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ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT

MANAGEMENT

***ASSESSMENT OF PERFORMANCE ON WOMEN EMPOWERMENT
TOWARDS GENDER EQUALITY; A CASE STUDY OF WOLAITA ZONE***

By

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December 2019
Addis Ababa, Ethiopia

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A Thesis Submitted to the School of Graduate Studies in Partial Fulfillment of the Requirements for the Master's Degree of Public Management and Policy Specialization in Development Management

December 2019
Addis Ababa, Ethiopia

Declaration

I hereby declare that the thesis entitled as “Assessment of performance on Women Empowerment towards Gender Equality in Wolayita Zone” has been carried out by me under the guidance of Dr. Fenta Mendefro as part of Master’s Degree in Public Management and Policy.

I further declare that this thesis is my original work and has not been submitted to any other University or Institution for the award of any degree or diploma and all sources of material used for this thesis have been dully acknowledged.

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This is to certify that the thesis prepared by Yetimwork Tesfaye, entitled ‘Assessment of Performance on Women Empowerment towards Gender Equality in Wolayita Zone’ is submitted in Partial Fulfillment for the Degree of Arts (Public Management and Policy) complies with the regulations of the University and meets the expected standards with respect to originality and quality.

Signature by the Examining Committee:

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Abbreviations and Acronyms

CSA	Central Statistics Agency
GDI	Gender-related Development Index
GEM	Gender Empowerment Measure
HDI	Human Development Index
IACWGE	Inter-Agency Committee for Women and Gender Equality
MDGs	Millennium Development Goals
NCTPE	National Committee for Traditional Practices Eradication
SDGs	Sustainable Development Goals
SNNPR	Southern Nations, Nationalities and Peoples Regional State
UN	United Nations
UNDP	United Nations Development Program
UNEG	United Nations Evaluation Group

Abstract

The research was aimed to assess and analyze the programmes and practices of Wolayita Zone in order to examine the extent to which gender issues are integrated as part and parcel of the overall system. It was also important to evaluate the gender-related perceptions and attitudes of the members of the community to determine the orientation of key players in the Zone with regards to gender perspectives and the implementation of policies and programs. The research is also aimed to identify areas of achievements in the Zone towards women empowerment and gender equality. At the same time, this research also aspired to identify gaps in women empowerment. To this end, descriptive research design was used. Qualitative research approaches were utilized. Regarding the sampling technique, purposive sampling technique was employed. Questionnaire, interview, Focus Group Discussion and None participant Observation were used to collect primary data. The findings show that, in spite of some commendable but limited efforts, the Zone lacks level of commitment, understanding, capacity, operational and institutional framework which is necessary for proper gender equality and women empowerment. In addition, there is the huge gender disparity across most of the human resource dimensions, particularly among the staff. Based on these findings, the researcher has concluded that Wolayita Zone has not yet sufficiently mainstreamed gender to contribute towards gender equality and the empowerment of women. To create gender-equitable environment, the Zonal administration should lead by example by showing commitment to gender mainstreaming through women empowerment. Supplementary, it is relevant to treat gender equality as a cross-cutting as well as a specific goal, and build on the modest foundation and strengthen Children and Women's Affairs Bureau of the Zonal administration in terms of resource and conduct continuous awareness creation sessions. Moreover, the Children and Women's Affairs Bureau of the Zonal administration should utilize an effective advocacy approach and expand strategic partnerships with the stakeholders.

Keywords: Gender, gender equality, women empowerment, gender mainstreaming

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

With due recognition of the alarming magnitude of poverty and pervasive deprivation, nations of the world have been engaged in numerous consultations over several decades (Bezawit and Singh, 2019). These successive discussions led to the Millennium Summit which is geared towards democracy, peace, gender equality through women's empowerment, human rights and poverty reduction, among other primary developmental challenges.

Gender can be defined as a set of characteristics, roles, and behavior patterns that distinguish women from men socially and culturally and relations of power between them (Women Information Centre, 2005). These characteristics, roles, behavior patterns and power relations are dynamic and they vary over time and between different cultural groups because of the constant shifting and variation of cultural and subjective meanings of gender (Hirut, 2004). The difference in power relations between men and women results in different gender roles, social roles and socially appropriate characteristics and behaviors (Kabeer, 2012). All are culture-specific.

For (Kabeer2003), gender equality means both equality of treatment under the law and equality of opportunity. However, the cautions those definitions usually do not take structural inequality into account, but rather include substantive equality and equality of agency. Kabeer describes substantive equality as suggesting that "the different circumstances and characteristics of men and women have to be considered to avoid unfair gender-related outcomes" (Kabeer, 2003:19); while equality of agency means "ensuring that both women and men can make strategic life choices for themselves and help determine the conditions under which these choices are made". Gender equality requires adapting equally to the needs and interests of girls and boys and creating an environment that is friendly to both sexes and ensuring that women are equally represented at all positions.

The issue of gender inequality can be considered as a universal feature of developing countries. Unlike women in developed countries who are, in relative terms, economically empowered and have a powerful voice that demands an audience and positive action, women in developing countries are generally silent and their voice has been stifled by economic and cultural factors (Gobena, 2014). These economic and cultural factors, coupled with institutional factors dictate the gender-based division of labor, rights, responsibilities, opportunities, and access to land control over resources. Education, literacy, access to media, employment, decision making, among other things, are some of the areas of gender disparity (Bezawit and Singh, 2019).

Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Almaz, 1991; Hirut, 2004; Mukuria et al., 2005; Gobena, 2014; Bezawit and Singh, 2019). Such gender gap between men and women in socio-economic indicators has negative impact on the overall development of the country in general. Ethiopia is a patriarchal society that keeps women in a subordinate position (Haregewoin and Emebet, 2003). There is a belief 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; Gobena, 2014).

The process of correcting gender disparity in a society leads us to improving the condition and status of women in all spheres (household as well as community level) which is also termed as women's empowerment. Kabeer defines empowerment as a process "by which those who have been denied the ability to make choices acquire such ability" (Kabeer, 2005:20). In the gender equation, empowerment is required for women since they are the ones who have generally been deprived of opportunities to make choices in their lives. However, in order to empower, there must be alternatives which must be seen to exist.

Increase in education has often been cited as one of the major avenues through which women are empowered. Improving women's access to education and leadership, with the goal of attaining gender equality, is a critical component of promoting development and meeting the sustainable Development Goals (SDGs) in Ethiopia. Ensuring gender equality through empowering women is fundamental to economic development and poverty reduction of the country. This is mainly the case because it increases the upward socio-economic mobility of women; creates an opportunity for them to work outside the home; and enhances husband-wife communication.

Different studies show that countries with smaller gaps between women and men in areas such as education, employment and property rights not only have lower child malnutrition and mortality but also have more transparent business and government and faster economic growth, which in turn helps to narrow the gender gap. Therefore, in order for new knowledge societies not to recreate and reinforce systematic social inequalities, some consideration through policy intervention is vital. In line of this reality, the study is aimed at analyzing the programmes and practices of mainstreaming gender equality and women empowerment taking Wolayita Zone as a case study.

1.2. Statement of the Problem

It is now more than half a century that the negative impact of women's exclusions from or under-representation in different spheres of life has begun to be well recognized and documented at global level. Ever since, promoting gender equality through women's empowerment has become a major policy strategy to achieve human development, poverty eradication and economic growth. This has come through efforts exerted not only by women but also by men as well that have concerns about the historical status of women in society (Subha, 2000).

A number of studies have shown that sustainable development is impossible without women's empowerment by ensuring gender equality. Consequently, it is asserted that gender equality is both human rights and policy issue and a precondition for, and indicator of, sustainable development (Alvarez and Lopez, 2013). It is also affirmed that gender disparity is prevalent across the cultures of the world and that without serious steps to tackle it, sustainable development cannot be achieved (Stevens, 2010). Furthermore, (UN Women 2014) rightly

outlined that to create a just and sustainable world and to enhance women's roles in sustaining their families and communities, achieving gender equality is paramount. On the other hand, if gender equality is not maintained, it will retard the country's development. In line with this idea, (Stevens 2010:44) interestingly underlines that “an increasing number of studies indicate that gender inequalities are extracting high economic costs and leading to social inequities around the world”

Therefore, one can understand from such explanations that without the equal inclusion of women in all areas of development initiatives, sustainable development cannot be achieved. However, gender inequalities across economic, social and political dimensions remain widespread and persistent (UN Women, 2014). Ethiopia's case is also very much apparent. Being cognizant of the negative effects of the prevailing gender disparity, the (Ministry of Agriculture and Rural Development 2015, p5) affirmed that “any development initiative has to engage and ensure that both men and women contribute and benefit equally from it.”

Despite some economic progress over the last decade, Ethiopia remains one of the poorest countries in the world in terms of several economic parameters. Further to sharing the burden of poverty with their male counterparts, women in Ethiopia are subjected to gender based discrimination, most notably in rural areas (MoFED& UNCT, 2014). The Ethiopian government acknowledges that “promoting gender equality for Ethiopia”, where women constitute approximately half of the populace, “is not only in the best interest of the society at large, but also fundamentally that of ensuring the human and democratic rights of women” (ESDP IV, 2013:18). In other words, the condition of the Ethiopian economy is significantly one of subsistence partly because women are less literate, discriminated in productive activities, engaged in invisible labor services that are not taken into account in the national gross domestic product (GDP) statistics, and are paid less for the same work in the informal market. To address gender issues in Ethiopia therefore not only concerns equity and social justice, but also development and poverty reduction (WAO, 2014).

Though women in the country have constitutional rights of participation in decision making, their involvement is limited at all levels. For instance, the report of the National Electoral Board of Ethiopia indicates that, among 547 seats of the Federal Parliament, only 29% of them were occupied by women. At regional and district levels, women constitute only 13% and 14% of council members and elected officials, respectively (Federal Civil Service Commission, 2014). It is also the case that women have little or no power to make decisions on matters related to their own households. Their decision making power is limited regarding land use in rural areas (Haregewoin and Emebet, 2013) and even on sexual interactions (Adanech and Azeb, 2009). Mostly women in the country have the power to make decisions on issues related to the daily life of their family, but decisions about large household purchases, degree of participation of a woman in social activities, and reproductive health issues are dominated by men.

Female legislators, senior officials and managers at the federal level have been fewer by far than their male counterparts (Solomon and Memar, 2014). Also, evidence across territories in the country shows that the participation of women in political, economic and administrative leadership position is very much limited (UNDP, 2015). This has led women to perceive politics as an area exclusively reserved for men in Ethiopia (Solomon and Memar, 2014). Despite the current female cabinet member's appointment in federal offices and other regional positions, women's participation, based on the above sources, in the politics has been low. Generally, even though the government is striving to empower women and attain gender equality across all areas through various legal frameworks, the political decision-making role of women has not been properly attained on the ground.

The involvement of women's in leadership and decision making position is far much lower in Wolayita zone than other zonal administration in the Region. For instance, according to the (regional government report 2016), women's constitute 27% of leadership and decision making positions in Southern Nations, Nationalities and People's Regional State. Nevertheless, the same report stipulates that women's participation in leadership and decision making position stands at 18% in Wolayita zonal administration which is by far lower than the regional average. In addition to this quantitative imbalance those women in leadership and decision making positions are subjected to numerous challenges which includes verbal abuse and sexual harassment as well as distorted perception on the part of the community and their male counterparts that makes their

life more difficult. Further, although the issue of gender equality and women empowerment gain sufficient emphasis in recent times both nationally and internationally, to the best of researcher knowledge; there is no specific research output which is targeted to look at the programmes and practices of women empowerment to ensure gender equality in Wolayita zone. Therefore, this research is targeted to analyze the existing policies, programs and practices of women empowerment to ensure gender equality at Wolayita zone since it is believed that institutions cannot contribute effectively to the national development effort without mandating the integration of gender into their operations.

1.3. Research Questions

The general research question is ‘Did the Zone mainstreamed gender in its policies, programmes and practices so as to contribute towards gender equality and women empowerment?’

Specific research questions are:

- Was the policy environment in the Zonal institutions conducive to contribute towards women empowerment to ensure gender equality?
- What are the attitudes of the institution community towards women empowerment in the Zone?
- To what extent national programs designed for empowering women was implemented in Wolayita Zone?
- What are the practical gaps in integrating gender issues in the Zone in terms of women empowerment?
- What achievements the Zonal administration has already registered in terms of women empowerment?
- What needs to be done to empower women so as to ensure gender equality in WolayitaZone?

1.4. Objectives of the Study

The main objective of this research is to analyze the programmes and practices of women's empowerment aimed at ensuring gender equality in Wolayita zone.

Under the umbrella of the main objective stated above the study is also aimed to:

- Assess the overall policy environment to women empowerment towards ensuring gender equality in zonal administration.
- Assess the gender-related attitude of the institution community towards women's empowerment.
- Identify practical gaps in integrating gender issues in to different programs of the Zone.
- Explore the achievements that the zonal administration has already registered towards women empowerment.
- Provide entry options for gender equality on the basis of identified good practices as well as areas of improvement.

