



Wolkite University
College Of social Science and
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PRACTICE AND CHALLENGES OF WOMEN EMPOWERMENT:

THE CASE OF GEDEBANO, GUTAZER WELENE WOREDA

CENTRAL ETHIOPIA

Master In Civic and Ethical Education THESIS RESEARCH

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School Of Graduate Studies

**Practice and Challenges of Women Empowerment: The Case of
Gedebano, Gutazer Welene Woreda, Central Ethiopia**

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Declaration

I, the undersigned declare that this research is my original work, has not been presented for a degree in any others university and that all sources of materials used for this thesis has been duly acknowledged.

Candidate' s name: _____ Date _____ Signature _____

This this has been submitted for examination with my approval as thesis advisor.

Advisor name ' S Name _____ Date _____ Signature _____

Co-advisor' s Name: _____ Date _____ Signature _____

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LIST OF ACRONYMS AND Abbreviation

FGD _____ **Focus Group Discussion**

G/G/W/w _____ Gedebano Gutazer Welene Woreda .

NGO _____ Non-Governmental Organization

SDGs _____ sustainable Development goals

UNESCO _____ united nation Education and Scientific and
Cultural organization

UN _____ united Nation

EwLA _____ Ethiopian Women Lawyer Association

ICPD _____ international Conference on Population and
Development .11/4/2025

FDRE _____ Federal Democratic Republic of Ethiopia

GEm _____ Gender Empowerment measure

WEAI _____ women Empowerment on Agricultural index.

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Abstract

This research aims to investigate the practices and challenges of women's empowerment in Gedebano, Gutazer Welene Woreda, and Central Ethiopia. A mixed-methods approach was employed, involving quantitative surveys and qualitative interviews to gather comprehensive data on the status of women's empowerment across various dimensions. A total of 148 women participated in the data collection, selected through a purposive sampling method that focused on women from diverse socio-economic backgrounds to ensure a comprehensive representation of experiences and challenges faced in the community. The results indicate that while there have been some advancements in education and political representation; significant barriers persist due to entrenched cultural norms, economic limitations, and inadequate political representation. The findings highlight the urgent need for targeted interventions to enhance women's empowerment. In conclusion, empowering women is essential not only for achieving gender equality but also for fostering sustainable development in the region. Collaborative efforts among policymakers, community leaders, and civil society organizations are crucial to creating an inclusive environment that enables women to thrive and contribute meaningfully to their communities.

Chapter- One

1. Background of the study

Women represent over half of the global population and have been pivotal in international dialogues since the 1975 UN women's conference. Despite advancements, gender inequality remains, with men often holding more power and resources, as highlighted by the gender power model which notes men's greater control over resources and fewer social obligations compared to women .

In Ethiopia, cultural norms significantly limit women's autonomy, reflected in the Ethiopian Demographic and Health Survey (2016), which found that about 30% of women lack decision-making power in family matters³. Additionally, harmful practices such as early marriage and gender-based violence further hinder women's rights and opportunities⁴⁵. Despite some progress, barriers persist in education, employment, and healthcare access, revealing deep-rooted social norms that perpetuate gender disparities.

Now central Ethiopia region is particularly notable for its ethnic diversity and role in Ethiopia's industrialization efforts. The establishment of the Hawassa Industrial Park has attracted thousands of young women from rural areas seeking employment. However, these women face long working hours, low wages, and the challenges of adapting to urban life away from their familial support networks.

This study aims to investigate the practices and challenges of women's empowerment in political, economic, social, and cultural spheres within Mehal Amba town. By examining these issues through a feminist lens, the research seeks to identify barriers to empowerment and propose actionable solutions that can enhance women's status and participation in society.

Women have been at the forefront of global discussions on equality for decades, particularly since the United Nations convened its first women's conference in 1975. Despite significant progress, gender inequality remains a pressing issue worldwide. The gender power model highlights how power structures are often skewed in favor of men, who typically have greater access to resources and decision-making authority. This imbalance is reflected in various aspects of life, including education and employment opportunities.

In Ethiopia, deeply rooted cultural practices contribute to the marginalization of women. The Ethiopian Demographic and Health Survey (2016) reveals that a significant portion of women—around 30%—do not participate in decision-making processes regarding personal or family matters. Instead, their husbands often dictate choices related to health care and family planning. Furthermore, harmful practices such as early marriage and gender-based violence continue to hinder women's empowerment.

Central Ethiopia region stands out as one of Ethiopia's most ethnically diverse areas and plays a crucial role in the country's industrialization efforts through initiatives like the Hawassa Industrial Park. Since its establishment, thousands of young women have migrated from rural areas to seek employment opportunities there. However, they face numerous challenges, including long working hours for low wages and the difficulties associated with adapting to urban life without familial support.

This research aims to explore the multifaceted challenges and practices surrounding women's empowerment in Mehal Amba town across political, economic, social, and cultural dimensions. By employing a feminist perspective, this study seeks not only to identify obstacles but also to propose effective strategies for enhancing women's empowerment within the community. Feel free to choose or modify either introduction based on your preferences!

1.2 Statement of the problem

The empowerment of women in Gedebano, Gutazer Welene Woreda faces significant challenges despite existing policy frameworks aimed at promoting gender equality.

There is a lack of comprehensive understanding regarding the effectiveness of these policies, as many women remain excluded from decision-making processes due to entrenched patriarchal norms and socio-cultural barriers. This indicates a need for more robust data on women's experiences and the impact of empowerment initiatives.

Current studies often rely on limited sample sizes and qualitative approaches, which may not adequately capture the broader context of women's experiences. This methodological constraint restricts the ability to generalize findings and understand the full scope of challenges faced by women in this region.

Theoretical frameworks addressing women's empowerment often overlook the inter sectionality of factors such as religion, socio-economic status, and reality that disproportionately affect women's agency. A more nuanced understanding is necessary to develop effective strategies for empowerment.

For this analysis, women's empowerment is defined as the process through which women gain awareness of gender-based inequalities and acquire the ability to assert their rights and control their lives. This includes developing self-reliance, gaining skills, and participating in decision-making at all levels of society. Empowerment involves addressing socio-economic conditions that subordinate women, promoting equal access to resources, and fostering supportive environments for women's leadership and participation in various spheres, including economic and political life. This indicates a low magnitude of empowerment among women in Gedebano, with many lacking control over household decisions and economic resources. These findings highlight the urgent need for targeted interventions that address both structural barriers and individual capabilities to enhance women's empowerment in this context. This integrated statement provides a comprehensive overview of the challenges facing women's empowerment in Gedebano while defining what empowerment entails.

Others relate empowerment with participatory processes that foster enhanced individual a As a researcher the reason behind to do researcher on the title of the practice & the challenge of women empowerment in G/G/w/w Guraghe Zone is that in our woreda there is male-dominated society which automatically puts women in a lower status position . In male-dominated societies, mainly, there are an acceptance that women should be subservient and tolerant of their partners or husbands (whereby if women go against these norms, then violence is instigated against those who out of line) – and this is all done in the name of culture. In our societies are socialized in a way whereby women have a lower social status compared to men. From a young age, autonomy is promoted among boys, while girls are not given any autonomy, but they are trained to be more obedient and dependent, and to household chores such as cooking, in preparation for marriage and caring for their households in later years . Low educational level is one of the key causes and consequences of females' low socio-economic status. Lack of (or low) educational attainment is among one of the major roots of women' s lowered socio-economic status in the woreda. Women' s education is usually lower than that of men and until this gap is bridged, it will be difficult for women to be empowered.

The weakness of feminism before that I talk about what feminism means, I would

like to discuss some of the many misconceptions associated with it. Firstly, feminists are usually stereotyped as being man-hating, hairy, white middle class women. People are also under the impression that they are ugly and a bunch of anti-male lesbians. Also, many people think that feminism is primarily focused on women wanting to be men. Some even argue that feminism has already reached its goal and that there' s no need

for its existence anymore. Clearly all of these misconceptions and accusations are far from truth. They are inaccurately portrayed as such due to lack of knowledge on this topic. Gender inequality is in fact still evident in many areas, most notably the gender wage gap.

One of the major reasons that women (or young girls) are not empowered through higher levels of education is the issue of early marriages. Children (young girls) are married off and this has some serious implications on their development and empowerment. Thus, lack of education, other factors contributing to low socio-economic status of the women include lack of access to resources (i.e. land), and lack of access to employment (and financial service) .This is even more evident when it comes to how resources are owned and shared in rural areas through out in our woreda – where women have limited decision-makers to empower related to these resources, particularly when it comes to farming and management of natural resource. In Gedebrano Gutazer Welene Woreda the Political participation Of Women is very Low for example very few women are participating in political conference then this affect the political empowerment of women.

Again the number Of Women In each Sector is Low & Even women in Our Woreda involving low employment such institutional sanitation. In another way for example in G/G/W/W Commercial bank there no women officer & in the whole the 32 sector there is no women leader. This dis empowerment women leads decline the Woreda growth .Because of this reason finding the problem, listing solution & reporting the finding to the concerned bodies based on the investigation of the research and the improvement of the women political, social, economic and health status is a highly important end in itself.

The basic question as a researcher to give attention for assessing of the practice of women empowerment that take place , the identification of the challenge of women empowerment in politics, economic ,social ,& cultural affair in a separate way ,determine the impact of those challenge & from

those four challenge distinguish the highest impact on empowerment of women ,which one low& the medium impact .

Education increases women' s understanding and awareness of the situation in which they live, and their cognitive and psychological realm of empowerment (Bishaw, 2014). It is a powerful tool to facilitate entry in the business activities, can enhance the managerial ability of the individual, and hence increase the propensity to participate in

income generating activities (Beriso, 2021).Education is a powerful tool to place women in a better position to perceive the potential benefits of adopting new innovations like participation in income generating activities (Franze and Franzel, 2012 ; Losindilo et al., 2010).

Educated women are ready to accept every innovation to engage in business activities than the illiterate ones (Bishaw,2014) which show education determines women' s empowerment and participation in economic activities (Ekesionye and Okolo, 2012). Moreover, improving the educational level of husband is important for combating and preventing the determinants of the economic growth of women entrepreneurs (Beriso, 2021). Thus, from this, it was hypothesized that both women education and husband education would positively determine women participation in income generating activities. As researcher there are gab of knowledge such as not understanding how to develop review literature on theory & concept, lack knowledge how to analysis the Collected data & etc...

1.3 Research questions

The Study is expected to answer the following basic research questions.

1. What is the current status of women empowerment in Mehal Amba, with an emphasis on economic, political, and socio-cultural dimensions?
2. What are the key obstacles to women empowerment in the study area?
3. How does women empowerment impact political, economic, and socio-cultural development in the study area?
4. How do gender norms and stereotypes influence women empowerment at the woreda level?
5. How effective are the existing programs and policies aimed at empowering women in the woreda?

1.4 The Objective of the study

1.4.1 General objective

The general objective of the is assesses the practice & challenge of women empowerment in Gedebano Gutazer welene woreda, Guraghe Zone ,

1.4.2 The Specific objective of the study

The specific objectives of this research are likely to include:

1. Assess the current status of women empowerment in in the study area with emphasis on dimensions of women empowerment .
- 2 Describe the key obstacles to women empowerment in the study area.
- 3 Examine the impact of women empowerment on the political, economic, socio-cultural development aspects of the study area.
- 4 Investigating the influence of gender norms and stereotypes on women empowerment in the woreda level.
- 5 Evaluating the effectiveness of existing programs and policies aimed at empowering women in Woreda.

1.5 Significance of the study

This research serves as a critical resource for policymakers by shedding light on the multifaceted challenges that hinder women's empowerment in Gedebano. By analyzing specific barriers such as socio-cultural norms, economic constraints, and lack of access to education and healthcare, policymakers can gain a clearer understanding of the local context. This knowledge is essential for designing targeted interventions that address these issues effectively. Furthermore, the findings can inform the development of inclusive policies that not only aim to enhance women's rights but also promote their active participation in community development. By recognizing the unique challenges faced by women in this region, policymakers can create more equitable frameworks that foster gender equality and empower women to take on leadership roles.

The implications of this research extend to public sector institutions and government offices, highlighting the necessity for a systemic change in how gender policies are implemented. The study reveals potential gaps in existing programs and initiatives aimed at promoting women's empowerment. By identifying these shortcomings, government entities can refine their approaches to ensure that resources are allocated effectively and that programs are accessible to women from diverse backgrounds. Additionally, this research emphasizes the importance of training and sensitization for public officials regarding gender issues. By fostering an understanding of the barriers women face, government offices can better support initiatives that promote gender equity and enhance women's participation in governance processes. Ultimately, this can lead to more responsive and accountable governance that reflects the needs and aspirations of all citizens.

For upcoming researchers, this study provides a valuable foundation for future inquiries into women's empowerment in Ethiopia and beyond. It highlights the importance of interdisciplinary approaches that consider social, economic, and political factors influencing gender dynamics. By engaging with the findings of this research, new scholars can explore innovative methodologies to investigate related issues such as the role of education in empowering women or the impact of microfinance on women's economic independence. Furthermore, this research encourages future studies to adopt participatory approaches that involve women in the research process, ensuring their voices are central to understanding their experiences and challenges. This focus on inclusivity not only enriches academic discourse but also contributes to practical solutions that promote sustainable empowerment for women in various contexts.

1.6 Scope of the study

This study is geographically focused on Gedebano, a specific area within the Gutazer Welene Woreda in Central Ethiopia. This region is characterized by unique socio-cultural dynamics and economic conditions that influence women's empowerment. By concentrating on this locality, the research aims to provide insights that are contextually relevant and applicable to similar rural settings in Ethiopia.

The research employs a mixed-methods approach, combining qualitative and quantitative data collection techniques. Surveys may be used to gather statistical information on women's empowerment indicators, while interviews and focus group discussions will provide deeper insights into personal

experiences and challenges faced by women. This methodological diversity allows for a comprehensive understanding of both the statistical landscape and the lived realities of women in the region.

