



**The contribution of Hawassa Women Promotion Technical and Vocational Training College in the development of women. A case of Hawassa town, SNNPR Ethiopia**

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## **LIST OF ABBREVIATIONS**

ECS	Ethiopia Catholic Secretariat
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
HCS	Hawassa Catholic Secretariat
GO	Governmental organization
HWPTVTC	Hawassa Women Promotion Technical and Vocational Training College
NGOs	Non-Governmental Organisations
SNNPR	Southern Nation Nationalist and People's Region
TVET	Technical and Vocational Education Training
TVT	Technical and Vocational Training
UNICEF	United Nations International Children's Emergency Fund
VHL	Van Hall Larenstein

## **ABSTRACT**

A study was conducted to analyse the contribution of the training of Hawassa Women Promotion Technical and Vocational Training College to the gender equity. We looked at the effects of HWPTVTC to women graduated in the community of Hawassa town (Southern Nation Nationalist and People's Region), Ethiopia.

From HWPTVTC 30 women graduates were selected from their work area randomly next 3 key informants were selected from different departments of different organizations of the town. All were interviewed with semi-structure questionnaires and analyzed qualitatively.

The study was focusing on the development of women since the College stands for the help of women and giving training for women especially for those women who cannot afford for school and helpless women.

As result of the analysis, the majority of women graduates get job in the country after they are graduated from the College, even though it is difficult to find job for graduated people. Some of the women graduated are working in small enterprise for themselves and also some women graduated are working in their own enterprise and investing in the country by using their profession.

The livelihood of graduated women is improved compared to the time during the training. The women participate and are involved in many social affairs and become independent in the society, but still there is no equal control and access for resources in their organization compared to men. They make also less decisions and work professionally but also in the household. Based on the conclusion some recommendations are proposed. NGO's, GO's, donors and private sectors should increase the number of TVET institutions in the country to help women for their development.

# **CHAPTER I: INTRODUCTION**

## **1.1 Back ground of the study**

Technical and Vocational Education Training (TVET) play a great role in the national development and there is a fresh awareness among policy makers and the international donors in many African countries including Ethiopia. The Africans government is now connect to TVET is reflected in many poverty reduction strategies. TVET increases productivity, brings about economy development, motivate competitiveness and skill development. In comparison to general education, learning in TVET is centred on applied as opposed to academics, skills as opposed to knowledge and practical as opposed to theory .TVET is a means to prepare trainees for professional based on manual and practical activities. TVET is condition of knowledge, attitude skills and values needed for the place work (Amkombe, 2000).

The curriculum of TVET is emphasis on the achievement of employable skill and it is the most important characteristics of it. Another important feature of TVET is that the training can be delivered at different levels of sophistication. Therefore this can be shown that TVET Colleges and institutions are able to respond to the various training needs of learners from different academic back ground, such as student from rural area and urban area have different educational back ground and it also respond from different socio-economic status and prepare them for gainful employment and sustainable livelihood. Ethiopia needs to build wealth and emerge out of poverty and this can be achieve by TVET because its delivery system are well placed to train skilled and entrepreneurial work force for the country (African union, 2007).

In comparison to other sub-Saharan countries Ethiopia's literacy, access to formal education, women's inequality in access and control over resource and poverty indicators are below the average. Even though in the country there is a lack resources and a high level of debt, in education sectors Ethiopia has shown that high level of development especially in TVET which proves its commitment to and ownership of the development efforts. This policy has motivated the establishment of international cooperation between European countries and Ethiopia. Among many countries in Africa Ethiopia is one of Finland's oldest partiers in development cooperation. The Ethiopia Education Sector Development Programme has presented the advantage of providing an overview of the developmental requires of the sector. There are good and many reasons for Finland to restart and continue its help for the Ethiopian education sector (Ministry of Education, 2004).

From Africa Ethiopia is the second country in terms of number of training institutions and Colleges and has achieved high TVET enrolment over the past five years. Recently this high growth in TVET enrolment and provision has been achieved by significant expansion of public and private institutions. As the government sources estimate that out of all TVET in Ethiopia the private TVET providers at this time provide approximately 30 %. Non Governmental Organizations (NGOs) also provide a considerable share of TVET in Ethiopia. The aim of the TVET system change is to build up a consistent and wide range TVET system that allows Ethiopia to educate the middle level workforce it needs to increase the economy of the country and it's competitiveness in the global markets (Franz, Kong and Schmidt, 2007).



In Ethiopia the ministry of Education and the regional education Bureaus have shown great commitment for improving access to Technical and Vocational Education Training in the country. Education and Training policy is introduced in Ethiopia is in 1994, after this year the number of formal and non-formal TVET provision centres has increased rapidly. In order to promote economic and technological development establishing of a large number of TVET institutions in the country is recognized by the government of Ethiopia (Edukans Foundation, 2009).

In Ethiopia 75 per cent of women are illiterate and only 20 per cent of the trainees in vocational education institutions are women (FDRE & UNICEF, 2001). Women's education in Ethiopia totally influenced by such cultural and economic issues. Most of the time in poor families' decision to send women to school relies on parents' commitment and their willingness. And those parents prefer their daughters stay at home to support them in household work.

Female enrolment has also showed a significant increase in the last seven years in TVET institutions in Ethiopia. The gender gap was not consistent; there have been years when the gender gap was in favour of girls and other times in favours of boys. The number of student vary from year to year in 2002/03 and 2003/04 the number of female students was lower than male students and it was greater in 2004/05 and 2005/06. In 2006/07 it roughly widened. And still the reason is not clear. To take measure and fill the gap it is important to know the gender gap. It is also important to examine in which type of fields women are enrolled in. As it is always said women should not be restricted to traditional female stereotype roles. The women have to participate equally in all vocational fields (Endukans Foundation, 2009).

In Ethiopia women and girls are at a different disadvantage compared to men and boys, on many issues like health, basic human rights, literacy and livelihoods. There are many factors that limit women's participations in social development in the country such as traditional belief, practices and attitudes that strengthen gender roles and that are disadvantageous to the equal rights and development of women (UNDP, 2007).

In many developing countries including Ethiopia the participation of women in education is characterized by poor performance and also low enrolment. Educating of women yield important advantage for the girls themselves, for their families and for their societies in which they alive. Without educating women, national activities can be less effective. An educated women is likely to become a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen a self confident individual and an experienced decision maker (King, 1990).

Many studies have shown that investments in education, mainly for women and girls, lead to lower fertility, better health and reduced maternal mortality. The benefits of education relates to more or less in all aspects of development. Education empowers women to participate in the public and political life (UNDP, 2007).

## 1.2 Statement of the problem

Hawassa Women Promotion Technical and Vocational Training College (HWPTVTC) is Non-Governmental Organization (NGO) found in Sidama Zone, Southern Nations, Nationalities and Peoples Region (SNNPR), of Ethiopia. It was established in 1993. The organization is managed by Hawassa Catholic Secretariat (HCS) in regional level and Ethiopia Catholic Secretariat (ECS) in the national level. The organization has two training programs accounting department level III and Library science department level II level III. Short term training is also given for women embroidery by machine. The organization has been giving Technical and Vocational Training (TVT) for women especially those who are unable to pay school fee. Fully sponsored trainees are selected from the society by means of Hawassa Women, children and youth office from all sub cities and kebeles of the town and for each woman trainees to be sponsored by the organization 3 people will be testimony for them to approve that they are poor and cannot afford for school.