1.5. Scope of the Study

Women's empowerment is affected by both internal and external environments. The internal environment includes different rules, norms, and values that society imposes in order to govern the gender division of labor and the gender distribution of resources and responsibilities, while the external factors include political, cultural, economic, demographic and global conditions. However, the study was not go deeply into analyzing these external factors, although they directly or indirectly affect the degree to which an institution embraces gender mainstreaming so as to ensure gender equality by empowering women in the Zone.

Instead, for the sake of emphasis and depth, the researches concentrate mainly on review and analysis of factors internal to the Zonal administration, such as:

- Gender sensitivity of the internal regulations and program documents of the institutions,

- Management orientations and commitment towards gender equality and women's empowerment,
- Attitude and perceptions of the institution community with respect to gender equality and women's empowerment.

1.6. Significance of the Study

Women empowerment policies and programs are designed primarily to narrow and ultimately to eliminate the gap between women and men in terms of their access and participation in all aspects of life thereby generating and promoting sustainable development. However, policies and programs may not bring about the required changes for different reasons. Among other things, the reasons that could explain the gaps between policy intentions, practices and outcomes include: the appropriateness of the policies and programs; the level and intensity of their implementation; the way they are perceived and understood by stakeholders and beneficiaries. It is, therefore, necessary to periodically review practices aimed at identifying implementation irregularities and the challenges encountered.

Based on the above assumption, the study has both scientific and policy related significance. Scientifically, empirically supported knowledge on programs and practices of women empowerment has an important scientific contribution in the field. From policy dimension, the output of the research was used as an input for policy preparation to policy makers, Zonal administration, other stakeholders in creating a better appreciation of the obvious, as well as the elusive, gender related issues prevailing at institutional level. Further, the finding of the research is also believed to give insights on the current status of women empowerment aimed at ensuring gender equality in Wolayita Zone. It also provides valuable information on the programs and practices of women empowerment in the Zone. Auxiliary, the thesis may also encourage other researchers and practitioners to conduct in-depth study on the issue that might be expanded to the national context through examining the experience of other institutions.

1.7. Limitation of the Study

According to Hunter (2004), the process of triangulation, which is a technique of using a combination of data sources in order to improve the validity of the findings, enables the researcher to arrive at a much more convincing and accurate conclusion. Mouton and Marais (1988) also advise the inclusion of multiple sources of data collection in a research project to increase the reliability of the findings. More importantly, the best remedy to minimize the impact of research errors as halo error (researcher's bias), causal error, general analytical and interpretative error is to be aware of them. Accordingly, the researcher attempted to read a good deal of literature so as to diminish the impact of such errors as much as possible.

One of the main limitations the researcher faced was the misconception and lack of awareness with regards to gender related issues among the interviewees and survey participants. Accordingly, the researcher had to elaborate the basic concepts to the interviewees and survey participants in order to extract the appropriate information in the process. Moreover, obtaining data and documents and securing audience with identified interviewees was not easy. The initial responses that the researcher had received include, 'too busy for an interview or questionnaire'; 'go to the Gender Office'; and the like. Absence of readily available and organized data to some extent has also made the data collection process very daunting and time consuming.

1.8. Organization of the Thesis

The thesis has five chapters. The first chapter is the introduction part which introduces the background, problem statement, objective, research question, significance, scope, Limitation and organization of the thesis. Chapter two would be dedicated to review of related literatures which cover issues related to gender equality and women's empowerment. Chapter three is dedicated to research methodology which presents the approach (design), data type and sources, methods and instruments of data collection and analysis. Chapter four was thematically presents the data results of the study. It also includes discussion of the key findings of the research. The Fifth Chapter addresses the summary of major finding, conclusion and recommendations.

CHAPTER TWO

REVIEW OF THEORETICAL AND EMPIRICAL LITERATURES

2.1. THEORETICAL LITERATURES

2.1.1 Understanding Gender Equality and Women Empowerment

The issue of gender equality and women empowerment has become a global phenomenon in the last century. According to (IUCN and GGCA 2015) defined gender empowerment and gender equality as Gender equality is the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviors, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female while gender equality Gender equity means fairness of treatment for women and men, according to their respective and differentiated needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. Hence, both gender equity and gender equality must be pursued in a complementary manner where gender equality is the ultimate goal. In other words, in order to achieve gender equality, it is often necessary to pursue gender equity measures. This is, we need to address the different needs and requirements of different people. For that we need to treat people differently and not the same (equal), but equitable; addressing their specific needs. The achievement of gender equality is not a one-off goal. Because progress can all too easily be eroded, gender equity needs to be constantly promoted and actively sustained (Kabeer, 1999).

Based on the definition of (Kabeer1999), empowerment is “the process by which those who have been denied the ability to make strategic life choices acquire such ability”. Theoretical underpinning of empowerment as the ability to make first order decisions that result in desired outcomes incorporates three interrelated dimensions: resources, agency and achievements.

(Rowland 1998) distinguishes between power at a personal and community level, as well as with close relations using three different categories: power within, power with and power to (Lukes'1974) three-dimensional view of power gives insights into the extent that studies, frameworks and indices engage with structural forms of power. His perspective highlights that measuring engagement in decision-making is a behavioral analysis and does not examine covert conflicts (for example whether grievances are aired or power is exercised to such an extent that perceptions are manipulated). Building on the concept of "critical consciousness" of (Freire1996), the awareness of alternatives to gendered cultural norms, communication processes and knowledge transfer can strengthen the concept of power towards empowerment. This highlights the relevance of understanding socio-culturally embedded roots of gendered relations.

(Policy Department of UN 2016) Women's empowerment means women gaining more power and control over their own lives. This entails the idea of women's continued disadvantage compared to men which is apparent in different economic, socio-cultural and political spheres. Therefore, women's empowerment can also be seen as an important process in reaching gender equality, which is understood to mean that the "rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female".

According to the UN Population Fund, an empowered woman has a sense of self-worth. She can determine her own choices, and has access to opportunities and resources providing her with an array of options she can pursue. She has control over her own life, both within and outside the home and she has the ability to influence the direction of social change to create a more just social and economic order, both nationally and internationally. Gender role expectations are institutionalized through legislative, educational, political and economic systems. Women need to be "empowered" in order to narrow the "gender gap" and to create an equal playing field between women and men before gender equality can be reached and maintained (Ibid, 2016).

Therefore, empowerment approach takes into account the differentiated needs of women and men by increasing the economic, social, cultural, political, and physical strength of any individual or disadvantages groups (indigenous, poor farmers, displaced, HIV, etc.). Therefore, when we assess the level of empowerment of an individual or a group, we look at the following interrelated gender dimensions (Ibid, 2016).

2.1.2 Global trends in Empowering Woman

In December 2014, the UN Secretary-General issued a report entitled "Review and appraisal of the implementation of the Beijing Declaration and Platform for Action and the outcomes of the 23rd special session of the General Assembly"¹⁶ which bundles national and regional reviews and discusses progress, challenges and opportunities at the global level. The main findings of the report are the following: Over the past two decades, governments have increasingly removed discriminating laws and have adopted laws promoting gender equality and addressing violence against women. Significant gains are also noted in the enrolment of girls in primary and secondary education. In several regions, women's participation in the labor market has increased, while some regions have made progress in increasing access to birth control. Harmful practices such as female genital mutilation and child, early and forced marriages have started to decline in some contexts. Furthermore, some countries have made major gains in women's representation in national parliaments (UN, 2015).

Nevertheless, global progress has been slow, uneven and limited. Despite expanded normative commitments, equality is often undermined by a lack of implementation, institutional barriers and discriminatory social norms. In addition, increased access to education, for instance, has not been matched by policies to increase women's access to decent work, good employment conditions, promotion and equal pay. Progress is also hampered by the low levels of participation and leadership of women in decision-making, at all levels – household, local, regional and national governments, the management of environmental resources, national planning and development structures, national parliaments and global governance. There continues to be a chronic underinvestment in gender equality globally, a tendency which has been aggravated by the austerity measures adopted in many countries in the post-crisis context. In addition, aid focused on gender equality is typically concentrated in social sectors such as education and health, while only low levels of aid have been targeted to economic and governance sectors. Women's organizations at all levels remain significantly under-resourced (Ibid, 2015).

Gender mainstreaming remains limited, and key institutions and mechanisms for promoting gender equality are often under-resourced and lack political support. In addition, monitoring progress is challenged by a severe lack of comparable data of high quality. Many countries are still not producing regular statistics that are of critical importance for gender equality such as time use, asset ownership, women's participation in decision-making at all levels, or data on gender-based violence and poverty (IUCN and GGCA, 2015).

2.1.3 Sustainable Development and Woman Empowerment

Achieve gender equality and empower all women and girls is the 5th sustainable development goals. The UN General Assembly adopted in New York on 25 September 2015 the resolution on the post-2015 development agenda entitled "Transforming our world: the 2030 Agenda for Sustainable Development". The 2030 Agenda for Sustainable Development ("the 2030 Agenda") entails 17 Sustainable Development Goals (SDGs) and 169 targets which came into force on the 1st of January 2016. The specific targets of each SDG are to be achieved by 2030. The 2030 Agenda goes hand in hand with the so-called Addis Ababa Action Agenda, an agreement reached by the 193 UN Member States attending the UN Third International Conference on Financing for Development in Addis Ababa, Ethiopia on 27 July 2015 (UN, 2017).

The SDGs are built on the Millennium Development Goals (MDGs). However, contrarily to the MDGs that were intended for action in developing countries only, the SDGs apply to all countries. They cover the three above mentioned dimensions of sustainable development: economic growth, social inclusion and environmental protection. UN has also put forward the idea of six essential elements that help frame and reinforce the universal integrated and transformative nature of the Sustainable Development Agenda (IUCN and GGCA, 2015).

Countries are expected to establish their own sustainable development strategies, supported by integrated national financing frameworks policies. There is a strong focus on implementation through mobilizing financial resources, capacity-building and technology. Resources need to be mobilized from domestic and international sources, as well as from the public and private sectors. The UN Member States have recognized the importance to align private investment with sustainable development, along with public policies and regulatory frameworks to set the right

incentives. All stakeholders, including governments, civil society and the private sector, are expected to contribute to the implementation of the SDGs (UN, 2017).

According to UN the 5th sustainable development goal has the following targets; to end all forms of discrimination against all women and girls everywhere; eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation; eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation; recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate; ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life; ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the program of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences; undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws; enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women; adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels (IUCN and GGCA, 2015).

2.1.4 Types of Empowerment

It is evident from the above discussions that different authors and organizations have tried to define the term 'empowerment' from their own perspectives. It ranges from self-strength to efficiency building of women. However, empowerment of women now can be categorized into five main parts - social, educational, economic, political and psychological.

2.1.4.1 Social Empowerment

Social Empowerment refers to the enabling force that strengthens women's social relations and their position in social structures. Social empowerment addresses the social discriminations existing in the society based on disability, race, ethnicity, religion, or gender. Empowerment as a methodology is often associated with feminism. Broadly put, the term empowerment is defined

as “a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for use in their own lives, their communities and in their society, by acting on issues they define as important” (Kurukshetra, 2006). Considers that, “Empowerment of women is a multi-dimensional process, which should enable the individuals or a group of individuals to realize their full identity and powers in all spheres of life.” Empowerment of women means enjoyment of equal rights, equal status and freedom of self-development with men. Valsamma Antony quoted Mikhail Gorbachev, former President of the USSR, in one of her articles. Gorbachev opined that, “The status of women is a barometer of the democratism of any state, an indicator of how human rights are respected in it” (Ibid).

From a sociological point of view, K.D. Gangrade (2001) has extended a definition of empowerment. He considers women’s empowerment as “... equal status to women opportunity and freedom to develop herself.” Women are exploited in almost every society. Srivastava (2001) observes women’s empowerment from the perspective of their vulnerability to various kinds of exploitations. He envisages that it is necessary to “empowering women socially, economically and politically so that they can break away from male domination and claim equality with them.”

2.1.4.2 Educational Empowerment

“Traditional concepts recognize higher education as an instrument of personal development. It helps in growing an individual’s intellectual horizons, wellbeing and potential for empowerment” (Kurukshetra, 2012). It is considered as the single most important instrument of sociopolitical and economic transformation. Without proper education to all children including girls, gender empowerment is not possible. This maxim - if one male child is literate personally he alone becomes educated but if one girl child is educated the whole family becomes benefited - has been realized by the national political leaders, policy makers, administrators and bureaucrats. In this regard (Rao2001) considers that, “the most important thing is that they (the women) need to be given free and compulsory education so as to make them aware of the rights and duties and possible free legal aid so that they can fight their cases without spending money.” Education creates self-confidence, self-esteem, self-sufficiency to a person. It brings light of hope; increases social, political, intellectual, cultural and religious consciousness; broadens the length of mind; removes all kinds of bigotry, narrowness, superstition and enhances fellow-feeling, tolerance.

Devendra (2011) believes that empowered women will be able to participate in decision-making, policy formulation and implementation of different policies and programs. Education plays a great role in this sphere. (Pathak 2003) argues in line with Devendra. He emphasizes that, “women have to be empowered socially, educationally, politically, economically and culturally.” He further states that, “when literacy percentage is increased, the women could be able to understand their actual rights which have been already given to them”.