The temporal scope of this research spans from 2020 to 2025, capturing recent developments in women's empowerment initiatives and their impacts over time. This period includes the evaluation of ongoing programs, policies, and community responses to gender-related challenges, providing a contemporary perspective on the progress and setbacks experienced in women's empowerment efforts.

The theoretical framework of this research is grounded in gender theory and empowerment theory. It examines how societal norms, policies, and institutional structures affect women's agency and empowerment. By integrating these theories, the study seeks to analyze the systemic barriers that hinder women's progress while also exploring frameworks for promoting gender equality and empowering women at multiple levels—individual, community, and institutional.

1.7 Limitation Of the study

The limitations of the study on women's empowerment in Gedebano, Gutazer Welene Woreda, Central Ethiopia, encompass several key factors that may affect the validity and generalizability of the findings. Firstly, a small sample size may not adequately represent the diverse experiences and perspectives of the broader population, potentially leading to skewed results. Additionally, reliance on self-reported data can introduce bias, as respondents might provide socially desirable answers rather than candid reflections of their experiences. Furthermore, contextual factors such as variations in local cultural practices, socio-economic conditions, and access to resources may limit the applicability of the findings to other regions or communities within Ethiopia. These limitations highlight the need for caution in interpreting the results and suggest areas for further research to gain a more comprehensive understanding of women's empowerment in different contexts.

CHAPTER TWO

2. REVIEW of Related LITERATURE

2.1 Introduction

Women empowerment is a critical component of sustainable development, particularly in regions like Gedebano, Gutazer Welene Woreda, where socio-economic and cultural dynamics significantly influence gender equality. The current status of women's empowerment in this area reveals a complex interplay of economic, political, social, and cultural challenges. Economically, women often face barriers such as limited access to financial resources, education, and employment opportunities, which restrict their ability to achieve financial independence and contribute to local economies. Politically, despite some advancements in gender representation, women remain underrepresented in leadership positions, which diminishes their capacity to influence policies that affect their lives and communities. Socially and culturally, entrenched gender norms and stereotypes often confine women to traditional roles within the household, limiting their participation in public life and decision-making processes. Understanding these dimensions is essential for identifying key obstacles to women's empowerment in the study area and examining the potential impacts of empowerment on political, economic, and socio-cultural development. This review will explore these aspects in depth, investigating the influence of gender norms and evaluating existing programs aimed at promoting women's empowerment within the woreda.

2.2 Theoretical Literature

2.2.1 Feminist and Empowerment

Frere' s concept of consciousness (1973) inspired mainly feminists and social activists concerned with social equality to criticize the traditional development strategies and interventions of the time, which "failed to address the underlying structural factors that perpetuate the oppression and exploitation of poor women" (Shah). , p. 23). Feminist theory emerges from the global feminist movement characterized by an insistence on linking the personal and the political and "challenges accepted categorizations that have been developed by predominantly male disciplines (such as sociology, for example). The goal is to create concepts alternatives that can help explain the world as it appears

French the goal is to create alternative concepts that can help explain the world as seen by its invisible and disadvantaged subordinates" (Lengermann and Neibrugge-Brantley, 1988, as discussed in Sadan p. 138). In her thesis (2011), Payal Shah nicely summarizes some of the feminist literature (Young 1988; Molyneux 1985) that evolved to define empowerment and the empowerment approach to development in the 1980s: Moser (1989) asserts that the empowerment approach to development, which grew out of "emerging feminist writings and the experience of Third World women's organizations" (p. 1815) defines power "as the right to determine choices in life and to influence the direction of change through the ability to take control of crucial material and immaterial resources" (p. 1815). According to this definition, power refers to an individual's ability to make choices (Kabeer 2001). Empowerment therefore concerns the processes by which a person who is denied the ability (and power) to make choices gains this ability (and power) (Kabeer 2001).

At its core, according to feminist theory, empowerment involves changes, both individual and societal (Kabeer 2001; Shah 2011). While most feminist circles agree that empowerment involves individual and social change, feminism has yet to "define" exactly what empowerment means in a way that is analytically useful. Kabeer (2001) writes: "However, not everyone accepts that empowerment can be clearly defined, not to be measured. For many feminists, the value of the concept is precisely in its "ambiguity". As an activist of the NGO quoted in Batliwala (1993) says: "I like the term empowerment because no one has yet defined it clearly; so it gives us some breathing room to put it into practice before focusing on what it means. I will continue to use it until I know for sure that it does not describe what we do." (p. 18) It is true that it is often difficult to know if the authors who use terms such as "women's empowerment", "gender equality" or "women's autonomy" refer to similar concepts; However, even if the studies of human development are full of various terms and definitions, and even if these terms and definitions are not clear, it is useful to examine these multiple meanings - both explicit and implicit - given on "empowerment" in an attempt to draw conclusions about how meaning can and has influenced intention and the process of empowerment. (2005). In particular, GAD "conceptualizes empowerment to fully consider the social context, justice and action" (Shah, p. 26). Unlike WID's top-down approach, driven by development agencies, GAD was more of a bottom-up approach to empowerment that emerged from the Third World feminist critique of mainstream development theory. (Unterhalter 2005; Kabeer 2001; Batliwala 2007b, and also 2007b noted in Shah, p. 26) and tried to address the underlying structural factors that perpetuate the oppression and

exploitation of poor women (Batliwala 1994; Unterhalter 2011). While some argue that GAD succeeded in highlighting the complex process of institutional change and that WID was concerned with equity of resources and that "GAD theorists saw equity in terms of removing structural barriers to gender equality" (Unterhalter, 2005, p. 22). Empowerment studies inspired by WID and GED in the 1980s and 1990s also conceptualized empowerment and evaluated empowerment in gender development programs in a results-oriented model (see discussion in Shah 2011). Even recently, the World Bank's report on empowerment and poverty reduction: A reference work defined empowerment as "the extension of freedom of choice and action to shape one's life" (Narayan 2002, xviii). However, the literature and studies that accept this definition, with their emphasis on institutional and systemic transformation in sections that approach empowerment theoretically (Malhotra and Schuler 2005), do not operationalize it in a way that reminds the feminist roots of empowerment, rather it measures empowerment. using discrete indicators, such as the number of women in school or the number of women participating in the formal labor market, focusing on women's empowerment as something intermediate, contributing to other development results such as economic growth and demographic change (see Malhotra and Schuler 2005; Kishore 2000 We have seen research that we all called "immoral" in cases like the Tuskegee Syphilis Experiment The Tuskegee Syphilis Study was controversial for ethical reasons, mainly because researchers with knowledge failed to treat patients well after penicillin was proven in 1940. to be an effective cure for the disease they studied. Original photo uploaded by Jrtayloriv at en.wikipedia (public domain).There is a difference between direct violence and structural violence. The central aspect of direct violence is the very physical nature of the harm inflicted. Structural violence is more subtle, but has as much - perhaps more - potential to cause suffering, as it can sink its insidious teeth into individuals, communities, and even nations and other large populations in insidious, but extremely painful ways. Structural violence includes economic inequality, health care disparities, and inadequate access to quality education. This type of violence is exercised by economic, social and political institutions. Structural violence is, at its heart, the unequal distribution of power. Thoughts on Voice Research has the potential to perpetrate acts of structural violence in the most insidious and hidden ways, as it dictates what kinds of knowledge are useful and valuable, what matters in knowledge, and who has the right to create and maintain it. . this knowledge. Indeed, it allows certain voices to be heard and others to be ignored or even silenced. By creating a monopoly of power and the opportunity to produce valuable knowledge, research that is not aware of

its potential for oppression can leave these already disempowered populations even more disempowered because their experiences, lives and voices are devalued, even ignore it. Empowerment through research does not mean that a study reveals results that offer a certain level of hope or create change for a certain population; Rather, research empowerment refers to the research process itself. As individuals and communities participate significantly in directing the research process, power over knowledge production is redistributed so that the unique life experiences and insights of these individuals and communities are valuable to others. . These groups so often marginalized by the research process become powerful

2.3 Empirical literature review

Women in Gedebano, Gutazer Welene Woreda, Central Ethiopia, face a complex array of challenges that hinder their empowerment across social, economic, political, and cultural dimensions. Socially, deeply rooted traditional norms and patriarchal structures often restrict women's roles within the community, limiting their participation in decision-making processes and perpetuating gender-based discrimination (Ethiopiaid). This social framework not only marginalizes women but also affects their self-esteem and agency, making it difficult for them to advocate for their rights or pursue leadership roles. Economically, women encounter significant barriers to accessing critical resources such as credit, land ownership, and education. These obstacles severely undermine their financial independence and entrepreneurial potential, as many women are unable to secure loans or investments necessary to start or expand businesses (Frontiers in Global Women's Health). The lack of access to education further compounds these economic challenges, as it limits women's skills and knowledge needed to compete in the job market.

Politically, despite constitutional guarantees for gender equality and various initiatives aimed at increasing women's representation in governance, women in Gedebano remain underrepresented in political spheres. This lack of representation not only diminishes their ability to influence policies that directly affect their lives but also perpetuates a cycle of exclusion from important decision-making processes (UNICEF). Culturally, prevailing attitudes often prioritize male authority and reinforce traditional gender roles, which further entrench gender disparities and limit women's opportunities for empowerment (ResearchGate).

Moreover, the intersectionality of these challenges means that women from marginalized backgrounds—such as those with disabilities or from lower socioeconomic classes—experience compounded disadvantages. Despite some progress made by the Ethiopian government and non-governmental organizations in promoting gender equality through various programs and policies, these persistent challenges highlight the urgent need for comprehensive and targeted strategies. Such strategies should focus on enhancing women's access to education, economic resources, political representation, and social support systems in rural areas like Gedebano. By addressing these multifaceted barriers holistically, it is possible to foster an environment where women can thrive as empowered individuals contributing to their communities' development.

2.4 Conceptual frame Work

The framework for women's empowerment encompasses various interconnected dimensions, including economic, social, cultural, and political factors that collectively shape women's status and agency. Economic empowerment is centered on ensuring access to resources, control over financial assets, and opportunities for employment. Social empowerment focuses on the importance of education, awareness of rights, and the establishment of supportive networks. Cultural empowerment seeks to challenge detrimental gender norms while promoting positive role models. Political empowerment underscores the significance of women's representation in decision-making processes and advocacy for their rights. These dimensions are influenced by broader socio-economic conditions, cultural practices, and legal structures that affect women's lives. Empowerment processes involve raising awareness, building skills through training programs, and creating supportive networks. The ultimate goal of these initiatives is to enhance women's participation in economic activities, strengthen their decision-making capabilities, and improve their overall health and well-being, benefiting both women and their families (UN Women, 2020; World Bank, 2018).

In the context of women's empowerment challenges across political, social, cultural, and economic dimensions, the dependent variable is typically women's empowerment itself, which encompasses aspects like decision-making authority, income levels, and social perceptions. The independent variables include factors such as

income level, educational attainment, employment status, access to information, and social norms that influence women's empowerment outcomes. These variables interact to shape the extent of empowerment experienced by women in different contexts.

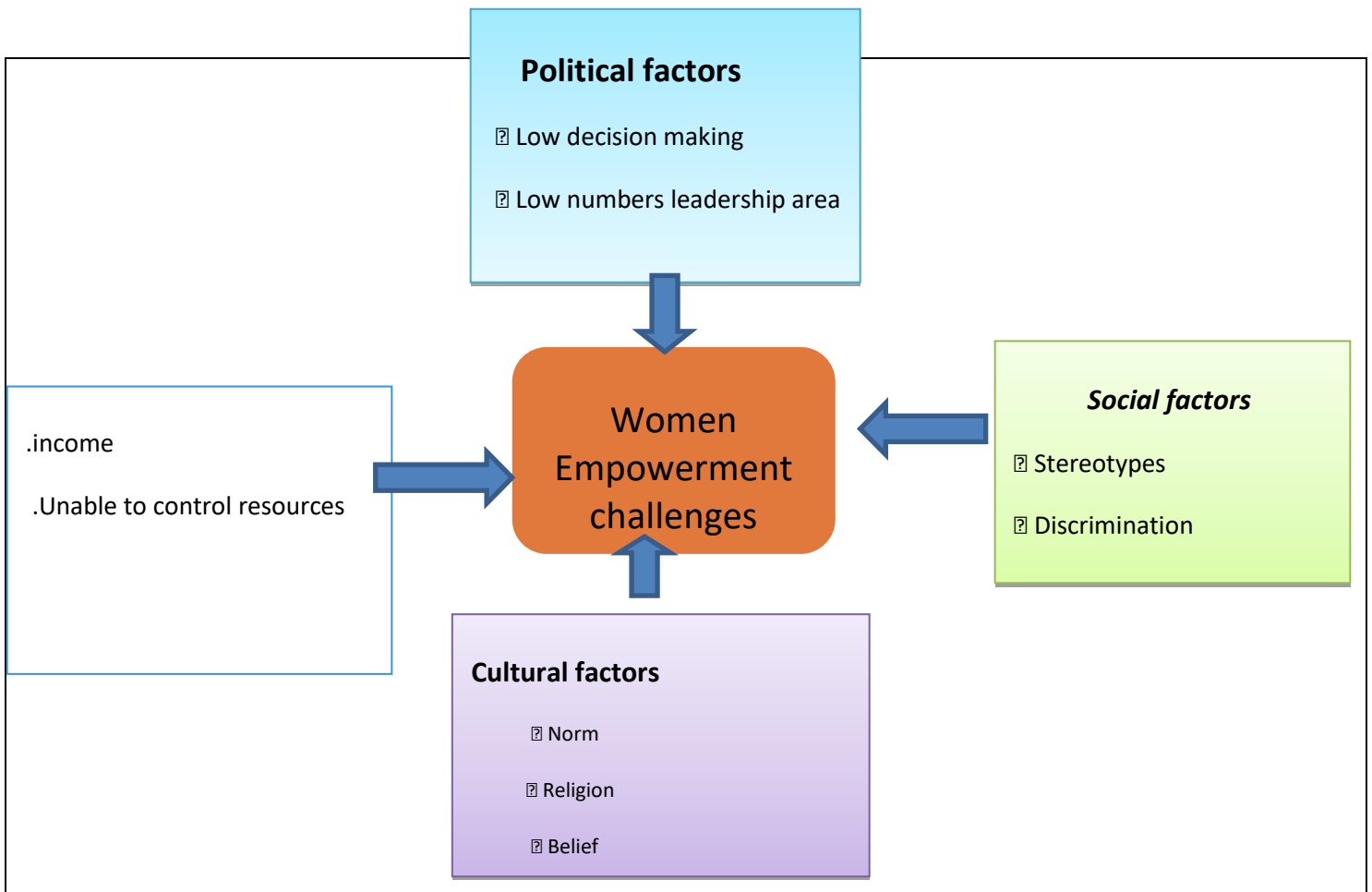


Figure 2.1 the conceptual frame

source: Author construct

2.5 Women Empowerment Dimensions

2.5.1 Economic Empowerment

Economic empowerment involves equipping women with the skills, knowledge, and resources necessary to achieve financial independence and improve their living standards. This includes access to education and vocational training to enhance employability, access to financial resources such as credit and savings accounts to support entrepreneurship, and facilitating market access to help women sell their products or services effectively.

