



University for Peace
Université pour la Paix



**“Strengthening Young Women’s Leadership Capacity: the Case of
Ethiopian Women Leaders and Female University Students”
Project No. IDRC-106328-001**

**Narrative Report
1 February 2011 – 31 July 2013**

**Submitted by UPEACE Africa Programme
Addis Ababa, Ethiopia**

31 July 2013



Addis Ababa Office
UPEACE Africa Programme
P.O. Box 2794 code 1250
Addis Ababa, Ethiopia
Tel: (251) 11 618 0991
Fax: (251) 11 618 0993
Cell: (251) 911 837 022
Email:
africaprogramme@upeace.org
Web: www.africa.upeace.org

Geneva Office
7-9 Chemin de Balxert
1219 Châtelaine
Geneva Switzerland
Tel: (41-22) 737-3080
Fax: (41-22) 737-3090
Email: info@upeace.ch
Web: www.upeace.org

Main Campus & Headquarters
P.O. Box 138-6100,
San José, Costa Rica
Tel: (506) 205-9000
Fax: (506) 249-1929
Email: info@upeace.org
Web: www.upeace.org

1. INTRODUCTION

In February 2011, the UPEACE Africa Programme obtained grant from the International Development Research Centre (IDRC) to conduct research on, “Strengthening Young Women’s Leadership Capacity: the Case of Ethiopian Women Leaders and Female University Students.” The major objective of this project was to enhance young Ethiopian female university students’ political participation through building their relationship with women leaders. Specifically, the project has focused on understanding women leaders’ relationship with female university students, to identify opportunities and barriers to female university students’ political participation and subsequently to develop effective mechanisms to strengthen the relationship between women leaders and female universities students.

During the project period, 30 female undergraduate female students from Addis Ababa University attended an intensive three months leadership training, which was conducted for 3 hours for 14 weeks. Along with this, the students were mentored by women leaders. Besides, 27 of the students are interning in 20 institutions during their current summer break, 2013. Moreover, the students attended different meetings that offer them exposure to enhance their leadership skills. Publication has been another aspect of the project. In this respect, a book is being produced, which contains a collection of six MA theses conducted by graduates of Institute of Gender Studies (IGS), Addis Ababa University.

Furthermore, the research team has participated in the “Comparative Conversation across Four Nations Research Projects”, which is established by research teams from Egypt, Tunisia, Sudan and Ethiopia. The major objective of the group was to understand opportunities and challenges of young women’s political participation across the region and also planned to come up with a joint publication. The research team members attended four subsequent meetings of the group.

This report narrates activities conducted during the project period in ascending order, from 1 February 2011 to 31 July 2013.

1.1 Field Work: Focus Group Discussions

Field work has been the first activity conducted under the project. In this respect, ten Focus Group Discussions (FGDs) with 106 female students were conducted. The students were from five universities across five regions of Ethiopia, Addis Ababa University, Haramaya

University, Mekelle University, Hawassa University and Bahir Dar University. The participants were selected through gender offices and female students associations in the respective universities. In each university, two FGDs were conducted.

During the FGDs, the female students discussed about topics including the meaning of politics and political participation, whether young university students are interested to participate in politics, opportunities and barriers to their political participation as well as strategies to build relationship with women leaders.

The report of the FGD discussions is attached in Annex I.

1.2 Field Work: In-depth Interviews

Interviews were also conducted with selected 11 women politicians, women's rights activists, academicians and those in the business sector. The interviews covered a wide variety of issues including their opinion regarding young women's interest to participate in politics, opportunities and barriers that face the students to involve in politics, their experiences in mentoring or sharing their life experiences with young women as well as suggestions on how to build relationship between the university students and the women leaders.

The report of the interviews is attached in Annex II.

2. Project Implementation

The research findings show that there is quite limited opportunity for the female students to interact, exchange experiences as well as learn from women leaders in the country. Moreover, a dire need of strong leadership training has been observed. Thus, the project implementation focused on two core aspects: Mentorship and Leadership Training. Then, Addis Ababa University was selected as major site to implement the project as it is the biggest university in the country, where students from all over the country attend their education. Subsequently, UPEACE Africa Programme and Addis Ababa University signed an agreement.