2.1.4.3. Economic Empowerment

Economic empowerment is the crying need of this hour. “Wage employment means economic power” (Elliott, 2008). Through employment women earn money and it enables women and girls to become ‘bread earners’, contributing members of households with a strong sense of their own economic independence. “Economic empowerment is a powerful tool against poverty” (Biswas, 2010). The Djakarta Declaration (1994) critically examines that, “empowerment of women is not only equal consideration; it was a necessary precondition for sustainable economic and social development.” Without economic self-sufficiency other rights and scopes remain meaningless to the people. Economic empowerment can be described as a means by which the poor, landless, deprived and oppressed people of all societies can be freed from all kinds of deprivation and oppression; can directly enjoy the benefits from markets as well as household; can easily manage a square nutritious food and fulfill basic requirements such as house, cloth, medicine and pure water.

2.1.4.3 Political Empowerment

Participation of women in the political field and in various decision-making bodies is an important tool for empowerment. The participation of women at all levels of governance structures is the highest need of this hour for women’s actual empowerment. Brill (2000) holds that, “Without our own voices being heard inside the government areas and halls of public policy and debate, we are without the right to accountability a basic establishment of those who are governed.” In other words, “Empowerment is not giving people power; people already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently.

We define Empowerment as letting this power out” (Blanchard, Carlos, & Randolph, 1996). It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society.

Women throughout the world have been struggling to break away the shackle of bondage, subjugation, oppression and all kinds of ill treatment both within and outside of their families. Without bringing them in the corridor of power where they can formulate policies and programs and implement them, the survival of women is very difficult. Pam Rajput (2001) also supports the view. According to Rajput, “Empowerment of women in all spheres, in particular the political sphere is crucial for their advancement and the foundation of a gender equal society. It is central to the achievement of the goals of equality, development and peace.” Without political participation it would be very difficult for women to increase effectiveness, capacity, challenging the existing power structure and patriarchal ideology.

Politics decide who will get what and how much. Hence, empowering women politically is the highest need of the hour. Women’s political empowerment implies the decentralization of power and authority in the deprived, oppressed and powerless people who have not been able to participate in the decision making processes and implementation of policies and programs of both government organizations as well as familial and societal matters.

2.1.4.5 Psychological Empowerment

Through psychological empowerment women not only transgress the traditional and patriarchal taboos and social obligations, they also transform their selves and subjectivities. When women join educational institutions, political parties or decision-making bodies; hold white color jobs, take decisions and travel different places; occupy land and wealth they feel psychologically powered and build their self-confidence, recognize their self-worth and take control of their own income and body. This joining in any institution and occupation gives them opportunities to see and to know more of the world than those who have stayed behind at home. “This personal growth and exploration has given them self-respect, pride, maturity, and resiliency as they have exerted their independence away from home” (Rao, 2011).

This also gives them mental strength, and makes them firm, tough and hardworking. They also learn the art of living and how to adjust with the changed circumstances. Further, it gives them satisfaction in various ways relating to work, living, learning, and adjusting in personal and financial situations.

2.1.5. Measuring empowerment

To measure and monitor empowerment processes and outcomes, several frameworks and indices have been developed, which can be used to influence policy. The Gender-related Development Index (GDI) looks at the gender disparity of the Human Development Index (HDI), which compares the average level of income (oriented on the GDP per capita), education (literacy and gross enrolment), and life expectancy, globally. One of the major critiques is that the GDI highly correlates with GDP, which in itself does not include agricultural and informal wages as well as subsistence, reproductive and care activities, in which women are particularly involved (Charmes and Wieringa2003).

The Gender Empowerment Measure (GEM) compares three indicators globally: female seats in parliament, managerial positions in the administrative and professional sectors, and income. As in the GDI, the GEM is based on secondary data, which lead to a number of problems on the reliability and validity of these indicators. Most importantly, it is worthwhile to reflect on the limited conceptualization of women's empowerment in these indices, as they exclude, for example, women's rights and opportunities of choice, as well as cultural and religious factors. Examples of tools that use more detailed indices and are based on primary data analysis include the "Measuring Empowerment Framework" and, the Concept of "Measurement of Women's Empowerment in Rural Bangladesh" by Mahmud et al. (2012) and the "Women's Empowerment in Agriculture Index" (WEAI) by (Alkire et al.(2013). The first is based on Sen's capability approach (1999) where quality of life is based on what people "have reason to value." Its authors define empowerment as "a person's capacity to make effective choices; that is, as the capacity to transform choices into desired actions and outcomes" (Alsop &Heinsohn, 2005). The indicators they use are asset endowments for personal agency, the capacity to make purposive choice (psychological, informational, organizational, material, social, financial, or human), and opportunity structure for institutional context. This last indicator includes the presence and

operation of formal and informal institutions, including laws, regulatory frameworks, and norms governing behavior. Agency and opportunity structure are evaluated in the domains of the state, the market and society. The authors hypothesize that the degree of empowerment measured by the existence, use and achievement of choice influences development outcomes. The strength of this framework is that it considers both individual decision-making capacities and opportunities at local, intermediary and global scales and in different domains. However, the separation of agency and structure contradicts theoretical debates of sociologists, such as (Giddens1984) who developed the structuration theory. This theory argues for the duality of structure in which agents and structure have an equal ontological status and are both medium and outcome of social action. Nevertheless, this framework differentiates multiple dimensions and can be used to give evidence for factors which facilitate or inhibit decision-making in any sector.

2.1.6 Woman in Decision Making

In the area of women's political empowerment, it is increasingly becoming recognized that women should both empower themselves and 'be empowered'. This relates both to individual (such as increasing individual civic competencies) and collective empowerment (such as networking). Empowerment also involves creating conducive environment so that women can use these competencies to address the fundamental problems of society at par with their male counterparts (Rao, 2011).

It follows therefore that building the analytical, political, advocacy, leadership, networking and other competencies of women is just as important as or even more important than increasing women's numbers in high policy and decision making bodies and institutions. It can even be argued that these qualitative factors provide the foundation for sustainable improvements in the position of women. Otherwise, legislative or constitutional mandates (or any other situations where the existing male dominated power structures are required to 'do favors' for women - for instance by appointing them to the cabinet) may merely result in tokenism, manipulation and unsustainable representation (Wade, 2015).

According to (economic commission of Africa 1999) developing country leaders should implement strategic goals such as encourage political parties to integrate women in elected or non-elected positions to reflect same proportions and levels as men; institute measures to protect and promote women's equal rights with men, freedom of association and representation in political parties and trade unions; review electoral systems with the aim of removing any differential impact on women; continuous monitoring and regular evaluations of progress in the efforts to increase the representation of women in decision making positions but also all other levels of employment, quantitative gender disaggregated data to be published regularly to show the levels of men and women employed in the public and private sectors with a view to ensuring women's full representation in employment. Indigenous women's participation to receive special focus; support NGOs and research institutions which work to enhance women's participation, empowerment and decision-making environment; ensure that government funded organizations adopt non-discriminatory employment policies; take measures to ensure shared work and parental responsibilities within families aimed at ensuring reconciliation of family and professional life for women; and ensure gender balance in nominating, appointing or electing candidates to United Nations bodies, agencies and organizations particularly at senior levels.

2.1.7 Commitments and Achievements

The theme of women empowerment and enhancing their presence in power and decision-making positions was at the heart of UN priorities within the UN system itself and beyond. The UN committed to ensure that 50% of its decision-making positions would be taken up by women by the year 2000; to appoint more women as special representatives and envoys; to ensure accountability of individual managers for implementing the strategic plan in their areas of responsibility; to continue work to create a gender-sensitive environment; and to enable the Focal Points for Women effectively to monitor and facilitate progress in the implementation of the strategic plan.

According to (United Nations, Economic and Social Council 1998), the Inter-Agency Committee for Women and Gender Equality (IACWGE) was created specifically to ensure implementation by monitoring activities to ensure that the goals and objectives of women in power and decision-making were fulfilled. Furthermore, the General Assembly mandated the Commission on the Status of Women to integrate into its work programme a follow-up process to the Beijing

Conference, in which the Commission should play a catalytic role, regularly reviewing the critical areas of concern in the Beijing Platform for Action – including women in power and decision making. The UN strategic plan was still under implementation when the mid-term review was being conducted. However, the following excerpt provides a general indication of some activities accomplished in “women in power and decision-making”:

2.1.8 Key Barriers for Women Empowerments

The paucity of women in leadership and decision making positions has been the concern of various stakeholders that are running the gender cause. This is due to major obstacles throughout the world that prevent women from taking a full-fledged part in leadership and decision making positions. As a global phenomenon, the participation of women in various administrative levels and decision-making positions lags behind that of men. Even if women exercise public functions on equal terms with men at local, national and international levels, they participate only marginally at the highest level of decision making. Among the major barriers that hinder women not to climbed to higher ranges of the ladder and to play significant roles in leadership and decision making are cultural factors, lack of access to resources, multiple roles of women, glass ceiling effect, gender-based violence, lack of role models, and poverty (Meron, 2013). According to different literatures on the field, the key barrier for women empowerment is classified in to three namely institutional, social and personal factors.

2.1.8.1 Personal factors

Poor self-image, lack of confidence, low self-esteem, poor motivation or aspiration is often reasons given for women's low representation in positions of leadership (UNEG, 2014). Some would suggest that these psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men. On the other hand, socialization and gender stereotyping is the other personal factor which women are limited by social expectations, parental guidance, and self-aspiration. Men are more often socialized to persevere and seek professional success while women are socialized to nurture and support others as they assume the traditional role of mother

and caretaker of the home (Brown & Irby, 2006). Also, so many literatures indicate that the socialization process of females continues notions of the inferiority of the female gender.

2.1.8.2 Institutional factors

Glass ceilings and walls are systematically constructed as a consequence of cultural beliefs, behaviors, and practices (Kellerman & Rhode, 2007). The glass ceiling metaphor emphasizes the notion that invisible and unseen structural patterns of gender discrimination prevent women from ascending into the most prestigious, well-paying senior leadership positions (Kellerman & Rhode, 2007; Bezawit and Singh, 2019). Another institutional factor is working conditions and sex discrimination (Gobena, 2014). Women's are often the ones most likely not to react when discriminated against for fear of being harmed or further victimized which lead to the issue of women discrimination into context. (Tessens et al., 2011) says that men are still the prime barrier to women in management. Despite some progress, old-fashioned sexist attitudes are still common.

Stereotyping is the other factor affect women empowerment. It is the process by which new leaders become integrated into the formal and informal norms, as well as the unspoken assumptions of the work environment (Gobena, 2014). Because traditional stereotypes cast women as socially incongruent as leaders, they face greater challenges becoming integrated into the organization attributed women's failure to advance to upper-level leadership positions to oversaturation with the cultural message of female inferiority within male systems (Bezawit and Singh, 2019).

The decisions made about hiring, promotions and paying women leaders is strongly influenced by its culture and the gender stereotypes that underlie it (Howard and Wellins, 2009). Because of weak assumptions that consider women have less career ambition and diminished loyalty to their employers because of their more significant caring and household responsibilities (Howard and Wellins, 2009; Piterman, 2008).

2.1.8.3 Social factors

One common reason for women's underrepresentation in leadership positions centers on work and family conflict (Bezawit and Singh, 2019). Kellerman & Rhode (2007) have pointed out how some women are simply rejecting leadership roles for a greater focus on family, a decision that inherently affects their long-term career paths. Also, they explained the timing of a women's choice to have children can often delay the completion of their undergraduate or graduate education, which ultimately leads to higher career advancement. Further, cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Bezawit and Singh, 2019). The double standard in describing female characteristics which consider men might be called absentminded, but women are scatterbrained; men might be described as intellectually curious, but women are nosy; men are planners, but women are schemers (Write, 2001). Another barrier for women empowerment is lack to access resources, lack of career advice, resources, mentoring, and socialization of women in leadership positions (Paludi, 2008).

2.1.9 The Status of Women in Ethiopia

Ethiopian women generally have lower social, economic and political status than men. This is reflected by poor access to education, training and literacy levels; and/or gender stereotyping in education and training opportunities, poor access to health services, poor access to employment opportunities including wage differences, poor political status, including representation in community and formal decision making, etc. for instance; women comprise about 49.9% of the estimated Ethiopian population of 77.1 million (CSA, 2007). Among the total heads of households, 25.5% are females with 23% of them in rural and 39% in urban areas. Like their counterparts in developing countries, women in Ethiopia face a set of multiple, cross cutting and interrelated problems. These problems limit Ethiopian women's access to productive resources, basic health services, and educational and employment opportunities. Hence most of them do not participate in decision making processes (Sosena and Tsehai, 2008).

In general, Women in Ethiopia occupy low status in the society. In spite of their contributions to the wellbeing of their family and community affairs in general, women experience lower socio-economic status as a whole and hence is marginalized from making decisions at all levels.

Women are facing multiple forms of deprivation. Gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education and training, basic health services, and employment are widespread (National Committee for Traditional Practices Eradication (NCTPE), 2003).