There are no enough governmental organizations or NGOs in the country for helping women in the vocational education sector. The number of NGOs supporting the TVET program in Ethiopia is few. Advocacy and lobbying work is required for soliciting more fund. The few local NGOs have serious budget constraints to support TVET programs. (Edukans Foundation, 2009)

The College is giving the training in a very less tuition fee compared to other Colleges in the country and it is 100 Ethiopian birr (4.4 euro) .In the College out of the total trainees 50 % of the trainees get the training freely and 25% of the students pay half of the normal fee (50 Ethiopian .birr or 2.2 euro) per month and 25 % of the total students pay full (100 Ethiopian .birr or 4.4euro) per month, but the normal fee is also less than by half than the other colleges' fee in the country. Each year more than 150 students from academic training and more than 60 students from embroidery by machine are graduated from the College. (Report of HWPTVTC, 2010)

The main objective of Hawassa Women Promotion Technical and Vocational Training College is to create skilful women with a good job opportunity and improving of their livelihood in the society.

The organization is non profitable and serving the society especially female students by delivering quality TVT. After the women are graduated from the College they are employed in different governmental and nongovernmental organizations of the country, majorities of them are employed in Hawassa town. The women graduates of Library science are all employed in the Universities and Colleges in the town as a librarian. While most of the accounting graduates are employed in different organizations as accountant. But most of the women graduated in embroidery are working as private businesses making uniform for students and different cultural cloths for the society and some of them are employed in textile factory in the city.

One means of development for the individual as well as for the country is training. Training is mainly lead participants to acquire the practical skills, knowhow and understanding, and necessary for employment in a particular occupation and contributes to a sustainable

development. Training is acknowledged as a means for transforming and empowering communities.

The role of TVET is furnishing skills required to improve productivity, increase income levels and improve access to employment opportunities and contributing to the reduction of poverty in the country and especially for empowering girls\women and improving their lives.

HWPTVTC has been giving technical and vocational training especially for destitute women of the society for the last 11 years but there is a lack of information on the development of the women graduates of the College.

HWPTVTC has policy and strategy on gender, more than two –third of Ethiopian girls or women are illiterate (FDRE & UNICEF, 2001). Lack of access and opportunity for education and economical back ground of women is the main reason for them. In many part of Ethiopia is also parents are sending their boys than girls, because parents prefer their daughters stay at home to help them in domestic work. The catholic organization is considering this situation of the country and HWPTVTC is established under the Catholic Church in Hawassa town to help poor women to increase their status and to fill the gap of gender equality in education. The organization Provide women with technical and vocational training and employable skills, Develop positive attitude of men towards women and strengthen the contribution of women to the local and national economy.

### **1.3 Objective of the study**

To assess the contribution of the training of HWPTVTC to the gender equity of women graduates in the community.

### **1.4 Main research question**

- To what extent has the training of the College contributed to the gender equity of women graduates in the community?

#### **1.4.1 Sub questions**

- What are the roles of women graduates in decision making in their work place?
- What is the level of women graduates participation in their community?
- To what extent the income of women graduates increased?
- How do women graduates compare their living standard now and before the training time?

### **1.5 Scope of the study**

The study mainly focused on the beneficiaries (women graduates) of the organization, the employers of women graduates and the academic dean of the College. The study tried to access information from literature, from the women graduates' employer organization and the College reports and documents.

### **1.6 Significance of the study**

The importance of the study is to look at the TVET women graduates' gender equity and equality in their community and work place. And also the study has provided certain

suggestion and recommendations which will be helpful to women promotion organizations, to NGOs, for policy makers and other concerned bodies in working with women.

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

The thesis is organized in five chapters. The first chapter: introduction deals with background of the stud, scope of the study, significance of the study and organization of the study. The second chapter cover literature review. The third chapter area of the study, research methodology and strategy, research tools, method of data analysis and research limitation. The fourth chapter deals with discussion and analysis which is concerned with the analysis of the data collected. And lastly the fifth chapter covers the summary of the main findings of the study and possible recommendations.

## **CHAPTER II: TVET AND WOMEN DEVELOPMENT**

The purpose of this chapter is to define and explain the important elements and factors used in this research. For this research study both conceptual and theoretical framework will be reviewed which gives an input for research process. According the researcher decided to review the following topic for the study, TVET in Ethiopia, Gender equity and Gender equality, Gender equality and Gender equity in Ethiopia, TVET for social status of women, TVET for women decision making, TVET for women participation, TVET for women income generation, TVET for women employment opportunity and role of TVET for women empowerment.

### **2.1. TVET in Ethiopia**

According to (Robinson 2003) explained that females are the major class of our planet peoples who cannot read and write. He further suggested that, despite estimated gender gap that will be reduced by 2015, still the majority of people who are not able to read and write are women. His findings indicated the poorest countries like Ethiopia in which the ratios will be high. Women in these areas also concentrated the least paid. Lack of access and opportunity to training and basic education to develop new skill and to improve their living status were the major causes behind his finding.

Technical and Vocational Education Training (TVET) is defined as Education is a process of receiving or giving systematic instructions from institutions, and a means to gain knowledge, practical skill and attitude and mainly important for employment in a certain profession or group of occupation. Such skills, knowledge and attitude can be delivered by several public and private sectors (Atchoarena & Delluc, 2001).

Technical and vocational training is one means for the development of the individual as well as for the country. Vocational education is a tool to prepare a person for industrial and commercial profession. The objective of national TVET strategy in Ethiopia is to create confident, motivated, capable and innovated work force capable of driving economic growth and development contributing to poverty reduction from the country. For sustainable development and poverty reduction the interest of both men's and women's must be reflected equally (Tegegne, 2008).

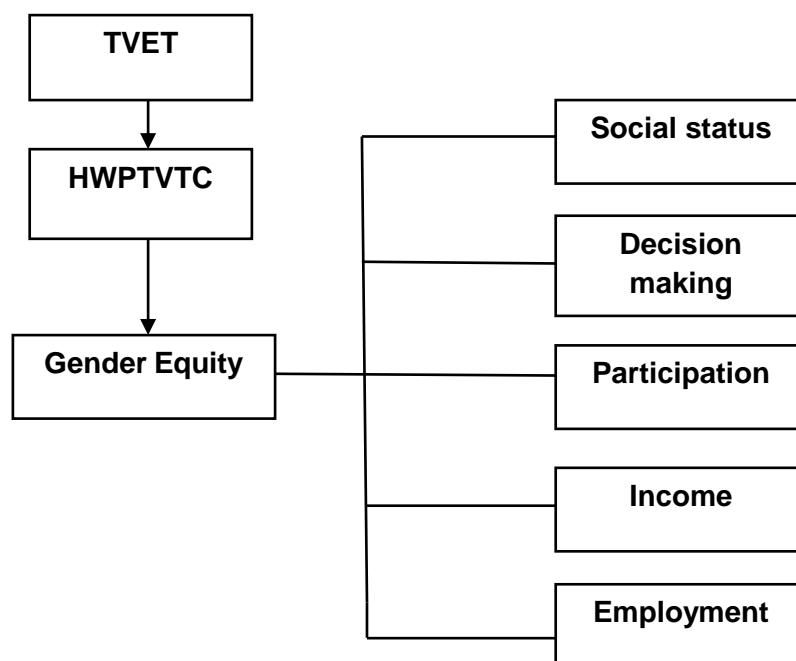
Technical and Vocational Education Training (TVET) in Ethiopia has been delivered by different sectors such as Governmental, non governmental and private sectors at various qualification level. Trainees should join these sectors after the completion secondary school grade 10<sup>th</sup> for the formal TVET. Many institutions have been also delivering vocational education for working people through evening, night and weekend programs. Public Technical and Vocational Training institutions under the education sector were focusing on producing middle level technical graduates at five levels (level 1, level 2, level 3, level 4 and level 5). Non-formal TVET programs also delivered by public intuitions, private schools and NGOs present employment- oriented fields for various target groups, such as school drop outs, people in employment, school leavers and marginalized groups (Edukans Foundation, 2009).

