Social Norms and Organizational Practices that Affect Females' Participation in Manufacturing, Metal Works, Textile and Construction Sectors

This Research is commissioned by Oxfam in Ethiopia

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August 2019
<u>Mekelle</u>

Contents

Abbreviations

BoLSA Bureau of Labour and Social Affairs

BoFED Bureau of Finance and Economic Development

CSA   Central Statistical Agency

CEDAW   Convention on Elimination of All Forms of Discrimination Against Women

EFFORT   Endowment Fund for the Rehabilitation of Tigrai

HTPs   Harmful Traditional Practices

ILO   International Labor Organization

JP RWEE   Joint Program on Rural Women Economic Empowerment

LFP   Labor Force Participation

MIE   Mesfin Industrial Engineering

NGO   Non-Governmental Organization

PES   Public Employment Services

REST   Relief Society of Tigrai

SDGs   Sustainable Development Goals

SINCE   Stemming Irregular Migration in Northern and Central Ethiopia

SMED Small and Micro Enterprises Development

SMMIDA   Small and Medium Manufacturing Industry Development Agency

SPSS   Statistical Package for Social Scientists

TDC   Talent Development Consultants

TVET   Technical Vocational Education and Training

ToR   Terms of Reference

UN   United Nations

UNDP   United Nations Development Program

UNIDO   United Nations Industrial Development Organization

VIS   Volontariato Internazionale per lo Sviluppo

Acknowledgements

Executive Summary

Under the framework of Stemming Irregular Migration in Northern and Central Ethiopia (SINCE) Program, four woredas of Tigray Regional State have been targeted for their higher level of irregular migration and potential for job employment. Ensuring gender equality and promotion of decent work have been some of the roles OXFAM, a global movement of the people working to end injustice of poverty in the world, is entrusted with in the DEAL project. Barriers in achieving gender equality in the targeted sectors namely in the manufacturing sector, construction and textile are wide. However, having a fair understanding of the social norms and organizational practices affecting participation of women in TVETs and in the employment market has been identified as one area of engagement for long term and sustainable gender equality and thus a study was commissioned accordingly.

The main findings of the study include: - educational participation of females at the lower grades is found par that of the males but decreases at the higher educational levels. Significant numbers of children (42%) of the interviewed households are found to be quitting and is one of the major concerns in the sector. The reasons include higher engagement of female students in respective household activities, serious lacks of necessary resources required for educational materials and other related expenses such as house rents especially when they have to go far from their own localities, lacks of interests due to loss in hope of economic benefits as compared to the short-term benefits that some of the youth get from migrations can be mentioned. Many female students also fail to pass to secondary and tertiary education levels due to school distances, personal security risks and economic challenges which is faced by several students.

The participation of female students of the four TVET centers in both technology and business fields of studies are lower than the males and the preferences of the females tend to be to social sciences accounting to 72.26%. On the other hand, as to the academic performances there are no significant differences in both sexes and field of studies. The findings also reveal that no sufficient orientations and consultations are given to the students with regard to the selection of the fields of studies. Access to information on employment opportunities are not equal and particularly worse for those female dwelling in the rural areas.

Though the employment opportunity for females in the textile sector is better, however, the payment is low & discouraging. The employment of females in the manufacturing and metalwork are found to be much lower even if it pays well. In the construction sector equal payment for the same work remains contentious as women are being paid lower than male. Participation of women in leadership positions are also found to be lower which mainly because of lower interest coupled with the responsibility they have in the family. There are a number of social norms in the local community that play negative roles in females. Domestic workloads, early marriage, males' domination, and others are some.

The following strategic areas, therefore, are identified for interventions:-
- Undertaking of integrated awareness creation activities is of paramount importance for the females, the males, the government and other concerned stakeholders in the society.
- While educating children, equal opportunities, times, assignments etc. should be given for boys & girls from their parents.
- For building the required capacities, short-term, medium-term and long-term training in the areas of gender and development are essential for both the females and the males.
- Interventions that would reduce the burden of women need to be integral parts of development endeavors made by all actors.
- There is a need to have day care facilities in every GOs, NGOs and private organizations.
- Reduction of domestic violence and other gender-based violence should be given due concern.
- Creation of suitable environment for females to raise issues pertinent to their concern.
- Consideration of economic empowerment interventions like credit facilities with reasonable interest

1. Introduction

2.1 Background

Oxfam is a confederation of 20 independent charitable organizations focusing on the alleviation of global poverty. The organization was founded in the year 1942 and is led by Oxfam International. Oxfam is a major non-profit making group with an extensive collection of operations. **It** is a world-wide development organization that mobilizes the power of the people against poverty. Oxfam is a globally renowned aid and development charity organization with 70 years of practical experience, working and campaigning with different partners in over 90 countries in the different parts of the world. Practically, Oxfam as an international organization has the global movement of people working to end the injustice of poverty in several countries.

Oxfam as an organization believes that high poverty and powerlessness are avoidable and can be eradicated by strong human actions and political will. The organization believes in the right to a sustainable livelihood and the right and capacity to participate in societies and make positive changes to the lives of the people in different countries as basic human needs and rights, which can be met. It also believes that peace and substantial reductions of arms are quite essential conditions for development and that inequalities can necessarily be reduced between the rich and the poor nations and within nations too. The programs of Oxfam address the structural causes of poverty and related injustice and work via local accountable organizations, seeking to enhance their effectiveness and efficiency. Oxfam is ready to help people directly when local capacity is insufficient (inappropriate) for the purposes. Oxfam assists in the development of structures, which directly benefit people facing the realities of poverty situation and injustice.

As a continuation of its integrated efforts to improve the wellbeing and livelihood situations of the targets, Oxfam together with other partner organizations is implementing a project named DEAL - *Development of Innovative Employment Oriented Schemes and Active Labor Market Measures to Increase Livelihood and Decent Work Opportunities for Vulnerable Youth and Women at Risk of Irregular Migration in Tigrai*, which is part of SINCE Program funded by the European Union Trust fund for Africa and is implemented by the Embassy of Italy in Ethiopia. The project aims to contribute to reduction of irregular migrations from Northern and Central Ethiopia by improving the living conditions of the most vulnerable population, including potential migrants and returnees with specific focus on youth and women. Oxfam is playing a crucial role in ensuring that females are sufficiently targeted and benefited in the project.

While the action focuses on enabling the target groups (youth and girls) to have better employment opportunities by developing their technical capacity and preparing them to be competitive in the employment market, however, there exist different factors that limit the participation and the benefits of females. Social norms and attitudes of the local community, gender stereotypes and organizational practices of public institutions have their tools in this regard and hence working to address these issues this is one of the roles of Oxfam. Undertaking this study & come up with solutions to the impediments that females are facing within the sectors & bring about sustainable change in the organizational practices & actions of public institutions is therefore sought.

Throughout the world, there are perceived roles and responsibilities that women are expected to play. Unlike some of the reproductive traits that can never be compromised, the other roles and expectations are challenged and are changed as they are not innate but developed overtime that shaped to behave accordingly. The social norms have somehow shaped oneself how females and males act, behave and involved in the community and households differently. In the context of Ethiopian in general and Tigrai in particular, males are still expected to play the roles of the breadwinners in the HHs while that of females is mainly managing the family. Such kind of gender based division of roles and responsibilities that lasted for several generations have practically affected and resulted in vast gaps between male and female.

In most cases, females are considered as physically weak and thus such duties are set for the male and thus females are excluded and discriminated from these duties and sectors. Economically females are among the most disadvantaged groups of any given society. They own little resources and decision-making power in the community in general and their respective households in particular. The participation of women in the male dominated sectors is very low and in many cases those working in these sectors are not paid equally as their male counterparts. Such inequality of payments between male and female in the same society pushes the female segment to extreme poverty.

In sectors such as manufacturing, construction and metalwork, the dominant players both as employers and employees are male. Because of the limited access to formal education and training programs they had in the past and coupled with other issues, only an insignificant number of women are found to hold key public positions. Most women are found to be working in the informal sectors and in the least paying jobs. Some of the factors that are affecting and limiting the participation of female in the manufacturing sector of the economy include the following 5 fundamental areas:

▪ *Limited access to the information about the services provided by public employment agencies (e.g. few women registered in the Bureau of Labour and Social Affairs (BoLSA) and taking cards of unemployment);*
▪ *The burden of unpaid care work and limited mobility: (e.g. jobs do not enable workers to accommodate family and work responsibilities);*
▪ *Lack of equal pay for equal work and absence of minimum wage (in the textile sector working long hours for little wage, women paid less than men in construction sectors);*
▪ *Women limit themselves to low paying sectors and rarely go to work in more profitable male dominated sectors such as construction and manufacturing due to certain cultural attitudes and norms and work related gender stereotypes; and*
▪ *Enterprises managed by women lack access to information or fail to make use of loan opportunities; and the like.*

Community view and attitude towards the involvement of females in the targeted sectors remain negative and unchallenged. One of the factors for absence of wider participation of females in manufacturing is because of the limited enrolment of females in Colleges of TVET. Moreover, social norms that shaped how males and females think, act, behave and perform are other key factors worth mentioning. As social norms are simply developed overtime and have become accepted and recognized by the community, they are not easily influenced and changed for the better. They require persistent & prolonged efforts & bring about attitudinal and behavioural changes through carefully designed and planned development interventions. Thus identifying the social norms and organizational practices in the targeted woredas, which are Mekelle, Wukro, Raya Alamata and Atsibi-Womberta is important to design and implement initiatives that can bring attitudinal and behavioral and change in practice.

Thus, this study report is therefore, produced to have fair understanding of those social norms that affect the participation of women in metalwork, construction and textile sectors as well as organizational practices of PES providers in the four targeted woredas.

2.2   Objectives of the Study

The objectives of the study have the following two fundamental objectives:
▪ To identify and deepened the understanding of social norms that are affecting the participation of women in the labour market in general and manufacturing and construction sectors in particular;
▪ To gain vast inputs for the designing of communication strategies so as to work towards decreasing the negative influences of social norms in the community.

2. Methodology

2.3 Document Review

An in-depth and critical review of available documents and materials relevant to the assignment at hand were made. The relevant documents reviewed for the purpose include the following five:

▪ The proposal of the Action,
▪ SINCE notes from Gender Assessment in Tigrai Region,
▪ Notes from the LPA establishment workshop in Tigrai Region,
▪ Regional Sectoral documents and strategic plans of relevant sectors, and
▪ Other literatures on concept of Social Norms, the Policy Direction of the Ethiopian Government on the women segment of the society.

Reviewing of the relevant documents was made so as to collect secondary sources of information to be triangulated with the primary sources of information collected from the project woredas.

2.4 Development of Structured and Semi-structured Questionnaire

So as to collect primary sources of data, different structured and semi-structured questionnaire and checklist had been developed and submitted to Oxfam along with brief inception report. Comments, suggestions and additions provided by the organization were incorporated before the commencement of data collection. Prior to the primary data collections secondary data was collected from different sources.

2.5 Data Collection and Analysis

At the beginning of data collection all relevant stakeholders, both woredas and regional levels, were informed with respect to the objectives of the study and the expectations. This is recognized as an important step for the establishment of common understanding and timely completion of data collection. For this purpose, enumerators were trained and deployed to undertake interviews with the selected sample respondents. Thus, both quantitative and qualitative data were collected using the developed questionnaire and checklist. The data was analyzed using Statistical Package for Social Scientists(SPSS) software.