2.5.2 Political Empowerment

Political empowerment refers to increasing women's influence in political processes and decision-making. This encompasses encouraging women to seek representation in political offices and local governance, empowering them to advocate for their rights and the rights of others, and building networks that enable women to mobilize for collective action on critical issues affecting their lives.

2.5.3 Social Empowerment

Social empowerment focuses on fostering self-confidence, agency, and community support among women. It involves establishing mentorship programs and peer support networks that allow women to share resources and experiences, ensuring access to essential services such as health care and education, and promoting initiatives that build self-esteem and awareness of women's worth and capabilities.

2.5.4 Cultural Empowerment

Cultural empowerment involves recognizing and valuing diverse cultural identities while promoting women's active participation in cultural practices. This includes valuing women's contributions to culture, encouraging their involvement in arts and traditions, and ensuring that women have a voice in decisions related to cultural preservation and expression.

2.6 Empowerment and Education

Tasks can be completed more effectively when individuals are empowered, and one significant method of achieving empowerment is through both formal and informal education. Education is fundamentally linked to empowerment; it is a vital element of empowerment initiatives and also serves as a means of empowerment in itself. For instance, education plays a crucial role for individuals who are illiterate or physically challenged, such as those who are blind or hearing impaired. When the hearing impaired

receive education, they gain the ability to express their thoughts using sign language, which allows them to interact with those who can hear. This empowerment enables their voices to be heard and valued in decision-making processes within their families and communities. As a result of this educational empowerment, they can contribute productively to the economy. Courts suggests that education empowers illiterate individuals by helping them recognize their own power as learners and "meaning makers."

Education as a means of empowerment benefits both individuals and groups, including both majority and minority populations. Al-Haj expands on Courts' assertion that education can have different empowerment effects for different people, particularly in contexts where there is a dominant group versus a minority group. Various perspectives have emerged regarding the idea that empowerment can signify both individual transformation and broader communal change. For example, Griffin argues that significant changes at the individual level will lead to substantial social changes.

Empowering women through education is particularly important. The well-known saying by Dr. Kwagyiri Aggrey, "When you educate a boy, you educate an individual; when you educate a girl, you educate a nation," remains relevant today. Research indicates that social interventions aimed at improving women's educational opportunities and overall well-being have widespread effects since women often manage households and care for children. Empowering women through education is rooted in human rights and is essential for achieving equality, as highlighted in the Beijing Platform for Action.

2.7 Women Empowerment and Socio-Economic Development

Women's empowerment and gender equality are integral parts of feminist discourse. Feminist scholars have pointed out that many women face oppression from men, particularly in developing countries. This oppression has historical roots in male-dominated traditions prevalent in societies such as those in sub-Saharan Africa and the Arab world. Such oppression manifests in various forms, including physical violence, exclusion from decision-making processes, sexual harassment, workplace discrimination, and family-related inequalities. In response to these challenges, women adopt various coping strategies, necessitating tailored empowerment approaches based on specific issues.

2.8 Women Empowerment and Gender Parity Index

Several factors highlight the need to empower women within society to foster socio-economic development. These factors contribute to gender disparities, including unequal access to education, lower completion rates at basic educational levels, fewer women in paid employment, and underrepresentation in leadership roles such as parliament or institutional heads. These disparities disadvantage women since they represent a smaller proportion of the population. Additionally, poverty, economic growth, and gender inequalities are interconnected with women's health (as outlined in Sustainable Development Goals 1, 3, 4, and 5). Empowering women is crucial for achieving gender equality across various societal dimensions educational, economic, workplace-related, and political.

The International Conference on Population and Development (ICPD) recognized the importance of enhancing women's political, social, and economic status due to gender-based discrimination. The conference advocated for empowering women in areas such as health, nutrition, and education from early life stages. For instance, empowering women economically involves addressing issues like occupational segregation, wage gaps between genders, and the low percentage of women engaged in both paid and unpaid work.

2.9 Challenges to Women' s Empowerment

Women' s empowerment faces numerous obstacles particularly in developing regions stemming from various factors including family dynamics, community attitudes, cultural norms, healthcare systems inadequacies, technological barriers, and unfavorable governmental policies. Family background significantly influences women's lives; families with higher social status often enjoy better educational opportunities which empower them further. However, low literacy rates among women persist in many developing countries due to cultural constraints such as poverty-driven child marriage or labor practices that limit educational access.

Additionally, deficiencies within healthcare systems pose significant barriers to women's health improvement efforts. Issues such as inadequate care quality; ineffective social protection measures like health insurance; long distances to healthcare facilities; among others exacerbate challenges faced by women seeking healthcare services.

Consequently, developing nations grapple with elevated rates of fertility-related complications alongside infant mortality amid prevailing poverty levels. Community-level barriers also play a critical

role in obstructing women's empowerment initiatives by perpetuating negative attitudes toward girls' education or restricting women's decision-making autonomy based on misinterpretations of religious doctrines.

Many women remain vulnerable within their communities; thus they require support from state institutions to enhance their productivity potential. Unfortunately, limited government resources often result in minimal or nonexistent social support structures for these initiatives—further impeding women's empowerment efforts while contributing to high maternal mortality rates during childbirth. This paraphrase maintains the original meaning while rephrasing the content for clarity and coherence.

2.9.1 Universal Human Right instrument

Declaration elimination against the of Violence women recognizing the urgent need for the universal application to women of the rights and principles with regard to equality, security, liberty, integrity and dignity of all human beings, Noting that those rights and principles are enshrined in international instruments, including the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of All Forms of Discrimination against Women and the Convention against Torture and Other Cruel, Inhuman or Degrading treatment or Punishment, Recognizing that effective implementation of the Convention on the Elimination of All Forms of Discrimination against Women would contribute to the elimination of violence against women and that the Declaration on the Elimination of Violence against Women, set forth in the present resolution, will strengthen and complement that process, Concerned that violence against women is an obstacle to the achievement of equality, development and peace, as recognized in the Nairobi Forward-looking Strategies for the Advancement of Women, in which a set of measures to combat violence against women was recommended, and to the full implementation of the Convention on the Elimination of All Forms of Discrimination against Women, Affirming that violence against women constitutes a violation of the rights and fundamental freedoms of women and impairs or nullifies their enjoyment of those rights and freedoms, and concerned about the long- standing failure to protect and promote those rights and freedoms in the case of violence against women, Recognizing that violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full

advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men, Concerned that some groups of women, such as women belonging to minority groups, indigenous women, refugee women, migrant women, women living in rural or remote communities, destitute women, women in institutions or in detention, female children, women with disabilities, elderly women and women in situations of armed conflict, are especially vulnerable to violence, Recalling the conclusion in paragraph 23 of the annex to Economic and Social Council resolution 1990/15 of 24 May 1990 that the recognition that violence against women in the family and society was pervasive and cut across lines of income, class and culture had to be matched by urgent and effective steps to eliminate its incidence, Recalling also Economic and Social Council resolution 1991/18 of 30 May 1991, in which the Council recommended the development of a framework for an international instrument that would address explicitly the issue of violence against women, Welcoming the role that women's movements are playing in drawing increasing attention to the nature, severity and magnitude of the problem of violence against women, Alarmed that opportunities for women to achieve legal, social, political and economic equality in society are limited, inter alia , by continuing and endemic violence, Convinced that in the light of the above there is a need for a clear and comprehensive definition of violence against women, a clear statement of the rights to be applied to ensure the elimination of violence against women in all its forms, a commitment by States in respect of their responsibilities, and a commitment by the international community at large to the elimination of violence against women, Solemnly proclaims the following Declaration on the Elimination of Violence against Women and urges that every effort be made so that it becomes generally known and respected .

2.9.2 Constitution Article 35 Rights of Women

1. Women shall, in the enjoyment of rights and protections provided for by this Constitution, have equal right with men.
2. Women have equal rights with men in marriage as prescribed by this Constitution.
- 3 .The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them to compete and

participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.

4. The State shall enforce the right of women to eliminate the influences of harmful customs. Laws, customs and practices that oppress or cause bodily or mental harm to women are prohibited.

1. (a) Women have the right to maternity leave with full pay. The duration of maternity leave shall be determined by law taking into account the nature of the work, the health of the mother and the well-being of the child and family.

2. (b) Maternity leave may, in accordance with the provisions of law, include prenatal leave with full pay.

Women have the right to full consultation in the formulation of national development policies, the designing and execution of projects, and particularly in the case of projects affecting the interests of women. Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights with men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property. Women shall have a right to equality in employment, promotion, pay, and the transfer of pension entitlements. To prevent harm arising from pregnancy and childbirth and in order to safeguard their health, women have the right of access to family planning education, information and capacity.

The diagram above represents the relationship that is hypothetically thought to exist between the two variables in study. The independent variable is women empowerment while the dependent variable is development. Women empowerment (conceptualized as economic empowerment, political empowerment and social empowerment) is thought

2.9.3 Practice and challenges of women empowerment history in Ethiopia

Women in Ethiopia have historically held notable positions, particularly among the elite, where they served as administrators and warriors. However, these roles did not lead to widespread improvements in women's rights. Instead, they allowed certain women to inherit and own property and to participate in communal decision-making. For example, Queen Menen, consort of Emperor Iyasu IV, played a crucial role in managing the Ethiopian Empire during the early 20th century. Similarly, Empress

Tayetu Betul actively advised the government and participated in military efforts against Italian invasion in 1896. Despite these instances of female leadership, the broader societal structure often relegated women to domestic roles, particularly after the influence of European advisors who restricted women's participation in politics and the military.

2.9.4 Health Challenges

Women's health remains a pressing issue in Ethiopia. As of 2014, the total fertility rate was 5.23 children per woman. While there has been an increase in contraceptive use from 8.2% in 2000 to 28.6% in 2011—many women still lack access to reproductive health services. Maternal mortality rates were estimated at 350 deaths per 100,000 live births as of 2010. Additionally, women face a higher risk of HIV/AIDS infection due to socioeconomic factors that limit their autonomy.

2.9.5 Violence against Women

Domestic violence is alarmingly prevalent in Ethiopia. Studies indicate that a significant percentage of women have experienced sexual abuse by partners; for instance, a WHO study reported that 59% of women had faced lifetime sexual abuse from a partner. The legal framework surrounding sexual violence is inadequate; for example, marital rape is not recognized under Ethiopian law. During periods of conflict, such as the recent war in Tigray, reports of sexual violence against women surged dramatically.

2.9.6 Cultural Practices

Cultural practices such as female genital mutilation (FGM) and bride kidnapping continue to pose challenges for women's rights in Ethiopia. As of 2005, approximately 74.3% of women aged 15-49 had undergone FGM. Despite legal prohibitions against such practices under the Penal Code, FGM remains deeply entrenched within communities. Bride kidnapping is particularly prevalent in certain regions; surveys indicated a prevalence rate as high as 92% in some areas.

CHAPTER -THREE

3 .Methodology of the study

The challenges of women empowerment in the study were identified through a mixed-methods approach. Researchers utilized structured questionnaires to gather quantitative data from women, complemented by interviews with local officials and focus group discussions with community leaders. Key challenges highlighted included limited access to information, low participation in decision-making, economic constraints, and cultural barriers such as gender discrimination and societal perceptions, which collectively hinder women's empowerment efforts in Gedebano Gutazer Welene Woreda.