Ethiopian women suffer from work stereotype and gender distribution of labor, more are occupy in economically invisible work. Women experience lower socioeconomic status in general and hence is marginalized from making decisions at all levels. Nonetheless, women are poor in terms of access to resources, services and employment. Women are underrepresented in the formal sector of employment. 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 in domestic activities (78%) and followed by unpaid activities (59.3%). In other types of formal employment (e.g. government, NGOs, private organizations), 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 % (ibid). The breakdown of the federal government employees by occupational groups also indicated gender disparity. From federal government employees found in the clerical and fiscal type 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).

Generally, regardless of women's immense contribution, they often lack productive assets particularly land, and are underserved with agricultural extension, credit, labor, oxen and farm implements. Women's representation in the permanent employment of both regional and federal civil services is also lower than men; in comparison to the large number of unemployed women.

The increase in the number of women employees over the years is insignificant. Women's employment in the formal sector both in industries and the Civil Service is lower than men (NCTPE, 2003).

2.2 Empirical Literatures

The following empirical literatures from different parts of the world as well as from Ethiopia presented as follow. (Trommlerová et al. 2015) provide an overview of and add to studies on correlates and variables of empowerment. With household-level information and advanced econometric techniques, the authors identify determinants of empowerment for a capability-based poverty approach. Their study measures the correlation between a numbers of factors with individuals' self-reported ability to induce changes in their lives at both communal and individual levels. Their statistical findings suggest that age, gender, marital status, nationality, economic activity, health, self-reported capabilities and communal empowerment determines empowerment at both levels, suggesting that these findings may help to develop targeted policies towards gender, age and other social divides. However, quantitative approaches like this one miss the relational and processual perspectives that in-depth qualitative studies can provide.

(Rao2014), challenges the assumption that economic empowerment will lead to overall greater agency. The study has shown that workforce participation is hardly the determining factor of women's agency and well-being. She conducted a household survey and in-depth interviews in rural Tamil Nadu, which provided evidence of the nature and social valuation of women's work influences women's agency. Other factors were also identified as important influences, such as age and stage in life cycle (e.g. own and children's marital status), reproductive success (especially by the birth of a boy), and caste and economic status. Women's reproductive work (birth, educational status, and marital status of a son) can have a strong impact on agency. For example, the social position of a young wife changes if she gives birth to a son by "gaining recognition... maintaining an image as a good woman, wife, and mother" (Rao 2014: 11). This can lead to greater agency within the family on issues of education and health care of their children. This is mainly because masculine and feminine identities are constructed through different values, "men face social pressures to earn and provide, women face pressures to reproduce – in particular, to produce sons" (Rao 2014: 12).

(Joshi 2014) argues the inclusion of women in politics leads to better political outcomes. The study based on inequalities in Darjeeling, states that women in positions of power are as affected as men by political coercion structured by gender, class, ethnicity and other social divides, which influence context-specific cultural norms. Women experience a structural and symbolic relation with environmental resources derived from a “universal patriarchy” (Molyneux, 2009), but this relationship is crosscut by ethnicity, class, color, race, and religion and evolves spatially and temporarily, leading to varying experiences. “Individual needs and priorities take precedence in the lives of women in political positions” (Joshi, 2014:252), leading them to be unable or unwilling to address the complexity of injustices in politics and in terms of a crisis. (Joshi 2014) outlines challenges to a politics of solidarity among diverse groups of women with differing needs, challenges, and individual priorities. She argues that simplifying complex realities depoliticizes social hierarchies and inequalities (pp. 253). Her study demonstrates how politics, ethnicity, class, and religion interfere with an expected solidarity amongst women. She argues for viewing gender as relational identity, and not as social difference. This means that a homogeneous perspective on women, when talking about women’s empowerment, may exclude marginalized women and may not lead to the change expected.

Nayak and Mahanta(2009) attempted to analyze the status of women empowerment in India using various indicators like women’s household decision making power, financial autonomy, freedom of movement, political participation, acceptance of unequal gender role, exposure to media, access to education, experience of domestic violence etc. based on data from different sources. The study reveals that women of India are relatively disempowered and they enjoy somewhat lower status than that of men in spite of many efforts undertaken by government. Gender gap exists regarding access to education and employment. Household decision making power and freedom of movement of women vary considerably with their age, education and employment status. It is found that acceptance of unequal gender norms by women are still prevailing in the society. More than half of the women believe wife beating to be justified for one reason or the other. Fewer women have final say on how to spend their earnings.

Control over cash earnings increases with age, education and with place of residence. Women’s exposure to media is also less relative to men. Rural women are more prone to domestic violence

than that of urban women. A large gender gap exists in political participation too. The study concludes by an observation that access to education and employment are only the enabling factors to empowerment, achievement towards the goal, however, depends largely on the attitude of the people towards gender equality.

Kumar et al (2011) attempted to explore the present circumstances of Women Empowerment (WE) of Bangladesh and to identify the dominant factors behind it. Different statistical analyses were made to examine the association between different factors and women empowerment status. To measure the impact of the prevalent factors on women empowerment status, a logistic regression model has been considered. The key findings are: firstly, all the divisions' women are not empowered. Secondly, respondent's age, respondent's education, place of residence, respondent's working status, wealth index, media exposure, region and husband's age are influential factors for woman empowerment. The findings of this paper indicate that a significant improvement of woman empowerment has been observed with the increase of age of respondents and their husbands as well as the educational level.

Amanuel et al (2016) studied the various possible determinants of women socio-economic empowerment in the selected Woredas of the Southern Nations, Nationalities and Peoples Regional State (SNNPR). A case-control household survey is conducted on randomly selected married women in study areas. Thus, considering their agency, women's empowerment at different levels might be realized. On the other hand, collecting clear statistical data and studying the different types of women's home based work and their empowerment and/or disempowerment effect might be areas of research that further have policy implications. Result of this study show that women whose cash earnings exceed their husbands' are more likely to report that they themselves decide how their husbands' earning are used than are those who earn less than their husbands or those who earn the same as their husbands. Women who earn the same as their husbands are the most likely to report that decisions on the use of their husbands' earnings are mainly made jointly with their husbands. Thirty-Four percent of women who earn less their husbands say that their husbands decide on the use of their earnings.

The study also revealed that the likelihood that a currently married woman is the main decision-maker regarding the use of her cash earnings increases with the number of children the woman has. This suggests that women who have more children are more empowered than women with fewer or no children. The table also reveals that older women and women in the highest wealth quintile are more likely than other women to decide by themselves on how their cash earnings are used. Women in urban areas are more likely than women in rural areas to make independent decisions about the use of the money they earn. In contrast, in both rural and urban areas about the same proportions of currently married women make joint decisions with their husbands. Results of the study show that women's level of education, their employment status, their earning compared to husbands, exposure to media, place of residence, age at first marriage, family size and attitude towards wife beating are found to be the major determinants factors affecting women participation on their social and economic matters in a household. Therefore, the Concludes that policy designed at the micro level should be translated to solve the problem on the ground.

Endale (2014) identified status of women in Bedele town administration, as well pointed out factors hindering women from the participating in public and forward some possible recommendations for solving the problems primarily, the study is of descriptive. Data used in this paper is mainly primary but to some extent secondary data as well, quantitative and qualitative types was incorporated. In doing this Conflict of Interest: None declared research paper, of total employees existing in Bedele Town administration.

The result showed that the majority of women were having an educational status of diploma and lower, holding lower non decision making and leadership positions, and observed major barriers hindering women from public leadership and decision-making positions include: Socio-cultural attitudes and lack of acquisition of the necessary experience for taking part in public decision-making, over burden of domestic responsibilities continuation of the negative attitudes regarding women's ability to lead and govern, lack of role models of women leaders for young women and girls, and the like can be stated. Finally, the researcher has forwarded some possible ways in which women could appear in public decision making and leadership.

2.3 Conceptual Framework

“Empowering women is a prerequisite for creating a good nation, when women are empowered, society with stability is assured. Empowerment of women is essential as their thoughts and their value systems lead to the development of a good family, good society and ultimately good nation” (Rameswari, 2008)

2.3.1 The Concept of Women Empowerment

The concept of empowerment originated from debates on education in Latin America in the 1970s, especially in the works of Paulo Freire (1970, 1973, and 1985). He proposed that the poor could be enabled to challenge the power structure and take control over their lives through the method of consciousness-raising.⁶ Social movements then appropriated ‘empowerment’, later it became the buzz word of the development agency. But it was also a central point of the feminist definition of politics. (Bystydziensky, 1992)

Since 1985, popular women’s movements in Latin America and the Caribbean as well as feminist movements have seen the notion of empowerment as being tied, on the one hand, to the seizing of power, by emphasizing mainly the improvement of self-esteem and self-confidence as well as the ability to choose what direction one’s life should take; and on the other to the collective power to change gender relations in the economic, political, legal and socio-cultural spheres. At the level of development bodies, the concept of empowerment was adopted after the Beijing Conference (1995). The Beijing Declaration (section 13), presents women’s empowerment as a key strategy for development: “Women’s empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace”. (Hajira, 2005)

Empowerment literally means making someone powerful, facilitating the weak to attain strength, to increase one’s self-esteem, to help someone to be assertive self-confident, to enable someone to confront injustice and oppression and to support someone to fight for her rights. Empowering women actually means strengthening them to confront family, community, caste, religion and traditional forces, patriarchal forces and biases working within government departments.(Anita, 2005)

This inevitable confrontation ensures their full participation in every aspect of social and national development. This participation is necessary to increase the productivity level of women. Thus women's empowerment would mean enlarging the choices and productivity levels of individual woman and the collective contribution of women groups. Women empowerment is interpreted in development agenda, as participation in decision-making, increased access to productive resources, expanded choices, rights and control over her body and life.

In the seventies, the term 'women empowerment' was explicitly used to frame and facilitate the struggle for social justice and women's equality through a transformation of economic, social and political structures at national and international levels. Empowerment strategies are set to bring changes in cultural, economic and political institutions and processes, in which gender subordination is embedded and perpetuated. The process of empowerment is essentially changing the balance of power which is now operated adversely to women. A brief discussion about the term power is useful in this context.(Hajira, 2005)

The most conspicuous feature of the term empowerment is that it contains within it the word Power. So obviously, empowerment is about power, about changing the balance of power, or about the balanced distribution of power between men and women. In every society, there are powerful and powerless groups. Power is exercised in social, economic and political relations between individuals and groups. Power is defined as control over resources and control of ideology.

The process of challenging existing power relations, and of gaining greater control over the sources of power, may be termed as empowerment. The resources over which control can be exercised fall into five broad categories:

- Physical resources such as land, water, forest, etc.;
- Human resources exemplified as people, their bodies, their labour and skills etc.;
- Intellectual resources i.e. knowledge, information, ideas, etc.,
- Financial resources referred to as money, wealth and access to them, and the
- Self - containing a unique combination of intelligence, creativity, self-esteem and confidence, etc. (Ramesh, 2012)

The decision-making power stems from the access and control one enjoys over different kinds of resources. Control over ideology, on the other hand, means the ability of a person or group to determine his or her own beliefs, values and attitudes that would reflect their virtual control over ways of thinking and perceiving situations. Those who are powerful, control most of the intellectual, financial and/or physical resources around them. They also control the ideology that governs both their public and private lives. This control of ideology and resources bestows them with a position to make decisions as it suits them.

Thus, the term ‘empowerment’ means the process of gaining or accessing control over the self, over the various resources available in one’s environment and over the ideology that determines power relationship. It may be termed as a process of bringing changes in the existing balance of power in a given context.

Empowerment can be considered as the process to acquire “power” individually and collectively. Among individuals or a community, it designates first and foremost the ability to act independently, but also the means needed and the process of being able to act and make one’s own decisions regarding life and society. Empowerment is thus seen as a process, a dynamic two-pronged construction of identity, both individual and collective. This approach to power has been picked up by several feminist bodies and development NGOs, which agree that the empowerment process should be broken down into four levels of power:

- **“Power over”**: this power involves a mutually exclusive relationship of domination or subordination. It assumes that power exists only in limited quantity. This power is exerted over someone or, less negatively, allows “someone to be guided”. It triggers either passive or active resistance;
- **“Power to”**: a power which includes the ability to make decisions, have authority, and find solutions to problems, and which can be creative and enabling. The notion therefore refers to intellectual abilities (knowledge and know-how) as well as economic means, i.e. to the ability to access and control means of production and benefit (the notion of assets);
- **“Power with”**: social or political power which highlights the notion of common purpose or understanding, as well as the ability to get together to negotiate and defend a common goal (individual and collective rights, political ideas such as lobbying, etc.). Collectively, people feel they have power when they can get together and unite in search of a common objective, or when they share the same vision;

- **“power within”**: this notion of power refers to self-awareness, self-esteem, identity and assertiveness (knowing how to be). It refers to how individuals, through self-analysis and internal power, can influence their lives and make changes. (CWD, 2007)

The notion of empowerment thus forms part of the vision to acquire power, to control one’s life and make choices. Most of the definitions on empowerment imply the dimension of “power over”, i.e. access to decision-making, etc. Rowlands favours a combination when she says that ‘empowerment, then, is not restricted to the achievement of the “power over” form of power, but can also involve the development of power to , with and from within’. She proposes that to get into positions of power is one step, but the attainment of the other forms of power is very important, especially in order restructure the power-relations which subordinate women.(Evelin,2005)

The feminist notions of empowerment see women as acting agents and not as beneficiaries, clients, participants, etc. and they deal with the question of power. Feminist theory aims to understand gender inequality and focuses on promotion of women’s rights, interests and issues. While criticizing social relations, Feminist theory analyses gender politics, power relations and sexuality. Feminists have long recognized that it is when women recognize their power and act together with other women to exercise that power that they gain the ability to act as agents.