2.3.4.1 Household Survey and Survey from female students in TVETs

One of the primary respondents are representative household(HH) members through household survey from targeted population. A total of 64 HH respondents were interviewed. 38 female students from four TVETs found in the targeted woredas were also interviewed.

2.3.4.2 Discussions with Key Informants

The key informants that had been interviewed were members of relevant stakeholders located in the targeted woredas. The participants of the discussions included: Woreda Youth Association, Women's Association, Small and Medium Manufacturing Industry Office, Women's Affairs Office, Youth and Sport Affairs Office, Labor and Social Affairs Office, Small and Micro Enterprises Development Office and the respective four TVET Colleges. At regional level the key

informants were from Bureau of Small and Medium Manufacturing Industry, Bureau of Labor and Social Affairs, and Micro and Small Enterprise Development Bureau.

Moreover, discussions with seven manufacturing companies namely MAA Garment, Zamra Construction, Velocity Textile Factory, Selam Galvanized Factory, Mesfin Industrial Engineering, Lemlem Food Complex Factory and Wukro Shoes and Leather Factory were held.

2.3.4.3 Debriefing

Following the completion of data collection at field level a debriefing was organized to the steering committee members of the Action particularly on the steps followed and the preliminary results obtained and valuable comments were collected.

2.3.4.4 Limitations

The main limitations is the size of the sample taken for the household survey. It was indicated that the greater the sample size, the closer to the reality will be. However, the information gathered from the other respondents has its merits that could offset the above limitation.

3. Literature Review

3.1 The Concept of Social Norm

In this current assessment study, there is one important concept that should briefly be reviewed here. It is known as Social Norms. **Social Norms** are the accepted standards of behavior of social groups. **Social Norms** are unwritten rules about how to behave and are regarded as the collective representations of acceptable group conduct and individual perceptions of particular group conduct. **Social Norms** can be viewed as cultural products (including values, customs and traditions) that represent individuals' basic knowledge of what others do and think about what they should do.

Social Norms provide people with an expected idea of how to behave in a particular social group or culture. From a sociological perspective, social norms are informal understandings that govern the behavior of members of a society. They are regarded as collective representations of acceptable group conduct and individual perceptions of particular group conduct. **Social Norms** can be viewed as cultural products that represent individuals' basic knowledge of what others do and think that they should do. **Social Norms** are informal understandings that govern the behavior of members of a society. Social norms can result in positive or negative outcomes.

3.2 Positive Effects of Social Norms

Social Norms generally provide order in a society. Without social norms, it is difficult to see how human society could operate. Human beings need norms to guide and direct their behavior, to provide order and predictability in social relationships and to make sense of and understanding of each other's actions. These are some of the reasons why most people, most of the time, conform to social norms.

Social Norms often serve as useful purpose and create the foundation of correct behaviors. In other words, social norms allow people to expect the events that would occur in a particular setting. Social norms are most noticeable when they are not followed. They remain stable because most people are taught to follow them and agree to do so willingly. Even if a person does not feel like following a social norm, he or she may do it because of the social pressure that is placed on him or her to conform. People generally follow social norms because they want to fit in with the people around them. Sometimes, social norms help people to behave in ways that keep themselves and others safe and healthy.

3.3 Negative Effects of Social Norms

Social norms have also negative effects. When they are practiced, individuals and families acquire social status and respect. Families typically do not deviate from these societal norms for fear of being excluded and ostracized. Harmful traditional practices, for instance, results from social norms and social conventions. Social convention theory explains why the decision of a family to continue with these harmful traditional practices depends on the decision of others to do so. A deeper understanding of these dynamics and how they can be reversed to bring about a process of positive social change is crucial for the design and the process of implementation of policies, strategies, programs and projects that aim at promoting their abandonments.

3.4 Policy Frameworks of Ethiopia on Women

Ethiopian authorities have shown firm political commitment to the advancement of gender equality, women's rights and women's economic empowerment. The National Policy on Women was issued in the year 1993 guaranteeing equal rights of women, a commitment that was renewed in the constitution in the year 1995. The Ethiopian Women, Development and Change Strategy, developed in 2017/18, aims to increase women's economic empowerment by addressing the high rates of unemployment and informality and ensuring urban job creation and food security for women. Ethiopia had also revised gender discriminatory legal provisions in the Family Law (revised in 2000) and Penal Codes (revised in 2005),

aimed at tackling gender-based violence, including child marriage and Harmful Traditional Practices (HTPs). In 2016, the Financial Administration Proclamation was revised to mainstream gender issues in the budget preparation process. This political commitment is reflected in the recent appointment of a gender-balanced cabinet and the first woman president in Ethiopian history.

Ethiopia had ratified a host of international and regional commitments on gender equality and women's empowerment such as Convention on Elimination of All Forms of Discrimination against Women (CEDAW) in 1981, submitting the 8th CEDAW12 report to the UN General Assembly in 2016, and adopted the Beijing Platform for Action. The government had signed up to the Sustainable Development Goals (SDGs), which includes ending violence against women and girls by 2030 (SDG goal 5), and the Africa Renaissance Agenda 2063, committing to a specific goal on full gender equality in all sorts of life.

Successive national development plans have aimed to improve economic participation of women, however significant challenges remain. Ethiopia's first Growth and Transformation Plan (GTP I, 2010/11-2014/15) committed to achieving equity in the distribution of economic and social gains to women and youth across all sectors and succeeded in extending financial services to millions of women. The second Growth Transformation Plan (GTP II) reaffirmed this commitment. It noted that whilst progress has been made, significant challenges remain, calling for a redoubling of efforts. According to the 2017 Gender Statistics Report, Ethiopian women are not equal beneficiaries of economic, social and political opportunities, due to the historical legacy of gender inequality and discrimination, strengthened by persistent social norms and traditions.

In terms of policy, promoting gender and youth empowerment and equity was one of the seven strategic pillars of GTP. Similarly, promoting the empowerment of youth and women, ensuring their effective participation in the development and democratization process and enabling them to equitably benefit from the outcomes of development, are among the overarching strategic objectives of GTP II.

The National Employment Policy and Strategy includes provisions to increase women's participation and mainstream gender into employment. It is targeted at enhancing women's participation in the labor market (especially their participation in the formal economy). It emphasizes:
▪   Providing support to improve women's access to the benefits of programs aimed at enhancing business skills.
▪   Improving women's productivity and income by enhancing the supply of technologies that reduce the burdens of everyday domestic chores on women.
▪   Providing the necessary support to establish daycare centers in or near work premises where working mothers can safely leave their children during working hours.

4. Findings and Discussions of the Study

4.1   Some Demographic Feature of Interviewed Households

In undertaking the study, households were among the consulted individuals, organizations and groups. The households are purposefully selected and interviewed by the study team from the list of respective Woreda Labor and Social Affairs Offices registered as the beneficiaries and is proportional to the number of respective woreda beneficiaries. The total households interviewed were 64 (29 females and 35 males) in number. 73.4% of the interviewed households are married while single and divorced share 26.6% each.

Table 1: Households Interviewed

No.	Woreda of Respondents	Sex		Marital Status				Total
		F	M	Married	Single	Divorced	Widowed	
1	Raya Alamata	2	5	6	0	1	0	7
2	Mekelle	21	15	26	2	7	1	36
3	Wukro	0	8	8	0	0	0	8
4	Atsibi Womberta	6	7	7	0	4	2	13
	Total	**29**	**35**	**47**	**2**	**12**	**3**	**64**

Source: Field Results of the Study

4.2   Participation of Female Children of Interviewed Households in Education

4.2.1 Children of Interviewed Households and their Situations of Schooling

The households are having 274 children in total (i.e. 141 females and 133 males), which brings the average of 4.28 children per HH. The numbers of children who have been or are in schooling are 169 (90 females and 79 females) which is 61.68%.

Chart 1: Schooling Situation of Children
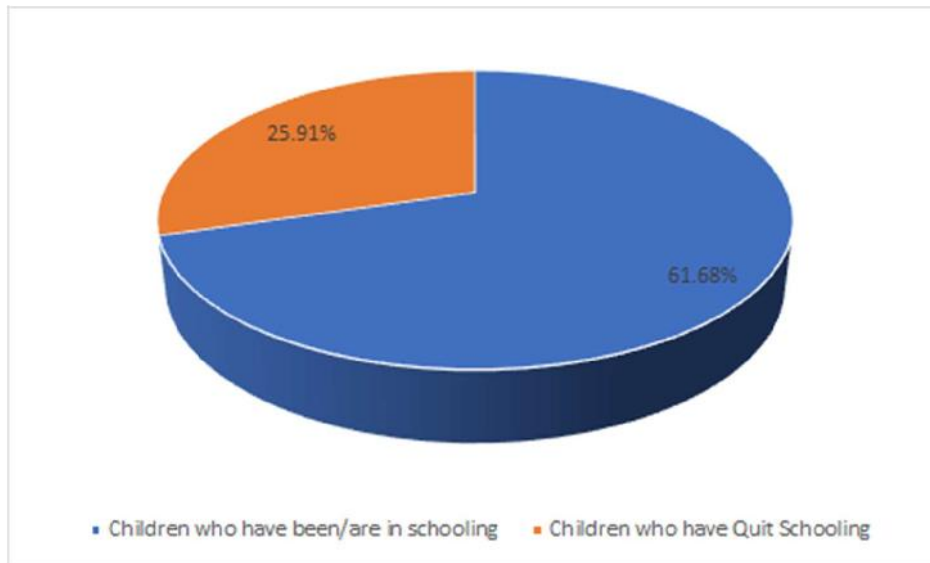
The data reveals that 51.46% of the total children of the interviewed households are females while they share 53.25% of those who have joined schooling. The total dropout rate is found about 25.91% of the total children in both sexes more or less sharing similar proportion, however, the rate of quitting is very high. It is worth reminding that there is high difference among the woredas regarding school dropouts. The situation in Raya Alamata woreda followed by the situation of Atsibi Womberta woreda. The rate of enrolment is also low where 34% (35% of the females and 33.33% of the males) of the children in Raya Alamata and 46.67% (44.83% of the females and 48.39% of the males) of Atsibi Womberta woreda have been or are in schooling. But it should be reminded that the assertion is without considering age while the total number of households includes below the educational age. In fact, the below educational age population (i.e. 0-6 year age) is estimated to be about 30% of the total. This shows that there are still children who have been or are out of schooling from the total school age children.

At the focus group discussions held at woreda levels all have responded in a similar fashion, stating that there is high participation of females at the lower educational levels but continues decreasing at the higher educational levels.

4.2.2 Causes Why Children Quit Schooling

An attempt was made to know as to the reasons that forces children to quit schooling. 29 households have responded on the issue where lack of resources is frequently stated followed, with equal proportion, by lack of interest to learn and engagement in the different activities of the households. Lack of resources was exemplified as resource that is needed for educational materials and house rent as some of the students need to go to distant areas to TVET Colleges.