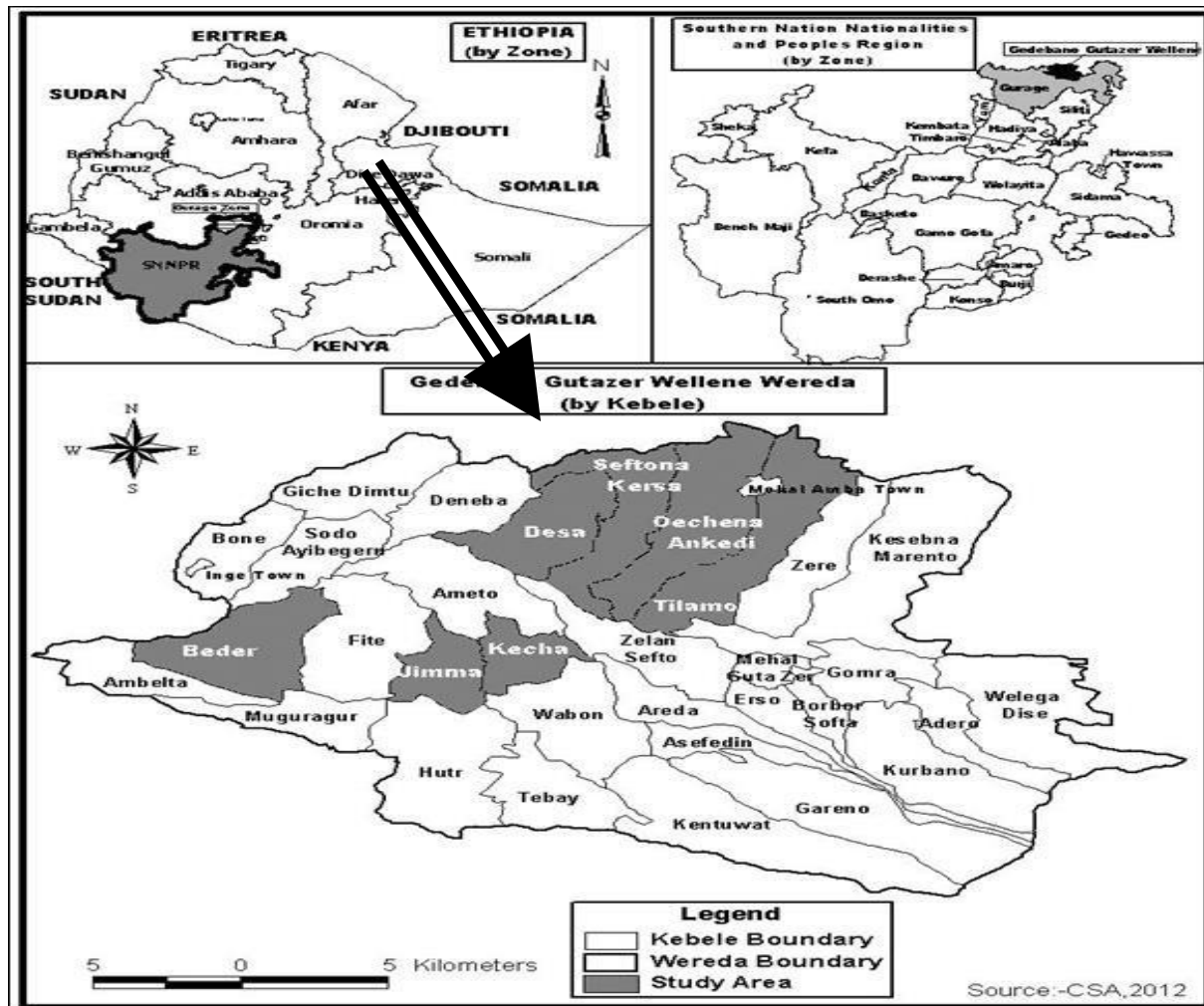
The nature of this study depends on multidimensional practice & challenge of women empowerment affair. This study shall be take place purposively selective of 121 married government employee women in case of questionnaire administration. The reason behind to use purposive mechanism to select more ethical & more educated women because if I decide to use random sampling may the risk of opportunity of gaining less educated women(only completing up grade ten/ they may unable to give correct answer so , to avoid those problems the researcher is giving attention to purposive sampling mechanism. In order to attain this objective descriptive research design is deployed .In this study 6 &7 individual are selected purposively sampling mechanism for interview & focus group discussion purpose respectively .The researcher deployed both qualitative & quantitative approach . In case of qualitative approaches obtaining ata writing in words or statement form while the quant dative approach is needed for the gaining data express in form of table ,graph , chart &percent. Again I use primary & secondary data source . Relating to data the most data collection mechanism, I was going to use is prepared of questionnaire for respond . In this case the question prepare in the way of open-ended & close -ended depends on practice & challenge of women empowerment in politics ,economic ,social & cultural list of affair .before questionnaire are administrated , pilot study is conducted . The last one is the collected data analysis in valid & reliability way express in the form of statement & table then report to my advisor and the concerned bodies.

3.1 General Description of the study area

3.1.1 The People and Location

Gedebano Gutazer Welene people's principal geographical address in a side is mainly within Gedebano Gutazer Welene woreda administration, South Central Ethiopia. The Woreda is amongst the closest woreda to the Capital Addis Ababa. The GGW peoples inhabit a central highland within the north-eastern part of the region in Guraghe Zone. It's bordered within the north and north east by Oromia region within the south by Muherina' Aklil Wore-da of Gurage Zone within the West by Qebena and within the south east by Meskan and within the east by Soddo woredas of Gurage zone. Geographically, they're adjacent to other speakers of Gurage and Cushitic-speaking people like Qebena and Oromo.

The total geographic area of the woreda is about 54,500 hectare/ 233.45 km². Climatically two major weather conditions of the area are _Daga' and _Woi'na Daga.' Of this area about 63% is Daga (2500-3600 meters above sea level) 37% is Woi'na Daga. Based on 2007 census, the inhabitants of the woreda are estimated to be 250,000.⁶⁴ Outside of the woreda where they principally inhabit, Wolenes in a remarkable number are living in Addis Ababa, Diredawa, Adama, Jimma, and other major cities mostly by engaging 59 center regional Bureau of Finance and Economic Development Division of Statistics and Population, Regional Statistical Abstract (2007)⁶⁰ Desalegn Asfawesen , 'The Inceptive Construction and Associated Topics in Amharic and Related Stockholm University, (Holmberg' s print 2016) , p.17 61 Ibid 62 Abdulfetah Abdela, _ Yegordene Serea , Ye'Wolene Hizib Bahilawi Hig': Wolene People Traditional Law, Addis Ababa: (Alem Printing P.L.C. 2012) p. 763 Ibid 64 Abdulfetah Abdullah , _Yegodena Sera : Be'meakelawi Debub Ethiopia YeWolene Hizb Ye'Be Sire'at' (Empress Printing Press 2018) p. 43



1 indicate map of the study area.

3.1.2 Economic Activity of GGw wereda People

Gedebano gutazer wolene peoples are known by trade activities in their surrounding and elsewhere. Regarding the farm economy, agriculture is another means of livelihood for the community. The household economy of GGw wereda People is mainly based on the production of Enset as major crop. In addition to enset, some cash crops are maintained and livestock' s particularly for con-assumption of milk and fertilizer are raised. Maize, potato, cabbage, barley, chat, coffee, are also known in the area. Beside farm economy, they are also off farm income activities with-in the community. They are also working other supplementary economic activities. Mainly they are selling crops like chat, coffee,

bananas, and oranges. Trade, handicrafts and car-pantry are also other off farm source of income for the community.

3.2 *Research Design*

The research had be used as descriptive survey research design (both qualitative & quantitative research approach) is adopted for this study. This study is well suite to such study in which individual are used as a unit of analysis in order to measure generalization. The research was going to distinguish the practice & the challenge of women empowerment in politics, economics, social & cultural affair of G/G/ W/w/. The researcher plans descriptive survey is the most appropriate design to gather numerical & descriptive data.

3.3 *Data source & type*

In study both primary & secondary data sources would was taken as a source of Data. The Primary source were obtain from survey, observation of documents ,interview & focused groups. Again the source of secondary data of my research is journal article, newspaper ,website & others.

3.3.1 *The Primary source Of Data*

The researcher has conduct qualitative data that obtained from interview, focused groups and question where the quantitative data are obtained from survey, observation of written documents on women agenda of different meeting discussion.

The Purpose of those data are target the problems address , for the betterment of data interpretation , clear for research question & address explicit it research problem .

The Primary data source has been obtained from mostly the women who are working in different sector that are found in G/ G / W/W/ town Of Mehal Amba. The Primary data are obtaining through questionnaire , interview ,& FGD .

3.3.2 Secondary source of data

As researcher secondary source are taking from literature review of the existing work by various scholars & documents. I was going to plan the secondary source data are obtained from different research books from Google Journal article research reports & scientific debate area.

3.4 Data Collection tools / Instruments

In the process of data collection questionnaire, interview, interview & focus group discussing were going to use the written form. The questionnaire is preparing for 148 government employee women & the responder were selected purposively & interview for 6 individuals. Again I had be get information from 6 focused group discuss. I would use both closed & open - ended question with the intention disclose free opinions of the respondent.

3.4.1 Pilot study

The data gathering procedure were started with piloting the data gathering instruments. A pilot study provides an opportunity to gain preliminary experience of the research areas as well as an opportunity for the researcher to perform reliability and validity tests of the study (Roche, 1999). Accordingly, the researcher in this study conducted pilot on the questionnaire, interview and focus group discussion items with other similar individual. The instruments were administered to 148 who have been participated in practicing and women empowerment challenge activities to gather suggestions, and to modify items which were vague or confusing. Based on the results of the pilot study, except one question attempts will be done to ensure that the questions would be understandable and expressed in a suitable way.

3.4.2 Questionnaire

In this study both closed & open- ended question are Used. The question have four parts. The questions are preparing first in English & then translate in to Amharic for the selective respondent women. Part one the back ground information they respond. Part two question related with the measurements of the practice of women empowerment which be prepared by in form of charts. This part contains 4 tables & 40 questions which are answering by yes or no. The questions are depending on political, economic, social & cultural affairs women empowerment area separable table for each. Part 3 question are

focusing on the challenges of women empowerment based on political, economic, social & cultural affair. Again this parts contain 40 question that lists in form of charts these question are answering by very high= 5 high = 4 moderate = 3 low=2 vary low= 1 part 4 - depends on open - ended question which given the opportunity to list practice & challenge of women empowerment in their working sector.(10 question) focus on practice & challenge . The total number of question are 90.

Part 5 - again the respondent set solution for the challenge of women empowerment

3.4.3 Interview

In the context of research, defining the study population is an essential step in the research process. It involves identifying the group of individuals or entities that are the primary focus of the study. In the case of the research topic “ Practice & Challenges of Women Empowerment in Woreda Level,” the study population would likely consist of women living in the specific woreda (district) being studied.

The logic behind defining the study population in this way is to ensure that the research focuses on the group of women who are directly affected by the issues of women empowerment in the woreda. By defining the study population as women living in the woreda, the researcher can ensure that the findings of the study are relevant and applicable to the specific context of the woreda.

The procedure for defining the study population involves careful consideration of the research question and objectives. In this case, the research question may be to understand the current practices and challenges faced by women in terms of empowerment in the woreda. By defining the study population as women living in the woreda, the researcher can ensure that the study captures the experiences and perspectives of the women who are directly impacted by the issues of women empowerment in that specific context.

In summary, defining the study population in this research topic is crucial because it helps the researcher focus on the group of women who are most affected by the issues of women empowerment in the woreda. This ensures that the findings of the study are relevant and applicable to the specific context of the woreda.

The data Collection mechanism will be conducted by interview .A semi - structured interview strategy conducted with purpose selection of 6 women. I Prepare 8 open- ended question .The two Men are

selective from 1 government employee is from that of the woreda educational head & the other is the head of the woreda administration for the purpose of asking question on Broadway & I think they are giving good response. Three Women were selected from the woreda civil service, woreda children & women office & finance sector respectively. Remain one woman selective from Gedebano High school who works with student documents office. The above individuals are selected by purposively selective sampling mechanism.

3.4.4 Focus group Discussion

The third mechanism I can use to collect data is focused group discussion. I select individual by purposively sample in order to make focus group discussion. In this way I was prepared 7 questions for those groups to discuss. These 6 people are selective from 2 men are selected from the Woreda education office sector government employer, 3 women are selective from the woreda administration office. The last one woman is choosing from Gedebano High school Biology teacher. The last important thing from FGD is that the questions are open-ended & I use camera in order to photograph & recording the discussion. In those data collected mechanism needed to distinguish current practices and the obstacles of women empowerment in our level and to be recommended to solve those problems.

3.4.5 Documents analysis mechanism

The last instrument the researcher is choose to collect data is documents analysis. In this case I was going to check how many women are upgrading on government on their selective fields in 18 purposively chosen office & looking the women educational level & also I observe the 2013 Etc. election documents in order to check how many women are signing by pen & fingers. The last document analysis for the research error was planning to check is the woreda commercial bank & micro finance office to check women are developing habit of saving or not.

3.5 Validity and Reliability of the Instruments

To assure the validity of instruments for data collection, expertise opinions will be solicited from different professionals and documents regarding developing of the questionnaires, interview and FGDs guidelines. Reliability will be maintained by pretesting or pilot study. Due emphasis has been given to make questionnaire and guidelines standard. Testing and retesting of the materials will be done prior to

the data collection. In order to assure reliability cross checking will be done in order to reduce the error and clear and simple questions has been be prepared according to practice and women empowerment challenge for 117 women the respondents. The total numbers of 6 people that are not youths were interviewed for qualitative research. To put it in other terms, a total numbers of 6 participants were interviewed for the purpose of this qualitative study.

3.6 Population & sampling

G/G/W/W is one of the administrations of the Guraghe zone. The total Population of My research most Part was covered by government employee of Women. The researcher was include all women in the research but in case of this sampling the researcher was focusing on 18 government sector of the woreda . In our woreda there 27 government sectors among those by lottery sampling system only focused on 18 sectors.

The Populations of 18 sectors are 235 women employee. Those data was obtained from the civil services management bodies. Concerned with my sampling data determined by purposive sampling, also known as judgmental or selective sampling, involves deliberately choosing participants based on specific criteria or characteristics that are relevant to the research question. While the Cochran formula is typically used for stratified random sampling, it can also be applied to purposive sampling situations where researchers want to ensure that their sample is representative of the population and can provide meaningful insights.

By using the Cochran formula, researchers can determine the optimal sample size to achieve the desired level of precision and accuracy in their research, even when using purposive sampling methods. The formula takes into account the number of strata (N), the desired sample size from each stratum (n), and the desired level of precision (e). It ensures that the sample size is large enough to provide reliable and accurate results, considering factors such as the number of strata, the desired level of precision, and the estimated proportion of the population in each stratum.

