communication technologies.

### **1.7. Organization of the study**

The study has five chapters; the first chapter deals with the introduction, background information, statement of the problem, objective of the study, significance of the study, scope of the study and limitation and organization of the study.

The second chapter deals with review of literature related to women's empowerment. The third chapter deals with methodology and methods, the fourth chapter present the classification, analysis and interpretation of the data, while the fifth chapter provides summary, conclusions and recommendations.

# **CHAPTER TWO**

## **Review of Literature**

### **2.1. Conceptual Frame Work**

#### **2.1.1. Empowerment**

Kabeer (2000) defines empowerment as the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them. For her, empowerment is inescapably and bound with the condition of disempowerment and refers to the process by which those who have been denied the ability to make choices acquire such ability. In other words, empowerment entails a process of change and women themselves must become agents of that change if empowerment has to take place.

According to Stromquist (2002) empowerment consists of four dimensions each equally important but none sufficient by itself to enable women to act on their own behalf. These are the critical understanding of one's reality, feeling of self – esteem, awareness of power inequalities and the ability to organize, mobilize and the capacity to generate independent income.

The World Bank's empowerment and poverty reduction source book defines empowerment in its broadest sense as the expansion of freedom of choice and action although this applies to women as well as to other disadvantaged or socially marginally groups it is necessary to understand that women's empowerment includes some additional elements. Thus, women are not just one group among various disempowered sub sets of society/ the poor, ethnic minorities, and so on/ they are a cross-cutting category of individuals that overlaps with all these other groups.

Secondly, household and interfamilial relationships form the main stay of women's disempowerment in a way that is not true for other disadvantaged groups. This means that efforts at empowering women must take note of the household level implications for broader policy action.

Thirdly, it can be argued that while empowerment in general requires institutional transformation, women's employment requires systematic transformation not just of any institutions but specifically of those supporting patriarchal structures (Malhotra, Schuler, 2005).



Mason (2005) refers to the relational nature of empowerment, according to her; empowerment is about the extent to which some categories of people are able to control their own destinies even when the people with whom they interact oppose their interests. Thus according to her, people are not empowered or disempowered in a vacuum. Rather, they are empowered or disempowered relative to other people of groups whose lives intersect with theirs and whose interests differ from theirs, at least in part. Therefore, propose a new approach to women's empowerment that focuses on four issues.

First, since even the most marginalized, impoverished communities are affected by global and national forces; empowerment must be analyzed in global and national as well as local terms.

Second, understanding and facilitating women's empowerment requires a more nuanced analysis of power. Drawing and Foucault's writings, they argue that empowerment involves the exercise rather than possession of power. According to them, empowerment must be understood as including both individual consciousness / power within/ as well as the ability to work collectively which can lead to politicized power within others, which provides the power to bring about change.

Third, since empowerment take place within institutional contexts, it is important to pay attention to the broad political and economic structures and cultural assumptions. Finally empowerment is both a process and an outcome. While, as a process, it is difficult to measure empowerment since it is fluid and often unpredictable. It can also be seen as an outcome that can too measured against expected goals.

As a result, several efforts have been made to develop comprehensive frame works to delineate the various dimensions along which women can be empowered. Also, the studies have shown that empowerment cannot be understood without understanding the socio cultural as well the political and economic context in which development takes place. Then there are studies that show that women's empowerment reflects community norms, rather than women's individual traits.

Batiwala (2007) therefore, bemoans the fact the empowerment has now not only become a buzz word but a magic bullet for poverty alleviation and economic development, rather than a multifaceted process of social transformation, especially in the area of gender equality.

## **2.2. Historical Frame Work**

The concept of women's empowerment emerged from debates generated by the women's movement during the 1980s when feminists, particularly from third world countries, evinced action with the prevailing development discourse that was large in a political and economist in its orientations.

The mid 1980's therefore saw the emergence and spread of "women's empowerment" as a more political and transformation concept that challenged not only patriarchy but also mediating structures of class, race and ethnicity emphasizing the importance of consciousness raising, leading to organizing and building a movement for women's equality. According to this thinking, empowerment was a socio political process that required shifts in political, social and economic power between and across both individual and social groups (Batliulala, 2007).

By the beginning of 1980s the term "empowerment" had entered the development discourse and was widely used with reference to women and gender equality. Development agencies /Multilateral and Bilateral/ started using the term to replace the earlier terminology of 'people's participation' and 'women's development'. The world conference at Beijing (1995) played a critical role in introducing the term to national governments for whom it soon become all attractive catch phrase.