The term empowerment refers to a range of activities from individual self-assertion to collective resistance, protest and mobilization that challenge basic power relations. For individuals and groups where class, caste, ethnicity and gender determine their access to resources and power, their empowerment begins when they not only recognize the systemic forces that oppress them, but act to change the prevailing power relationships. Empowerment, therefore, is a process aimed at changing the nature and direction of systemic forces, which marginalize women and other disadvantaged sections in a given context.(Sharma, 1991)Feeling unrest and discontentment regarding the present state of affairs is the starting point of the struggle for empowerment.

Empowerment in its simplest form means the manifestation of redistribution of power that challenges patriarchal ideology and male dominance. It is both a process and the result of the process. It is a transformation of the structures or institutions that reinforces perpetuates gender discrimination. It is a process that enables women to gain access to, and control of, material as well as informational resources. (Chandra, 1997)

The mid- 1980s saw the term empowerment becoming popular in the field of development especially in reference to women. We hear this term much more often than terms like ‘women’s welfare’, ‘upliftment’, ‘development’, or ‘awareness raising’. Women empowerment has become a suitable substitute for all these terms. Since the terms like welfare, upliftment and development do not conceive effectively the ideas of gender equality and gender justice, the term ‘empowerment’ has gained popularity over the other terms. By the inclusion of the concept of empowerment, the orientation for the development programmes is set in favour of establishing gender equality and gender justice (meeting gender needs) over the material gains for the women (practical or welfare or developmental needs). Welfare and development are the earlier landmarks in the evolution of the term empowerment.

2.3.2 The Process of Women’s Empowerment

The process of empowerment begins from women’s consciousness from the beliefs about herself and her rights, capacities, from her self-image and awareness of how gender and other sociological and political forces are acting on her. (Evelin, 2005) Empowerment cannot be bestowed by a third party. Rather those who would become empowered must claim it. Development agencies cannot therefore empower women – the most they can achieve is to facilitate women empowering themselves. They may be able to create conditions favourable to empowerment but they cannot make it happen.

The process of empowerment begins in the mind, from women’s consciousness. It starts

- From the change in her attitude and approach to understanding life and her very belief about herself and her rights, capacities, and potential;
- From a transformation of her self-image and an emerging consciousness of how gender as well as other socio- economic and political forces are acting against her;
- From breaking free of the inferiority complex imprinted on her since early childhood; • From gaining an ability to recognize her strengths in terms of knowledge, intelligence and skills; and above all
- From her growing belief in her innate right to live a dignified life with freedom and justice.

In order to achieve this consciousness in women, social work professionals have to start conscientization efforts. Empowerment is a process and is not, therefore, something that can be given to people. The process of empowerment is both individual and collective, since it is through involvement in groups that people most often begin to develop their awareness and the ability to organize, to take action and bring about change.

At a workshop of pacific women entitled 'Women, development and empowerment', (1987) Venessa Griffen spoke about what empowerment means to her. To me, the word simply means adding to women's power. To me, power means:

- Having control, organizing further control

- Having a say and being listened to

- Being able to define and create from a women's perspective

- Being able to influence social choices and decisions affecting the whole society (not just areas of society accepted as women's place.)

- Being organised and respected as equal citizens and human beings with a contribution to make.

Power means being able to make a contribution at all levels of society and not just in the home. Power also means having women's contribution recognized and valued. (Ibid)

Kabeer (2005) argues that the concept of empowerment can be explored through three closely inter related dimensions: agency, resources, and achievements. Agency represents the process by which choices are made and put into effect. It is hence central to the concept of empowerment. Resources are the medium through which agency is exercised and achievements refer to the outcomes of agency.(Naila, 2005)

Women's empowerment is a relative concept. The relevant parameters are physical, medical, socio-economic, political, legal and cultural status. The comparative status of men in all the above mentioned parameters is basically the criterion to measure the status of women. Equality in status and opportunity is the basic assumption for all the parameters.

The term 'Empowerment' is now used more in the sense, of attempting to change the social and economic institutions that embody the basic and unequal power structure in society, whether between individual men and women or groups of people. Developmental measures have implied newer impetus for the concept. As human development has gained more importance now, empowerment is thought to be an enabling process to ensure full participation of people in formulation, executions and evaluation of decisions determining the function and efficiency of the society. This is applicable to women empowerment also. Developmental strategies stress that all sections of the population must have access to decision making so that the welfare of all will be taken care of and change wherever required can be brought about. Theoretical frame work of development has emphasized the empowerment of women through decentralized governance which will reach women directly.

Empowerment is a holistic and multi-dimensional approach which involves a basic realization and awareness of one's powers and potentialities, capabilities and competencies and of one's rights and opportunities for overall development in all spheres of life. In relation to women it pertains to challenging their subjugation and giving them control over resources in all spheres so that a transformation in their condition can take place through their own participation.

Empowerment is also related to the choices that women can have and women's ability to make choices. Women must be made to recognize the choices they have to enable them to make the choices. Having choices would mean relative strength and bargaining power for them. An empowered woman would take steps to find options and will be able to demand. By this she will be able to determine the overall direction of her life and realize her goals. She will be able to get the attention of decision and policy makers and generate the appropriate positive responses leading to reduction of vulnerability, reduction or elimination of exploitability and the availability and use of social services and resources. Ultimately empowerment would lead to the improvement of women's socio-economic status. Measuring empowerment is not an easy process as there is no single method for measuring it. It can be understood through indicators. Indicators of empowerment encompass personal, social economic and political change happening in the lives of people. (Venkata, 2006)

The process of empowering women aims at democratizing and sharing power and building new mechanics for collective responsibility, decision-making and accountability. It is a condition that reflects a certain level of critical consciousness about external realities and awareness about the belief system. This enables the gender justice and social justice, and gives them the determination to physical, intellectual, emotional and spiritual resources to protect their lives. (Sumitra,2006). It concerns with women gaining control over their lives, and participating in the decisions that affect them at home, in community, in government and the international development policies. It is a continuous process for realizing the ideals of equality, human liberation and freedom for all.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section describes the area in which the study was conducted, approach (design), data types and sources, sample design and sampling methods, method and instruments of data collection and analysis, methods of data capturing and storing as well as ethical considerations in the study.

3.1. Design of the Study

The research design and methodology to be adopted in this research emanates from the necessity to achieve the main objective of the study as well as the problem under investigation.

Gender equality and women empowerment requires ensuring that the existing policies, programmes and practices of institutions are gender sensitive. It is, therefore, important to review the planned actions, including charters, policies or programmes, at various levels of the institutions with respect to their implications for women and men. It is also vital to weigh up the perceptions and attitudes of members of the institutions' communities in general and the orientation of the key policy makers and implementers in particular. Therefore; descriptive research design was used.

3.2. Approach of the Study

Scholars attach different names and categories to research methodologies, depending on the type of data collection tools, data analysis techniques, or the purpose of the study. This particular research, benefited from qualitative data collection methods employing multiple forms such as oral interviews, survey questionnaires, Focus Group Discussion Non participant observation and document reviews. The data was analyzed using qualitative analysis methods. (Creswell, 2013)

3.3. Sample Design and Sampling Methods

A research study should aim to gather data from a sample that is representative of the whole population (Babbie& Mouton, 2001; Bartlett, et al., 2001). The total size of the Zone is too large to consider as a whole. Accordingly, from the 12 Woreda and 3 town administrations, using purposive sampling technique, 3 Woredas (Humbo, Bodditti and Boloso Sore) and 1 town administration (Sodo) is selected. Purposive sampling is used to select woredas with large number of population so that it is possible to come up with a representative sample. The total of 132 individuals participated in this study.

3.4. Data Sources

The researcher used both primary and secondary data sources and types to gather qualitative data. The research employed data collection methods that can generate qualitative data sets. Primary data were collected through formal interviews using pre-designed questions from purposely selected zonal officials and gender experts while informal interactions and structured questionnaires were used to gather data from employees of Children's and Women's Affairs Offices of the three (3) Selected Woredas and one (1) town administration. Document review would also be made in order to augment evidence from the primary sources. In addition, other secondary data was collected through review of relevant literatures from possible sources and formats, including books, articles and other related research documents.

3.5. Data Collection Instruments

The primary data for the study was collected using the following instruments or tools:

3.51. Questionnaire

Questionnaire was designed and administered for all employees in the above purposively selected Woredas and town administration. The questions were designed in line with the research problems and objectives in mind, so as to assess the range of understanding, attitudes, and perceptions among the employees. In order to make sure that the respondents understand the questions in the questionnaire in the same way the research intended, pilot-testing was undertaken. Pilot-testing serves as a mechanism to make sure that question in the questionnaire make the respondents feel comfortable. Moreover, it helps to determine how long it takes to

complete the data gathering process (Babbie& Mouton, 2001). Therefore, before administering the questionnaire to the respondents on a full scale, a pre-test was carried out on few employees for comprehensibility. Experts and literatures would be consulted and appropriate adjustments and modifications were made accordingly. Vfre3

3.5.2. Interview

Oral interview were conducted with selected experts and zonal officials who have enough awareness and knowledge on gender equality and women empowerment in the three woredas and the city administration. The interview was guided by semi-structured questions. Most of the interview questions are open ended so as to capture a wide range of answers from the interviewees. The interview was conducted with those whose duty is closely related with planning and making decision in relation to the issue under consideration or who are representatives of offices of children and woman Affairs.

3.5.3 Focus Group Discussion

Focus group discussion were held in the Zone with the community members from different back grounds of status, age and members in Wolayita to get information on accessing basic information of gender equality and women empowerments in throughout zonal and their active involvements in an opportunity which enabled them with governmental institutions.

3.5.4 Non Participant Observation

According to Creswell (2009), qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. The observations serve as a complementary method to enrich and triangulate the information gathered via other techniques and address the research questions adequately. The observation as a data collection method has provided an important opportunity to gather valuable facts during the field work. The intention of the researcher at this stage was mainly to secure an opportunity to observe and record issues of interest as far as the accountability and ethics situations are concerned.

3.6. Methods of Data Presentation and Analysis

The data to be gathered for this study from aforementioned instruments was coded and entered into the computer software known as Statistical Package for Social Studies (SPSS). The result of the SPSS analysis was summarized and presented in a form of table, bar-graphs, and pie-chart. In addition to these, qualitative data to be gathered from the interviews and document review were presented thematically and discussed thoroughly using descriptive analysis method.

3.7. Ethical Considerations

In order to get an informed consent from the respondents, the purpose of the study explained clearly to employees, zonal officials and gender experts. They were asked to give their informed consent orally before filling the questionnaire and conducting an interview. Moreover, they were informed and promised that any information which obtained from them are kept confidential and only would be used for academic purpose. Moreover, the identities of interviewees would be kept confidential through coding mechanism.

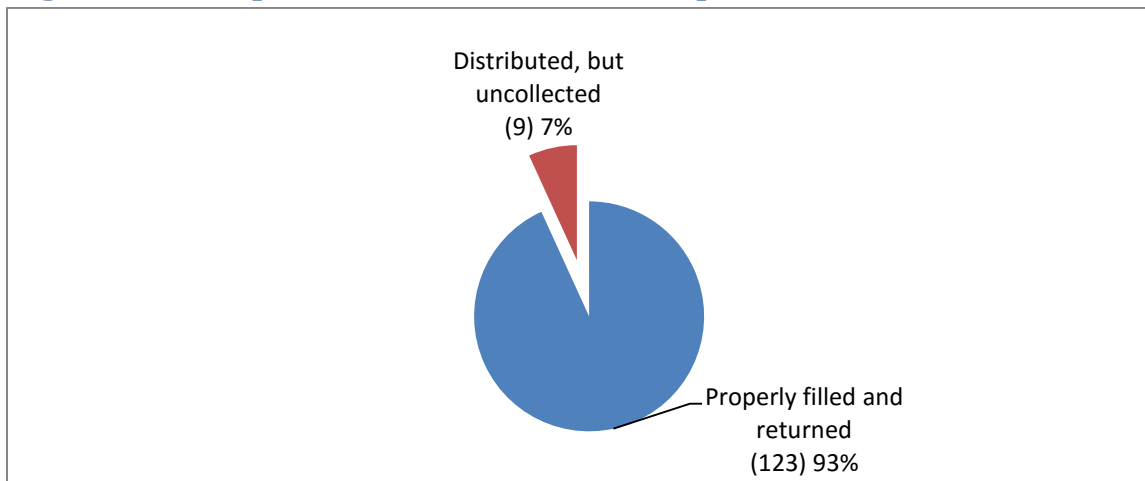
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter is primarily concerned with data presentation, analysis and interpretation. Data gathered through key informant interviews and questionnaires were analyzed. Zonal officials and gender experts were included in the interview schedule. The survey questionnaires were administered for respondents with diverse demographic backgrounds working in Children's and Women's Affairs Bureau of the Zone. Secondary data was also reviewed among the several related documents i.e. policy and scholarly works. The data collected were examined, compiled and evaluated in view of addressing the research problems identified at the beginning of the study and answer the general and specific questions.