Chart 2: Reasons for Quitting Schooling of Children

Response on why children quit schooling
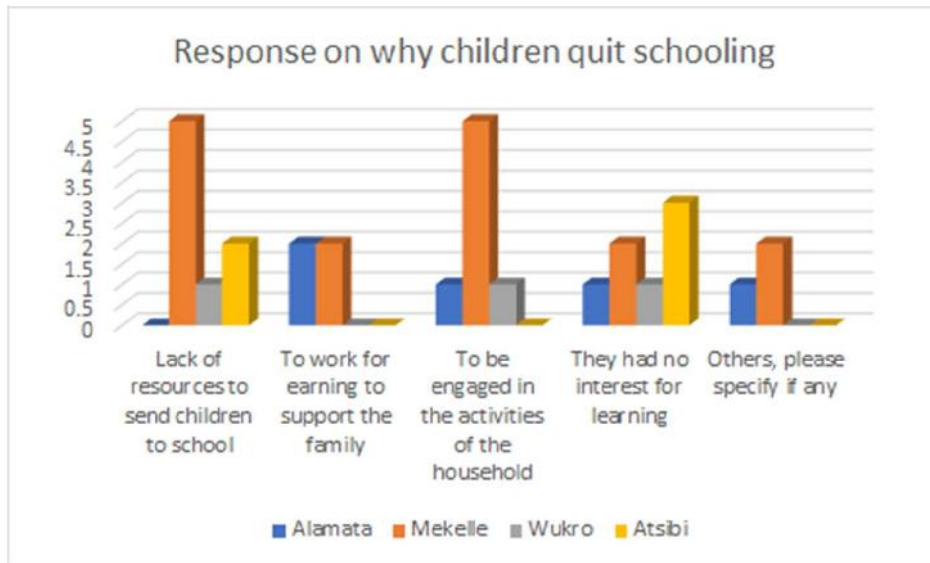
On top of the issues stated, another question was posed by the study team as to the why of those completed grade 10 did not join TVET programs if they had not scored the required mark to enroll in preparatory schools. Many of the consulted households have remarked that the interests of the youths to migrate, lack of interest to continue education, that there is no job for TVET graduates and marriage of girls to be the main reasons for many to discontinue.

The points were frequently stated in Raya Alamata and Atsibi Womberta woredas as opposed to the remaining two woredas. Engagement in own job was another issue highlighted in the latter woredas, which is better in substance than the issues stated in the former woredas. Moreover, the woreda group discussants have explained the problems that impede the participation of females at different educational levels. The summary of the problems highlighted include the following fundamental areas:

- too much domestic workloads;
- lack of freedoms of the females;
- parents fear to send females to school;
- parents encourage females rather for migration;
- low level of confidence and psychological problems of the females themselves; and
- lack of exposures and experiences of the females because they are not allowed to go far away from the home places of their respective parents;

The issues raised by the group discussants are in line with the problems explained by households, students, training institutions and other organizations consulted.

4.2.3 Perception of Households on Coping Up of Females in Education Equally to Males
Regarding the opinion on the ability of females to cope up in their educational performances equally to males, 65.63% of the respondents have replied 'yes' we do. But the remaining said 'no' which, in fact, is a portion that should not be undermined or overlooked.

Chart 3: Opinions of Households on Coping up Learning

Do you think females can cop up learning equally to males?

No, 22, 34%

Yes, 42, 66%
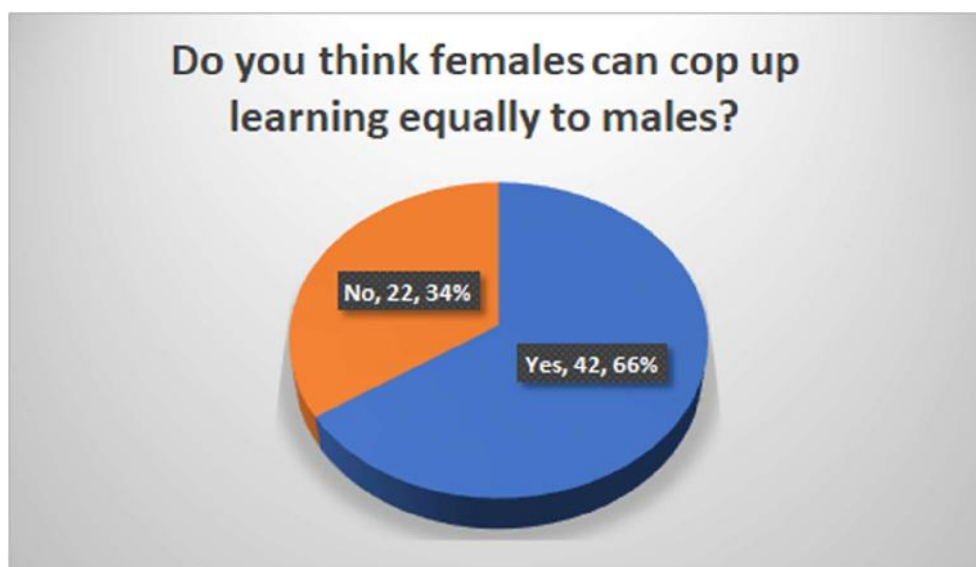
71.43% of Raya Alamata and 50% of the Wukro HHs indicated that females cannot cope up equally with the males in the educational achievements followed by 46.15% of Atsibi Womberta. Nevertheless, it has to be underlined that the capacity of females in coping up learning cannot be lesser than performances of their male counterparts provided that both sexes are given equal opportunities..

Chart 4: Why NO? Opinions of Households on Coping up Learning of Females Equally to Males

Response for why no?

The culture of the society does not encourage female children to go to school — 9.52%

Parents mostly want/prefer their female children marry than sending to school up to the higher levels — 4.76%

Female children mostly support their parents at home and as the result fail to pass otherwise their educational performance... — 71.43%

Females do not have naturally the capacity to study education equally to males — 14.29%

Those who responded 'no' to the above question were asked to reason out why. 71.43% of them indicated female children mostly support their parents at home and as a result they have little spare time to study while, at the same time, the home assignment steals their attention that cumulatively lead to their failure or low educational performances. The home burden being handled by females is the obvious fact of almost every HH in the current status of the society.

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The socially created division of labor that set the social structure of the society is deeply-rooted through centuries shaping the attitudes and cultures of society that takes domestic tasks to be the responsibilities of females. As a result, males hardly participate in domestic chores.

4.3   Participation of Females in TVET Centers

4.3.1 Student Population of TVET Centers by Fields of Study

The number of students in the visited TVET centers are gathered from the respective centers by the fields of study. This is intended to establish the ground for analyzing the ratios of the sexes in the study programs. The total number of students in the four TVET centers is 4105 which female accounts for 46.53% and male 54.55%. The share of the female students in technology fields' accounts to 32.59% which is significantly lower than their male counterparts (81.78%).

Chart 5: Proportion of students enrolled in buisness and technology field disaggreted by sex.
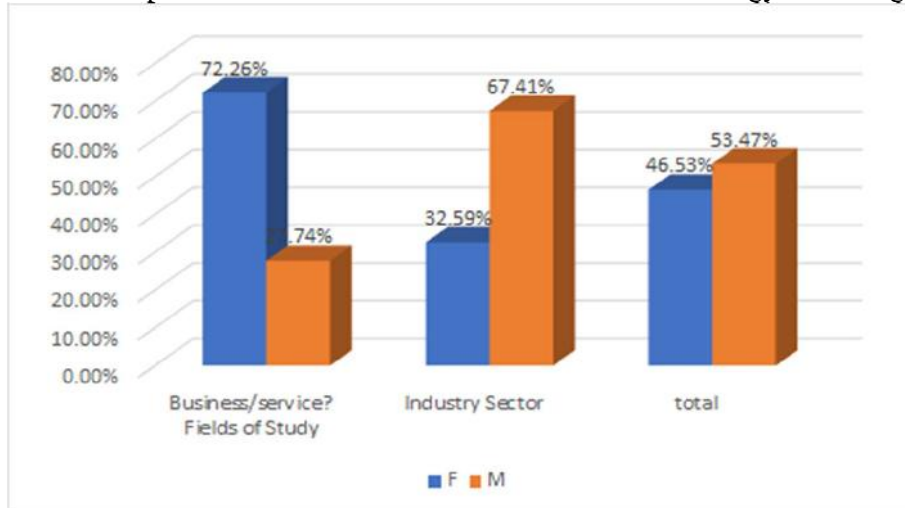
4.3.2 Selections of Fields of Studies of Students

This part is intended to assess as to who selects the fields of study of the TVET programs for females. 38 female students were interviewed in total in the four TVET centers and 73.68% of them indicated to have selected the field of study by themselves. On the other hand, 23.68% have joined in the field of study selected for them by their parents. Though importance of advice of parents is important particularly if they have the knowledge on the substance of the subjects, however, the final decision should be left for the prospective student.

In connection with this, the respondents from the TVET centers were asked as to 'who assigns the students to the different fields of studies provided in respective training centers. Accordingly, two of the centers have indicated that the training centers assign the students to the fields of studies while the other two TVET centers have indicated that the students are assigned to the different fields of study by establishing a committee that allocates based on the points/mark students have and considering their priorities and this is true particularly when students are competing for limited space.

'Why students choose the field of study against other fields' was another question forwarded to the students. 63.16% of them replied assuming it has better employment opportunity as compared to other fields. It is good that the lion's share of the students select by considering their futures in terms of getting either self-employment or employment in other organizations. That is what should be conceived, in fact, before joining

certain fields of studies. On the other hand, 31.58% have indicated their selection was based on the interest to be together with their respective friends ignoring own interest and talent and thus could affect the performances and fate of the students and own potentials to succeed, which may reflect a lack of appropriate and sufficient orientations by knowledgeable persons and concerned bodies.

4.3.3 Reasons of Students for Not Joining the Other Field of Study

The students were also asked as to why they preferred the field they are enrolled than the other. 50% of the students from the business fields of study stated that the technology fields are not good for women. On the other hand, 95% of the technology students have reasoned out saying "I thought the business field has less employment opportunities and the technology field gives more opportunities for future developments". About 33% of the respondents from the business field of study indicated that fear of coping up with technology field has become another reason associated with the assumption that the job assignments after graduation are difficult for females. Why they chose social science field at the lower educational levels was lack of confidence to succeed studying natural science (44.44%) and influences of friends and the pressures of parents together accounts (38.89%) were the reasons. 16.67% of the total mentioned that they had no good educational performances while they were at lower grades.