According to the Education and Training Policy (ETP), the formal TVET system of the Ethiopia needs completion of a tenth-grade education to get certificate, diploma and advanced diploma upon completion of the levels 10+1(certificate), 10+2 (diploma) and 10+3(advanced diploma) of the TVT program . Now the ministry of education changed the curriculum in to level system from level 1 to level 5. In order to provide options for the

increasing number of school leavers, the Government embarked upon an enormous expansion of formal TVET since 1993. Within ten years from 1996/7 and 2006/7, the number of TVET establishment providing formal and non-agriculture TVET increased from 17 to 388, and enrolment from 3,000 to 191,151. Of these, over 30% were trained in non-government TVET institutions. Around 60% of formal TVET is provided in the form of regular programmes and 40% in evening classes. However, despite the enormous expansion, formal TVET only caters for less than 3% of the relevant age group. Enrolment figures in formal TVET programmes show a good gender balance with 51% female students and 49% males (Economia Seria Management, 2009).

The Ethiopian Government has initiated a new push towards making frameworks conducive to economic and social development. Comprehensive capability building and human capital formation are key pillars altogether these efforts. As such, this National TVET Strategy is a very important part of the overall policy framework towards development and poverty reduction. The strategy is to fight poverty through accelerated economic growth, to be achieved mainly through exploitation of agriculture as well as economic growth and employment creation through private sector development. TVET is expected to play a key role during this strategy by building the required motivated (Ministry of Education, 2008).

The following diagram shows the conceptual frame work of the gender equity of women graduates of the community.



**Figure2. 1 conceptual frame work for the study**

## **2.2. Gender equity and Gender equality**

As it is known that there is unequal treatment between men and women in the household, in the community and in the work area in the country but as women are getting educated and increasing their educational status they will have opportunities and treatments.

Gender equality refers to males and females have equal opportunities to recognize their full human rights and contribute to and benefit from social, political, cultural and economic development. For the equality in education between men and women parity and equity are the building blocks (Kane, 2004). Gender equality shows a society in which women and men enjoy the same outcomes, opportunities, obligations and rights in all fields of life in the country. According to (UNESCO, 2000) Equality between men and women exists when both sex are able to share equal in distribution of power, equal employment opportunity, equal access for education, equally participate in decision making. Women's empowerment is very important to sustainable development and the recognition of human rights for all.

Ministry of education and NGOs should work together to achieve gender equality in education. For women fully and equally participation of in all features of economic, social and political development in the country gender inequality should be eliminated in education (Aikman and Unterhalter, 2005).

According to (Kendall, 2006) Gender equity includes the provision of fairness and justice in the distribution of benefits and responsibilities between men and women. The concept identifies that women and men have different desires and power and that these differences should be recognized and addressed in a way that rectifies the imbalances between the sexes.

A fundamental principle of equity is equality of opportunity among people: "that a person's life achievements should be determined primarily by his or her talents and efforts, rather than by pre-determined circumstances such as race, gender, social or family background" (World Bank 2005).

### **2.2.1 Gender equality and Gender equity in Ethiopia**

The issue of gender inequality can be considered as a universal feature of developing countries. Ethiopia is one of the country where male are dominant over women. Women in developing countries are generally silent and their voice has been quite by economic and cultural factors (UNFPA, 2008). Gender inequality are seen in education, employment, decision making, access to and control over resources and access to media are some of the factors.

Ethiopia is a patriarchal society that keeps women at a minor position, using religion and culture as an excuse (Cherinet and Mulugeta, 2003). Ethiopian women's status is low in many aspects where they are generally poorer than men because they paid less, they are less educated and majority of them even illiterate, women are increasingly becoming heads of households, with no resources to carry their dependents, they do not enjoy due acceptance for their labour contribution, and they do not have decision making power in the house hold and in the community.

Women's incomes, low status in education and time limitation for self advancement have hindered them from participating in employment and in decision making. And many priorities are being given to men because in most cases men would have the necessary basic education to participate in the training. The number of Ethiopian women participating in commerce is insignificant (UNESCO, 2000).

Ethiopian women are actively concerned in all aspects of their society's life. Women are both procreators and producers and they are also active participants in the political, social and cultural activities of their communities. However the diverse and important roles they play have not always been recognized. The unfair political, economic and social rules and regulations prevailing in Ethiopia have excluded women from enjoying the fruits of their labour. Without equal opportunities, women have delayed behind men in all fields of self-advancement (World Bank, 1998).

In comparison of women role to men in Ethiopia we can observe many differences. Females in Africa seem to suffer more discrimination in terms of access to education (African union, 2007). In Ethiopia, men and women have obviously defined roles. Ethiopian women traditionally have suffered socio cultural and economic discrimination and have fewer opportunities than men for personal growth, education and employment (Cherinet and Mulugeta, 2003). In Ethiopia traditionally men are responsible for providing for the family and participating in social affairs in the community, while women are responsible for domestic work and looking after the children.

In many part of Ethiopia parents are stricter with their girls than their boys; most often parents give freed to males than females. Households work tends to be women's job and men neither cook nor do shopping. According to (UNESCO, 2003) Achieving gender equality would require investing in the education of both men and women, while maintaining balance between both. Female education is essential for economic growth and poverty reduction.

The Mengistu regime could success in increasing literacy among women. The enrolment of women increased, although the rate of enrolment of urban women far exceeded the rate of rural women. (Negash, 2006)

In the next part below the researcher mentioned the role of TVET for the social status, decision making, participation, income generation, employment opportunity and empowerment of women.

### **2.3. The social status of women**

The National TVET Strategy is one of Ethiopia's Millennium development goals. The objective is social and economic development and poverty reduction through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people. This is achieved by creating a competent, motivated, adaptable and innovative workforce in the country (Ministry of Education, 2008).

For the rapid development and growth for the developing countries skilled human power is very important. Ethiopia also needs properly trained and skilled human power for its development. TVET is the most important sector to lead the trainees to acquire practical



skills and enhance the participation and social development of women (The Federal Democratic Republic of Ethiopia, 2004).

Women social status in their community and in the house hold is influenced by women educational status. When women are getting education their income will increase and can get marriage and married women are more respected in the community. Women status in the house hold (with husband and brother) is also affected by educational status. Women are considered as only for house hold work in Ethiopia culture. Whereas women are educated they will get job, become independent and confident. Their interaction with brother and father become normal rather than consider as less important than male. According to (Moser, 1993) Technical and Vocational education Training provide skills for women to gain access to work which is better paid and with better life condition. In the capital city of Ethiopia, Addis Ababa a project provide English language training for women in low status and servants, that allows the women to get better paid and higher status work in community.