In summary, the Cochran formula can be used for purposive sampling situations to ensure that the sample size is sufficient to provide meaningful insights and achieve the desired level of precision and accuracy in the research. The sample size is determined by using the formula developed by wolf 2007 the formula

$n = \frac{N}{1 + N(e)^2}$ where n = sample size

N = population size

e = margin of with 95% confidence level so I obtain my research Sample size in the above in the following ways. In sampling mechanism among twenty -six sectors eighteen sectors had been chosen by randomly sampling mechanism and in eighteen government employee sectors the women were had been chosen by purposively sampling systems .

$$n = \frac{235}{1 + 235 (0.05)^2} \quad n = \frac{235}{1 + 235(0.0025)}$$

$$n = \frac{235}{1 + 0.587} \quad n = \frac{235}{1.587} = 148.0725 = 148$$

3.7 Sampling Technique

In the research on women's empowerment in Gedebano, Gutazer Welene Woreda, a ****purposive sampling technique**** was employed to gather targeted insights from women civil servants, who possess unique experiences relevant to the study. This approach allowed for the selection of participants based on specific criteria, such as age, educational background, and professional roles within various government sectors, ensuring that the data collected would provide rich qualitative information about the challenges and practices surrounding women's empowerment. By focusing on this particular group, the research aimed to capture diverse perspectives on economic, social, cultural, and political dimensions of empowerment. While purposive sampling enhances the depth of understanding regarding specific phenomena, it also presents limitations in terms of potential bias and generalizability to the broader population. Nonetheless, this method effectively complemented the mixed-methods approach used in the study, combining qualitative insights with quantitative data to provide a comprehensive view of women's empowerment in the woreda.

3.8 Sample & sample size

It is impossible to include all population in study because time consume , it need huge amount of resources & others reason focused on the following individuals & the difference the government employee totally giving attention for women .

The following table is showing the population, the sample size & sex.

	Name of government sector	Total population	<u>Sample size</u>
1	G/G/W/W administration office women employee	15	9
2	G/G/w/w youth & sport office women	6	4
3	G/G/W/education Of Bureau Woman	10	6
4	G/G/ w/ w Health office women Employee	21	12
5	G/G/w/w Agriculture Office women	13	8
6	G/G/w/w Micro finance office women	7	5
7	The Woreda Communication worker women	12	8
8	The Woreda Revenue Employee	18	11
9	Gedebano Primary School teachers women	29	18
10	Gedebano Secondary school women teachers	11	7
11	the woreda municipal office employee women	13	8
12	Woreda Female Office Employee women	10	6
13	The Situation of industrial college employee women	12	8
14	G/G/w/w commercial banks	9	6
15	The Woreda Animal & fish bureau employee women	11	7
16	The Woreda Small Enterprise Women Employee	10	6
17	Mehal Amba Town Infrastructure Employee Women	15	9
<u>18</u>	And others office and sanitation	14	9
	Total Women Employee Women	235	148

Table 1 population, the sample size & sex.

3.9 Ethical issue

Giving the nature of this research, there are certain that need to be taken in to consideration. In the first instance all participants was be treated with respects & courtesy. A strategy of informed consent was be adopted with the aim & method of research being made clear all participants .The confidentiality & anonymity of individual response will be assured & consent would be sought for the interviews to be audio recorded. Finally, a report- certain results of the research provide to the woreda community.

3.9 Data analysis

In case of data analysis part, I have been be Presented the gain data from questioner , document survey, focus group & others shall be described in form of table, charts, graphs, expression in percent & in statement form after all necessary data collect ion mechanism are completely. \

Chapter Four

4. Result and Discussion

This section of the study present the analysis and discussion of the data gathered through participate ' questionnaire , interview , focused ground discussion , observation and document review .According to it discussed the participate ' background information practice & challenge of women's empowerment in economic , social , cultural & political dimensions .

4.1 Socio- Demographics back ground information of respondents

This subsection mainly focused to discuss the research participants ' background information including their gender , age , level of education and their perspective government institution in Mahal Amba town . The total participants of the study were 148 women government employees who were selected from eighteen government institution.

Table 4.1

Variable		Frequency	percentage
1.Age Under	30	48	58.05
	31-40	39	45 .85
	41-50	34	41.14
	51-60	15	16.66
	Total	148	100%
2. Marital status	Married	76	91.76
	Single	21	25 .5
	Divorced	21	25.5
	Windowed	14	14 .52
	Total	148	100%
Income - All are government civil servant			
Work experience	25 -18 years	12	14.52
	17- 15 years	40	33.05
	14-10 years	47	38.38
	9- 1 years	12	14.52
Total		148	100%
Occupation	Healthy	18	18.84
	Teachers	49	40 .49
	Education office	7	7.78
	municipal Office	7	7 .78
	Agriculture	18	14.84

	micro office	10	10.82
	others	24	19.82
Total		148	100%
Education level	Grade12th and below	29	15.3
	certificate	18	5.9
	diploma	40	35
	degree	54	49.9
	master	7	1.7
Total		148	100%

Table 2the summary of Socio- Demographics back ground information of respondents

Souce: Field Survey 2020

The socio-demographic background information of the respondents, as summarized in Table 2, provides valuable insights into various demographic variables, including age, marital status, income, work experience, occupation, and education level. A significant portion of the respondents, 58.05%, are under the age of 30, indicating a youthful demographic, followed by 45.85% aged 31-40 years. The representation decreases with age; those aged 41-50 account for 41.14%, while only 16.66% fall within the 51-60 age bracket. In terms of marital status, the majority are married (91.76%), suggesting a stable family structure among participants, while single individuals make up 25.5%, and divorced and widowed respondents each account for 25.5% and 14.52%, respectively. All respondents are government civil servants, indicating a uniform income source across the sample group. Regarding work experience, those with 10 to 14 years represent the largest group at 38.38%, followed by individuals with 15 to 17 years at 33.05%. Teachers dominate the occupational landscape at 40.49%, reflecting the importance of education in this demographic, while health professionals constitute 18.84%. Other occupations include municipal and education office roles (7.78% each), agriculture (14.84%), micro office positions (10.82%), and various other roles (19.82%). In terms of educational attainment, nearly half of the respondents hold a degree (49.9%), highlighting a well-educated workforce, while 35% possess diplomas and smaller proportions have certificates (5.9%) or below grade twelve (15.3%). Only a minimal number have obtained a master's degree (1.7%). Overall, this analysis showcases a predominantly young and educated workforce comprised mainly of married government civil servants with varied levels of work experience and occupational backgrounds,

providing essential context for understanding the characteristics and needs of this specific population group as identified in the field survey conducted in 2020.

Table 4.2 response rate

No	Data Collection tools	No.Of Participate	Collected questionnaire	Response rate
1	questionnaire	148	148	100
2	Interview	6		100%
3	focus group discussion	7		100%
4	Observation	2		100%
5	document review	1		100%
6	Survey	2		100%

Table 3 response rate

The table 4.1 stated that the researcher collected information from survey questionnaire, interview, focus group discussion, observation and document review.

The response rate showed on table that 100% of the respondent return the questionnaire paper answered 100%. Interviewer participate 100% focused group discussion individuals were discussed, 100% observation and documents review carried out and improve the well-being of individuals and communities.

4.2 .1The Practice and Challenges of Women empowerment on economy and the respondent answer on percentage

Table 4.3 Economic Women Empowerment Dimensions

No	Items	Disagree%	Agree%
1	I have Opportunities with My job to learn & broaden my experience.	73.6	19 .2
2	My gender does not influence my career progression.	62.4	27.8
3	I believe I Apply my full potential with in my role.	70.4	21.6
4	I am confident asking for Promotion when I believe I have earned one .	56 .6	21.3
5	Women have the right to control the institutional resources like the male practice.	67.8	21.6
6	our sector give full encouragement to do the job well(giving affirmative action like giving special training for women to understand & to do their work effectively .	71.3	21.6

7	The Institution in my woreda create awareness to develop the habit of saving.	33 .0	61 .4
8	There is no pressure with in my family /husband to use my salary effectively like male employee.	78.2	16.1
9	I have well understand my job in work place.	66.8	23 .9
10	There is house hold activities burden within women which affect government employee work.	27 .3	72 .7

Table 4 Economic Women Empowerment Dimensions

Source: field of 2020

The survey results on women's economic empowerment provide a comprehensive insight into the multifaceted challenges faced by women in the workforce. A significant majority of respondents, specifically 73.6%, expressed disagreement with the statement that their jobs offer opportunities for learning and broadening their experience. This indicates a concerning lack of professional development opportunities available to women, which is crucial for career advancement and personal growth.

Furthermore, 62.4% of the respondents felt that their gender negatively influences their career progression. This perception highlights the persistent barriers that women encounter in climbing the corporate ladder, suggesting that gender biases remain deeply entrenched within the workplace culture. Additionally, when asked about their confidence in advocating for promotions, 56.6% of women disagreed with the notion that they felt empowered to request a promotion when they believed they had earned it. This lack of confidence may stem from systemic inequalities and a workplace environment that does not adequately support women's aspirations.

The survey also revealed that 67.8% of respondents believe women should have equal rights to control institutional resources, similar to their male counterparts. However, despite this belief, 71.3% of participants indicated that their sector does not provide sufficient encouragement or affirmative action, such as special training programs designed to help women understand and perform their roles effectively. This lack of institutional support further exacerbates the challenges women face in achieving economic empowerment.

Interestingly, while a significant portion of respondents (78.2%) reported experiencing no pressure from their families or husbands regarding the effective use of their salaries—suggesting some degree of financial autonomy—this finding contrasts sharply with other aspects of the survey. For instance, 66.8% of women disagreed with the statement that they fully understand their job responsibilities in the workplace, indicating a potential gap in training or communication from employers.

Moreover, a notable 72.7% acknowledged that household burdens disproportionately affect their work as government employees. This finding underscores the dual responsibilities many women bear at home and in their professional lives, which can hinder their ability to perform effectively in the workplace.

In summary, while there are some positive indicators—such as a majority agreeing on the importance of saving and some awareness initiatives by institutions—overall, the survey highlights significant barriers to women's economic empowerment. These include limited opportunities for professional development, gender bias in career progression, and the overwhelming burden of household responsibilities that collectively impede women's ability to thrive in their careers.

A framework of measuring the political empowerment of women can be challenging, as it involves assessing various aspects of women's political participation and influence. However, there are several indicators and methods that can be used to gauge the level of political empowerment of women in a given context. Here are some key approaches to consider:

Political representation: One way to measure political empowerment is to assess the number of women holding political office, such as seats in parliament, government positions, or local councils. This can provide insights into women's political representation and influence within the decision-making process.

Political participation: Another approach is to measure women's political participation, such as their involvement in political campaigns, voting rates, or attending community meetings. This can help assess the extent to which women are actively engaged in political processes.

Access to political decision-making: Assessing women's access to political decision-making processes, such as policy-making bodies or advisory committees, can also provide insights into their

political empowerment. This can involve examining the gender balance of these bodies and the extent to which women's voices are heard and considered in decision-making processes.

Political awareness and knowledge: Measuring women's political awareness and knowledge can also be an indicator of their political empowerment. This can involve assessing their understanding of political issues, their familiarity with political institutions, and their ability to engage in political discussions and debates.

Political leadership: Assessing women's political leadership skills and abilities can also provide insights into their political empowerment. This can involve examining their ability to mobilize and inspire others, their capacity to develop and implement political strategies, and their effectiveness in advocating for women's rights and interests.

Legal and institutional frameworks: The existence and effectiveness of legal and institutional frameworks that promote women's political participation can also be an indicator of their political empowerment. This can involve assessing the existence of gender quotas, electoral systems, and other policies that aim to increase women's political representation and influence.

By considering these indicators and methods, you can develop a comprehensive understanding of the level of political empowerment of women in a given context and identify areas where further progress and risk is a set of principles, guidelines, or structures that provide a foundation or structure for understanding, analyzing, or addressing a particular issue or concept. In the context of political empowerment of women, frameworks can help guide research, policy development, and advocacy efforts. Here are some key frameworks that have been developed to address the political empowerment of women:

The Beijing Platform for Action: The Beijing Platform for Action is a comprehensive framework that was adopted at the Fourth World Conference on Women in 1995. It outlines a set of actions and strategies to promote gender equality and women's political empowerment, including increasing women's political representation, strengthening women's political participation, and ensuring women's access to decision-making processes.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW): CEDAW is an international human rights treaty that aims to eliminate discrimination against women in all areas, including political participation. It provides a legal framework for promoting women's political empowerment and ensuring their equal access to political decision-making processes.

The Sustainable Development Goals (SDGs): The SDGs are a set of 17 global goals adopted by all United Nations Member States in 2015. Goal 5 specifically focuses on achieving gender equality and empowering all women and girls, including through political empowerment. The SDGs provide a framework for governments and organizations to work towards achieving this goal.

The Women, Peace and Security Agenda: This agenda is a framework that was developed by the United Nations in 2000 to promote women's participation in peace building and conflict resolution processes. It emphasizes the importance of women's political empowerment and their inclusion in decision-making processes related to peace and security.

The Gender and Development Framework: This framework is a set of principles and practices that aim to integrate gender equality into development policies and programs. It emphasizes the importance of promoting women's political empowerment and their equal access to political decision-making processes as a means to achieve sustainable development.

These frameworks provide a structured approach to understanding and addressing the political empowerment of women. They can help guide research, policy development, and advocacy efforts, and they can serve as a basis for monitoring progress and evaluating the effectiveness of interventions aimed at promoting women's political empowerment.

In Focused groups discussion the a penal of discussion were take place those audience stated women's had half our society . Ignored the women in politics ,economic affair, cultural discrimination development has unthinkable those individuals . Even added that every of our there grills o we respect those girls rights are the base for women empowerment . Men plays role in fighting against harmful traditional practice in our culture such early marriage , abduction , female gentile mutation and others. They insisted that we need strong law which shape the gender equality . In Others way those individuals discuss with our woreda concerned body not giving enough training , lack aware , in leadership there were few women even those women always though that how to remove in leadership

area because there family and lack of knowledge in leadership . finally those focused group to sum up their idea saying women' s equality is essential for creating a fair and just society, and gender discrimination has significant negative impacts on individuals, communities, and nations. By promoting women' s equality and working to eliminate gender discrimination, we can create a more inclusive, prosperous, and harmonious world.