Table 2: Reasons for Students for Selection of Their Field of Study

Issues	Alamata	Mekelle	Wukro	Atsibi	Total	Share %
Why didn't you join in the engineering/ technology fields of study? (for business students)						
My background has been in the business fields of study (social science at high school)	0	2	1	1	4	22.22
Fearing that I would not be able to cope up with the engineering/technology fields of study	0	1	0	2	3	16.67
Assuming that the job assignments after graduation are difficult for females	0	2	0	1	3	16.67
Pressure of parents that bases on the understanding that I would not be able to succeed in studying the engineering/technology fields	0	0	0	0	0	0.00
These fields are not good for women	1	0	3	1	5	27.78
These fields are good for men only	3	0	0	0	3	16.67
Others, please specify if any	0	0	0	0	0	0.00
If answer for question 8 is 'my background has been in the social science fields of study', why did you choose to join the social science field?						
Lack of confidence to succeed studying natural science	2	2	1	3	8	44.44
I had not good educational performance at lower levels	1	1	1	0	3	16.67
Influence of friends	0	2	1	1	4	22.22

Pressure of parents	1	0	1	1	3	16.67
Others, please specify if any	0	0	0	0	0	0.00
Why didn't you join in the Business fields of study? (for technology students)						
My background has been in the natural science fields of study at high school	1	0	0	0	1	5.00
I though the business field it has less employment opportunities	2	4	0	2	8	40.00
The technology field gives more opportunities for future developments	2	1	5	3	11	55.00
Other, please specify if any	0	0	0	0	0	0.00
Who decided for you to join the Business field of study?						
Myself	4	5	3	5	17	94.44
Parents	0	0	1	0	1	5.56
Who decided for you to join the technology/natural science field of study?						
Myself	4	5	3	4	16	80.00
Parents	0	0	2	1	3	15.00
Teacher(s)	1	0	0	0	1	5.00

Source: Field Results of the Study

4.3.4 Preference of Females on Fields of Study

The coverage of this part also revolves around issues related to the subjects treated in the above sections but the respondents here are the TVET centers. One of the questions was which fields of study do females prefer? Their responses are divided into two equal shares as could be understood from table 3 presented below. However, the reason given as to why they select business fields of study is what worries. Three out of the four centers have indicated that it is because of the weak academic background of females compared to males. When this is triangulated with the responses given on the performances of females which in general indicate that most of the females are competent with males, it appears to lack some consistency. Probably lack of confidence may have higher pressure to induce the fields' of selections of the female students.

Table 3: Response of TVET Centers on the Preference of Females on field of Study

Issues	Woreda				Total
	Mekelle	Atsibi	Wukro	Alamata	
Which fields do mostly female prefer?					
Business fields of study	0	0	1	1	2
Technology/engineering	1	1	0		2
Other, specify	0	0	0	0	0
If the answer for the above question is a field of business, why?					
Their academic background is weak compared to males	0	1	1	1	3
They lack confidence to join technology field					
Employment opportunity is more in business areas	1	0	0	0	1

Source: Field Results of the Study

The groups consulted at woreda levels in relation to preference of fields of studies of females, the groups replied that most of the time, female students prefer to join social sciences fields of studies such as accounting, economics, management, hotel management, ICT and the like. The further stated females do not want to join the natural science fields of studies such as physics, chemistry, mathematics and the different types of engineering for different reasons, including females dislike the exercises as well as the experiments done and, at the same time, the examinations given in the natural science fields of studies. Howerer, the thought that job opportunities for students from social science are better has also its role. .

However, some remarks can be given on the assertions. To begin with, the statements seem to simplify the efforts required for the business types of fields. On the other hand, females rather bear the hard works of households though this may not hold true for all females in the academic areas. In fact, the consultant tends to believe that it is lack of equal opportunities to males why females may tend to study business fields. The natural gift given solely to females and the domestic responsibility born by them because of socially established unfair division of labor per se is sufficient justification if at all females show lesser performance compared to males.

4.3.5 Orientations Given to Students Before Registration

Provision of guidance to students especially when practiced at every educational level is of paramount importance to make children know and build their gifts and talents. Similarly, orientations on the requirements, opportunities that include employment issues, future career and general context of fields of studies before students decide and register on certain field of study is quite imperative. With this in mind, a question was forwarded to interviewed students and to the TVET centers regarding orientations given. 73.68% of the students said they got some sort of orientation (rather information). However, only 26.31% students of both fields have got orientations from the TVET Center or College. The need to give formal and organized adequate orientations to students has to be emphasized.

Chart 6 - Orientation given
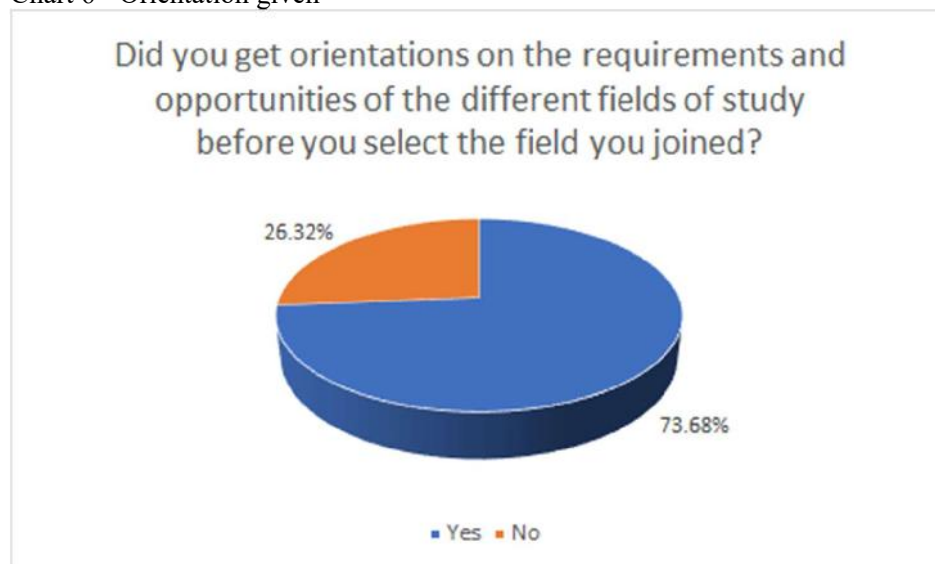
4.3.6 Evaluation on Academic Performances of Females

Students of both fields and the TVET centers were asked to give reflections on the performances of females compared to males and start to rate their own performance compared to males. Very encouragingly, 12 of the 18 respondents of business students and 11 of the 20 technology students that are 66.67% and 55%

respectively have indicated their performance to be among the top five. The remaining put their position to be at the middle. In a similar fashion, students of both fields of study have given their evaluation on the performance of technology students in general. 47.37% of them have evaluated that many female students in the technology field of study are performing well competing with the males. On top of that, about 31.58% have replied that female students are performing even above males. But 21.05% of the respondents have indicated that many female students withdraw because of inability to cope up with the efforts the technology field demands. 75% of the TVET centers on the other hand have replied that there is no big difference between the academic performances of females and males. One of the four centers has indicated that most of the females are performing academically better than the males.

4.3.7 Practices of Training Centers to Support and Encourage Female Students to Perform Well and Build Confidence

Supports and encouragements given by the centers, if any, so as to inspire females do well and build their confidences was part of the assessment study. The question was raised to the students of both fields of studies. 68.42% (i.e. 77.78% of the business and 60% of the engineering students) responded they got support such as counseling. however, it is safe to conclude that students are not very clear on the supports purposefully given to encourage female students. In fact, one can also have doubts if special supports and encouragements are given at all. It is reasonable, therefore, to remark that special supports need to be arranged by the centers by identifying needs.

4.3.8 Responses on Discriminatory Practices of Teachers

It is often spoken publicly that teachers discriminate females for various unethical reasons particularly at higher institutions. With this preconception, an inquiry was forwarded to the students if they encountered any discriminatory practices by teachers. Interestingly, 94.74% of them said 'no'. The response is quite encouraging unlike what have been talked about.

4.3.9 Facilities Available in the TVET Centers and their Conduciveness to Females

Available facilities in the TVET centers are listed in the following table. The responses reveal that there is no boarding in all the training centers while some of them have remarked that females that come from distant villages face problems in affording house rents on top of the resources required for educational facilities. The remaining facilities are available in all except child care center in Raya Alamata and Mekelle TVET centers and gender advisory services in the latter. It is not very clear why child care is not available in Raya Alamata and Mekelle training centers while the subjects appear to exist as a standard in the design of all the institutions.

Table 4: Availability of Facilities in the TVET Centers

Issues	Alamata	Mekelle	Wukro	Atsibi	Total
What facilities/services does the TVET Center have?					
Boarding	X	X	X	X	0
Workshop	✔	✔	✔	✔	4
Clinic/first Aid	✔	✔	✔	✔	4
Counseling	✔	✔	✔	✔	4
Gender Advisory	✔	X	✔	✔	3
Child care center	X	X	✔	✔	2

Toilets separated by sex	✔	✔	✔	✔	4
How Favorable are the services to females?					
Favorable	✔	✔	X	X	2
Less favorable	X	X	✔	✔	2

Source: Field Results of the Study

4.4   Issues of Employment of Females

Different issues were treated under this subsection. An attempt was made to see the perceptions of the respondent HHs on the capacity of females to perform as good jobs as the males and can be engaged in any types of works in their surrounding areas. Then the employment situations of the seven industries are documented to have a picture on the human resource compositions. The knowledge of the respondent HHs on the possible sources of information for employment is also included as an important area in relation to using different employment opportunities.

4.4.1 Perception of Households on Females' Capacity vs. their Male Counterparts

'Do females get job opportunity equally to males? This was the first question raised to the respondent HHs. 54.69% of them responded 'yes' and the remaining said 'no'. Those who said no were again asked as to what they think the reasons are. 37.93% of them responded females do not compete equally with the males implying that they are lesser by capacity than the male counterparts. The practice of discrimination during the screening procedures was stated as a reason by 24.14% of them. This was followed by 20.69% of the respondents who said females do not get information on vacancies equally to males and the remaining 17.24% indicated that females do not want to go far areas from their own localities.

Chart 7: Reasons for females having not equal job opportunity as males
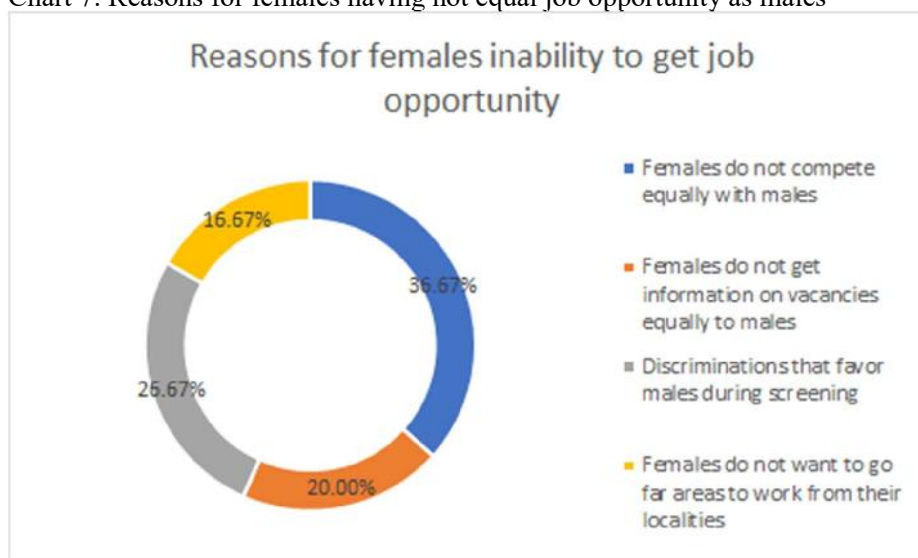
Another question in a different from but with similar context was also raised, 'Do you think that females can work in any type of job equally with the males? In responding to the above question, therefore, 75% of them said 'yes', which appears to contradict with the response that says 'females do not compete equally with males'. The question 'why?' was forwarded for those 25% who said 'no' and 37.5% of them said that

jobs are naturally categorized in to those that can be managed by females and males and 37.5% of them said that females are naturally weak and hence they have to work other easier jobs.