## **2.4. Decision making**

When women are educated and empowered they have freedom to participate more fully and equally in the society. According to (Mason and Smith, 2003) Apart from selecting good indicators of women's empowerment, the main challenge have been to differentiate between empowerment as a characteristic of individuals and empowerment as a trait of community participation. Women empowerment is vital to sustainable development and realization of human rights for all. Such a perspective allows for interesting features. Women often face a double challenge in their efforts to obtain a degree of authority that will allow independent decision making. First, they must resist internal resistance and family opposition; and then they must deal with social constraints. Independent women in highly patriarchal societies are often subject to strong patriarchal controls outside of the immediate family and are unable to fully implement their preferences in ways that benefit their families and children. On the contrary, women who live in societies that are more tolerant of independent behaviour are less likely to face these obstacles.

Traditional and cultural norms are the most challenging areas in the community of Ethiopia for the participation of women in decision making. Most of the time decision makers are men. Education is seen as directly related with levels of gaining power and decision making and working independently, and those who cannot take up education are forced to remain managed by others in the community and dependant (Kratli, 2001).

Women's decision making power in Ethiopia is most often linked with social class and education status of women. While education is easy to measure, surveys have traditionally found it complicated to measure income, particularly in the populations of agrarian. Recent innovations in the use of survey-based household asset data allow researchers to evaluate the distribution of poverty in populations. The wealth index used here is one developed and tested in a large number of countries in relation to inequities in household income, use of health services, and health outcomes. It is an indicator of wealth that has shown it to be consistent with expenditure and income measures. For women especially TEVET is a crucial means that to achieve self worth and for decision making (Rutstein, Johnson, and Gwatkin, 2000).

For women to develop self confidence and get empowered learning group is one means and important. Technical and vocational education training supports learning in groups, sine

majority of the programs in TVET are practical. Both the creation of groups through training and the learning in groups are vital and the women trainees get more skill and develop confidence to interact with the society. If learning groups are continued, the women will set up a crucial role for strengthening rural institutions and increasing women's decision making and role in management (Hartl, 2009).

## **2.5. Participation**

The important contribution of female education is expressed in terms of economic, cultural and political aspects of the country. In the developing countries like Ethiopia educating girls quite possibly yields a higher rate of return than the other investment offered. The national productivity and additional family income is more achieved through educating women (Summers, 1992).

Technical and vocational education training is greatly important to increase and motivate the participation of women in all sectors. Education empowers women to gain basic knowledge of their right, individuals and citizens of their nation and the world. This would in turn help women to put themselves on equal status with their male counter parts. Educated women have also active participation and motivation at home and would have healthier family, apply improved hygiene and nutrition practice with in the family and in the society (King, 1990).

Education is an indispensable means for effective participation of women in the society. Technical and vocational education training in Ethiopia create women to participate in several areas. In addition to this TVET can be a means to solve women unemployment and involvement in many aspects of the society (Psacharopoulos, 1997). In Ethiopia there are many social affairs that women are involved but for those phenomena money is important, since there is need of contribution of money. Vocational education and training would leading to income and reduce poverty. Therefore the TVET has particular importance to Ethiopia's effort to economic and social development and participation of female.

From the traditional attitude of Ethiopia there is still unequal treatment between women and men in the house hold level, community and in the country. The FDRE constitution has guaranteed equal rights for women and men. Several articles of the constitutions, proclaimed relate to gender issues. Article 35 defines *"the equity of women and men, recognizes the right to affirmative measures for women and provides special attention to women to enable them to compete and participate in political, social and economic life in public and private institutions"* (FDRE, 2001). The major objectives of the policy on women are to facilitate women's success to basic services. TVET helps to increase the basic physical and material wellbeing of the people of a given society's in economic, social and cultural development aspects. It also helps to raise the people of a given society's basic physical and material wellbeing of social, economic and material developments (UNESCO, 2000).

## **2.6. Income generation**

The overall goal of the National TVET Strategy is to create motivated, adaptable, a competent and innovative labour force in Ethiopia contributing to poverty reduction and social and economic development by demand driven high quality technical and vocational education and training at all levels, and to all people in require of skills development. By doing this, TVET in Ethiopia seeks to create competent and self-reliant citizens which contribute to the economic and social development of the country (Edukans Foundation, 2009).

TVET has shown its promising impact on enhancing income schemes of people. As source of employment opportunity and income, TVET training has the capacity to address the majority of the population women and youth in developing countries like Ethiopia (Hartl, 2009). It is established in countries having an intention to produce middle skilled level professionals that play a vital role in the economy by playing their role through discovery, innovation, at the micro level, employed in their own business, create employment opportunities to others. Though, so many barriers are geared the TVET system of Ethiopia and the regions, the task of the TVET training in the economy to address the most harms of development and to be self reliance is very fundamental. It has the power to create different opportunities for graduates to play their part to ensure sustainable development in the country (Ministry of Education, 2008).

The majority of the Ethiopian labour force is not skilled (Zemichael, 2005). Therefore, the Ethiopian labour market has deficit in the aspect of skilled workers. To alleviate the problem linking TVET to the labour market demand is the most important issue for both employment and growth in the economic sector. The two should feed with one another in agreement. It is also obvious that high level, middle level and low level skilled human power is needed so that poverty could be improved, economic and technological development could be enhanced in the country. To this end, different policy documents emphasize the need for expanding both the formal and non formal TVET programs so that the country could emerge as one of the countries where its people enjoy economic prosperity and improve the women life conditions (Mason, 2003). However, this is confronted with a number of challenges that seek solution. The increasing number of women participating in the TVET program is encouraging. It is also important to ensure that girls are participating in all types of vocational training (Ministry of Education, 2006).

## **2.7. Women employment**

TVET programs are critical in the development of a sustainable human power resource, to promote economic and technological development in the country, to supply the skilled work force for the production and service section of the economy as well as an expansion of opportunity for self-employment.

The primary goal of all TVET is the achievement of relevant knowledge, practical skills and attitudes for profitable employment in a particular trade or professional area. The need to connect training to employment (either self or paid employment) is at the base of all the best practices and strategies observed world-wide (UNFPA, 2008). In recent years, in view of the rapid technological advances taking place in the labour market, adaptability, flexibility, and life-long learning have become the second major purpose. The third objective, which is particularly vital for Africa, is to use TVET as a platform for economic empowerment and the promotion of good governance (Africa Union, 2007).

To be successful, vocational and skills training have to consider the characteristics of national and local labour markets and employability which is commonly defined as a combination of assets and competence. Enhancing the employability of marginalized youth and rural poor, in particular women, is a requirement for mitigating the risk of further poverty and marginalization (Hartl, 2009).

The Industrial Development Strategy of 2003 highlights the high human resource deficits in Ethiopia being a major reason for the low state of industrial development. According to

the Strategy “*we do not as yet have an educational and a training system that is capable of producing the manpower that is both professionally and ethically capable of carrying and sustaining the responsibility of seeing to it that our industrial development program will have achieved its goals*”( Ministry of Education, 2008). Therefore, the strategy itself welcome the TVET system as an alternative means for the development of well trained labour force that can run the economy with ethics and responsibility.