As the two core aspects of the project has been going on, the project staff learnt the importance of integrating an internship opportunity to the students. Thus, 27 of the students are interning in 20 institutions, during their summer break. Publication is also another important aspect of the project. In this regard, UPEACE Africa Programme is

producing a book in collaboration with the Centre of Gender Studies (CGS), Addis Ababa University.

2.1 Students Selection Process

To select students, first an open Call for Applications for the Female undergraduate students' was announced; targeting students that have one more year to graduate. A total of 97 students applied for the programme. Then, the project team members conducted interview with all of the applicants and selected 30 students based on criteria such as communication skills, self esteem and interest in leadership. As the programme as a capacity building component, students from disadvantaged backgrounds, i.e., those who went to public schools and come from rural areas were included. The list of selected students is attached in Annex III. Afterwards, a briefing session was organized for the students to inform them about set expectations such as time commitment, class attendances and attentiveness throughout the process. In this regard, an agreement was entered between mentees and UPEACE Africa Programme.

2.2 Mentorship

To design the mentorship programme, experience sharing consultations were held with different stakeholders that are involved in women's empowerment in leadership. Full report of the Consultations is attached in Annex IV. Furthermore, different literatures and mentorship guidelines were reviewed to prepare a mentorship guideline that was used as a baseline document in running the mentorship programme. The mentorship guideline is attached in Annex V.

Afterwards, potential mentors were contacted to take part in this project. Mentors were selected based on their submitted biography, which showed their years of experience, accomplishment, and social contribution. Then, a Harmonization Meeting was held with mentors. The main objective of the meeting was to underscore the required commitment from mentors as well as importance of dedicating time to share their experiences and skills with their mentees. In this respect, discussions were held on mentors' roles, responsibilities and contributions. Full report of the Harmonization Meeting is attached in Annex VI.

To guide the mentor and mentee match process, selected students were also contracted to fill out forms that show their mentor

preference as well as future career interests. Other factors taken into consideration include availability, interest, preference, life experiences, and academic achievement of mentors. Finally, the students were paired with 19 mentors. Then, the two groups were officially matched in a Consultative Meeting.

The mentors and mentees met twice a month for a period of three months, April – June 2013. Through the process, the students learnt from the experiences their mentors through discussion, job shadowing and leadership in action. UPEACE Africa Programme monitored the process. In this respect, mentees made a monthly report to UPEACE project team. In the case of mentors, UPEACE Africa Programme followed the process through phone calls.

List of Mentors is attached in Annex VII.

2.3 Leadership Training

Leadership Training was offered to the students for 14 consecutive Saturdays for three hours, in two groups. The leadership training was a supplementary component, which was designed after a thorough observance of skill gap while the students underwent the screening process. The objective of the training was to introduce what leadership is and how to relate the concept of leadership in one's daily life. Moreover, identifying the significance between theory and practice and understanding the importance of making a better society by strengthening self concept first were the main parts of the training.

The training helped students identify their personal vision, mission, and values. The program also inspired enthusiasm, belief, commitment and excitement in leadership and the values of leading. Participants were taught that they were part of something bigger than themselves and their daily participation of life. Existing beliefs in the status quo were challenged in this class and they were encouraged to stretch their thinking and views of the world. The programme helped students identify their unique strengths and contributions to society. Moreover, lectures on effective leadership tools such as confidence, time management, organization and communications skills were delivered. Three guest speakers were also invited to the class, who are accomplished personalities and shared their experiences with the students.

A visit to Adama Science and Technology College and attendance to higher level meetings were also availed to increase their exposure.

Full report of the leadership training is attached in Annex VIII.

2.4 Internship

A two months long Internship opportunity was availed to the students during their school break. UPAP worked closely with mentors and different local and international organizations in facilitating placement opportunities. Thus, students were placed in 20 different local and international organizations. While undertaking the arrangement, students' career interests were taken in to account so that they could be placed in organizations that could enhance their competitiveness in search for employment after finishing their studies. Full internship placement information is attached in Annex IX.