Figure4.1: Response rate of distributed questionnaire



Source: Own Survey Result (2019)

As it can be seen from graph 1, out of the distributed 132 total questionnaires, 123 (93%) were filled and returned back properly. The researcher distributed the questionnaire by herself so as to improve rate of the return. Hence, the analysis was conducted by using the properly filled and returned questionnaires.

Table 4.1 Background Information of the Respondents

Variables		Frequency	Percentage
Sex	Male	64	52.0%
	Female	59	48.0%
Age group	Less than 18 years	0	0.0%
	19-29 years	50	40.7%
	30 – 39 years	27	22.0%
	40 – 49 years	24	19.5%
	Above 50 years	22	17.9%
Marital Status	Married	69	56.1%
	Widowed	0	0.0%
	Divorced	18	14.6%
	Single	36	29.3%
Educational background	Certificate	8	6.5%
	Diploma	13	10.6%
	Degree	98	79.7%
	Master’s degree and above	4	3.3%

Source: Own Survey Result (2019)

Regarding the age group of respondents, the age group from 19-29 years have the largest number of respondents with 50 (40.7%) followed by age group from 30-39 years which comprises of 27 (22.0%) of the total respondents. This illustrates that majority of study participants are within productive age group who can able to contribute towards ensuring gender equality, partly through empowerment of women. Concerning the marital status of respondents, 69 (56.1%) were married, followed by 36 (29.3%) of the respondents who were single, and the remaining 18 (14.6%) were no longer living with their spouses, they were divorced. As far as educational

background of the respondents is concerned, the great majority of respondents 98 (79.7%) were Degree holders. Hence, there is high probability that they can able to provide accurate and insightful information regarding the issue being investigated. It is obvious that the success and failure of an institution is highly dependent upon effective and efficient utilization of resources such as human, material, financial and information resources. However, the human element is the most crucial of all resources for the survival and prosperity of an organization since the human element of an organization has a lot to contribute to institutions performance. As presented in table 4.1, the majority respondents 64 (52.0%) were males while the remaining 59 (48.0%) of respondents where female.

4.2. Financial Resources

The researcher was unable to get hold of the existing financial policy to review in order to ascertain whether it makes any particular provision to support gender related issues. Instead, the researcher managed to obtain a copy of the draft financial policy which was prepared as part of institutional reform that the Zone has been undergoing. The financial draft manual did not clearly mention whether gender issues at all are one of the parameters against which resource allocation could be based or not.

Women's and Children's Affairs Bureau of the Zone informed the researcher that the Zonal administration is allocating budget for the operation of the Bureau. Nevertheless, the Bureau received limited logistics and material support from Non-Governmental Organizations (NGOs). According to key informant interviewees, the fund allocated is too small at times as compared with the required ones even to cover the basic bureaus supplies. Key informant interviewees further complained that due to a lack funds, the annual awareness creation workshop planned for 2010 Ethiopian Calendar did not take place. Moreover, she informed the researcher that due to lack of funds, the Bureau was forced to narrow the scope of some training programs which were designed to create awareness among the Zonal community about gender issues. The Zonal official also admitted that the resources committed by the Zone are limited. He, however, mentioned that the Zone is currently planning to increase the allocation of financial resources to Women's and Children's Affairs Bureau in order to increase the effectiveness of the Bureau to

discharge its activities properly to bring the desired goal. The key informant interviewees also stated that they plan to advocate with the Zone's top management and to mobilize resources from external sources so as to enable them to discharge their basic duties effectively.

4.3. Technical Expertise

The researcher attempted to conduct an inventory of the staff responsible for gender related matters in the Zonal institutions. Moreover, the researcher also examines the actual effort in place to build in-house capacity to create gender-sensitive community in the institutions. According to key informant interviewees most of the employees that work in the Women's and Children's Affairs Bureau are not trained in gender related fields of study. Moreover, the interviewee acknowledged that the Bureau is understaffed and not well capacitated to realize its mission where both genders are fairly represented in all areas of the Zonal activities. Another key informant interviewee also affirmed that the Zone's level of technical expertise to design, implement and evaluate gender mainstreaming is 'not satisfactory'. Women's and Children's Affairs Bureau made it clear that the Bureau is currently in the way to hire additional gender experts and to upgrade the gender-related skills and knowledge of the existing staffs through participating them in different gender-related training programmes carried out at national and regional levels.

According to key informant interviewees, the Bureau is not sufficiently empowered to function effectively. The key informants also clearly mentioned that gender issues are not sufficiently integrated into different operations of the Zone. The question was also posed to survey participants to determine whether they were aware that there was a staff responsible for gender integration in the different Bureaus of the Zone. The responses from the survey participants validated the argument of the key informant interviewees to a certain extent in that more than one in two (53%) of female and less than three in five (56%) of male staff respondents responded that they were either not aware or the gender issues are integrated into different operations of the Zone to a very limited extent.

Table 4.2: Respondents' assessment of technical expertise of the Zone

Sex	Responses	Do the person or division responsible for gender in the Zone capable enough to effectively empower women and ensure gender equality?	Do you have necessary knowledge, skills and attitude to carry out your future work with gender awareness?	Have you received orientation on gender related issues?
	Female	Not at all	4(6.8%)	5(8.4%)
To a limited extent		32(54.2%)	25(42.4%)	20(33.9%)
To a moderate extent		7(11.8%)	11(18.7%)	16(27.1%)
To a great extent		2(3.9%)	9(15.3%)	11(18.7%)
To the fullest extent		2(3.9%)	9(15.3%)	3(5.1%)
Do not know		12(20.3%)	0(0%)	0(0%)
Total		59(100%)	59(100%)	59(100%)
Male	Not at all	3(4.6%)	6(9.3%)	7(10.9%)
	To a limited extent	29(45.3%)	24(37.5%)	26(40.6%)
	To a moderate extent	15(23.4%)	17(26.6%)	17(26.6%)
	To a great extent	2(3.1%)	8(12.5%)	6(9.3%)
	To the fullest extent	7(10.9%)	7(10.9%)	4(6.2%)
	Do not know	8(12.5%)	2(3.1%)	4(6.2%)
	Total	64(100%)	64(100%)	64(100%)

Source: Own Survey Result (2019)

Notwithstanding the constraints, according to key informant interviewees, the Women's and Children's Bureau had accomplished activities such arranging training for community in order to create awareness regarding HIV/AIDS, reproductive health, assertiveness, and sharing the experience of others who excelled. Respondents were asked if they had received a gender related orientation. Out of 59 female staffs that participated in responding to the questionnaire, (33.9%) of them responded that they had received orientation to a limited extent, (27.1%) to a moderate extent, (18.7%) to a great extent, and 3 (5.1%) to the fullest extent. Similarly, of 64 male staffs that participated in responding to the questionnaire, about (40.6%) responded that they had received the gender related training to a limited extent, slight less than three in ten (26.6%) to a moderate extent, slight less than one in ten (9.3%) to a great extent. The Women's and

Children's Affairs Bureau, admitting the gaps, explained that they faced human and financial constraints to intensify the depth and scope of the training, especially amongst students.

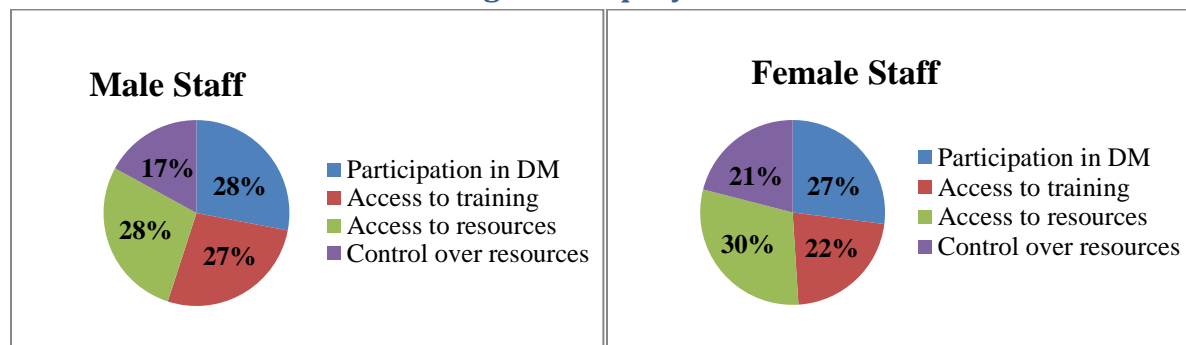
The Women's and Children's Affairs Bureau of the Zone also conducted management training for selected Zonal staff. However, the staff members felt that the training which they had received was adequate only to a limited or moderate extent. It is obvious that if gender is to be mainstreamed at Zone, a larger group of Zonal staff are supposed to have acquainted a basic skill with regards to gender planning and analysis. This precondition was not fulfilled satisfactorily as per the survey findings. Out of 59 females and 64 male staff, more than two in five (42.1%) of males and more than one in two (50.9%) of females responded that they had received any such training while less than one in three (33.9%) of females and more than two in five (40.6%) of males mentioned that they had received such training to a limited extent. Moreover, some key informant interviewees also conceded that they had not received any gender related training.

4.4. Monitoring and Evaluation

For the purpose of monitoring and evaluating the gender impact of a plan and programme, gender disaggregated data is crucial. In other words, in the absence of such basic data, it would be difficult for the Zone to monitor and evaluate its programmes and projects from a gender point of view. The Zone mostly follows the good practice of maintaining and disseminating gender disaggregated data on staff. The question now is whether the Zonal administration uses this data to plan, monitor and evaluate the outcome of its programmes and projects from a gender perspective.

The key informant interview contended that the Zonal administration monitors and evaluates the gender dimension of the implementation of the policy and operational interventions. According to him, the Zonal administration applied gender as one of the selection parameters when filling the vacant positions in the Zone. On the other hand, the Women's and Children's Affairs Bureau disclosed that their respective Bureau was not involved in the monitoring and evaluation of the gender impact of the Zone's projects and programmes. This clearly stipulates the existence of practical gap in engaging concerned stakeholders in the process of monitoring and evaluating gender related issues in Zonal administration.

Figure 4.2: Participants' prioritization of the Zone's programmes or projects contribution towards increased gender equity



Source: Own Survey Result (2019)

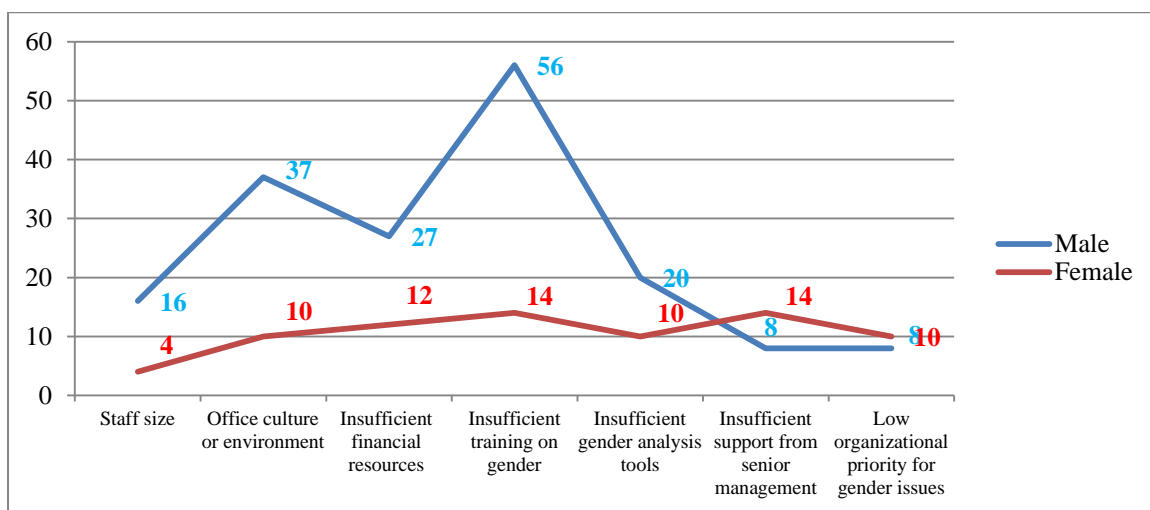
The study participants prioritized which aspects of the Zone's projects or programmes contributed to better gender equity. As depicted in Figure 4.6, by order of priorities, the responses of female and male staff were very similar. For both female and male staff, 'access to resources' topped their priorities, followed by 'participation in decision making', 'access to training' and 'control over resources' in that order.