Skill training that has developed over the past decade has important implications for women in Ethiopia. Within NGO and government programmes there is increasing acknowledgment that training provision in technical skills, is enough to ensure that the women trainee enters profitable employment. Such trainings offer the opportunity for confidence-building, entrepreneurship, leadership, which has particularly benefited women trainees who often need to catch up with male trainees in these areas (Avila and Gasperini, 2005). There has also been more attention to the kind of technical skills provided, in the knowledge that trainees require to gain portable solving skills to respond to the fast changing needs of the employment market. The growing convergence between academic and vocational education has meant that women who might have ended up in ‘female’ skill training programmes now have access to more generic skills development (Bennell, 1999).

Technical and vocational education training programs are important for the development of a sustainable man power resource, to supply with the skilled work force for the production and service section of the economy, and expansion of opportunity for self employment for women (EFDR 2004).

The TVET programmes those where teaching activities are directly targeted at specific groups are found to be susses full in different areas in terms of enhancing employability and contributing to the human development of their trainees. Vocational and skills training need to be broad in nature, thereby focusing on the needs and potential of the trainees, intend for social equity in access and be sustainable in terms of technical, financial and environmental achievability (White & Kenyan 1980).

Technical and vocational skill training is critical for sustainable industrialization and poverty reduction in terms of creating mass of technically and entrepreneurially qualified women, who are able to stimulate investment opportunities, increase productivity and create jobs. A well educated and skilled workforce is a prerequisite to improve the potential of competitiveness and industrialization (Rao, 1996).

## **CHAPTER III: METHODOLOGY**

This chapter deals with the research methodology and strategy, the source of data utilized, techniques of sampling and the methods utilized for the analysis of data, respondents of the research and research limitations.

### **3.1 Research Methodology and strategy**

The study was conducted in Hawassa town in which HWPTVT College is found and majorities of the women graduates are working and living. The research has a qualitative approach and was based on data collected through check list and interview, literature and documents review. The researcher was adopt case studies for data collection.

#### **3.1.1. Key informant discussion**

The key informants are three and one was from Hawassa University library science department head since most of the library science graduates are working in the University, so they have the chance to see and observe the progress of the women graduates. And the second key informant was HWPTVTC administrative body because the College administrative bodies have the ability to follow up the women development from the beginning of registration to their graduation and the third informant was the Hawassa City Women, Children and Youth office department because they are the one who are responsible for the selection of women trainees from the society and send them to the College for training and this office monitor the women progress. 30 women graduates respondents were selected randomly in their work area 20(10 from library science and 10 from accounting) and 10 from the embroidery by machine graduates.

Discussion with key informants and interview with women graduates disclosed concerning the contribution of Hawassa Women Promotion Technical and Vocational Training College in the development of women to incorporate in the sector was made and they indicated that these varied on the education level and on gender. The discussion involved with various graduates of HWPTVTC and representative officials of the College. The discussion was designed to gather information from the respondents in regard to:

- To understand how women perceived the effectiveness of HWPTVTC in meeting their needs after graduating from the College.
- To understand the importance of HWPTVTC for women students to achieve their academic goal in their future life.

### **3.2. Data sources and methods**

Under this sub title the source of data for this research and the data collection methods used will be presented. In the study both primary and secondary data was used to enable detailed analysis of the study.

#### **3.2.1. Primary data**

The Primary data was collected from women graduates of the College, from the College administrative staff, from Hawassa University Library Science department and from Hawassa City Women, children and youth office. In order to collect the primary data semi structured interview and observation was used. The semi structured interview was prepared in

accordance with the objective of the study and pre-tested by the researcher in order to insure the interviews clearly understand the questions.

Table 3.1 Respondents of the study

	Key informants	Women graduates	Total
Hawassa University Library science department	1 department head		1
HWPTVTC	1 Dean of the College		1
Hawass city Women, children and youth office	1 Gender expert		1
Library Science graduates		10	10
Accounting graduates		10	10
Embroidery by machine graduates		10	10
Total	3	30	33

In the above table 1 the respondents of the study, women graduates are selected randomly in their work area and key informants are also selected from three different organizations of different positions.

### 3.2.2 Secondary data

Secondary data was collected from documents, published and unpublished materials, various literature and reports from relevant organizations which are working in women such as Hawassa City Women, children and youth office, Hawassa catholic secretariat office, the region Educational bureau and Hawassa University.

### 3.3 Data analysis

The data collected using semi structured interview and observation was analysed qualitatively by describing, grouping, summarising and discussing the findings under different themes. Finally the findings were described by graphs and tables.

### 3.4 Research limitations

The field work was very interesting and helped the researcher to observe and understand many things which was not considered and expected during planning of the study. After attending the Gender courses in VHL and observing women graduates in home country the researcher recognize gender issues in home country. Hence the field data collection was good experience and good preparation to implement the knowledge and skill acquired during the stay in the University.

Based on the plan of the study the researcher was supposed to conduct interview and observation with women graduates of the College. But since the library science graduates are working in the library it was difficult to interviewee freely in their work place and some of them are shifting some body in the library and they gave proper interviewee in the university

compound. Accounting women graduates also found in different organizations of the town and this made me sometimes spend an unnecessarily longer hours than initially planned. And some of embroidery by machine graduates are very busy in their work since it was a time of working uniform for student because of schools are opened in September.

There was also a problem with key informants in that the HWPTVTC dean was one of the key informants and it was a holiday time for Colleges in the country and the researcher forced to wait him and go to his home to get the interviewee. The other problem was in the second informant the Hawassa University library science department head since they were registering of new winter students for short training that was very busy time to get him easily.

## **Chapter IV: Research Focuses**

This chapter deals with TVET in Ethiopia, study area and Hawassa Women promotion TVET College.

### **4.1 TVTE in Ethiopia**

Technical and Vocational Education and Training (TVET) in Ethiopia has been split and was delivered by different providers at various qualification levels. Public TVET institutions under the education sector were concentrating on producing middle level technical graduates at post Grade 10 level and offered five level courses, ranging from one to five years. In parallel with this, public and private companies have had their own TVET programmes, as have NGOs and private TVET providers. “Technical and Vocational Education and Training (TVET) in Ethiopia seek to generate knowledgeable and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainable reducing poverty.” (Economia. Seria Management, 2009)

The broad objectives of the strategy of Ethiopia in TVET are: - to deliver quality TVET, assure employability of trainees, improve coherence and management of training provision, promote life-long learning and improve status and attractiveness of TVET (Africa Union, 2007)

According to the Education and Training Policy (ETP), the formal TVET system of the Ethiopia needs completion of a tenth-grade education to get certificate, diploma and advanced diploma upon completion of the levels 10+1(certificate), 10+2 (diploma) and 10+3(advanced diploma) of the TVT program . Now the ministry of education changed the curriculum in to level system from level 1 to level 5. In order to provide options for the increasing number of school leavers, the Government embarked upon an enormous expansion of formal TVET since 1993. Within ten years from 1996/7 and 2006/7, the number of TVET establishment providing formal and non-agriculture TVET increased from 17 to 388, and enrolment from 3,000 to 191,151. Of these, over 30% were trained in non-government TVET institutions. Around 60% of formal TVET is provided in the form of regular programmes and 40% in evening classes. However, despite the enormous expansion, formal TVET only caters for less than 3% of the relevant age group. Enrolment figures in formal TVET programmes show a good gender balance with 51% female students and 49% males. (Economia. Seria Management, 2009)

### **4.2 Study area**

The study area is located in the southern part of Ethiopia, in the capital city of Southern Nation Nationalist and Peoples Region (SNNPR), Hawassa town. SNNPR is one of the largest regions in Ethiopia, accounting for more than 10 percent of the country's land area. The region is divided into 13 administrative zones, 133 woredas and 3512 kebeles, and its capital is Hawassa. Hawassa is Located in a distance of 275 kilometres from the capital city of Ethiopia, Addis Ababa. (Ethiopian demography and health survey, 2005)

Based on the 2005 Census conducted by the Central Statistical Agency of Ethiopia, Hawassa has a total population of 258,808, of whom 133,123 are men and 125,685 women. Hawassa is a city in Ethiopia, on the shores of Lake Hawassa in the Great Rift Valley. Hawassa is Located in the Sidama Zone, 130 km east of Sodo, 75 km north of Dilla and 1125 km north of Nairobi. The city lies on the Trans-African Highway 4



Cairo-Cape Town, with a latitude and longitude of 7°3'N 38°28'E Coordinates: 7°3'N 38°28'E and an elevation of 1708 meters. It is the largest settlement in Hawassa woreda.