2.5 Publication

Academic publication has been one of the core aspects of UPEACE Africa Programme activities. So far, it published more than 30 books including in area of Gender and Peace. Two books it has published so far are entitled, "Gender, Peace Processes and Transformation in Africa" and "Gender and Peace Building in Africa". Under this project, the Programme is undergoing a process of publishing a book in collaboration with Centre for Gender Studies (CGS), Addis Ababa University (AAU). The publication is a collection of six selected theses that were conducted by graduates of CGS, which is a graduate school. Full report of the theses selection meeting is attached in Annex X.

The endeavour, UPEACE Africa Programme believes will contribute to its effort of building academic publication and disseminating knowledge in the area of gender studies.

Finally, the project organized a close up ceremony on 30 July 2013, where trained students, mentors, and other relevant parties attended.

3. CHALLENGES, LESSONS LEARNED AND PERSPECTIVES

Primarily, the project planned to work specifically with women parliamentarians and university female students. Based on discussions with various interest groups, however, the project has broadened its perspectives and included women leaders from other sectors like academia, CSOs and business area. Besides, the Consultative Workshop with the women leaders and female university students was postponed to second year based on consultation with IDRC's Project Officer within the broader timeframe of the "Comparative Conversation across Four Nations Research Projects" group.

In the second year of the project, while preparations were made to launch the mentorship programme, the research team members realized that the majority of the students, who applied and those who were selected, except very few have difficulty in expressing themselves. The students also lack writing capacities, based on discussions with Addis Ababa University authorities. This was underlined as the major reason behind the low level of applications in response to the announcement since the call for applications required submitting CV and motivation letter.

Considering the circumstances, the selection panel made a deliberate decision to select a mixture of students including fields of studies, areas where they come from (urban/rural setting). More than 50% of the selected students either come from rural areas/small towns or attended public high-schools in big cities. All have potential to enhance their leadership capacity. If the selection criteria were based entirely on merit, they could lead the project to select only privileged students, who went to good private schools in big cities and had previous leadership trainings.

Due to this, the research team members strongly believed that the mentorship programme should be supplemented by action oriented leadership training. Otherwise, it will be difficult for the students to benefit from the programme. This is how the training programme was integrated in the project and accordingly offered for three hours per week for three months (April – June, 2013).

In addition, the research team planned to publish life histories of women officials, who were former fighters of the Ethiopian People's Revolutionary Democratic Front (EPRDF), current ruling party of Ethiopia. However, further consultations indicated that this undertaking would require much more time than the project is left with. In view of the high value that the research team puts in the opportunity to publish and contribute in the area of women's political participation, different other options were explored.

After consultations with the Institute of Gender Studies (IGS), the team opted for the publication of an edited book featuring selected theses of MA students from IGS. This publication will contribute greatly to building the leadership capacity of women through the following:

1. It offers publication opportunity to graduates of IGS, the majority of whom are women. 3 of the 6 selected papers are also authored by women;
2. It greatly contributes to the women rights literature in the country; and
3. It builds the institutional capacity of IGS, leading institution that teaches gender at graduate level. Here it is important to state that IGS expressed strong interest in collaborating.

According to changes realized on trainees, this project has successfully builds the leadership capacity of the young. Moreover, major parties involved including the Addis Ababa University and mentors testified that it is a successful pilot project that should be popularized at national level. Accordingly, the UPEACE Africa Programme office plans to fundraise to continue the project at a greater scale. Preparations are also underway to disseminate messages of the project output through a short documentary that is produced under the project, which will be posted on YouTube and other means. Besides, the project team is working on organizing TV and Radio programmes that will be broadcasted through national electronics media.