4.6. Challenges in Integrating Gender Issues

The female and male staff respondents were not in harmony with regards to their understanding of what obstacles existed to incorporating gender analysis in programmes or projects planning and its implementation and evaluation in the Zone except for the fact that both placed 'insufficient training on gender' at the top of their list (see Figure 4.7). First of all female provide on average 3.5 obstacles while their male counterparts mentioned only 2.25 obstacles on average. This could demonstrate that female respondents are more concerned about the problems than their male counterparts. For female staff, 'insufficient financial resources' is the second factor followed by 'insufficient support from senior administrator' of the Zone. Despite their low numbers, female staff respondents did not hesitate to place 'staff size' as the least likely factor that could prevent the Zone from integrating gender into its programmes and projects. For male staff, the second problem hindering the gender factor from being integrated into the Zone's

system is ‘office culture or environment’ followed by ‘insufficient financial resources’. ‘Insufficient support from senior administrators’ and ‘low organizational priority for gender issues’ were placed equally voted for by the male staff as being the least of all the given obstacles. Generally, the fact that female staff provided more obstacle than the male one could hint that not only men and women perceived the problems differently but also that women believed that there are more obstacles than men do.

Figure 4.3: Factors preventing the Zone from integrating gender into its programmes and projects



Source: Own Survey Result (2019)

4.7. Culture, Perceptions and Attitudes

Whatever the reality in policy or practice, the perceptions and attitudes of the stakeholders are decisive in hindering or fostering a gender sensitive culture within a given environment. Culture is a very complex matter and affects a wide range of issues.

Members of the Women’s and Children’s Affairs Bureau of the Zone, despite their exposure to higher learning and working on gender issues, are not totally immune to backward cultural beliefs, biases and prejudices. Culture plays a vital role, for better or worse, in shaping the perceptions and attitudes of people towards a range of issues, including gender. As it is thoroughly discussed in the literature review part of this paper, the concept of gender refers to the socially and culturally orchestrated assignment of roles and expectations as to how females

and males behave in a given environment. For this reason, culture, perception and attitude play a paramount role in shaping the gender relations between men and women.

In the opinion of the key informant interviewees, the attitude of the Zonal staff's community towards gender is not totally different from that of the larger community as the result of cultural influence. However, she believed that it is showing progress since the establishment of the Women's and Children's Affairs Bureau. In her opinion, the members of the Bureau possess the 'intellect to hide their true feeling' concerning such issues and can paint a positive image which may not reflect the reality. Another key informant interviewee agreed that it is difficult to identify what the actual attitude of the whole Zonal community is towards gender issues although it seemed to him that it is generally positive. From the outset, the study participants confirmed that the perception is unique to each individual.

Table 4.3: Participants' attitude towards woman equality

Questions		Frequency	Percentage
Women can be productive as much as men do.	Yes	37	31.1%
	No	59	49.6%
	I don't know	23	19.3%
Women Empowered in government offices.	Yes	102	85.7%
	No	17	14.3%
	I don't know	0	0.0%
Woman freely enjoys social rights as much as men do.	Yes	90	73.2%
	No	25	20.3%
	I don't know	8	6.5%
Evaluation of women economic participation.	Very Encouraging	39	31.7%
	Encouraging	38	30.9%
	Neutral	46	37.4%
	Discouraging	0	0.0%
	Very Discouraging	0	0.0%
Level of women's political participation.	Very Encouraging	8	6.5%
	Encouraging	40	32.5%
	Neutral	50	40.7%
	Discouraging	25	20.3%
	Very Discouraging	0	0.0%
Evaluation of women's participation in political activities.	Very Encouraging	8	7.0%
	Encouraging	40	34.8%
	Neutral	54	47.0%
	Discouraging	13	11.3%
	Very Discouraging	0	0.0%

Source: Own Survey Result (2019)

Regarding the attitude of the respondents about the productivity of woman as men do, about half 59(49.6%) of the respondents reported as 'No' while 37(31.1%) of the respondent believe that woman can be productive as men. This clearly illustrates the existence of practical gap in the perception and attitude of respondent's as they are undermining the potential contribution of their female counterparts if they are given an opportunity to do so. 85.7% of respondents believe that women should be empowered in government offices of Wolayita Zone. 90(73.2%) believe that women can enjoy social rights in Wolayita Zone such as participating in public meeting as much as men. About 62% of the respondent s believes that participation of women in economic activities in Wolayita Zone is encouraging. This shows the existence of positive attitude regarding the women's empowerment, participation in economic activities as well as decision making.

4.8. Analysis of Key Informants Reaction on Women Empowerment

In recent years, promising efforts have been made to empower women and achievements are visible. The creation of an enabling policy environment, institutional setups, and the various awareness creation activities conducted are some of the measures taken to mitigate women's lesser participation in different positions. Nonetheless, still there are several challenges affecting women empowerment. The major ones affecting women's empowerment in Wolayita Zone are identified through key informant interview and summarized below.

(a) Institutional-related challenges

The institutions with the mandate to implement the policy and programs do not have the human resources equipped with necessary skills and financial resources. To make matters worse, the institutions do not have the influence to enforce implementation. This is further reinforced by the fact that women are also not sufficiently organized to lobby and advocate for their issues in a manner that will attract government attention. With strong women's associations and networks, it is possible to rally around an issue and exert pressure at all levels.

Studies have shown that if there is a critical mass (30–35%) of women in decision-making positions, especially in parliament, they could make significant changes in the male dominant

political culture by putting more emphasis on issues of gender equality through empowering women (Nzomo, 2013). For this to happen, there is a need to create strong institutions and networks that can create a strong collective voice. Some of the institutional-related challenges identified from the research are presented below:

i. Inadequate political commitment

In governmental establishments, political commitment becomes evident when the upper level leadership avails every necessary support to women towards maintaining gender parity in the system. This is mainly manifested through assisting and supporting those in leadership positions.

The following quotation describes how crucial leaders' political commitment is in promoting gender equality within institutions.

Senior management determines an organization's priorities and focus by providing signals about the relative priority assigned to various issues (such as gender equality) by making demands on staff for analysis, information, and updates on progress with certain issues. When such demands are not made, and when staff members are not held accountable for their action on issues such as gender equality, there is little incentive for action (National Committee for the Advancement of Women, 2014).

In this regard, the findings of the study pointed out that one of the key institutional challenges is the inadequacy of political commitment to empower women so that they assume leadership positions. In fact, there are views among officials in power indicating that the available policy provisions are adequate enough and there are determinations at different levels to empower women and ensure gender equality. Nonetheless, many of the key informant interviewees are against these assertions. Consequently, the latter further argued that the reality on the ground does not correspond with what the policy documents subscribe to and the officials claim. The following excerpt is taken from an interviewee that bear witness to the lack of political determination.

I have worked day and night and on weekends to bring change since I was assigned as office head. I even did not give the proper attention to my family. But I was not rewarded for what I did. Assigning women to positions at the Woreda or higher than that is not practiced much. Even after we demonstrated our capacity practically, there is no determination to promote us to positions outside the Woreda.

According to those with opposing views to the officials, even if women's are assigned to leadership positions, they are not provided with the appropriate capacity building activities to execute their day-to-day duties. Besides, at operational levels, adequate budget is not earmarked to support the empowerment process aimed at ensuring gender equality.

ii. Indifference to women's specific needs and concerns

Many informants were of the opinion that women's specific needs, situations and challenges are not considered in empowering and promoting them to leadership positions. Rather they are expected to demonstrate their equality with men by working where they are assigned. There were some male respondents who believed that women should not be given any special attention because men and women are equal. They claimed they are against any affirmative action measure and indicated that under the cover of affirmative action incompetent women ruin competent women's image.

iii. Lack of accountability and transparency

It is unadoptable empowering women to ensure gender equality require accountable and transparent leadership. However, the researcher finds out those implementers at the different levels lack this important prerequisite. For instance, there is no mechanism set to determine whether or not regulations, procedures and guidelines inform and direct the work of planners and other implementers. In addition, there are often no sanctions for failing to consider and effectively address equality issues. Other than this, absence of a transparent system, low level of knowledge of policy implementers, and gaps observed in policies are also indicated to be the major challenges in hindering the adequate participation of women.

(b) Attitude-related challenges

The findings of this study unanimously pinpointed that women are confronted with multi-faceted challenges, which affect both those in leadership and those who aspire to become leaders. One of these challenges is related to the attitudes of different personalities both within and outside the work environment.

A significant number of the respondents gave testimonies on women's commendable performances in leading institutions. In this sense, women leadership is characterized by efficiency, determination, corrupt-free practices, caring, fairness, relationship-oriented and exemplary. Some of these characteristics of female leadership, such as relationship-based, are also features of a transformational leadership style-a style that modern institutions would like to adopt.

If the above-mentioned values of female leaders were to be tapped, the participants summarized, would facilitate the prevalence of good governance. Surprisingly enough, across most key informant interviewees, attitudinal challenges were reported to be one among the major problems that women face in assuming leadership positions. In fact, it was marked that the absence of a positive attitude towards female leaders is the hot-bed for other challenges that they contend with. Moreover, the research finding indicates that pessimistic views about female leadership are reflected by male and female colleagues, husbands, parents, students and the community at large.

The existence of negative attitudes towards women empowerment is being common phenomenon. One of the views is that attitudinal challenges endure for a short period of time until the leader proves her efficiency. The second opinion on the other hand showed that attitudinal challenges persist for a long time and contribute greatly to the meager participation of female in leadership position. They indicated that there is a long way to go to achieve with success the desired result. In any case, the majority of the interviewees were of the opinion that a slow change in attitude towards female's leadership has been exhibited in recent years.

(c) Women-related challenges

In addition to institutional and attitude related challenges, there are also other impediments which are related with themselves that are affecting the proper empowerment of women in Wolaiyta Zonal administration. This includes:

i. Multiple responsibilities

As avowed by many, women are burdened with various responsibilities at home and for that reason they are not encouraged to be promoted to leadership positions. An excerpt taken from an

interview conducted with a female leader in one of the Children and Women's Affairs Bureaus illustrates this reality as follows:

When you are a female leader, you are required to work hard to prove that you are efficient. Besides, due to the very nature of the responsibility you are far from your home for you are required to work over longer after normal working hours. What you are paid for cannot compensate the benefit that your family members get by having you closer to them. In fact, the cost is enormous and the money you get cannot in the slightest way pay you the damages made at home.

Being a leader requires working after office hours and not taking too many days off. As indicated by many informants, men are able to demonstrate their commitment in these ways. All these are considered as commitment and sincerity by superiors. Women on the other hand, rush back to their homes to carry out their roles in the home. As a result of this, women do not aspire to acquire leadership positions, as noted by informants.

It was also revealed that it is more convenient for men than women to establish networks outside the workplace which serve men with many purposes i.e. for exchanging information, join in support groups. But this is not the case with women due to their gender roles and as indicated by many, networks are very crucial for leaders.

ii. Women's lack of confidence and interest

The study disclosed that some women do not feel confident enough to take up leadership roles in the institutions they work in for various reasons. The frequently mentioned reasons include: fear of failure, fear of not getting support from others, fear of being rejected by husbands, fear of deviation from societal expectations, lack of exposure, unfriendliness of the working environment and low self-esteem. It was also indicated that lack of confidence is an upshot of the socialization process predominantly which ascribes leadership as men's role. Many informants of this study said women are not interested to apply for leadership positions.

On the whole, there were divergent opinions on women's lack of interest towards leadership positions which was reflected especially by majority of informants. They also argued that this situation is used as a pretext to discourage the empowerment of women.

iii. Lack of required qualification

Many officials attributed the inadequate representation of women to the lack of required qualifications. Still others argued conversely that there are many qualified women's but the necessary support was not provided to empower them. From the available statistical data it can easily be observed the educational gap between both sexes in the Zonal administration. Yet, those women having the required credentials are not sufficiently empowered in the manner that can be able to ensure gender equality.

The discussion made in this section so far indicates that officials' understanding of gender equality is very minimal. Gender equality does not simply mean equal numbers of women and men or boys and girls participating in all activities. It rather suggests that women and men enjoy equal recognition and status within a society. It does not signify that women and men are the same, but indicates that their similarities and differences are recognized and equally valued. It further implies that women and men experience equal conditions for realizing their full human potentials, have the opportunity to participate in, contribute to, and benefit equally from national, political, economic, social and cultural developments.

4.9. Conduciveness of Policy Environment

As a continuum, one of the objectives of this study was to examine the availability of appropriate policy provisions pertaining to empowering women. It was also intended to underpin the gaps, if there are any, between the policy provisions and their implementation in terms of empowering women's aimed at ensuring gender equality. To this end, several documents have been collected and analyzed. At the same, perspectives of key informants are also included to further substantiate the discussion.

Through the review of relevant policy documents, the researcher comes to understand that most of the policy provisions and administrative guidelines are gender sensitive. Further, they are geared towards reorienting society's attitude and value pertaining to the role and contribution of women in development. The provisions also clearly articulate the need to provide continuous

capacity building training. Different guidelines available in the zonal administration illustrate that women are;

- Encouraged to apply for all vacant and competitive placements;
- Given with the chance of separate quota to compete among themselves and with an additional chance to compete with their male counterpart competitors;
- will be beneficiaries of accumulating an automatic percentage point at registration for competition for their only being females;
- will be automatically selected if they score equal points in the selection process with their male counterpart competitors;

Yet, according to one key informant working in Children and Women's Affairs Bureau;

Although there is government good will and commitment as well as appropriate policy environment to gender issues, the lack of awareness of the executives at different ladders of government responsibilities and the absence of legal accountability is negatively affecting the proper empowerment of women.