This city is home to Hawassa University (which includes an Agricultural College, a Main Campus and a Health Sciences College), many private and governmental TVET Colleges, Hawassa Adventist College, and a major market. The city is served by Hawassa Airport opened in 1988. Postal service is provided by a main branch; electricity and telephone service are also available. Important local attractions include the St. Gabriel Church and the Hawassa Kenema Stadium. Fishing is a major local industry. (Ethiopian demography and health survey, 2005)



Fig.4.1 Map of Ethiopia and the study area

Source: World atlas.com

### 4.3 Hawassa Women promotion TVET College

Among many organizations found in SNNPR, Hawassa, Hawassa Women Promotion Technical and Vocational Training College (HWPTVTC) is one of them. The organization was established in 1993 and managed by Hawassa Catholic Secretariat (HCS) in regional level and Ethiopia Catholic Secretariat (ECS) in the national level. ECS has many organizations for a variety of objectives in different region, zone and kebele in the country. HWPTVTC is one part of ECS involved in delivering of TVET for the development of women. According to finance Hawassa Catholic Church and other donors are the funding agency. The organization has to follow the policy and strategy of the government and the Catholic secretariat office.

The organization has two training programs in academics these are: - Accounting department level III and Library science department level II and level III. Short term training is also given for women embroidery by machine. The organization has been giving this Technical and Vocational Training (TVT) for women especially those who are unable to pay school fee.

The beneficiaries or the target groups of the organization are the trainees and almost all of them are women.

The objective of the organization is focus on the development of women by providing women with technical and vocational training and employable skills, Create skilful women with a good job opportunity, and develop positive attitude of men towards women and strengthen the contribution of women to the local and national economy.

The majority of the organization staff is held by women. The percentage of male and female staff in the organization is different. In the main decision making place women are 4 (67%) and male 2 (33 %), in support level all are women 6 (100 %) and in teaching staff all are men12 (100%). So the organization has totally 10 women and 2 men permanent staff and 12 part-timer teaching staff.

The report of HWPTVTC (2010) states that in the college women or girls will be trained in vocational skills and per year about 200 women or girls will be accorded better chances for employment and the economic and social status of women in society will be raised.

## CHAPTER V: RESULTS AND DISCUSSIONS

### Introduction

As presented in chapter one, the research focuses on the impact of the training of HWPTVTC on the gender equity of women graduates on the community. This chapter provides result and discussion of the data gathered through checklist interview and observation. Secondary data was also collected in order to enhance and supplement the information gained from the scheduled interview. In each subtopics of this chapter, the results of the study are presented and follow the discussion.

### 5.1 Demographic profile of respondents

The following table summarizes the demographic profile of respondents by age, level of education and marital status.

Regarding the sex of the respondents, all of them respondents which represent 100% of women graduates are selected from different departments of different organizations. The marital status of the respondents showed that, among the total of respondents 80% were found to be married .On the other hand, those who were single accounts 20 percent. The study found that 67 % of respondents were hold diploma and the rest 33% hold certificate. The respondents have been drowning from different educational background; this could help the study to obtain from staffs with diversified academic status Table

#### 5.1 Respondents' demographic profile

1.Age	Number	percentage
Below 20	11	37%
21-30	14	47%
31-40	5	16%
Total	30	100%
2. Educational level		
10+3( Diploma)	20	67%
Certificate	10	33%
Total	30	100%
3. Marital status		
Single	6	20%
Married	24	80%
Total	30	100%

Source; own survey data

### 5.2. Socio- economic characteristics of survey respondents

Socio-economic characteristics of survey respondents were analyzed on educational background and yearly income. These issues were also considered in the qualitative survey questions and observation check list.

Evidently, HWPTVTC enable the women to contribute for the development of their life by increasing their income. Many of the HWPTVTC women graduates underscored the vital role that HWPTVTCs plays in their life and development. Most of the respondents (83%) felt that HWPTVTCs helped them to enrich their lives economically and socially and the rest 17% of

the respondents are unsatisfied with their profession and they are giving less value for TVET. According to the (Ministry of Education, 2008) in Ethiopia, as in many African countries, TVET suffers from a relatively poor public image. TVET is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of education. TVET is generally perceived as a place of last resort for those students who failed to get into higher education and this misconception needs to be rectified.

Education and training not only help women to achieve their goal, but also it helps to raise the status of women. Furthermore, it will enable to personal development of their potential and help them to live as independent and equal partners, especially for women. But, considering the impact of education on improving their welfare, the high percentage of certificate respondents in this study indicated that, they have less family income and this associated with conditions like poverty. According to (Edukans Foundation, 2009) *“Technical and Vocational Education and Training (TVET) in Ethiopia seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.”*

Table 5.2 Summary of women graduates self satisfaction in their income from different sectors

Variable	Income			
	Very Satisfied	unsatisfied	moderate	Total
Employed in organizations	13	5	3	21
Own enterprise	2		1	3
Small enterprise	3		3	6
Total	18	5	7	30

As it is shown in the above table, majority of the respondents (70%) are employed in different governmental and nongovernmental organizations. Furthermore, they indicated that, they are getting monthly salary and most of them are satisfied by their income. 10 % of the respondents have their own enterprise and working by themselves. And they said that, they were making good business especially in winter time. This is because winter time is a time for new academic year and most students require uniform which are made by the enterprise of the respondents. Among the total respondents, 20 % of the respondents were working in small enterprise by the help of government through getting return loan from microfinance and them also good income. According to (USAID, 2005) the United Nation statistically shows that women do two third of the available job in the world and earn one tenth of the income. On other hand, they constitute two third of the illiterate people of the world and earn less than 1/100th of the world's wealth.