4.3 Women Empowerment challenges on Political dimensions

4.3.1 Practice and challenge of women empowerment on political dimension of respondent answer on percentage.

Table 5 Political Dimension of Women Empowerment

No	Item	Yes		No	
		No	%	No	%
1	I am Well aware my rights both as a civil servant and as well as a women.	19	12.8	129	87.2
2	Are Women Participation in decision making has increased.	71	47.7	77	53.2
3	Women are assigned in leadership position of line or support function without taking gender in to account.	19	12.8	129	87.2
4	Women lack confidence and hesitated to demand what she needs and deserve.	109	73.4	39	26.4
5	In our woreda context women are actively participate in election leader equal with the men.	46	39.3%	71	60.6%
6	Women leaders face challenge that the society perceived women are less capable and confidence.	116	78.4	32	21.6
7	In School women are gained enough affirmative action .	7	4.7	141	93.5
8	In Woreda level Women are Participate political Meeting equal With Men.	13	8.8	135	91.2
9	There is a time the woreda political leader worried about the decrease number of women participation in political case and sat a plan to solve the problem.	8	5.4	140	94.6

Table 5 Political Dimension of Women Empowerment

Source: field survey , 2020

According to the women response above 4.5 showed the political challenges of women

I am Well aware my rights both as a civil servant and as well as a women. In this situation 1 .1% the participated women were answered yes while 88.8% stated by saying no. Others wise concerned with women Participation in decision making increase had determined by 48.7 % the responder agreed by yes but 51.2 % generalized by saying their answer no. In item three Women are assigned in leadership position of line or support function without taking gender in to account in this situation 11.1 of the answerer say yes while 88.8% bringing their suggestions by telling no.

Women lack confidence and hesitate to demand what she needs and deserve. 76.2% Women stated yes whereas 27 .3% of the women say noting our woreda context women are actively participate in election leader equal with the men. 39.3% of the participated women believed with there were yes but the remaining 60 .6% of the participated described by saying no women leaders face challenge that the society perceived women are less capable and confidence . 76 .3% say yes while 23 % say no. In School women are gained enough affirmative action. In this statement 4.2% of the women stated yes while 95 .7% of the respondent were giving their answer by saying noting Woreda level Women are Participate political Meeting equal With Men. 8 .5% of the women explained yes where as 91.4 % explained the answer yes. There is a time the woreda political leader worried about the decrease number of women participation in political case and sat a plan to solve the problem. In this last items 5.1% of the women gave the answer yes while the remaining 94.2% of the respondent women determined by numbers. Women leader related to cultural constraints: From woreda Court attorney office Interviewee said stating that:

that there was violence of women rights and most of the time women were coming our court to present their accusations in case of Intimidation not pay children feeding payment after divorce , forming clamor On women Own properties , burning of women house ,stealing of women properties , killing and women had hit out at their husband Again the interviewee body told that in this year two women Were killed in our woreda related to husband conflict The same to this description he stated that if the women bringing their case in our court we gave fair decision specially related to inheritance of parents properties such land , cattle a others properties but the

women are understood as asking the sharing of such properties with men because cultural not adapted even if FDRE Constitution article 35: giving right to use. Also the interviewee told me that the most serious problems and frequently phenomenon that led women appeal to the court are Stereotypes and stealing women properties. This responsible of the attorney office said that there was not doing special thing to empower the women even bringing the women in leadership areas but we allowed to them to use their constitution rights such maternity leave may, in accordance with the provisions of law, include prenatal leave with full pay. In the final conversation of the interviewee body underlined We take legal punishment in violation of any case that dangerous the right of women. Again in interviewee case the women who had the head the woreda women and children office explained that in Mahal Amba there are 27 sectors. Among those sector six are led by women this means (22.2 %) while there reminder 21 sectors are led by men (77.7 %). She told me that there are women who leave the leader area recently because unable to lead.

- In school level the female are not obtained enough affirmative action and again as a civic teacher I was observed on going teaching learning process the female student not recognize the constitution right such the FDRE Constitution article 35. In last women political challenge currently observed in the woreda is that leader lack of attention for the women political case participation.

Concerned with the participation of women in political dimensions that support the questionnaire respondent which focused on observation of researcher data collection mechanism showed that in 10/11 / 2023 there was prosperity party ideology conference in Mahal Amba Gedebano High school during that time eighty male and three eight women teachers were participated. The Prosperity party ideology discussion had lead by the Mahal Amba education head office Ato Alemayu Kene. The Participate teachers come from five school namely Gedebano high school, Gedebano Primary school, Geresu Habib Primary school, Dekinesh Primary school and Abakena Primary school. Again I am also one of participate in this prosperity party ideology meeting. One thing I remind was that conference continues for three day. As researcher attends the meeting carefully to catch up some information. In this discussion table the conference head repeatedly said that we need participation women to give opinion on every agenda of the prosperity party documents because only male teacher were expressed their idea frequently. But up to the end of discussion only three women were explained their idea. This indicated women teachers had lack of confidence to give their opinion. In the same way the number of

women who attend the meeting describe as low and the highest number of teachers were found in Gedebano elementary school which covered twenty - two in numbers .To sum up the explanation (90.9%) of the Gedebano primary school teachers graduate on Amharic subject and they taught one - five grade except one teacher . Again similar to this idea most of them have diploma holder and the school forced to teach related subjects.

This research support the above researcher review to focused full political participation of women in local level in Ethiopian and examine the level of women' s political engagement and decision- making in the Amhara regional states Fogera Woreda and Woreda Town administrations. Since 1991, Ethiopia has decentralized into eleven (11) regional states, according to a federal-state structure. Regional governments further decentralize into woreda (district) and city administration. A woreda is established in rural areas, while a city administration is an urban local government (Ayele, 2022). It was a move to institutionalize the decision-making process at the grassroots level to enhance local participation, promote good governance, and enhance decentralized service provision. It was also a move to extend self-governance to the lowest level of government structures and empower local people (Ayenew, 2007). As the lowest tiers of government, with local councils whose members are directly elected by the local populace, woreda, and town administration structures are convenient for locals to exercise self-governance (Ayele, 2014). Since there haven' t been any local government elections since 2015, this research is based on information from previous elections. Women have been systematically excluded from social, economic, and political life for a very long time due to the patriarchal system that is ingrained in every society. Women thus occupy a lower social status in society. Women' s full and equal participation in all facets of society is a fundamental human right yet they are disproportionately underrepresented in all spheres of life, including politics (UN Women, 2020). Despite making up over half of every community, their political involvement, is still minimal (Bari, 2005 ; Rooke, 1972). In Ethiopia, women have been excluded from almost all aspects of society and have had limited access to politics. The culture as a whole strongly discourages women from participating in politics as it is an obstacle in many in Africa countries. The political system is structured on male beliefs and norms, making it challenging for women to get along there (Aubyn, 2022). The government of Ethiopia has developed many policies and programs that are supported by the Beijing Platform of Action and Millennium Development Goals to overcome historical exclusion and enhance the condition of women. It seeks to address gender equality and the gender gap through institutions and policies that advance the

objectives. One of the Sustainable Development Goals (SDG) is gender equality and women's empowerment, and in recent years, it has gained widespread recognition as a crucial instrument for achieving all of the other SDGs. The road map for achieving other SDGs and ensuring sustainable human development worldwide is improving gender equality and empowering women (Crawford, 2020). The Ethiopian government has introduced a variety of policies to foster an atmosphere that supports women's advancement. Through the revision of various laws, including family law, labor law, pension law, and criminal law, major advances have been made toward ensuring the formal equality of women. Women's empowerment and gender equality have also been a focus of the country's development and poverty-reduction programs and measures. To operationalize the commitments that have been made at the national and international levels, several institutional arrangements and beneficial measures have been established (FDRE, 2019). Through national joint planning meetings involving sectorial line ministries and the Ministry of Women's Affairs, the government further established gender as a cross-cutting issue (MoFED, 2010). The Ethiopian People's Revolutionary Front (EPRDF), today known as the Prosperity Party, introduced a voluntary party quota in 2004 that reserves 30% of the candidacies on the party list for women in an effort to improve women's representation and political participation. According to Shaffo (2010), Okock and Asfaw (2014), and Okock and Asfaw (2014), the percentage of women legislators in the national legislature has increased since the implementation of the quota system, rising from 7.6 percent in the election held in 2000 to 38.8 percent in the election of 2015. Numerous studies conducted to date show that the creation and application of laws, legal frameworks, and quota systems boosted the number of women who participate in politics on a national level. According to the author's knowledge, no local studies of this nature have ever been carried out. Hence, it is still uncertain if a comparable experience has been reported at the level of local governments. However, given that local politics has historically been dominated by men, one could anticipate that the number of women participating in politics at the local level would be low. The study addresses the following objectives: to investigate the extent of women's political representation and how they participate in the political deliberation and decision-making processes in the local governments of Fogera Woreda and Woreta City.

Relationship to the above idea the Gedebano gutazer wollenei Woreda administration bodies representative in interview eel case stated that : we need end women to form a strong network and collaboration . But the interviewee generalized that the women were not working to together and

supporting each other' s even if we had not gave enough support . In woreda level we were discussed many time to brought women in leadership area but most women are lack of confidants ,shy and they appeal if few month had working to replace Position . So it was difficulty for us .

4.4List table that shows respondent answer on percentage.

Table 6 Social dimension of women empowerment

No	Item	Yes		No	
		No	%	No	%
1	There is Violence and harassmet mint free environment women employees are encouraged to report any such attempt.	67	45.3	81	54.7
2	Never experience harassmet at work place sexual or otherwise.	54	36.5	94	63.5
3	Women have enough knowledge to reduce discrimination in society.	61	42.2	114	77
4	Because of burden in house hold activities are not effective in education.	34	23	114	77
5	Women are able to solve conflict in advance than men.	109	73	39	26.4

Table 6 Social dimension of women empowerment

Source: field survey in 2020

The survey results provide a nuanced understanding of the social dimension of women's empowerment in the workplace. Regarding the environment for reporting violence and harassment, 67 %respondents, representing 45.3%, feel that there is a supportive atmosphere encouraging women employees to report such incidents. In contrast, a larger portion, 81 respondents (54.7%), disagrees with this notion, indicating concerns about the safety and support available to women in the workplace.

When it comes to personal experiences with harassment, 54 women (36.5%) reported never encountering harassment whether sexual or otherwise while a significant majority, 94 respondents (63.5%), have experienced such issues. This disparity highlights ongoing challenges faced by women in maintaining safe work environments.

The survey also explored women's knowledge regarding discrimination; 61 respondents (42.2%) believe that women have adequate knowledge to combat societal discrimination, but a notable 114 respondents (77%) disagree, suggesting a perceived gap in awareness or education on this critical issue.

Furthermore, the impact of household responsibilities on education was addressed, with only 34 women (23%) agreeing that these burdens hinder educational effectiveness. Conversely, a substantial majority of 114 respondents (77%) do not see household duties as a barrier to education, indicating varying perceptions about the balance between domestic responsibilities and educational pursuits.

Lastly, the survey revealed that 109 respondents (73%) believe women are more adept at conflict resolution than men, while 39 respondents (26.4%) disagreed. This finding suggests recognition of women's capabilities in managing conflicts effectively, contributing positively to their empowerment narrative. Overall, these results underscore both the progress made and the challenges that remain in promoting women's empowerment in various spheres of life. Association with the above researcher questionnaire and respondent answers supported by the followings

- About 59% of Ethiopian women suffer from sexual violence from their spouses. The following are some of the findings which showed that while women contribute significantly to the agricultural sector, there is uneven terrain between men and women in terms of access to production input, credit services, and training, education, and extension services.

The contribution of women to agricultural sector is considerable. In the case studies, women spent about 14 hours in a day doing domestic and productive activities compared to 10 hours spent by men. The contribution of women is higher in irrigation based farming systems than in rain-fed crops farming.

- Women have low access to productive resources: women, especially those in female headed households, possess smaller land holding and fewer livestock than their male counterparts. The average size of farm land owned by males (MHHs) 1.1 ha is higher than female owned land (FHHs) 0.8ha.

- Women' s productivity is lower than that of men: the finding of the study suggests that the gap in women' s access to productive inputs and services affects their productivity. Women have limited access to extension and educational training services. Because of cultural and other barriers, women have lower participation in extension trainings and experience sharing visits. In the case studies conducted, about 87% of the men had access to agricultural extension services while the corresponding figures were 64% and 61% for married women and female headed household heads respectively. In terms of literacy level, only 19% of the women were literate as compared to 70% of men. Although a policy on Ethiopian women and other gender sensitive public policies exist in the country, these have not been adequately translated into action due to lack of implementation strategies. Even though women make significant contributions to the agricultural sector of the country, a wide gap exists in access to agricultural extension, training, information, financial and educational services. They are unable to reap benefits from their hard labor. The situation is disadvantaging for women. The cultural challenges of women empowerment can be measured in several ways, including:

Gender inequality: This refers to the unequal treatment of individuals based on their gender. It can be measured by analyzing factors such as income, education, and political representation. Gender stereotypes: These are deeply ingrained beliefs and expectations about the roles and behaviors of men and women in society. They can be measured by analyzing media representations, social norms, and cultural attitudes.

Access to resources: Women often have limited access to resources such as land, credit, and technology compared to men. This can be measured by analyzing data on resource ownership and access.

Decision-making power: Women often have limited decision-making power in their communities and societies, which can be measured by analyzing data on decision-making processes and outcomes.

Access to healthcare: Women often have limited access to healthcare services, including reproductive health services and access to family planning. This can be measured by analyzing data on healthcare access and utilization.

Political participation: Women often have limited political participation and representation, which can be measured by analyzing data on political office holding and political party membership.

Violence against women: This refers to any act of violence that is primarily directed towards women because of their gender. It can be measured by analyzing data on rates of violence against women and access to justice for survivors.

These are just a few examples of the cultural challenges of women empowerment, and there are many other factors that can be measured and analyzed to better understand and address these challenges. Source Of those data (" United nation development program, world health organization, united nation children fund & crime prevention “)

4 .5 Cultural dimensions on the practice and challenge women empowerment answered on percentage.