There are different administrative guidelines aimed at empowering women and ensuring gender equality in the Zonal administration. These administrative guidelines are expected to be consolidated as one consistent document covering all relevant issues and measures expected to be executed to ensure gender parity in political and economic involvement of women at different levels. The key informant interviewees also indicated gaps in institutionalizing gender-related programs into the planning, implementation and evaluation of activities. To this end, it is essential for Zonal bureaus to prepare gender mainstreaming guidelines. The guideline is expected to urge public institutions to enhance the participation of women in decision making and leadership positions through different activities such as awareness creation and sensitization, organizing leadership training for women, allocating sufficient budget, rendering resources and manpower for gender-focused activities and programs and others. The guideline should have also required all sector bureaus and institutions to integrate the activities and programs pertaining to gender equality into their institutional planning, implementation, monitoring and evaluation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Major Findings of the Study

Gender inequality was not seen as a major factor underpinning the policies and programmes of the Zone. In general, however, the overall policy environment of the Zone is somehow conducive to promoting gender-related issues. With respect to programme planning and design, while a significant number of study participants felt part of the project design and planning process, it was a point of concern that the Women's and Children's Affairs Bureau was not involved in such a strategic process from the very beginning.

The ultimate goal of gender equality is to afford equity and fairness to humanity. After all, gender concerns people. All the documents that were reviewed, and the top officials, proved to the huge gender disparity across most of the human resource dimensions. The top official of Zone, admitting limited female representation in top management positions, informed the researcher that the Zone is striving to increase the representation to 50%. However, the attitude survey result obtained from the staff questionnaires revealed that the top management effort is not adequate enough to promote fair representation at senior levels.

None of the policies and programmes aimed at gender equality and the empowerment of women can be realized without the provision of adequate financial resources. The new draft financial policy did not make any statement that gender equality would be one of the criteria for the allocation of resources. For the existing few genders related policy and programme commitments pronounced by the Zone, it is not clear how many resources exist and what funding mechanism is in place to implement them.

The establishment of Zonal Women's and Children's Affairs Bureau was an important milestone in the Zone's effort towards addressing gender issues. However, the Zonal Women's and Children's Affairs Bureau complained of resource constraints in terms of office, funding and human resources. As a result, the Bureau has not sufficiently employed its existing expertise to

undertake thorough gender related activities in the Zone and to build the capacity of the staff. The empowerment of women is unthinkable without a well-organized and focused capacity building effort.

Whatever the reality in policy or practice, the perceptions and attitudes of the stakeholders are decisive in hindering or fostering a gender sensitive culture within a given environment. Culture is a very complex matter and affects a wide range of issues. Generally speaking, the data acquired from the many interviewees and study participants essentially implies that the Zonal staff members are a replica of the Ethiopian society at large even though progresses are being registered.

5.2. Conclusion

Several studies have revealed that women empowerment and gender equality are not only goals in their own right but also a means to achieving the other Sustainable Development Goals. Studies have supported the notion that development efforts in nations, like Ethiopia, are incomplete and difficult to achieve without ensuring gender equality and empowering women. It is believed that accelerated and sustainable economic development can be achieved by ensuring gender equality and the empowerment of women who have been marginalized for as long as history document.

Wolayita Zone, as one of Ethiopian Zonal administration is positioned to directly and positively impact the development efforts of the country. Is Wolayita Zone putting any effort into addressing gender issues? The answer is ‘yes’, although to a limited extent. In many instances the study revealed that gaps between facts and opinions do exist. This was even more evident in the responses of the top officials which sometimes contradicted the findings from the document review and the attitude surveys. This research identified that the Zone have attempted to address some gender issues, but in a fragmented fashion. The notion that gender issues should be everyone’s business does not seem to be more than just rhetoric. The institutions seem to be content with this limited scope of intervention in addressing gender issues.

The ultimate answer to the main research question as to whether Wolayita Zone have mainstreamed gender to contribute towards gender equality and women empowerment is, ‘not yet’. The overall finding of this research is that the Zone is ‘gender-blind¹’ in its policies and practices. If gender equity had been a ‘mission accomplished’ in the country, ‘gender neutrality²’ could constitute a fairer strategy to adopt since both genders would be on the same footing. However, it is well documented that women are grossly underprivileged and suffer from gender-related prejudices in most facets of life in the country. Gender blindness can only perpetuate the status quo, which is not a favorable scenario, not only for women but also for the nation as a whole.

¹‘Gender blind’ means without taking into account any possible difference(s) in the way an action or policy impacts on men and/or women (Cornwell, 2004).

²‘Gender neutral’ is when an action or policy has no discernible impact on men or women (Cornwell, 2004)

In short, in spite of some commendable but limited efforts, the Zone lacks the level of commitment, understanding, capacity, and operational institutional framework which is necessary for proper gender mainstreaming. Based on the findings of the study, the following section, therefore, provides recommendations that could advance progress made in mainstreaming gender and leads towards a gender-equitable environment which ultimately contributes towards gender equality and women empowerment.

5.3. Recommendation

In order to promote and strengthen strong side and control the weaknesses, the following recommendations are provided by the researcher based on the findings of the study:

Put in place enforcement mechanisms for gender mainstreaming: Unless gender is perceived as everyone's business, it is difficult to achieve any meaningful result. It is, therefore, recommended that gender mainstreaming performance targets are included as assessment parameters for supervisors. The human resources policies in general and job descriptions of all staff and performance evaluation forms, in particular, should also be reviewed so as to render them gender responsive. This will send the strong message that good performance in gender is rewarded professionally and financially. The officials should closely monitor the gender balance targets, analyze the obstacles and take corrective action to nurture a gender sensitive culture.

The top officials of the Zone should lead by example by showing commitment to gender mainstreaming: The top officials of the Zone should be convinced that gendering institutions don't only contribute towards the attainment of Zonal goals, but also aligns with the development effort of the nation as a whole. The officials must also make clear policy statements, and communicate their orientation that gender mainstreaming is the way forward in the policies and practices of Zonal institutions. The statement should be followed by detailed action plans, institutional targets with set timeframes, incentives and accountability. Such strategic orientations should be matched with commitment in terms of providing adequate human, financial and logistical resources for the implementation of gender mainstreaming.

Set up and sustain institutional framework for gender mainstreaming: The Zone have Women's and Children's Affairs Bureau but it suffers from a lack of resources, voice and capacity to effectively discharge its responsibility. The Zone should nonetheless build on this modest foundation and strengthen Bureau's infrastructure in terms of mandate and resources. Accordingly, the Women's and Children's Affairs Bureau should possess the capacity to broaden its functional horizon to cover the Zonal-wide strategic functions necessary to systematically mainstream gender throughout Zonal institutions. To carry out such functions effectively, the Bureau would require the placement of well-trained gender experts and sustainable and sufficient funding from regular budgetary sources.

Conduct continuous gender awareness creation sessions: The researcher throughout the research come to understands the presence of major gaps. The Women's and Children's Affairs Bureau in charge of gender functions are not experts in gender. These are serious obstacles that need to overcome if gender is to be mainstreamed effectively. Accordingly, the Women's and Children's Affairs Bureau in collaboration with the Zonal management should organize and conduct continuous awareness creation trainings and workshops for the Zonal community. A detailed gender mainstreaming toolkit should be prepared and disseminated to augment the training process.

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Appendix

Appendix-1
ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT
MANAGEMENT

The objective of this instrument is to gather the necessary data for assessing the gender equality and women's empowerment in Wolayita Zone. Your genuine responses will help my research greatly. The data collected through this research will be solely used for academic purpose and it will not be disclosed for any third party for other purposes.

Thank You for your kind cooperation in advance!

General instruction: Please put a tick mark in the appropriate box.

Part 1: Socio- Demographic Information

1. Sex

Male

Female

2. Age group

Less than 18 years

19-29 years

30 – 39 years

40 – 49 years

Above 50 years

3. Marital Status

Married

Widowed

Divorced

Single

4. Educational background

Certificate

Diploma

Degree

Master's degree and above

5. Permanent residential area

Urban

Rural

6. Main source of income/ area of specialization_____

Part 2: please select and give short description for the following question based on your opinion and experience.

7. Do you know any woman empowering policy in the national level formulated to empower woman in the county?

Yes

No

8. If yes, how do you evaluate the implementation of these policies in Wolayita Zone?

9. In your opinion, if a girl pursues an income-generation activity outside of the house In Wolayita Zone what could be the reaction of the general public?

Very Encouraging

Encouraging

Neutral

Discouraging

Very Discouraging

10. If you have additional explanation?

11. Is there a person or division responsible for gender in the Zone?

Not at all

To a limited extent

To a moderate extent

To a great extent

Don't know

12. Do you have necessary knowledge, skills and attitude to carry out your future work with gender awareness?

Not at all

To a limited extent

To a moderate extent

To a great extent

Don't know

13. Have you received orientation on gender related issues?

Not at all

To a limited extent

To a moderate extent

To a great extent

Don't know

14. In your opinion, what is the attitudes of the community towards gender equality and women’s empowerment activities in Wolayita Zone?

Positive

Negative

I don’t know

15. Which activity do you think women in Wolayita zone participate on: [You can chose more than one when necessary]

	<i>Yes</i>	<i>No</i>	<i>Remark</i>
• <i>Edir</i>			
• <i>Ekub</i>			
• Negotiation like <i>Shimglina</i>			
• Religious Activities			
• Business Activities			
• Household Chores			
• Government offices			
• Entrepreneurial activities			
• Leadership and political activities			
• Other			

16. Do you think woman can be productive as much as man does in Wolayita Zone?

Yes

No

I don’t know

17. Do you think that women should be empowered in government offices Wolayita Zone?

Yes

No

I don’t know

- Why?

18. In which of the following economic activities does woman in Wolayita zone participate actively?

Activities	Yes	No
• Starting a new business		
• Owning property		
• Managing a business		
• Being employee for other owners		
• Household jobs		
• Other _____		

19. Can a woman freely enjoy social rights in Wolayita Zone such as participating in public meeting as much as men do?

Yes

No

I don't know

- Do you have further explanation for question number "19"?

20. How do you evaluate the participation of women in economic activities in Wolayita Zone?

Very Encouraging

Encouraging

Neutral

Discouraging

Very Discouraging

21. In wolayita Zone, what do you think the level of political participation of women?

Very Encouraging

Encouraging

Neutral

Discouraging

Very Discouraging

22. How do you evaluate women's participation in political activities at different level in Wolayita Zone?

Very Encouraging

Encouraging

Neutral

Discouraging

Very Discouraging

23. Generally, what is your comment on woman empowering policies of the country and their implementation in Wolayita Zone?

Thank You!

Appendix-2

Interview Questions for Top Officials

Name of Interviewee: _____

Title: _____

Date of Interview: _____

1. Is the integration of gender equity in programmes or projects mandated in the Zone? If yes, how is it manifested?
2. How conducive is the policy environment in the Zone with respect to gender mainstreaming? What plan is in place to improve it, if any?
3. What provisions are made in the strategic plan of the Zone to institutionalize gender issues in the Zone?
4. What form of support are you providing for strategic integration of gender issues into the Zone's operations, if any? (Training or capacity building, development of operational tools or good practice models...)
5. What is the management plan to achieve gender balance at various levels and to ensure fair representation of women in key strategic or influential positions in the Zone?
6. What kinds of trainings are conducted in the Zone to contribute to towards ensuring gender equity in the institutions?
7. How committed has the Zone been in terms of allocating adequate financial resources to promote and implement gender mainstreaming? Please explain.
8. Does the Zone have competent technical expertise to design, implement and evaluate gender mainstreaming? Please explain.
9. Do you monitor and evaluate the gender dimension of the implementation of the Zone's policy and operational interventions? If yes, please give some examples.
10. What has been done to nurture organizational culture sensitive to gender issues?
11. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the Zone.

Appendix-3

Interview Questions for Women's and Children's Bureau Experts, Human Resource Manager, Focal Personnel

Interviewee: _____

Title: _____

Date of Interview: _____

1. Do you believe your Bureau has the management commitment and clear policy provisions to discharge its responsibilities effectively? If yes, what are the policy documents? If not, what aspects of gender issues would you like to see in the policy document? How do you expect top management to express its commitment to address gender issues?
2. To what extent is your Bureau involved in strategic programme planning and design? What pressure do you apply on the management to actively involve you in such strategic issues?
3. Are gender questions or criteria included in your programme or project proposal approval process? If not, what do you do in your capacity to ensure that this is the case?
4. Do you believe gender equity is achieved in various aspects of human resources management (recruitment, training, promotion...)? If yes, what is the success story? If not, where are the gaps and what needs to be done?
5. Where do you get the financial and material resources or support to run your projects? Are the resources adequate? How do you strive to narrow the resources gap? What aspects of your responsibilities have been affected due to the shortage of resources?
6. Do you believe your Bureau has the right quality and quantity of technical expertise on gender matters? If not, what is your optimal requirement?
7. To what extent are you involved in monitoring and evaluation the gender impact of the Zone's projects and programmes? Which areas need improvement?
8. In your opinion, what is the attitude of the whole community members towards gender issues? What are the opportunities and challenges in this regard?