Annex III

List of Selected Students

No.	Name	Department
1	Siham Ayele	Political Science and International Relations (PSIR)
2	Loza Tamirat	Electrical Engineering
3	Rita Gebremedhin	Modern European Languages (MEL)
4	Tigist Zegeye	Chemical Engineering
5	Merriam Kassahun	English
6	Addis Getachew	Anthropology
7	Rediet Kefale	Law
8	Meron Bereda	Journalism
9	Hiwot Temesgen	Sociology
10	Birtukan Shita	Health Radiography
11	Gelila Andualem	Business Administration
12	Mistre Fantahun	Civil Engineering
13	Amen Ayele	Law
14	Aelaf G/Meskel	Psychology
15	Altayesh Tadesse	Modern European Languages (MEL)
16	Tizita Wondimu	Sociology
17	Lydia Endalkachew	Law
18	Melat Berhane	Anthropology
19	Fana Abera	Law
20	Fasica Tilahun	Modern European Languages (MEL)
21	Emnet Asfaw	Anthropology
22	Masre Linger	Journalism
23	Tihitina Bezabih	Social Work
24	Bethlehem Baleh	Geography & Environmental Studies(GeEs)
25	Mileate Yemane	Geography & Environmental Studies (GeEs)
26	Tiruedl Shitaye	Modern European Languages (MEL)
27	Mahlet Solomon	Journalism
28	Ruhama Michael	Law

29	Hilawit Worku	Social Work
30	Abigeay Getachew	Law

Annex IV

Consultative Meeting report with Stakeholders on ‘Enhancing young Ethiopian Women’s political/public participation through building their relationship with women leaders’ project

The University for Peace (UPEACE) Africa Programme has started a project entitled, “Enhancing young Ethiopian Women’s political/public participation through building their relationship with women leaders” in January 2011. This project focuses on undergraduate level female students and aspires to offer them opportunities, where they can learn from accomplished women leaders through a mentorship programme. With this view, a brief consultative meeting was held with stakeholders such as Addis Ababa University’s Gender office, Law school, and Institute of Human rights, Digital Opportunity Trust (DOT), Ethiopia country program, selected women leaders from Soroptimist international women’s club and individual consultants that work in the area of leadership.

Addis Ababa University, Gender office

Addis Ababa University is the oldest and largest Higher Institution of Learning in Ethiopia. Ever since it was established in 1950, the University has made a remarkable contribution to the country. The service it has rendered in the training of high level skilled manpower and professionals in various key areas of development is unprecedented. Until very recently, it has been the only source of highly qualified professionals in the country. Its role and impact in the country’s progress in various spheres of development is far-reaching. Hence, with this view, a consultative and experience sharing session was held with The Gender office, Law school and Institute of Human rights representatives regarding on how to better implement the project.

On a meeting held with the gender office representative, Ms. Abinet Tasew, A/Directress, it was learnt that the gender office has the experience of working on enhancing young women’s leadership capacity with other stakeholders. In this regard, Ms. Abinet explained that some of the components of this project such as leadership trainings, mentorship programs, project design and implementation (named service learning under their project) were undertaken with other stakeholders as part of the mission of their office. She also stated that the project presented by UPEACE is unique in using mentorship by women leaders as empowering strategies. She further

clarified that the mentorship strategy which they are using is more of a peer to peer mentorship strategy.

Stressing on the gender's office interest to collaborate with UPEACE on this project, Ms. Abinet stated that a MoU should be signed between the A.A.U and UPEACE Africa program as a pre requisite for proceeding with collaboration per the rules and regulations of the University.

Addis Ababa University, Law school

Ms. Blen Sahilu, assistant dean of the Law school, briefly stated the law school's experience in enhancing young women's leadership capacity with special reference to the Yellow Movement. This Yellow Movement is a campaign that was initiated at the School of Law in Addis Ababa University by a small group of students to help end violence against women. The goal is to make a contribution through awareness raising by using the space around them, A.A.U. She stated that the Yellow Movement is brining impacts to the University community and is believed to have a multiplying effect to other departments as well as other universities.

Explaining further about the Yellow Movement, Ms. Belen stated that peer to peer mentorship experiences have been arranged between fresh man students and senior students. She said considering the fact that Peer to peer mentorship arrangements had a great impact on the fresh students, she said UPEACE's project would have a stronger impact to build the leadership capacity of the students. Having briefly mentioned the Yellow movement's active participation in sensitizing the University community about creating a violence free environment, Ms. Blen stated that the law school would be highly honored to collaborate with UPEACE in implementing this project.