Table 7 cultural dimensions of women empowerment

No	Item	yes		No	
		No	%	No	%
1	The stereotypes and male dominate culture affect the women not involve in decision making role.	71	47.7	77	52.03
2	There are strong cultural constraints in in terms of what the women are doing.	70	47.30	78	52.7
3	The Society has Positive perception toward women leaders.	37	28.84	111	75.16
4	In Our culture parents are not happy when female are born especially for the first time.	90	60.81	58	39.4
5	In Our culture it is shameful women are taking parents inheritance like land ,cattle and etc.	22	8.8	95	81.1
6	There is force able early marriage .	90	76.9	23	19.6

7	The Society are not ready to fight against illegal marriage .	77	51.89	71	48.11
8	There is harmful cultural practice especially female genital mutilation which is secretly doing in our society.	93	62.84	55	37.4

Table 7 cultural dimensions of women empowerment

Source: field survey 2020

The cultural dimensions impacting women's empowerment reveal a complex landscape of challenges and perceptions. A significant 71% of respondents believe that stereotypes and a male-dominated culture hinder women's involvement in decision-making roles, while 52.03% disagree, indicating a divide in perception regarding this issue. Furthermore, 70% of participants feel that strong cultural constraints limit what women can do, with 52.7% opposing this view, suggesting a persistent belief in traditional roles for women.

The perception of women leaders is notably negative, as only 28.84% of respondents view women in leadership roles positively, while a substantial 75.16% do not share this sentiment, highlighting societal skepticism towards female leadership. Cultural biases extend to parental attitudes, with 60.81% indicating that parents are unhappy when a daughter is born, particularly for the first time; conversely, 39.4% disagree with this notion.

Inheritance issues further illustrate the challenges women face; a striking 81.1% believe it is shameful for women to inherit parental assets such as land and cattle, while only 8.8% support the idea of women inheriting these resources. The prevalence of forced early marriages is also concerning, with 76.9% acknowledging its existence, and just 19.6% disagreeing.

Moreover, regarding societal readiness to combat illegal marriages, a majority of 51.89% feel that society is not prepared to address this issue, compared to 48.11% who believe there is some readiness to engage in this fight. Finally, a troubling 62.84% report that harmful cultural practices such as female genital mutilation are secretly practiced in their society, while only 37.4% deny this occurrence.

Collectively, these statistics underscore the significant cultural barriers that hinder women's empowerment and their active participation in various societal roles. The data reflects deep-rooted traditions and attitudes that continue to challenge gender equality and women's rights within the community.

In Opened -ended questionnaire, 79.8% of the respondents believed that there was discrimination between male and female that have significant negative impact on women empowerment. There is socially constructed and identified activities or works between sex categories. Specifically, collection of firewood, washing of the family clothes milking and milk processing activities and others are highly laid on the shoulder of female family members. Moreover, Female early marriage and increased fertility rate, forced marriage concluded by parents and marriage by abduction and other traditional harmful practices confirmed through interview and focus group.

In interviewee woreda the attorney' s body and the police station investigation crime officer told me that there was women trafficking especially deceiving by money depends on cajoler. The name of such practice was known in Amharic ኮንትራት . Correlation to this idea the woreda women and children office responsibly body in interview case she explained that :

She told me that there were some women come us and told us that they had expose to illegal activities such beaten by their husband's , they ask money to legally to grow their children because they made divorce could not live their husband's . Again she insist that the women specially the remote area they live in dangerous life because culturally conduct forced able marriage deceive by money and they have been done divorced because they had not mature enough to lead their live and the husband's even unable to lead home due to addictive practice such chewing chat. Finally , the interviewee conclude that that we guide the women to gone the next steps..

Though there needs to be caution in interpreting statistics on early marriage in Ethiopia, it has been amply documented that Ethiopian women slow social status explains their limited rights and odds to assume duties, roles and authority on equal terms as their male counterparts [9, 30]. Early marriage, one manifestation of this violence, is intimately linked with gender, poverty and illiteracy in rural Ethiopia [30]. Rural women tend to marry younger than those in urban areas, while patriarchy and the

feminization of poverty, illiteracy and low educational attainment play crucial role in perpetuating the imbalance [9, 30]. There are studies that document strong association between early marriage and poverty. UNICEF reports that one in three girls in low- to middle-income countries will marry before 18 [3, 31]. Nonetheless, though many see a strong link between poverty and early marriage, the correlation is never monotonic. Family riches are not guarantee to avoid early marriage. With growing population and land shortages, girls from better-off families who stand to inherit valuable resources have become easy targets for sustained solicitations by those who desire to ‘ marry-into’ wealth. Conversely, poor families generally resort to early marriage as strategy to reduce economic vulnerability. In both scenarios, however, early marriage is seen as a mechanism to strengthen ties between families, evade the risk of daughters engage in premarital sex (and lose their virginity and/or become pregnant) or pass the culturally defined ‘ desirable age’ for marriage (and become unmarginable). The sociocultural consequences of becoming pregnant outside wedlock are harsh as they go against deep-rooted cultural norms that tie girls ‘ chastity and sexual purity before marriage to their family honor as well as their marriageability. Most parents fear delaying marriage makes sexual encounters imminent – consented or otherwise – that disgraces the family and tarnishes girls ‘ reputation and, subsequently, marriage prospects. Within Ethiopia, girls in some regional states are more likely to marry early; and, Amhara region has the highest prevalence of early marriage with 50% of girls marrying at 15, and 80% marrying at 18 [32,33]. In 2014, 74% of women [20, 21 ,22 , 23, 24] in the region married before 18, significantly higher than the national average of 41%

In questionnaire respond women 80% of them generalized that cultural women empowerment challenges were the highest impact on women in our woreda contexts. The Others 14% of the respondents women giving attention for political empowerment challenge are the serious effect on women empowerment while the remaining 6% were believed on comic empowerment challenge had the most dangerous result on women empowerment . In others way in open - ended questionnaire 65% of the respondent women gave their answer by sayings in our woreda situation there are domestic-and community-related activities, they rarely participate in marketing and controlling the benefits. High adult women illiteracy, lack of control for productive assets, limited access to family planning services, low reproductive health, and limited access to information and lack of gender professionals limit women's empowerment and gender equality. The persistence of patriarchal thinking and confirmation of women keeps them in a vulnerable position. The presence of large family within a roof together with

considering reproductive activities for female refrains women to be competitive. Early marriage of girls, frequent pregnancy, breast-feeding and sexual violence also challenges gender equality. The prevalent attitudinal and conceptual problem on gender-related concepts, less accessibility of policy documents in lower level practitioners and reluctant of male practitioners for gender- related policy enforcement are considered as the major persistent problems of the region. Therefore, awareness-raising programmers should not only be limited to women, but also male should be educated. Education should not be limited to the new generation, but also be accessible for adult members of the society. But 35% of the participated women agreed that husbands were marry two or three wife even the religion allowed to do but the religion say that the husband able to marry more women if only if he has enough wealth with supported the abilities of administration so most of the husband not follow the religion teaching and they are run by emotions this lead to women enter burden , the others situation which are challenges for they mentioned were most husbands had addiction of chewing chat and the women suffer for divorced even divorced take place he did not give money for children feeding.

In other way the questionnaire respondent women explained the cause of not empowering themselves were listed this mean 68 .3% the women believed were : age of women especially early marriage , marital status, low educational level, perception toward economic empowerment lack of ,motivation, low income, in unable to-making decisions in any case men can do and low participation in leadership positively and significantly affected . So they said that those problem are solved we are empowering ourselves in our woreda. The remaining 3 1.7% of the participate women

generalized that the cause of not empowering women in our working area had not giving training , not creating awareness for the community the important of empowering women and women by themselves not motivated others women for example they said that there are women who seat in better position but not want others women in that area. They sump up that these challenges are eradicated women become empower.

In My Survey system in Gedebano Gutazer Welene Woreda the woreda small enter prize a social facilitate 20 women organizing in business activities by preparing small business rent house. In case this emotions only forming business shop and there not giving a kind of training even not giving attention they are better working or not due to this reason all participate the kind of business and not profit . Year to year they are hand not mouth. The back group of those women some were coming

from abroad , others are teaching many children in school and they have no diploma or degree in business or other field . Because Of those challenges some of those women had leave the business shop and replace by other women . In similar way many women in Mehal Amba Saving their in micro finance and remaining government employer women saving their money in banks because their salary paying in commercial bank of Ethiopia in Mahal Amba branches . Related to this statement in G/G/W/w commercial bank there 9 worker and three of them had female but they not working in main area because are not bringing good results in 12th entrance exam.

In a focus group that took place in it was explained as:

“ stakeholders need to engage with women, men, in rural places and cities to bring attitude change. Family, colleagues, the government, and private and public education institutions must work together to help women aspire leadership and be successful at it.” (A focus group participant, , Correspondingly, stereotypes as well as harmful traditional practices that impede women’s ability to become leaders need to be addressed. Durable strategies are important in dismantling these stereotypes and biases towards women and girls. In relation to this, male involvement in women’s success came out in the findings as a key driver for women’s upward mobility. A way to involve men in supporting women is by focusing on the social attitudes, perceptions, and norms that men have internalized and that undermine women. It is fundamental to ensure that women leaders are supported by their husbands at household levels. This will be a motivating factor as women’s roles carrying the “ double burden” may ease and give them a chance to follow on their aspiration to become leaders. These suggestions were gain from within data collection mechanism of interview in woreda:

women association head office in interviewee stated that the woreda organize us in association was good but no one help us to become effective in our association. Again she told me that we were organize again a new way starting from 2010 e.c at that time the enterprise office responsible body told us now we had support but this idea oral not changing in to practice . Because this Out of 11 Women now reaming six women . in Previous years zonal bodies supervise us while starting 2010 E.c up now no body encourage us .But we were not hopeless struggle us .

As we know that one of the instruments to empower the women is education. In case of Survey according to the evidence that obtained from G/G /W/W teacher association leader Yezialem Desta told me that there are 595 teacher in woreda. Among those teachers 371 are male whereas the remaining 225 women. This means 62.3 % of the teachers have covered by men while 37.8 % had women. Relationship to this idea in this woreda there was 45 principal teachers. Within those principal teachers 43 (95.5 %) were male whereas the rest 2 (4.4 %) had women. Again there were 13 clusters in worda. So in this cluster 13 supervisors in this supervisor 92 .3% was male and 7.7 % had women. Before to sump this information in our woreda kindergarten up higher school level there was 6 (10+1), 166 diploma holder and 199 degree graduation male teachers .

In Other way 3 (10+1), 127 diploma holder and 95 degree graduated women teachers. This data showed that in the our woreda women teachers were not empowered in good way specially principal teachers . Depend on teachers association evidence the reason behind not empowered women had women were lack of confidence, not creating awareness to avoid their challenges and women were unable to go to distance journey because the worada top graphy very difficult. To Sump My research report most of the women mentioned the common problem they described were:

There are many causes of gender inequality in our worda: child marriage, gender-based violence, lack of female sanitary options in schools and scarce maternal health care. All of these act as barriers which stop Ethiopian women and girls from reaching their full potential. Because of this, women and girls are most at risk of poverty in Ethiopia. Two in five girls miss out on school because they have no way to manage their menstrual hygiene. Many women then lose the chance to earn an independent income and contribute to their community' s development. And when a woman lives in poverty, her family and the next generation is far more likely to live in poverty too.

The governments in all corners of the world countries focus on gender equality and women' s empowerment not only as human right, but also because they are a pathway to achieving the sustainable development.

The interest of all institution is to ensure that women have a real voice in all governance structure, from the judiciary to civil service as well as in the private sector and civil society, so they can participate equally with men in public dialogue and decision making and influence the decision that will determine

the future of their families and countries (UNDP, MDG Report, 2012). In line with this, the Ethiopian Constitution also provides for the right to equality of women in a clear manner. This stipulates that the Ethiopian government also has the responsibility to enable the implementation of its relevant provisions to that effect. As a result, each government entity in the country is required to combat and eradicate any form of institutional discrimination against women. With this background, the present study at Guduru Woreda Oromia Regional State has been formulated with the objectives intended to investigate practices and challenges of rural women empowerments through identifying the current status of rural women decision making power, determinant factors for rural women empowerment and to propose policy interventions.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The research conducted by Ziyadu Mustefa at Wolkite University delves into the ****practices and challenges of women's empowerment**** in Gedebrano, Gutazer Welene Woreda, Central Ethiopia. Utilizing a mixed-methods approach, the study combines quantitative surveys and qualitative interviews to provide a comprehensive understanding of the status of women's empowerment across various dimensions—economic, political, social, and cultural. The findings reveal that while there have been some advancements in areas such as education and political representation, women in this region continue to face significant barriers that impede their empowerment. Deep-rooted cultural norms often confine women to traditional roles within the household, limiting their participation in public life and decision-making processes. Economically, women encounter substantial obstacles in accessing financial resources, land ownership, and educational opportunities, which restrict their ability to achieve financial independence and entrepreneurial success. Politically, despite constitutional guarantees for gender equality, women remain underrepresented in leadership positions, diminishing their capacity to influence policies that directly affect their lives and communities.

The study emphasizes the urgent need for targeted interventions to address these barriers. Key recommendations include enhancing educational opportunities for women to improve their skills and knowledge, implementing legal reforms to protect women's rights and ensure equal access to resources, and conducting community awareness programs aimed at challenging and changing cultural perceptions regarding gender roles. By investing in women's education and fostering an environment that encourages their active participation in all spheres of life, stakeholders can create a more equitable society.

5.2 Conclusion

In conclusion, this research highlights the critical importance of addressing the multifaceted challenges to women's empowerment in Gedebano. Empowering women is not merely a matter of social justice; it is also a vital factor for sustainable development in the region. The findings indicate that when women are empowered, they can significantly contribute to the socio-economic development of their communities. Therefore, it is imperative for policymakers, community leaders, and civil society organizations to collaborate on initiatives that promote gender equality and empower women. By tackling these challenges head-on, it is possible to pave the way for a more inclusive future where women can thrive and play an integral role in shaping their communities. This research serves as a valuable resource for understanding the complexities of women's empowerment in Gedebano while providing actionable insights for fostering a more equitable environment conducive to sustainable development.