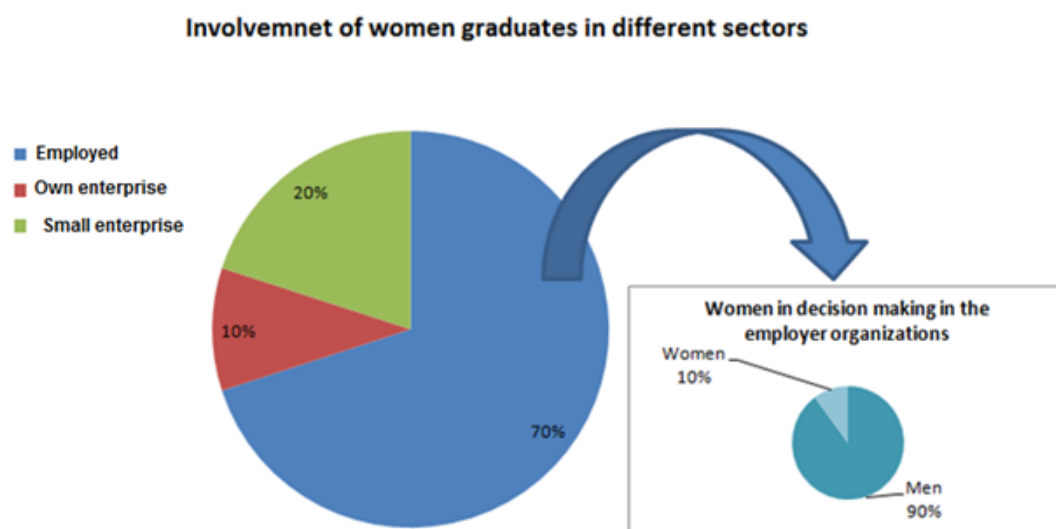
### 5.3. Organizational decision –making role

As the figure below shows that out of the total respondents, 70 % were employed in governmental and nongovernmental organization, 20% were employed in small enterprise and the rest 10% have their own enterprise. Women's involvement in decision-making and

control of resources in the organization will have a paramount importance for their development.

As the small figure below shows that the study reveals that out of the total employee of the organizations, 10% responded that, they were involved in the decision making (management role) while, 90% of the respondents claimed they do not participate in the decision making. This is because it is occupied by men in the organization. Based on the above facts it would be concluded that, in most cases the men decide in organizations and control of resources with the participation of women but its range is wide.

While, respondents that were working in their own private sectors and in small enterprise responded that, they are the one who decided for their work and participate themselves fully.



**Fig 5.1** percentage of women involvement in decision making

Women's decision making authority is often related with a number of factors, including their education and household income. As shown in the above small figure also almost all decision making in the organizations is hold by men due to the women educational status sine most of the women are certificate and diploma holders, the women also responded that most of the time the administrators are giving promotions for men even though women have equal education status with men. According to Mason and (Smith, 2003) women often face a double challenge in their efforts to increase a degree of authority that will allow independent decision making. First, they must overcome internal struggle and family opposition; and then they must deal with social constraints. Independent women in highly patriarchal societies are often subject to strong patriarchal controls outside of the immediate family and are unable to fully implement their preferences in ways that benefit their families and children. In contrast, women who live in societies that are more tolerant of independent behaviour are less likely to face these barriers.

As men control all the resources, the men are the decision makers in economic, political and social issues. In addition to this, society's attitudinal problem and illiteracy in the study area has aggravated women's inequality in property right and economic development. Moreover, based on the field returns, informants expressed the fact that formal education is an intervention that empowers women starting with the girl-child. This enables them to make

better choices and decisions about their welfare and to take more active roles in their communities. Currently, parents are sending both sexes to school instead of the preference always give to boys. According to (Kabeer, 1999) empowerment requires gaining power within society, making decisions and working independently. Education is seen as directly associated with levels of gaining power and decision making and working independently, and those who cannot take up education are forced to remain managed by others and economically dependent.

#### **5.4. Employment opportunity of HWPTVTC training in the country**

A number of arguments have been raised as to whether HWPTVTCs contribute to improving a society's quality of life or not. With this in mind, a structured question was prepared in this the study to assess the scale was designed. Most of the respondents concluded that, HWPTVTC is giving a very demanding field of training in very less school fee and freely for most women. The training fields have high employment opportunity in the country for women and they are getting jobs in different organization with a short period of time after graduation.

The key informant from Hawassa University library science department confirmed that

HWPTVTC is doing its best in helping of women as well as the country in the past years. There were no Colleges that teach Library science programme in the town and the University was employing unprofessional people from the society. This is because of the unavailability of library science graduates, but now the University is getting library science graduates from HWPTVTC even though the College is graduating very small number of students within the year. The University needs more than 200 library science graduates in the next five years.

Even though, it has a small number of students due to its shortage of budget and less number of classrooms in the compound HWPTVTC are the only TVET that delivers organization training for women of the society in the town. According to (Ministry of Education, 2008) in general, it is unknown how many Ethiopians in total have access to relevant TVET (including formal, non- and informal TVET). However, it is assumed that, the demand by far exceeds the current supply and that the majority of the population is not reached by TVET. In particular, accessibility, school dropouts, unemployed, and workers in industry, prospective entrepreneurs, people living in rural areas and women are not reached due to the short supply.

#### **5.5. HWPTVTC women graduates Status in the community**

The role of state in basic education service delivery is considered relevant both given education's strategic importance in national identity formation, as well as due to the benefits that accrue in terms of social and economic development (Karen, 2008). For individuals and households, these benefits are expected to develop over a lifecycle and across generations. It became clear in the field that parents and schoolgirls were beginning to see the benefits of technical and vocational education. The response from a 38 year old women respondent who has been learnt embroidery by machine at HWPTVTC indicated that,

Attending to Technical and Vocational Education College made to acquire basic knowledge and skills that help me to improve my livelihood and also empower me to take my rightful place in the society.

Currently, she has her own company producing cultural dresses and students' uniform. She is investing more than a million of Ethiopian birr in a different business. Furthermore, she created an employment opportunity in her company for more than 23 women and also she opened a kindergarten school in another area of the town.



Fig 5.2 Abeba is working in her company

Another informant graduated from HWPTVTC in library science tried to link the benefit of educating girls than marriage, by saying that:

My income has increased and I got married with equal status working in my organization. Currently I and my husband have good participation in the organization as well as in the community. My husband also noted that, the roles of women have changed and for that matter if girls were given the opportunity it would enhance their marriage and improve the living status of the families.

On the HWPTVTC girl's front, they foresee some benefits associated with having formal education, since most of them want to be doctors, lawyer, teachers, trader and nurses etc. The most striking point raised by one of the schoolgirls was that:

Education made me to have knowledge that I will bring to bears on issues related to my health and nutrition, unwanted pregnancy, domestic environmental welfare and sanitation.

A key respondent from Hawassa City Women, children and youth office added about the schoolgirl by saying:

Having seen the case of this girl who graduated from HWPTVTC as a result of her education she is employed in our office and got good marriage and able to help her brothers who are now working in international NGO and her immediate family members' lives have changed for good.

According to (Zemichael, 2005) education plays a major role in equipping an individual with skills, like being able to read and write, as well as enhancing the ability to seek information. The issues raised by the informants on the potential benefits of technical and vocational training can be operationalized within the framework of empowerment. Thus, empowering woman starts with educating the girl child to become self-reliant and develop their capabilities to enable them to be competitive within the global village of equal opportunity. The effects of empowering girls' in formal education is manifested in a variety of ways, including the ability to bargain for resources within the household, decision-making autonomy, control over their fertility, and participation in public life. Any interventions that help women develop and expand their personal and intellectual resources and improve their potential for participation in society, in the economy and in the family is a source of empowerment. In general, educating girls do all these things.