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### **Educational Background**

- PhD in Development Studies, August 2014, UNISA , Pretoria, South Africa
- MA Degree in Regional & Local Development Studies (RLDS) August 2001, Addis Ababa University
- MA Degree in Educational Administration (EDAD), July 1995, Addis Ababa University
- BA Degree in Management & Public Administration (MTPA) July 1986 , Addis Ababa University

### **Experiences**

- **PhD, Assistant Professor, Aug 2014 to date**, Addis Ababa University, Department of Public Administration and Development Management (PADM)

### **Department Head (and Lecturer)**

- January 2008 – February 2009, Addis Ababa University, Department of Public Administration and Development Management

### **Summary of major duties:**

- Direct the teaching and research activities of the department;
- Promote the enhancement of the quality and relevance of teaching and research in the department;

- Initiate proposals for deliberations by the department academic council;
- Seek to provide opportunities for educational and professional development of the
- staff and students of the department;
  - Follow-up the processing of appointments, promotions, salary increments, and the benefits due to the staff of the department in accordance with the rules and regulations of the University;
  - Plan and prepare programs and budgets for the activities of the department and closely supervise the implementation of approved plans, programs and budgets,
  - Create conducive atmosphere for the expansion of academic and research efforts in the department
  - Prepare up-to-date reports on the teaching, research and consultancy services provided by the department
  - Assign student's advisors, senior essays supervisors and examiners
  - Supervise the proper use of physical and human resources within the department;
  - Ensure that academic staff of the department submit periodic report on their teaching and research activities;
  - Keep records of the activities of all the staff of the department to serve as inputs for evaluations
  - Conduct performance evaluation of each staff at the end of each academic year

**Lecturer:**

- April 2006 – to date, **Addis Ababa University**, Department of Public Administration and Development Management (PADM)

**Instructional Experiences:**

(In the following fields of studies)

- Public Policy Making and Analysis
- Research Methods
- Organizational Behaviour
- Urban Governance and Administration
- Applied Administrative Management
- Municipal Management

- Principles of Government
- Disaster Management ( IGNOU)
- Public Policy (IGNOU)
- Decentralization and Local Government (IGNOU)

**Education Policy/Programme Officer:**

- May 18, 2005 – April 2006, **Action Aid Ethiopia**, Policy Research and Advocacy Department (PRAD)

**Summary of major duties**

- Lead AAE’s education policy research, analysis and advocacy initiatives;
- Design and implement key education programs aimed at ensuring education rights;
- Ensure effective monitoring and evaluation of nationality funded education programs;
- Appraise Country level education policy related programs and projects ;
- Identify and initiate partnerships, networks and alliances that promote education at country level;
- Ensure linkages between AAE’s field and regional level experiences in education with national and international education policy research and advocacy initiatives;
- Organize and lead national level campaigns on education and participate in the global level education rights campaigns;
- Initiate and conduct different capacity building programs;
- Prepare and compile national level three-year & annual education program/policy plan and budget
- Ensure effective mainstreaming of gender, girls rights and HIV/AIDS issues in AAE’s education policy advocacy initiatives;

**Instructional and Tutorial Experiences**

(In the following fields of studies)

- Management
- Organization and Management
- Public Administration
- Human Resource Management (HRM)
- Marketing
- Municipal Management

- Personnel Management
- Business
- Ethiopian Economy
- Administrative Communication
- Applied Administrative Management
- Customer Service Delivery

**Plan & Programs Officer (and Lecturer):**

Aug 1997 – 1999, ECSC

**Summary of major duties:**

- Coordinate and prepare plans and annual budgets;
- Monitor and evaluate implementation of plans and budgets;
- Gather and hold data relevant to the overall activities of the organization and create management information system;
- Develop human resource development plans;
- Assist in curriculum development, research and training needs assessment;
- Plan ways and means of securing funds, materials, and manpower assistance;
- Develop projects for funding agencies;
- Coordinate and prepare institutional performance reports;
- Assist the chief executive officer ( the president) in matters related to programs as well as various administrative activities of the College;
- Assist the president in various administrative activities

**Academic Programs Officer (and Lecturer):**

- Aug 1996 – Aug 1997, Ethiopian Civil Service College

**Summary of major duties**

- Coordinate overall academic programs of the college;
- Facilitate and coordinate semester academic programs and examination sessions;
- Monitor and evaluate semester staff-loads;
- Assist in curriculum development and evaluation;
- Organize workshops and seminars relevant to academic programs;
- Arrange programs for practical courses
- Assist the Academic Vice President in various academic administration activities



**Lecturer**

- Oct 1995 – Aug 1996, Arba Minch Water Technology Institute Instructional Experiences in the following disciplines
- Management
- Small-Scale Project Management

**Public Relations Officer**

- Nov 1990 – Sep 1991, Arba Minch Water Technology Institute

**Summary of major duties**

- Assist the chief executive office (the Dean) in matters related to public relations;
- Prepare and disseminate information related to the institute;
- Assist in producing newsletters and bulletins;
- Inform, and arrange media coverage for significant events in the institute;
- Assist in the translation of rules and regulations for the consumption of expatriate staff.

**Personnel Officer:**

- Oct 1986 – Nov 1990, Arba Minch Water Technology Institute

**Summary of major duties:**

- Assist in academic staff recruitment, selection, placement and compensation process;
  - Process local and expatriate staff employment contracts;
  - Facilitate entrance and resident permits for international personnel;
  - Coordinate and report on staff performance evaluation processes;
  - Facilitate staff promotion and training programs;
  - Assist in the documentation of personnel records;
  - Assist the Human Resource Manager in matters related to personnel activities
-