Both responses imply similar connotation in that females cannot do what males can do. Though the number of respondents is small, 25% of the consulted HHs the situation shows the legacy of the old generation that does not take equality of the two and is still lingering in their minds. In fact, the response of 18.75% of them is also not different which said culture does not allow females to participate in all types of jobs. The need for continuous interventions in the areas of awareness creation is evident, though the majority have recognized females can work in any types of jobs equally to the males.

Table 5: Perception of Households on Capacity of Females vs. Males

Issues	value
Do females get jobs equally to their male counterparts?	
Yes	**54.69%**
No	**45.31%**
If your answer for the above question is no, what do you think is the reason?	
Females do not compete equally with males	**36.67%**
Females do not get information on vacancies equally to males	**20.00%**
Discriminations that favor males during screening	**26.67%**
Females do not want to go far areas to work from their localities	**16.67%**
Do you think females can work in any type of job equally to male?	
Yes	**75.00%**
No	**25.00%**
If your answer for the above question is no, why?	
Jobs are categorized in to those that can be managed by females and males	**37.50%**
Females are naturally weak and hence they have to work the easier jobs	**37.50%**

Culture does not allow to equally participate in all types of jobs equally to male	18.75%
Others, please explain, if any	6.25%

Source: Field Results of the Study

4.2.2 Number of Employees of Consulted Manufacturing and Construction Organizations

In Tigrai in general and Mekelle in particular, there are companies that created employment opportunities to the jobless in the factories they run. The companies are trying to give employment opportunities to both males and females of the community found in respective localities. In this case, therefore, a lot of people who have passed through the universities and the TVET Centers and even with lesser educational backgrounds are able to get employment opportunities and hence the respective employees are economically supporting themselves and their respective family members. The companies are, therefore, contributing their positive roles in reducing unemployment in the region and presumably migration of several youth segments.

So as to understand the existing employment situations (job environments), seven sample companies were consulted from Mekelle and Wukro. The seven companies are the following:
- Lemlem Food Complex,
- Mesfin Industrial Engineering,
- Velocity Approvals Companies,
- Zamra Construction of Mekelle,
- MAA Garment and Textile Factory,
- Selam Galvanized Corrugated Sheet Metal,
- Sheba Leather and Shoes Factory of Wukro,

In the textile industry, the numbers of female employees are much greater in number (81%) than males (19%) which is in line with what is often perceived as the garment industry is high employment creator particularly to females. Nevertheless, it is fair to state the industry is a less payer in terms of salary. On the other hand, the numbers of female employees in the metal sector (Mesfin Industrial Engineering and Selam Galvanized Corrugated Sheet Metal) are significantly less than their male counterparts. The differences in the numbers of female and male employees in the different companies are said to be created due to the 'nature' of the works of the respective companies. In the case of Zamra Construction Company, however, the number of female and male employees are equal as could be seen from the table below.

Table 6: Numbers of Employees in Consulted Manufacturing and Construction Organizations

No.	Organizations	Types of Engagements	Number of Employees		Total	Shares in %	
			F	M		F	M
1	Sheba Leather	Leather and Shoes	457	443	900	50.78	49.22
2	Lemlem Food Complex	Production of Food Items	70	42	112	62.5	37.5
3	MAA Garment and Textile Factory	Garment and Accessories	878	422	1300	67.54	32.46
4	Mesfin Industrial Engineering	Manufacturing	452	1298	1750	25.83	74.17
5	Selam Galvanized Corrugated Sheet Metal	Corrugated Sheet Metal	11	29	40	27.5	72.5

6	Velocity Approvals Companies	Garment and Accessories	1713	204	1917	89.36	10.64
7	Zamra Construction Company	Construction	9	9	18	50.00	50.00

Source: Field Results of the Study

The reason female employees are higher in number in the garment and textile sector is because of the preference of the employer companies. As to the reasons why employers prefer females include the following fundamental explanations.
- the daily attendances,
- the coordination of hands with eyes,
- the patience to work continually for eight hours,
- the cooperation and understanding among each other, and
- work disciplines are better in females compared to male in practical terms;

However, it is worth mentioning such manifestations those portrait male employees as less disciplined need to be addressed and improve the working culture. In the metal sector, the participation of women is so low. They do not want to work as machinists, technicians, welders and the like are some reasons given.

4.2.3 Source of Information for Employment

With regard to the knowledge of the respondent HHs in the woredas regarding the sources of information for employment opportunities, they were asked a question that says: 'Do you know that those who are looking for a job should be registered and get their registration cards'? As to the responses of the respondents, 57.81% said 'yes' and 42.19% said 'no'. This shows that an important portion of the local community does not have the knowledge if job seekers have to be registered somewhere. This is a very important issue particularly when seen in relation to females living in the rural areas that do not have access to get information through different mechanisms.

It is also reasonable to assume that females in the rural areas cannot come frequently to the urban areas for economic, domestic responsibility and other factors. A combination of all these show that females can be disadvantaged because of lack of access to information with respect to employment opportunities and vacancy announcements related to the issue under consideration.

The other important question asked to the respondents was that 'if your answer for the question is yes, who do you think is the responsible body for registering of the job seekers'? The respondents, therefore, stated that there are five government offices at woreda levels as the responsible bodies that give the required information on this regard. These include the following:

- Women's Affairs Offices,
- Youth and Sport Affairs Offices,
- Woreda Labor and Social Affairs Offices,
- Small and Micro Enterprises Development Offices &
- Tabia Administration Offices of the respective localities.

Chart 8- Information regarding registration as job seeker
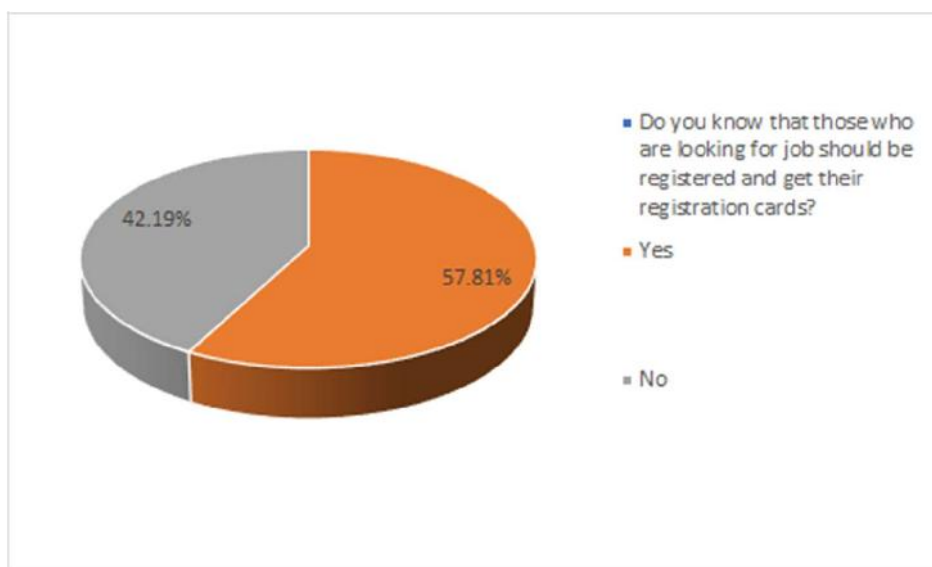
But it is difficult to take the understanding that everybody knows that these are the responsible government organizations for the registration of the unemployed segments of the society. In fact, it is also difficult to assume that all are responsible. It should be the Labor and Social Affairs Office that should be the responsible body for the assignment. If that is the case, the information shows that there is no clarity as to who is responsible for the stated issue.

The means of getting information on job placements or the availability of training programs was another point of inquiry. Only 20.31% of them responded the required information is found from radio broadcasting programs which at the same time may show accessibility to radio is also limited. The larger group that is 43.75% has replied the source of information is obtained from vacancy announcement boards. These respondents most probably should be those living nearer to the urban areas of the targeted woredas. 35.94%, on the other hand, are getting information from other individuals, which may not be on time and dependable.

Table 7: Sources of Information for Employment

Do you know that those who are looking for a job should be registered and get their registration cards?	Value
Yes	57.81%
No	42.19%
How do you get information regarding job placement/ training?	
Radio	20.31%
Vacancy announcement boards	43.75%

From individuals	35.94%

Source: Field Results of the Study

In addition to all the above, discussions in formal meetings, sending messages and telephone calls are the other means of access to information regarding job placement or training according to the woreda level focus group discussion participants. The group discussants further stated that there are systematic actions taken that favor males by the leaders of the organizations. Almost all organizational leaders prefer to have male employees in the respective offices thinking that they do not have problems to accomplish the tasks compared to their female counterparts.

4.5   4.5 Participation and Positions of Females in the Targeted Sectors

4.5.1 Occupancy of Positions in the Manufacturing and Construction Organizations

Information has been collected from the consulted manufacturing and construction organizations with respect to the share of females in the different hierarchical positions of the respective firms. The figures of the assessment study are found consistent with expectations and with what can practically be observed on the ground. The documented data reveals that share of females' decreases as one goes to the higher positions of the organizations. As could be seen from the table presented hereunder, for instance, in positions such as team/group leader, unit leaders and section head, the participation of females is higher than the participations of the males which are mainly attributed to the garment sector.

Whereas, in the rest of the higher positions such as shift leader, supervisor, division head, department head, as vice managers and as managers, the numbers of females in the seven sample companies are quite low compared to those positions held by the males. The data documented reveals vividly the imbalance. There is not a single female holding a vice managerial position while there are two female managers managing the companies including in the construction sector. Hence, there is a need to support and encourage the females to make them ready in all aspects to participate at the higher level positions too.

Table 8: Participation of Females in Positions

Description of Positions	Sex	Manufacturing and Construction Organizations							Total	Share in %
		Sheba	Lemlem	MAA	Mesfin	Selam	Velocity	Zamra		
Team/Group Leader	Female	7	6				60		73	56.59
	Male	13			41		2		56	
Unit Leader	Female	3					30		33	78.57
	Male	7					2		9	
Shift Leader	Female		1	4					5	14.29
	Male			30					30	
Section Head	Female	1					2	1	4	66.67
	Male	2							2	
Supervisor	Female	1		35					36	41.38
	Male	7	1	25		2	13	3	51	
Division Head	Female	3		3	7	1	1	1	16	18.18
	Male	17	1	12	38		1	3	72	
Department Head	Female			2	2		1		5	7.35
	Male	13	2	9	25	1	13		63	
Vice Manager	Female								0	0.00
	Male	2	1		7	1	1		12	
Manager	Female						1	1	2	28.57

	Male	1	1	1	1	1			5	

Source: Field Results of the Study

According to the discussions made with the focus groups in the targeted woredas, in most cases, females themselves fear higher level positions in particular public organization. They think that leadership is a very difficult position for them as it involves frequent performance evaluations, long hours of meetings including in the evenings, at nights and going to the field for supervision. In such situations, their children face a lot of problems and husbands remain unhappy with the concrete situations. Because of that and others, they think that they cannot perform well in comparison to their male counterparts. Hence, they rather prefer to be placed in positions that does not consume too much labor and time. Although it is difficult to grossly accept the statements, it gives sense in that females have heavy domestic roles almost they are solely responsible. This is a clear indication that there is a long way to go to enable women hold higher positions which calls for integrated efforts by the different concerned bodies to minimize the burden of women.