## **5.6. Participation of HWPTVTC Women graduate in different sectors**

HWPTVTC women graduates were involved in different tasks in the town and most of them were responding that their livelihood is completely changed especially, those who are involved in their own enterprise and working in small enterprises. Governmental employees of women graduates are responding that their life in comparison to the training time is completely changed. They indicated that, now they have their own income and they develop confidence to participate in the community in different affairs like “Ēqube” and “Edire”. Since participation in these social phenomena needs money, they do not involve before and during the training time. They also said that their gender relation to the household level with their husband, brother and father is changed. Moreover, they become independent of their needs like cloth, house, food and etc.



The pictures below show HWPTVTC women graduates involved in different tasks.



Fig 5.3 Woman graduates in accounting from HWPTVTC working in NGO



Fig 5.4 Women graduates in Library science from HWPTVTC working at Hawassa university library



Fig 5.5 Embroidery by machine women graduates working in small enterprise

To make education effective for girls' and women's education, it is important to identify and overcome gender discriminations that spread gender inequality within the household sphere, the labor market, the community and state policies that hamper girls' and women's advancement in education. According to (Longwe, 1998), women's empowerment can be understood as a process whereby women individually and collectively increase their own self-reliance to assert their independent right, to make choices and to control resources. These will support in challenging and eliminating their subordination, and develop awareness of the existing discrimination and inequality between women and men and it's effect in their lives. It also deals with how power structures, processes and relationships produce and reinforce gender inequality. At the same time it indicates how to gain the self confidence, capacities and resources required challenging gender inequalities.

## CHAPTER VI: CONCLUSION AND RECOMMENDATION

**Introduction:** This chapter presents the conclusions reached and the recommendation given in the study. Since in each chapter, chapter summary is provided, the conclusions here are presented briefly.

### 6.1 CONCLUSION

The findings of the data therefore lead to the conclusion that HWPTVTC play a great role for the gender equity of women graduates in the community. Majority of women graduates' respondents attended the training freely fully sponsored by the organization. And it shows they were engaged in different activities in GO, own enterprise, small enterprise and NGOs. Though men also found to do the same, the extent varies to a high level between the two sexes, women therefore need to be addressed and be given the proper attention.

From the study the main conclusion is that HWPTVTC is serving the society especially very destitute women by delivering demanding technical and vocational training with good job opportunity. More than 98% of women respondents explained that they joined job after graduating from the College in short period of time in Governmental organization, nongovernmental organization, in small enterprise and making their own enterprise. This leads them to have their own income that makes them confident and independent to participate in any social affairs in the community.

Out of the whole respondents 70% of women respondents are working in governmental and nongovernmental organization as employee and getting monthly salary, even though they have their own income it is not enough for them due to high inflation rate of the country but their life is completely changed now and able to participate in confidently in the society. Very small numbers of women graduates are involved in the management level in the organizations and hence they have less decision making power, almost all the management level is held by men.

10 % of women respondents have their own enterprise and they were performing many tasks in their company in the management, decision maker and worker areas and the result also showed that they were transferred from employee to employer. 20 % of women respondents were working together in small enterprise by the help of government through getting return loan from microfinance they are on the way of progress they have one woman manager among them and working in coordination their income is from their own enterprise profit in each month.

From the overall situation of women it could be concluded that more than 83% of the respondents were appreciated that the College has helped them to improve their livelihood and they changed economically and their social status also increased in the society. It can be concluded that the training of the TVET is a tool for empower them, for sustainable livelihoods and for the socio-economic development.

As the result showed that almost all women benefitted from the College by acquiring demanding technical and vocational training. The organization (College) is found in Hawassa town, in the capital city of Southern Nation Nationalist Peoples Region (SNNPR). The training is accessible and helping only women in the town and rural women are not beneficial from the training of the College.

## 6.2 Recommendation

TVTE is one of the means to improve productivity, raise income levels and improve access to employment opportunities and contributing to the reduction of poverty in Ethiopia and especially for empowering girls/women and improving their lives. In regard to that, the following are recommended in order to increase the number of TVET helping women in Ethiopia so that it will play a role in increasing the development of women:

- HWPTVTC should facilitate other related NGO's found in the country especially those investing in other activities out of education to involve in TVET to help women in urban as well as in rural areas to enhance the participation of women in the society.
- HWPTVTC should expand their policy and structures to deliver these demanding fields in the night and weekend program to help those women who do not have access in the regular program and also expand its service out of the town to help women in the rural area too.
- HWPTVTC should motivate women trainees during the training time to increase women's political participation, to address issues related to equality. Such improvement helps to reduce the gap between men and women in economic, decision making power and employment opportunity.
- It is seen in the result and discussion part of the study that women decision making in the organization is very less. HWPTVTC essentially promote to empower women status for making decision on all economic and income generating activities by capacity building, training and other measures. Since the contribution of women in reducing poverty and hunger is as important as men in the society.
- HWPTVTC should facilitate financial services such as micro-financial institutions for women graduates to make the girls to work in small enterprise and own enterprise rather than employees in the organizations.

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## APPENDIX I

### Semi structured interview with 30 women graduates of HWPTVTC

#### A. General information of women graduate

- I. Date of interview: Day\_\_\_\_\_Month\_\_\_\_\_Year\_\_\_\_\_
- II. Age\_\_\_\_\_
- III. Sex\_\_\_\_\_
- IV. Education level\_\_\_\_\_
- V. Organization\_\_\_\_\_ Position\_\_\_\_\_

- 1. How do you join this organization?
- 2. After how long you join the organization from graduation?
- 3. Do you involve in Decision making in the organization?
- 4. What is your decision making limit (power) in the organization?
- 5. Do you participate equally in decision making issues with men?
- 6. In your organization are there women in the management level?
- 7. Do you get enough income| salary from your organization?
- 8. What is your level of income/salary when compared with men's?
- 9. Do you have any extra work for extra income?
- 10. How is your participation in different social affairs in the community?
- 11. Do you want to change this organization to another organization? If yes why?

12. What is your change in your income status at your household after and before training?
13. How do you compare your status (diet, dressing, enjoyment, etc...) now and in the training time?
14. How do you compare your interaction with the community now and in the training time?

*Thank you very much!*

## APPENDIX II

### Check list for key informants

Questionnaire for discussion with key informants one from Hawassa University library science department head second from HWPTVTC dean and third from Hawassa city women, children and youth office second from

Name\_\_\_\_\_ Organization\_\_\_\_\_ Position\_\_\_\_\_

1. How many women workers do you have in your organization? \_\_\_\_\_
2. How many of them are from HWPTVT College? \_\_\_\_\_
3. What types of service are they giving in your organization?
4. What is the position of the women in their work area and are they involved in the management level?
5. Who makes decision most of the time in your organization?
6. How do women involve in decision making?
7. Do women involve equally with men in the decision making issues in the work place?
8. What kind of issues do you think affected or might be affect level of women participation in the decision making?
9. What look like their interaction with other staffs such as with men, with the management?
10. Is their income/ salary is equivalent to others staff like men?
11. Do they get every benefit like men get in the organization?
12. Do they have extra work |Part time | for extra income?

13. If your answer is yes for Q. 12 above what kind of extra activities they are involved in?
14. Do they involve in other social affairs in the staffs? If yes what kind?
15. Do they participate actively in meeting or other trainings in the organization?
16. How do they treated in the organization for different issues and can they get every opportunity like men?
17. Does your organization have enough human power in the area of women involved?  
Or your organization needs more?
18. Do your organisations have enough women work force? If not, what are your strategies to increase women's participation in the work place?
19. What do you recommend to improve women graduates participation in public community and decision making power in the work place?