Soroptimist International, Addis Ababa

Soroptimist International is a vibrant, dynamic organization of contemporary professional and business women. They are committed to a world where women and girls together achieve their individual and collective potential, realize aspirations and have an equal voice in creating strong, peaceful communities worldwide.

In a meeting held with two members of the club, it was raised in brief that conveying the essence of mentorship is essential while holding the consultative meeting between the women leaders, students and stakeholders. They also stressed about assessing on the current

conditions and experiences of mentorship for clear communication together with the women leaders citizenry obligation to mentor. They asserted that the one to one mentorship can have a multiplying effect on other organizations working in similar areas.

They further noted that as the mentors will be elected as exemplary leaders, their relationship should grow further at the personal level than just limiting to consultation hours. Mentors' role in giving the mentees guidance and direction was emphasized in brining a great impact on the students. Consciously looking at the similarity of the mentors' and mentees' professional backgrounds was suggested as a successful strategy for implementing the mentorship program.

The women stated that as one of the main purposes of the club is enhancing young women's capacity for leadership, Addis Ababa Soroptimist club would be pleased to link the students with the club members for mentorship, experience sharing visits, and attending seminars.

Digital Opportunity Trust (DOT)

Digital Opportunity Trust (DOT) is a Canadian-based international non-profit organization established in 2002 with a mission: to connect youth with technology, to build human capacity, to install an entrepreneurial way of thinking and to provide the tolls for community-led economic and social development. DOT programs stimulate economic growth and crate a framework for community development to secure the further success of youth, with a particular focus on young women.

Ms. Genet Lemma, Program Coordinator of DOT, stated that DOT has different program components that run for its interns. Interns Learning Experience (ILE) includes life skills, facilitation skills, business skills, project design and management, research, coaching and presentation. She stated that there are different clubs under which students organize themselves and become members for supporting the unit. Among the clubs are gender, reading, and sponsorship. It is stated that these interns are the executive leaders of their clubs with defined strategy for leadership. They are further required to provide a 2 hours training for their community every day of the week; in the process, they are expected to learn about leadership, self growth and contributing to the community. This lifelong learning for interns also includes coaching for those that are at the verge of starting a business. The trainers will coach interns with regards to

designing what they want to do with their future and how to proceed with the designed future.

Sharing on DOT's past experiences, Genet mentioned that as some people's natural inclination is simply business employing business skills enhancing strategy is vital for interest based and sustainable results. Concerning project design and management, she mentioned that passion identification is the prior way to go about it with guidance from the trainer. The whole idea of the project must be sustainable with the ability to capacitate beneficiaries, which should not in any way create a feeling of dependency to project beneficiaries according to Genet. At the end of the project, interns will present their project outputs after taking power point training. Ms. Genet stated that DOT has learnt that working on similar visionary projects has a great impact on the young generation. The before and after the training behavioral changes observed are extraordinary says Ms. Genet.

First Consult

First consult is a private business consulting company established by Mr. Nebil Kellow in 2005, which started as a pro bono service for private and public business companies.

Mr. Nebil Kellow, owner and director of first consult, stated that despite higher expectations from youth at the completion of their higher education to join established institutions, there is less opportunity availed for them due to lack of experience and exposure.

With the view to availing exposure and experience for these young graduates, Mr Nebil said that First Consult arranged a one year internship program in collaboration with interested companies. These companies sponsored half the salaries and arranged the internship program as consultants for the candidates. Stating that the best qualified fresh graduates were selected to join the program, he listed that professional skills, communication, time management, business writing, and interpersonal techniques were part of this program that helped enhance the capacity of these candidates. He added that mentorship was part of this program where the candidates actively engaged in selecting their mentors.

Mr. Nebil asserted that the selection criteria, which were a vital part of the process, included first degree, proficiency in English and motivation to join the program.