4.5.2 Reasons as to Why Females Hold Few Positions Compared to Male Counterparts
The table presented in the above has clearly shown that females hold few positions in the consulted organizations. There are some basic reasons as to why females hold few positions compared to their male counterparts. Four of the consulted organizations indicate that this is due to lack of females trained in the fields while the remaining three indicated that females did not want to compete for the indicated positions which is reasoned lack confidence, the job requires physical work and lack of time burdened by responsibilities.

4.5.3 Performance of Females on their Assignments
The study has also depicted to look into the performances and payments of females versus males on their day-to-day assignments in the different organizations. Accordingly, different questions were raised to the companies. As could be seen from the table presented below, the first question asked was if they think females can do good jobs as the males and 6 organizations that account for 85.7% of the total said 'yes' while the remaining one said 'no'. As to the question in what fields of work females do good the response was varied where two organizations indicated that in family (domestic) works, other two organizations said in all fields, while one responded as in any field they are trained for and the last one in the areas of marketing.

Regarding the perceptions of the organizations on the works of the females in technical areas, five organizations that account for 71.43% of the total said that it is good while the remaining two that account for 28.6% of the total indicated as weak. Regarding the evaluations of the organizations on the performances of the females as compared to the male counterparts when assigned in technical tasks, (metalwork and construction), things are quite different from one organization to another organization. Two organizations indicated that females perform less than the males because the nature of the work is heavy whereas the other two organizations indicated that they perform equally as males. Three organizations each separately responded that females lack confidence, females lack energy and the male counterparts perform better than the females.

With regard to the evaluation of the organizations on the performances of the females when they are assigned as leaders at the different positions, five companies indicated that women perform equally as men while one organization indicated that this differs on an individual basis. Whereas one indicates that females lack confidence to decide (this is to mean that they have low decision making roles). Another question was raised on the equality of payments for the same positions of the sexes. In responding, however, the seven organizations indicated both sexes are equally paid.

Table 19: Performance of Females on Assignments

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Issues Raised and Responses	Sheba	Lemlem	MAA	Mesfin	Selam	Velocity	Zamra	To
Do you think females can do good jobs as males?								
Yes	✔		✔	✔	✔	✔	✔	6
No		✔						1
If the answer for the above is yes, in what fields of work								
Family works at home	✔					✔		2
In all fields			✔		✔			2
In any field they are trained							✔	1
In marketing positions				✔				1
How do males perceive females work in technical areas?								
Good			✔	✔	✔	✔	✔	5
Weak	✔	✔						2
How do you evaluate performances of females as compared to males when assigned in technical tasks (m... construction works)								
Perform less than male because the nature of the work is heavy	✔				✔			2
Perform equally as male						✔	✔	2
They lack of confidence			✔					1
They lack of energy				✔				1
Males perform more than females		✔						1
How do you evaluate performances of females as compared to males when assigned as leaders at the diffe... hierarchies?								
Perform equally as males	✔		✔		✔	✔	✔	5
Differs on individual basis		✔						1
Lack confidence to decide				✔				1
Is payment for the same position of both sexes the same?								
Yes	✔	✔	✔	✔	✔	✔	✔	**7**
No								
Does the organization have policy directions that encourage females to participate in various positions, better pay fi... of work?								
Yes	✔	✔	✔			✔		
No				✔	✔			

Source: Field Results of the Study

However, the woreda level group discussions indicated that the payment of females particularly in some areas of work is less than that of the males. This is true particularly in the areas of construction. Though females do not have any problem and perform equally or sometimes even better than the males, the payment is not equal. In Atsibi-Womberta woreda, for instance, Birr 170.00 is paid for male daily laborers whereas for female Birr 120.00 is paid. Similar situations are mentioned during the focus group discussion in

Mekelle too. Males in construction activities in particular are paid higher than their female counterparts for the same type of work.

During the group discussion, it has been indicated that some construction companies prepare two types of payrolls: one for internal use and the other external, though it can't be verified. The internal payroll has the correct payment history which is used for the consumption of the company itself and under no circumstance is revealed to any external body. The second payroll is prepared as an official history of the company which can also be provided to concerned bodies when necessary. The female workers themselves do not tell the truth about such payments for fear of being fired from the temporary jobs as there is no guarantee that they are not affected by the action.

4.6   Policy Directions of Organizations Related to Gender Mainstreaming

The industrial organizations consulted were asked if they have organizational policy directions that encourage females to participate in various positions and better pay fields of work. Five of them have replied to have the policy direction but two companies do not have. The discussants at woreda levels stated that there is an affirmative action expressed in terms of giving 5% additional points to women during competitions for employment and when competing for higher positions. But they remarked that it could not bring significant change in the statuesque. They further explained that the process of implementation of the policy directions depends upon the understanding and the non-discriminatory practices of the different leaders in the organizations.

4.7   Social Norms that Impede/Hinder Females from Participation

In Tigrai Region, like any other parts of the country there are a number of social norms that practically impede/hinder the participation of women in many ways, although things are improving gradually. To learn if there are negative social norms that impede/hinder females from participation, a question was asked to the respondent HHs, the TVET students, the FGD participants and the four TVET Center.

In responding to the question, 70.31% the HH respondents and 52.63% respondents from the TVET students said 'no' and the rest that account for 38.24% of the total responded said yes indicating that there are social norms that affect the participation of women. According to the Regional Bureau of Micro and Small Enterprises Development, some of the social norms and factors that affect the involvement of women in the labor markets, particularly in the areas of construction and metalwork include the following fundamental areas:

- parents do not want females to participate in these activities,
- women are thought to have less physical fitness to such works,
- males do not allow females to be involved in such kinds of activities, and
- females themselves think that such activities rather belong to the males, etc.

According to the Regional Bureau of Labor and Social Affairs, the social norms and factors that affect the involvement of women in the labor markets, particularly in the areas of construction and metalwork are that females as already noted do not want to work in related activities.

Table 20: Existence of Social Norms that Prohibit Females from Working in Manufacturing

Issues Raised and Responses Given	Alamata		Mekelle		Wukro		Atsibi		Total		%	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Is there discouraging culture by society that impede females from joining fields of study like male												
HHs	5	2	7	29	5	3	2	11	19	45	**29.69**	**70.31**
TVET Students	4	5	6	4	3	6	7	3	20	18	**52.63**	**47.37**
TVET Centers	1			1	1		1		3	1		

Source: Field Results of the Study

In addition to all the above, there are traditional obstacles that impact females. What types of traditional obstacles are there, which impact the females in the community? This was the question raised to the four focus group discussion participants. In responding to the question, therefore, Mekelle and Wukro indicated that females are viewed under their male counterparts, in thinking, self-confidence, exposures and experiences in training programs. Raya Alamata woreda responded that females think that technology work is for the males and Atsibi-Womberta woreda responded that females are not voluntary for better work positions in their localities.

Table 21: Cultural Obstacles Impacting Females

Issue	Woreda				Total	%
	Mekelle	Atsibi	Wukro	Alamata		
What cultural obstacles are there that impact females?						
Females are viewed under males in different aspects	1	0	1	0	2	**50**
Females think technology work is for the males	0	0	0	1	1	**25**
Females are not voluntary for better positions	0	1	0	0	1	**25**
Total	**1**	**1**	**1**	**1**	**4**	**100**

Source: Field Results of the Study

In the cases of joining natural science and technology fields of studies, the four focus group discussion participants in the four woredas have indicated that there are no cultural obstacles that imped females in the community. It is rather the females, according to the focus group discussants that restrict themselves not to join the natural science and technology fields of studies due to own reasons (lack of confidence). The females themselves try to restrict themselves not to be involved in technology (engineering) fields of studies such as the following major ones:
▪ civil engineering,
▪ water engineering,
▪ chemical engineering,
▪ electrical engineering,
▪ mechanical engineering,
▪ environmental engineering,

Parents too sometimes think that females are unable to proceed in natural science education. Hence, they systematically discourage them as much as possible. That means, therefore, there is a need to undertake integrated cultural transformations particularly in the rural areas of the region regardless of the localities so that the focus given to the females would improve overtime.

4.8   Challenges that Encounter Females

Women are the backbones of any given family, community and society at large. However, they encounter a lot of challenges. Interviewees of the assessment study were asked what challenges females do face. According to the HHs, 40.6% of the total has indicated that there are challenges due to domestic pressures,

28.1% of them replied absence of government and family supports, 15.6% each stated lack of financial facilities and discriminations by communities.

According to the responses of the 38 TVET students, on the other hand, 26.3% said preference of parents for marriages and other 23.7% mentioned as low confidence of the females themselves as main challenges. 21.1% said females cannot take responsibility. The domestic workloads are considered as a challenge by18.4% of the respondents. Lack of feedbacks during job application is recognized as a challenge by 10.5% of TVET students as could be read in the following table.

Table 22: Challenges Encountered by Females

Issues Raised and Responses Given	Woreda				Total	%
	Alamata	Mekelle	Wukro	Atsibi		
Main challenges						
HH Respondents						
Lack of support	2	10	3	3	18	**28.1**
Lack of financial resource	0	6	2	2	10	**15.6**
Domestic pressure	3	15	3	5	26	**40.6**
Discrimination	2	5	0	3	10	**15.6**
TVET Students						
Female cannot take responsibility	2	3	0	3	8	**21.1**
Low confidence	2	1	4	2	9	**23.7**
Parents prefer marriage	2	2	2	4	10	**26.3**
HH jobs	1	2	3	1	7	**18.4**
Lack of feedback on Job application on time	2	2	0	0	4	**10.5**
TVET Centers Woreda						
HH burden		✔		✔	2	50
Leadership is given to males			✔		1	25
Less payment to females	✔				1	25

Source: Field Results of the Study

Response from the four TVET centers in the woredas 50% indicated that HH burden is the main challenge, while 25% said due to leadership positions being mostly given to males and the remaining 25% indicated that less payments are made to the females of the community. Representatives of the companies approached were asked to forward the main challenges females face. The table discloses that 42.86% of the respondents have replied that females do not have confidence while 28.57% indicated existence of traditionally wrong understanding of the society. Lack of information & the domestic burden of females are also indicated with similar proportion.

Table 23: Responses of Organization on Challenges Females Face

	Organizations							Total	%
	Sheba	Lemlem	MAG	Mesfin	Selam	Velocity	Zamra		
Females do not have confidence		✔	✔	✔				3	42.86
Culturally wrong understanding of society	✔				✔			2	28.57
Females lack information due to different cases							✔	1	14.28
Naturally burdened with many responsibilities						✔		1	14.28

Source: Field Results of the Study

According to the focus group discussion participants in the four targeted woredas, the main challenges that females encounter to participate in the different fields of studies, job assignments and leadership positions are several in number that comprehend the following fundamental areas:
- problems of forced marriages,
- pressures from respective bosses,
- presence of performance evaluations,
- preferences of migration to education,
- subordinates prefer to have male bosses,
- problems of lack of technical capacities,
- lack of exposures and practical experiences,
- influences of respective husbands and children,
- women are always with low level of educations,
- presence of too much workloads in every house,
- absences of special treatments and lack of encouragements for females,
- lack of pertinent educational backgrounds and training programs that capacitate them to be able to come to different job assignments and leadership positions; and
- The local community on the other hand gives high responsibilities and this puts high pressers on them compared to the male counterparts in the local community and the like.