5.3 Recommendations:

Based on the finding the following recommended:

- ✓ **Scholarships and Financial Aid:** Establish scholarship programs specifically for girls to reduce financial barriers to education. This can include tuition waivers, stipends for school supplies, and transportation assistance.
- ✓ **Flexible Learning Options**:** Create alternative education programs, such as evening classes or online courses, to accommodate girls who may have family responsibilities or work commitments.
- ✓ **Infrastructure Development:** Invest in building safe and accessible schools in rural areas, ensuring that facilities are equipped with necessary resources like sanitation and transportation.
- ✓ **Implement Legal Reforms that Protect Women's Rights**
- ✓ **Review Existing Laws:** Conduct a thorough review of current laws related to women's rights to identify gaps and areas for reform. This includes laws on marriage, inheritance, and employment.
- ✓ **Enforcement Mechanisms:** Strengthen enforcement mechanisms for existing laws protecting women's rights, ensuring that victims of discrimination or violence have access to justice.
- ✓ **Awareness Campaigns:** Launch campaigns to educate women about their legal rights and available resources, empowering them to seek help when needed.

- ✓ Foster Community Awareness Programs about Gender Equality
- ✓ Community Workshops**: Organize workshops and seminars in communities to discuss the importance of gender equality and the benefits of empowering women.
- ✓ Engage Men and Boys: Involve men and boys in discussions about gender equality to foster relationship and challenge traditional gender roles.
- ✓ Cultural Sensitivity Training: Provide training for community leaders on cultural norms that hinder gender equality, encouraging them to advocate for change within their communities.
- ✓ Microfinance Programs: Establish microfinance initiatives that provide women with access to small loans to start or expand businesses.
- ✓ Skills Training: Offer vocational training programs focused on skills that are in demand in the local economy, enabling women to secure better employment opportunities.
- ✓ Networking Opportunities: Create platforms for women entrepreneurs to network, share experiences, and access mentorship from established business leaders.
- ✓ Leadership Development Programs: Implement regular leadership training sessions for female teachers and staff at all educational levels to prepare them for leadership roles.
- ✓ Mentorship Programs**: Pair aspiring female leaders with experienced mentors who can guide them through career development and leadership challenges.
- ✓ Experience Sharing Workshops: Organize biannual workshops where female educators can share their experiences, challenges, and strategies for success.
- ✓ Policy Monitoring Framework: Establish a framework for monitoring the implementation of policies related to women's empowerment across all government levels.
- ✓ Inter-agency Coordination: Encourage collaboration between the Regional Education Bureau, Zone Administration Offices, and Women Affairs Offices to align strategies and share resources effectively.
- ✓ Feedback Mechanisms**: Create channels for feedback from lower government structures regarding the effectiveness of policies aimed at empowering women.
- ✓ Safe Spaces for Female Teachers**: Ensure that schools provide a supportive environment where female teachers feel safe and valued. This includes addressing issues of harassment and discrimination.

- ✓ Role Models in Education**: Promote successful female educators as role models who can inspire both students and new teachers through sharing their journeys and achievements.
- ✓ Encourage Self-Empowerment**: Facilitate workshops on self-esteem, leadership skills, and personal development for female teachers, encouraging them to take initiative in their careers.
- ✓ other believes that women teachers are expected to change their mindset and try to aspire for any kind of positions using every available opportunity/option.

Appendix 1

For each action of the proposal

Table that shows time table for each action of the proposal

	Date	Action
1	5 January- 5 February	Seeing In deep the literature & 1 talk with relevant people
2	6 February- 7 March	Develop& pilot Work& revise the questionnaire & continue literature.
3	8 March- 9April	Analyze Pilot work& revise questionnaire & ask relevant people for comment
4	10 April- 21April	Send Out questionnaire & categories returned questionnaire
5	22 April- 1may	Send Out reminder letter for non- response continues to categories returned questionnaires.
6	2 May- 1July	Data In Put data analysis
7	2 July- 3August	write report& prepare oral presentation .

Appendix 3

RESOURCES COST DISTRIBUTION TABLE

	Resource	Cost
1	For stationary	2000 birr
2	for travel expense ,food& tea	4000Birr
3	For Internet Use	1000birr
4	For Computer writing & cover page	1000Birr
5	For camera adjustment	2000birr
6	coffee or tea for interview purpose	1000birr
7	Total Cost	11000birr

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APPENDIX

Appendix - A

Questionnaire prepared for **Government** employees Women

Worksite university social science and Humanities

Department of Civics and Ethics

Ethical MA Summer service

QUESTIONNAIRE: Practice & Challenge of Women Empowerment in Gedeban Gutazer Welene Woreda Guraghe Zone in Central Ethiopian regional state

.Dear respondent

I am graduate student in the department of civics & Ethical Education. Currently I am Writing thesis On Practice & challenge of women empowerment in Gedebano Gutazer Welene Woreda Guraghe Zone in CERS. This is to kindly ask your cooperation responding to below question. Finally, the information that you will provide will confidential & only be used for academic purpose.

Ziyadu Mustefa

Mobile 0979055057

E- mail Ziyadumustefa8@gmail.com .

I thank you very much for your cooperation and kindness in advance !

General Instruction

> No need of writing you name

> Please use the sign in the appropriate box

Part I: Demographic information;

1. Gender a. Male _____ b. Female _____

2. Age: a. Under 30 _____ b. 31- 40 _____ c. 41- 50 _____ d. 51- 60 above _____

3. marital status:

a. Married _____ b. Single _____ c. Divorced _____ d. Widowed _____ E. Separate _____

4. Level of education.

a. 12th grade & below _____ b. Diploma _____ c. Degree _____ D. Master & above _____

5. Working experience

a. 0-5 years _____ b. 6 - 10 years _____ c. 11-20 years _____ D. 21- 30 years _____

Part -two: please state your level of opinion for each of the given statement using the following scales.

1= strongly disagree 2 = disagree 3 = neutral 4= Agree 5 = strongly Agree

Part- II practice & challenge of Women Empowerment On Economic Dimensions.

No	Items	1	2	3	4	5
1	I have opportunities within my job to learn and broaden my experience.					
2	My gender does not influence my career progress.					
3	I believe I Apply my full potential with my role .					
4	I am confident asking for promotion when I believes I have earned one.					
5	Women have the right institution resources like male practice.					
6	Our sector give full encouragement to do the job well (giving affirmative action like giving special training for women to understand and to do their work effectively.					
7	The institution in my woreda awareness to develop the habit of saving.					
8	There is no pressure within my family (husband) to use my salary effectively like male employer can do.					
9	I have well understood my job in work place.					
10	There is house hold activities burden within women which affect government employee work.					

Part- III practice & challenge of women empowerment on political dimensions.

No	Items	Yes	No
1	I am Well aware my rights both as a civil servant and as well as a women.		
2	Are Women Participation in decision making has increased.		
3	Women are assigned in leadership position of line or support function without taking gender in to account.		
4	Women lack confidence and hesitate to demand what she needs and deserve.		
5	In our woreda context women are actively participate in election leader equal withe men.		
6	women leaders face challenge that the society perceived women are less capable and confidence		
7	In School women are gained enough affirmative action.		
8	In Woreda level Women are Participate political Meeting equal With Men.		
9	In Woreda level Women are Participate political Meeting equal With Men.		

Part-iv focused on human & social empowerment dimensions .

No	Items	yes	<u>No</u>
1	The is Violence and harassmt free environment women employer are encouraged to report any such attempt.		
2	Never experienced harassmt at work place sexual or other wise		
3	Women have enough knowledge to reduce discrimination in society.		
4	Because of burden house hold activities are not effective in education.		
5	Women are able to solve conflict in advance than men.		

Table 4.7 cultural dimensions on the practice and challenge women empowerment answered on percentage .

<u>No</u>	Items	yes	No
<u>1</u>	The stereotypes and female dominate culture affect the women not involve in decision making role		
<u>2</u>	here is strong cultural constraints in in terms of what the women are doing		
<u>3</u>	The Society has Positive perception toward women leaders.		
<u>4</u>	In Our culture parents are not happy when female are born especially for the first time.		
<u>5</u>	n Our culture it is shameful women are taking parents inheritance like land ,cattle and etc.		
<u>6</u>	There is force able early marriage.		
<u>7</u>	The Societies are not ready to fight against illegal marriage.		
<u>8</u>	There is harmful cultural practice especially female genital mutation which is secretly doing in our society		

9. Which one is the highest impact of the empowerment of women?

- A. Economic challenge B. Social challenge
C. Political challenge D .Cultural Challenge

10 .According to federal Constitution of Ethiopia article 35 sub article 6 women have the right to acquire, administer, control, use & transfer property .Is this right is practical.

- A. Yes B. No

11. When we compare to men in our woreda the number of women that enter to university is.....

- A. Higher B. Highest C. Low D. Very Low

12. The women are harassed by men in the woreda the function judiciary system become

- A. Do not cares B the Law take corrective measure C. There is no harassment of women D. The Women are fear to apply the concerned body for their harassment.

13. Most of the woreda women are worked in

- A. Low business B. Government employment C. uneducated & worked in house hold
- D .Getting Money in daily work labor

PART- VI Answer the following question

In order to avoid controversial in questionnaire do as the stated meaning

‘ ‘ ሴቶች ማብቃት ማለት ሴቶች ለቀጣይ ህይወታቸው የሚያስፈልጋቸውን እውቀት፣ አመለካከት፣ ክህሎት፣ መረጃ፣ቴክኖሎጂና ማህበራዊ ድጋፍ እንዲያገኙ ማድረግ ነው። በዚህ ሂደትም ሴቶች ያሉባቸውን ማህበራዊ፣ ኢኮኖሚያዊ፣ፖለቲካዊና አካባቢያዊ ሁኔታ ለመተንተንና ለለውጥ ተገቢ እርምጃ ለመውሰድ የራስ ተነሳሽነታቸውን፣ በራስ መተማመናቸውንና እድሎቻቸውን ማስፍትና መጠቀም ይጠበቅባቸዋል።’’

(የኢ.ፌ.ዴ.ሪ የሴቶች፣ ህጻናትና ወጣቶች ሚኒስቴር፣ መጋቢት 28/2011 ዓ.ም)

"To empower women means to provide women with the knowledge, attitude, skills, information, technology and social support they need for the future of their lives. In this process, women are required to use their self-motivation, confidence and opportunities to analyze their current social, economic, political and environmental situations and to take appropriate steps for change."(. Ministry of Women, Children and March 28/2011 E.C.)

- 1.Dear respondents list other women empowerment challenge which are not mentioned in above table.
2. Mentions the current women empowerment practice in woreda level.
3. What are the solutions for the challenge of women empowerment?

7.2 Appendix B

Interview guided question Prepared for Woreda educational office

- 1 . How many women are found in main area of the sector?
2. What are the challenges of the women in your sector?
3. Which women empowerment challenges affected highly?
4. Is there any practices that are important for the empowering women in sector? If your
5. Can you give an example of a time when you supported or advocated for a woman in leadership role in work place ?
6. There are women who are working in vice director of the schools. Those women are becoming the vice director depend on their knowledge or in order to fulfill the criteria that placed by government.
7. According to woreda education leader. The girls in the woreda schools level are gaining enough affirmative actions?
- 8 Are any Strategies that plan in your office to empower women?
- 9 What are the solution to empowering the women?

7.3 Appendix C

Interview guided questions for woreda administration office

1. Depend on woreda level how many women are found are in leadership area?
- 2 . What are the reasons behind for the decreasing of women in leadership area?
- 3 .what are the problems which obstacles for the empowerment of women in woreda?
4. Are there any practices which take place in woreda for the empowerment?

4. As Woreda leader which women empowerment dimensions are highly affected? Which one is least effect of women empowerment?

5 .what are the solution to solve the challenge of women empowerment ?

7.4 Appendix D

Interview Guided questions for woreda women and children office, woreda attorney' s office & woreda police crime investigation office

1. According to your assumption the number of women in your office increase or not?
2. Is there any practice which takes place to empower women in your office level or woreda level?
3. Which kinds of harassment are the serious effects on women empowerment?
4. What kinds of women empowerment challenges mostly occur in our woreda?
5. What are your responses if the rights of women's are violating?
6. In Our woreda there are religious and cultural practices which affect the challenges of women. Do you believe in this idea? If your answer is yes what are those?
7. Depending on your understanding what method the woreda follows to minimizing or solving the challenges of women empowerment?

7.5 Appende E

Interview Guide questionnaire for Woreda Women association office

1. How Many women are participating in your association?
2. In what **activities mostly women are involved in your** association
- 3 . What are obstacles that hinder your association?
- 4 . Do you believe that the leader give enough support for the development of you association.

5 . What kind of psychological things are done for encouraging women in case of empower & using their constitution rights properly?

6. In case of zonal or regional leader are supported your association?

7. What are your feelings about the association? Is it good or not?

7.6 Appendix F

Focus group response question

Discussion topics that Sectors and groups can use to promote women' s empowerment:

1. The importance of women' s rights and gender equality for individuals and societies.
2. The impact of gender discrimination and inequality on women and girls.
3. Strategies for combating and dismantling systems of gender discrimination and inequality.
4. The role of men in promoting women' s empowerment and gender equality.
5. The importance of women' s representation and leadership in various sectors, including politics, business, and media.
- 6 . The importance of women' s economic independence and financial literacy
7. The role of education and mentorship in promoting women' s empowerment.
- 8 . Strategies for supporting and empowering women in leadership roles

7.7 Appendix- G

The profile of research participant (semi- structured interview and FGD discussion .

1. Semi-structured interviewee

Table 1- Mahal Amba 01 kebele

No	interview code given	sex	participants	place of interview	Date of interview
1	A	M	Leader of education	education office	4/11/2023 G.C
2	B	M	leader of woreda administrator	Administration office	10/11/ 2023 G.C
3	C	F	Children & women affair leader	Children & women Office	15/ 11/ 2023 G.C
4	D	F	Woreda attorney office ,	woreda Court Of in attorney office	23/11/2023 G.C
5	E	M	police Stations the investigation of crime in woreda level	Police station	01/12 /2023 G.C
6	F	F	woreda women association office	woreda women association	14/2/2024