Among the biggest challenges that the youth faced to join the work force were lack of exposure and gaps in the foundation as stated by

Mr. Nebil. He stated that critical thinking among the youth is learnt to be a challenge contributing to lesser pay or not finding good jobs. On another note, Mr. Nebil held that the program found it imperative to link these candidates with legally established professional networks where it created exposure for establishing career in the future.

Mr. Nebil briefly discussed that the program had a great impact on the students including but not limited to developing confidence in themselves, earning experience while interning as consultants, as well as threat outcomes in the candidates. Further, he asserted that other consulting companies adopted the same mode, which is expected to have a multiplying effect in the future.

In the end, he suggested that making the program practical content wise and clearly defining the expected outcomes would help set the project path evidently.

Consultation held with Nadia Waber, Leadership Development Facilitator, Coach

A consultation was held with Nadia Waber, leadership development facilitator, regarding the overall structure of “Enhancing young Ethiopian Women’s political/public participation through building their relationship with women leaders” project with a view to including her expertise and experiences as an input.

In other countries, Nadia stated that mentorship programs are usually employed as strategies to enhance young women’s leadership capacity. She stated that having role models to consult with and look up to would help mentees manage their challenges, whenever there are any. She also recommended that designing a project for implementation would also be a break through initiative enabling mentees to explore their issues, passion and commitment. In this regard, Nadia explained that the role of the mentors is critical in supporting them while designing the project and in reflecting in the overall process. Further, the involvement of concerned parties such as the dean’s office and students’ representatives is stated as a significant strategy for effective implementation of the project. Helping the students to create learning groups and giving them the space for recreation is also highly suggested as a mechanism of creating a well empowered youth leaders group.

Nadia stated that students’ selection criteria must be critically conducted as it has an impact on the implementation. In this respect

the selection process should include questions around what they envision for themselves, their motivation, their contribution to this project, their capacity to enable others and to listen to others in a group discussion, the substance of what they talk about rather than frequency and their capacity to communicate must be highly credited while in the mean time keeping the balance between the already exposed ones from those that are not.

Addis Ababa University, Institute of Human rights

On a consultation undertaken with a former Director of institute of human rights, Addis Ababa University, Mr. Kalkidan Negash, it was learnt that Addis Ababa University does not so far have a detailed gender policy with special emphasis for women students. As one of the member of the 2007 university senate legislation committee, Mr. Kalkidan stated that there is however a favorable environment to work with the students as the general guidelines and legislations of the university prohibit gender discrimination.

Annex V

MENTORSHIP GUIDELINE

DEFINING MENTORSHIP

The program defines mentoring as an ongoing, structured relationship with a trusted woman leader aimed at developing the competence and potential of the mentee towards leadership. This relationship is organizational based mentoring programme, where mentees will meet with mentors twice a month that lasts for a minimum of one semester of an academic year.

MENTOR and MENTEE

- A mentor under this strategy is referred to the accomplished woman leader
- A mentee under this strategy is referred to the female student

ELIGIBILITY SCREENING

The program screens mentors and mentees for eligibility. The screening process includes:

A. For Mentees:

1. A written application, which is reviewed by project staff
2. A face-to-face interview between project staff and candidate

B. For Mentors:

1. Submission of a written personal and professional profile
2. Brief discussion between the mentor and project staff

SUSTAINABILITY CRITERIA

Sustainability criteria relates to the needs of the mentees and the program's statement of purpose. Thus, the project documents mentee's personality profile, identifies skills, career interest, and academic standing.

AGREEMENT

An agreement will be entered between the mentee and UPEACE to complete training and orientation and meet program expectations.

ORIENTATION AND TRAINING

The program provides each mentor and mentee orientation. Trained staff conducts these sessions, which are held prior to the matching. The program orientation and training for mentors and mentees includes the following information:

1. Program overview
2. Program description
3. Description of mentor and mentees eligibility and time commitment
4. Program benefits and rewards

The program training, which takes place in one session lasting a minimum of two hours, includes:

1. Description of roles, responsibilities, and expectations from mentees and mentors
 2. Discussion regarding building a healthy mentoring relationship
 3. Age-appropriate activities for mentee skill development
 4. Establishing appropriate boundaries
 5. Communication skills
 6. Tips to encourage relationship development
 7. Match closure procedures
- Ongoing training sessions will be provided as necessary
 - Ample opportunity for interaction with the assigned program staff also is provided.