When all the above challenges were presented to the participants of the validation workshop, no one was with some sorts of objections at all. They all rather indicated in their small working groups and then the discussions that were all are correct in the respective targeted woredas.

4.9   Actions to Address the Challenges

As to what should be done to address the challenges that females encounter to participate in the different fields of studies and employments all the individual respondent group discussants, the four TVET centers, employing organizations and other regional level bureaus were asked to give their respective views. According to the respondent HHs, 34.38% of the total suggests that training programs should be organized and given to the females, 32.81% suggest that special supports should be provided to females and the

remaining 32.81% of the total suggested that there is a need to create different job opportunity for the female segments of the communities.

Table 24: Suggestions to Address the Challenges

Households	Alamata	Mekelle	Wukro	Atsibi	Total	%
Training	4	15	1	1	22	**34.38**
Special support to females	1	11	4	5	21	**32.81**
Create job opportunity for females	2	10	3	6	21	**32.81**

Source: Field Results of the Study

According to the TVET students in the four centers in the woredas, 60.5% of the total suggests that supports should be provided to the females in terms of moral, budget and other material resources while the remaining 39.5% suggest that training programs should be given to females. The four TVET Centers on the other hand, 50% of the total suggest that experience sharing sessions are necessary for the females, 25% of them suggest that awareness raising is important while the remaining 25% suggest that separated training should be given for the females in the respective communities. The table presented below gives the detail information on this regard.

Table 25: Suggestions to Address the Challenges

TVET Students	Alamata	Mekelle	Wukro	Atsibi	Total	%
Support female in terms of moral, budget & maternal	6	7	7	3	23	**60.5**
Trainings	3	3	2	7	15	**39.5**
TVET Centers						
Experience sharing session for women	1		1		2	**50.0**
Awareness raising for females		1			1	**25.0**
Separated training for females				1	1	**25.0**

Source: Field Results of the Study

According to the focus group discussion participants in the four woredas and the consulted companies found in Mekelle and Wukro, the suggestions forwarded as practical solutions of the challenges of females in the community are as summarized in the following manner:

▪ capacity building for both females and males in respective areas;
▪ counseling programs are quite necessary for the females themselves;
▪ experience sharing through medias so that they would have exposures;
▪ it is necessary to have child care facilities in the different organizations;
▪ psychological make ups are of paramount importance for females in the locality;
▪ different opportunities should be given for females so that they would be self-supporting;
▪ credit facilities should be created for females so that they would have self-employments,
▪ legal issues should be strong enough towards the rights and the benefits of the females;
▪ creation of conducive environment for women and girls is necessary such as child cares;
▪ there must be equal payments for equal positions including in the private sectors;

▪ awareness creation in females, parents, the local community, the sector offices, the people in the leadership positions and the government itself are of paramount importance;

▪ supports in financial and material resources are necessary for the female of the local communities to enable them to participate in the positions of the targeted woredas;

▪ special opportunity should be given to females separately to discuss about the issues and problems that they have in their respective areas (localities);

▪ cultural transformation on mothers and their daughters and experience sharing in them medias is necessary;

▪ leadership training is necessary by the government and strong follow ups on the trainings given to women;

▪ affirmative action given to women is necessary and hence should be farther strengthened to encourage them;

▪ the 5% given as affirmative action is not adequate to improve the problems females have in government offices;

▪ certified and practical professional training programs for females supported by quite strong fellow ups on their performances after the training programs;

▪ the government requires to systematically coordinate relevant stakeholders that are quite interested to work solely for the benefits of the female segment in the local communities;

▪ provision of full training programs (packages) to the male counterparts of the local community to make them participates at homes is quite essential;

▪ beyond that, however, females should be encouraged and supports should be given so as to make them learn and be educated people in the local community;

▪ there is a need to encourage them through experience sharing programs in leadership skills from the role model females found in the local community;

▪ enhancing and building the confidence of females is the other important area that should be done according to the different companies;

▪ there is a need to make package supports to the females without any bureaucracy and unnecessary delays;

▪ there is very strong need to avoid discriminations between the females and the male counterparts in the communities;

▪ females should be informed at the right time on the things that are necessary for them and they should be encouraged to make them participates in different fields that suit to them;

Table 26: Suggestions to Address the Challenges

Issues	Sheba	Lemlem	MAA	Mesfin	Selam	Velocity	Zamra	Total	%
Enhance community awareness					✔	✔		2	28.57
Encourage females through training	✔			✔			✔	3	42.86
Encourage and support females to learn and be educated	✔		✔		✔			3	42.86
Make them be informed							✔	1	14.28
Participate females in fields that suit to their nature		✔						1	14.28

Encourage through sharing leadership skills from role model females							✔		1	14.28
Enhance confidence of females	✔								1	14.28
Package support without bureaucracy to females							✔		1	14.28
Establishment of childe cares							✔		1	14.28
Provision of full training to males to make them participate at home							✔		1	14.28
Credit facility for the males							✔		1	14.28
Avoid all discriminations between males and females					✔		✔		2	28.57

Source: Field Results of the Study

4.10   Summary of Findings and Analysis

Although the detailed findings and analysis of the assessment study are given in the main body of the comprehensive report, this part of the document is devoted to briefly present the summary of the findings of the undertaken study. This summary is presented in the following manner:

▪ Females' educational participation at the lower grade levels is found par that of their male counterparts. However, participation of females declines at the higher educational levels and the majority of females are unable to pass to secondary and tertiary education levels.
▪ The level of school dropout is quite significant (about 42% of the students) as per the interviewed HHs the main reasons being the following:
  o Engagement of females particularly in HH activities to support parents.
  o Lack of resources required for educational materials and related expenses like house rents when they have to go far from their localities.
  o Lack of interest of students to learn probably because of the decline in the hope to get economic advantages from learning compared to short-term benefits that some youth get from migration.
▪ Participation of females at TVET centers in both the technology and business fields together is lower than that of the males sharing 46.5%.

▪ As data gathered from the TVET centers, females tend to prefer studying social sciences that reveals 72.26% of the business students are females and only 32.59% in the technology fields of studies.

▪ As to selection of fields of studies most of the students depend on their own decision-making process. Nevertheless, the collected information implies that no sufficient orientations and consultations are given prior to the selection of the fields of studies.

▪ There are equal employment opportunities for females and males. However, the accesses for information on employment opportunities are not. Females particularly in the rural areas not able to get information at the right time on that regard.

- Employments of females in garment activities are much better than the males. But the amount of salary paid in the sector is often blamed to be small compared to other manufacturing businesses and hence is marred with issue of not adhering to decent working principles which is one cause of high staff turnover in the sector. Employments of females in manufacturing and metalwork activities to the contrary are much less compared to the males. Moreover, there are also differences in the payments for the same types of works accomplished by both sexes particularly in the sector of construction.

- The numbers of females in decision making positions especially at the higher levels are quite few. There are different reasons and factors that affect them. One of the reasons and factors is that females themselves do not want to be placed in positions of the public and non-public organizations and, therefore, retreat from competing for the positions. The degree of self-confidence in most of the females is found to be less compared to males.

- There are a number of social norms in the community. Some of them have positive contributions while others play negative roles particularly to females. Therefore, necessary actions need to be made against the negative ones so that females would be competitive in education, employment opportunities and performances in assignments.

- While availability of child care facilities is very important for females in many things, however, these have not been started except in some TVET centers affecting the effectiveness and efficiency of women in their day-to-day assignments.

Generally, taking the findings in combination reveal that females are not equal beneficiaries in the different aspects covered in the study. In fact, it has to be reminded that it would take long to bring a breakthrough in the age-old socio-economic and political practices. The deeply rooted socio-cultural practices are associated with the low level of education of the society. In connection with this, Gender Statistics Report of 2017 states the Ethiopian women have not been equal beneficiaries of the economic, social and political opportunities due to the historical legacy of gender inequality and discrimination, strengthened by persistent social norms and traditions.

An attempt is made to cover the challenges that females encounter to participate in education, employments, positions and others. HHs, students, focus group discussants, TVET centers, manufacturing and other relevant bureaus have reflected their respective understandings and observations. Although differently put, many of the reposes intercept in a number of the factors. The following are those frequently highlighted as the main challenges.

- Domestic burden is recognized by almost all consulted stakeholders. This is quite obvious associated with the culture of the society to be one of the critical problems that impede females from participation in different aspects. Not only that, what is astonishing is that the value given for the priceless role females have in the society is not recognized.

- Poor perception regarding gender and wrong practices of the society is another challenge that is shared by many. This refers to the perception that perceive females are supposed to become under males, females cannot do as much as what the males do, females are supposed deal with domestic works and husbands with outside activities and a lot of others of such nature could be listed down. The attitude of husbands is critical particularly in the domestic activities, which assume that it is the responsibility of wife even if she has been doing outside works the whole day with him. This understanding is captured by the boys and as the result they play with their friends while their sisters are doing jobs that belong to the family at home.

- Low confidence of females themselves is also stated repeatedly. It appears to be taken as natural while the causes should be investigated and examined. It should not be surprising if females are in short of capacity when compared with males who are able to get the opportunities of trainings periodically, exchange of experiences through exposure visits including abroad, continue to study up to the higher ladder, exchange ideas with friends wherever and other means that the opportunities are scarce to females for many reasons.

- Pressure of parents on females preferring marriage as opposed to what they do on males. They have, of course, various reasons but mostly emanate from wrong understandings that are the manifestations of the existing cultural aspects.

- Discriminatory practices are considered to be among the challenges that manifest in different forms at different levels. It is reflected in actions of leaders and workmates.

- Lack of support explained in different aspects is recognized as one challenge. Lack of arrangements of special treatments like orientations and consultations to females and resource supports affordable by females and the like are highlighted under this subject.
- Hence, these challenges need to be the areas of focus where interventions are needed. But the interventions should be persistently implemented, and their impacts measured from a long-term perspective.

4.11   Strategic Areas of Interventions

One of the objectives of the current assessment study is "to gain vast inputs for designing of communication strategies so as to work towards decreasing the negative influences of Social Norms in the community. It is worth noting that the action under consideration would need well thought strategies that correspond to the requirements of its process of implementation in the four targeted woreda of the region. With this understanding, among other things, the following strategic intervention areas are required for the realization of the aforementioned objective.

- In the local communities, undertaking of awareness creation interventions are necessary for the females themselves, their male counterparts, the local government structures and other concerned stakeholders. Activities of awareness creation can contribute a lot to break serious challenges females face in respective families, the community and the society at large. Mothers in particular need to know that female children require equal treatments starting from their childhood periods. In this case, Oxfam can contribute a lot for the success of this strategic objective by facilitating the process of implementation.

- Education is necessary for both male and female members of the society. While educating the children, equal opportunities, times, assignments and others should be given for both boys and girls from their parents. Most of the times, boys are free to play, to do home works and to study. They are also free to get exposures to different places. To the contrary, females are expected to be involved in huge domestic works that impede them from doing the above. These have negative impacts on performances in education and development of self-confidence. These have further negative impacts in performing assigned activities and holding positions in different public and non-public organizations.

- Integrated training programs for the purpose of capacity building particularly in the areas of gender and development are essential for both females and males. The training programs for capacity building need to be organized and conducted at respective local levels. In such training programs, the roles of the females and the roles of the males in the community in general and in the family in particular need to

be clearly spelt out. In addition to that, the results of the cooperation of the females and the males have to be compared with the results done by the females alone and the males alone. In doing so, strong follow ups and supervisions are of paramount importance as to what is happening in the respective areas after the provision of the training programs for capacity building.

- If females are to perform better and achieve more results compared to the situations in the past, there is a need to have day care facilities in all governmental, non-governmental and the private organizations. The presence of day care facilities would help females to reduce the degree of wordiness about their children and to fully concentrate on the day-to-day activities. There are some organizations that have already established and operating the day care facilities indeed. The organizations that do not have commenced to have day care facilities are required to do the same as the other organizations. All the concerned stakeholders of the Action need to encourage them to have day care facilities in respective organizations the same as those that are already in practical operations.

- So as to support females, it is of paramount importance to strengthen the practices of legal aspects. There are situations in which females are attacked by their male counterparts such as sexual harassments, domestic violence and things related to that. In such situations, therefore, there is a need to have strong practices of legal procedures and actions that should be taken to support the females of the local community. In the presence of weaker legal aspects, females remain hopeless and hence could probably be more victims than the situations that existed in the past years and the present situations.

- Creation of conducive environment for females to raise issues related to the challenges they face and the respective solutions. Supports need to be given to females to undertake discussions about creation of conducive environment in more detailed manner. Creation of conducive environment for females is one important aspect but encouragement to proceed with that is the other essential area that should be accomplished by the responsible governmental and non-governmental organizations operating on the ground.

- Different opportunities should be created solely for the females of the community so that they would be self-supporting. Some of the activities are provision of credit facilities that should be created for females so that they would have self-employment opportunities. This is one of the strategic areas of interventions that Oxfam in Ethiopia can contribute to in the four targeted woredas. When implementing such intervention, establishment of reasonable rate of interest is required so that they would be encouraged to participate.

- Experience sharing of model women to others through different mechanisms including use of mass medias is necessary so that other women would learn from the experiences of those performing well. Thus identification and selection of appropriate mass media that could cover and reach the targeted areas and broadcasting the intended messages and experience can have paramount importance.

- The practice of gender mainstreaming: Gender mainstreaming is one key strategy to achieve gender equality. It involves looking at the experience and interests of women and men in the process of development and re-imagining these realities in ways that challenge the existing social structures and place women and men on an even footing. Gender mainstreaming goes beyond counting the number of women and men in a room and thus is not simply about achieving a gender balance. Instead, gender mainstreaming aims to address gender inequalities at the core of a project, policy or process, ultimately leading to more gender-responsive realities.

Gender mainstreaming requires a contextual analysis of the needs, interests, roles and experiences of women and men and the integration of specific actions to address any gender-based inequalities that may have emerged from this analysis. Therefore, adding "catch-all" phrases such as "special attention will be to women" or "gender equality activities will be considered" to policies, programs or projects is not sufficient. Gender mainstreaming is a strategy that was formally included in the Beijing Platform for Action in 1995 and is often defined by the 1997 UN Economic and Social Council interpretation as follows:

"*Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.*"

Given existing gender gaps in employment, wages, access to productive resources and energy, etc. coupled with the productivity losses due to women's lack of empowerment, gender mainstreaming should be complemented with additional, targeted actions that promote the empowerment of women. As stipulated in the Beijing Declaration and Platform for Action, a dual approach that combines gender mainstreaming with specific affirmative measures is essential to the achievement of gender equality. It is important to note that men are also subject to restrictive gender stereotypes about their roles and behavior, which can limit their personal and professional life choices.

For example, men tend to be underrepresented in certain sub-sectors of manufacturing, such as in the garment industry. There is evidence that this is not necessarily due to lacking interest in working in this industry but rather due to gender stereotyping which favors women over men. To achieve real gender equality, both women and men must be taken into account and equal rights and opportunities supported for both women and men. It is critical to meaningfully engage and motivate both women and men to be part of any solution on gender issues, including through the empowerment of women where necessary. Thus, gender mainstreaming should not only be taken as necessary condition but as must. This is because, there is no any process of development that can be correctly implemented and sustained overtime without the participation and common benefits of the female segment that account for about 50% of a society.

5. Conclusions and Recommendations

5.1 Conclusions

The process of implementation of the current study was carried out as per the understanding reached between Oxfam and the consultant and the agreed methodology. In doing so, both primary and secondary sources of information (both qualitative and quantitative data) were collected from the different consulted stakeholders of the Action identified for the purpose including targeted HHs, TVET students, employer companies and public service providers both at regional and woreda levels.

Additional information was also collected from the reviewing of documents and other current literatures particularly in the areas of social norms, the women's policy direction document of Ethiopia and the overall context of the Action found under the process of implementation. All the data collected from the different sources have been analyzed using SPSS software and thus produced this final comprehensive report. That means the production of the comprehensive report was made possible by the study team deployed for the purpose.

Initially, the draft comprehensive report of the assessment study was produced and submitted to the client for comments, suggestions and possible additions. Then one day validation workshop was organized and conducted to the participants that were invited by the client. As already noted, comments and suggestions were forwarded from the participants of the validation workshop that have, in fact, enhanced the overall content of the document and the information already contained in it. The most valuable feedbacks collected from the participants of the validation workshop were incorporated to the comprehensive document.

Accordingly, the assessment study attempted to examine the existing situations with regard to the social norms that encounter the participation of females in the sectors of manufacturing, metalwork, construction, textile and garment and the like and organizational practices of public employment service providers. The undertaking of the assessment study on the social norms and their negative influences on the females segment of the local community is pertinent as this can help for the reduction of some of the serious challenges females encounter in the society

As to the overall challenges available in the community that imped the females segment of the community, the following issues are organized. All the consulted parties of the assessment study have reflected their respective understandings and observations in connection with the challenges females encounter in practical terms. Although the challenges are put differently, many of the responses intercept in a number of factors. The frequently highlighted challenges and factors include the following fundamental areas.

- The natural factors and the huge domestic workloads are recognized by almost all the consulted individuals, groups, companies, the stakeholders of the action and the different regional government bureaus and woreda level offices.

- Another challenge that encounters the females in their local communities is low level of self-confidence, which had been repeatedly stated during the field assessment in the four targeted woredas as well as the regional level administration structure.

- Culturally wrong understanding and practices of the society are the other challenges that are shared by many of the different stakeholders of the Action. The culturally wrong understanding and practices of the society on women have negative influences indeed.

- The pressure of parents on females preferring marriages is considered to be as one of the seriously influential challenges the female members of the society are facing.

- Discriminatory practices are considered to be among the serious challenges that are manifested in different forms at different levels

- Lack of supports explained in different aspects is also recognized as one of the available challenges of the females segment of the local community.

- Generally speaking, therefore, the undertaken assessment study indicates that there is a long way to go to solve the challenges of the females segment in the society.

5.2 Recommendations

The conducted study enabled us to arrive at certain major conclusions and finally to forward some major areas of strategic interventions and key points of recommendations. As per the remarks of the consulted stakeholders of the Action and own understandings and experience of the study team, the following major points of recommendations are put in the following manner:

	Points of Recommendations	Responsible Organizations
	As there are a lot of social norms that negatively affect females, certain necessary actions such as awareness creation need to be made against the negative ones so that females would be competitive enough in education, employment opportunities and performances in respective assignments.	- The government structure - Oxfam Great Britain Ethiopia - The different companies
	Exert integrated and concerted efforts such as building self-confidence of the females by the concerned stakeholders to the female segment of the society to enable them to assume higher level positions in different public and non-public organizations.	- The government structure - Oxfam Great Britain Ethiopia - The different companies
	Some of the consulted companies have policy directions for the supports of the female employees. Nevertheless, some other organizations do not have such policy directions. Those, which do not have are therefore recommended to have the required policy directions so that their female employees would have or develop the required self-confidence on the assignments in the organizations.	- Metalwork companies - Construction companies - Manufacturing companies - Food and drink Companies - Textile and garment companies
	In Tigrai Region particularly in the rural areas there is a need to undertake cultural transformations regardless of the different localities. The misconception that says high school and university level education is not necessary for females need to be broken down ones and for all. Equal education opportunity is necessary for boys and girls of the local community.	- Government (education bureau) - Oxfam Great Britain Ethiopia
	people sometimes think that females are unable to proceed in natural science education hence, girls are discouraged.. Thus there is a need to undertake cultural transformations particularly in the rural areas of the region regardless of localities.	- Government structure - Oxfam Great Britain Ethiopia - Parents and female students
	There is a long way to go to enable (bring) the females to the different higher level positions in different organizations and companies. That means, therefore, integrated efforts are required to be exerted by the different concerned bodies on this regard. But the efforts have to go beyond giving lip-service to this critical issue or from merely using it as a means to propagate to get support of the women group.	- The local government structure - Oxfam Great Britain Ethiopia - Other relevant stakeholders
	Child care facilities are very important for females in many things. Such facilities make females to be effective and efficient in their day-to-day	- The local government structure

	assignments. Although these facilities have been started in the TVET centers and MIE, they are not made to be practical in many other organizations where females are working as employees. Hence, concerned bodies should push for its realization.	- Other relevant companies
	Experience sharing among women themselves is important. The model women can share their experience to non-model women and hence they can have good exposures to what they do not know.	- Oxfam Great Britain Ethiopia - Dimtsi Woyane Television
	This comprehensive report of the assessment study has to be distributed to relevant stakeholders and open for the public so that all would contribute their shares farther for reduction of the challenges females encounter and the improvements of the benefits as much as possible.	- Oxfam Great Britain Ethiopia
	Farther studies and assessments need to be undertaken as to why students drop out from the schools and the mechanisms to reduce irregular migration.	- The local government structure - Oxfam Great Britain Ethiopia - Other relevant stakeholders
	It is necessary to organize continues awareness raising sessions on the impacts of the social norms on women and the local community in general and how to change their context (focus on the religious and traditional leaders for influencing)	- Oxfam Great Britain Ethiopia - Religious and Traditional Leaders
	Advocacy on equal pay for men and women for similar work (this is necessary specially in the sector of construction)	- Oxfam Great Britain Ethiopia
	Award model female workers and couples engaged in the manufacturing and construction sectors in the woreda and zonal level to motivate and inspire other women to engage in similar sectors	
	Distribution and reduction of unpaid care works and responsibilities of women at household level so that they can get time and energy to engage in the manufacturing and the construction sectors of the economy	
	An integrated effort is of paramount importance to influence the negative roles of social norms using the media mainly the local radio and television programs so that people would learn and practice accordingly.	- Oxfam Great Britain Ethiopia - Dimtsi Woyane Television - Dimtsi Woyea Radio Program
	Social Norms require persistent and prolonged efforts and bring about attitudinal and behavioral changes through carefully designed and planned development interventions to be carried etc.	
	Thus provision of sufficient orientations to students on the fields of study they want to join and what it means in connection to their performances, future career and achievements in totality is imperative.	TVET Colleges
	It is worth noting to state that the inclinations of students should be shaped starting from as early age as possible, the training institutions in particular should be responsible to adequately orient them before their selection and registration in certain fields. The difficulty that may face to carry out this task is recognizable, however, the benefit outweighs to a larger extent.	TVET Colleges