MATCHING STRATEGY

UPEACE project staff is responsible for matching the mentor with the mentee. Staff is also responsible to supervise and monitor the program.

This program intends to match the mentor and the mentee as follows:

- Criteria for matching such as availability, youth needs, interest, preference, life experiences, and academics will be taken in to consideration
- Requires that the mentor and mentee meet regularly as defined by the program expectations
- Matches one mentor with no more than two for group mentoring.

PROCESS OF MATCHING

In the matching process what mentors want to know about their mentees will be clarified

- Mentee interests, hobbies, life goals, etc.
- Specific ways they might be able to fit into a plan for helping the mentees

What mentors need to know about place of mentorship

- Place of mentorship will be decided by the mentee and mentor

How mentors should keep in touch with UPEACE

- In consultation with each mentor, UPAP staff will follow how the mentorship process is going on through different means, which is convenient for mentors such as e-mails, telephone conversation, or face to face meetings.

MATCH MONITORING PROCESS

The program maintains a process that monitors and supports mentoring matches. This process includes:

- A. Consistent communication between staff, mentors, and mentees.
- B. Maintenance of a confidential file containing documentation of the application, screening, staff follow-up and input on match, and mentor input on match.

MENTOR SUPPORT, RECOGNITION AND RETENTION

The program supports mentoring relationships through:

- A. Meetings between mentee, mentor and project staff
- B. Ongoing recognition and appreciation of activities

- C. Ongoing training
- D. Relevant and timely information dissemination
- E. Making mentors and mentees aware of volunteer opportunities on such as “women’s day”
- F. Providing networking opportunities for mentors and mentees
- G. Sharing annual reports, and other correspondence with mentors, mentees, supporters, and funders to share program accomplishments

EXPECTATIONS FROM MENTORS

The mentorship program sets the following expectations from mentors:

- A. Time commitment to mentees (twice a month)
- B. Sharing experiences and life skills to mentees
- C. Provision of exposure to leadership in action for mentees
- D. Provision of guidance to mentees
- E. Provide updates about mentees to UPAP project staff in either of the following means e-mails, telephone conversation or meetings.

EXPECTATIONS FROM MENTEES

The mentorship program sets the following expectations from mentees:

- A. Attentive attendance of trainings
- B. Completion of program assignments
- C. Constant communication with mentor
- D. Attendance of monthly meetings
- E. Monthly report about their meeting with mentors

OUTCOME AREAS

The program expects the following outcomes:

- A. Increased involvement in school activities
- B. Increased positive behaviors such as community service, developed leadership qualities, and new participatory activities
- C. Improved self-concept such as trusting relationships, self assuredness, self reliance, and handling unexpected problems
- D. Improved attitude towards women’s leadership roles
- E. Increased social networking
- F. Overcome social disadvantages
- G. Improved decision making, problem solving, and goal setting

MATCH CLOSURE

The program has a process for effective match closure, which includes:

- A. Exit interviews, including efforts and outcomes, between
 - 1. Mentee and staff
 - 2. Mentor and staff
 - 3. Mentor and mentee
- B. A clearly stated written MoU describing appropriate future contacts between mentor and mentee.
- C. Assistance in defining process for achieving personal goals for mentees
- D. A process for re-engaging the volunteer as a mentor or in other areas of the program.

PROGRAM EVALUATION

The program conducts an evaluation process, which includes both process and outcome evaluation.

- A.** The process evaluation determines the overall effectiveness of the program including tracking program activities such as mentor and mentee recruitment, screening, orientation, placement, matching system, training, support, and mentor retention.
- B.** Outcome measures for youth will relate to positive youth development and specific indicators such as school success, improvement in social skills, communication skills, leadership skills, etc.
- C.** Based on evaluation findings, the program reflects and refines the program design and operation
- D.** Evaluation findings are reported to key stakeholders within the program

ORGANIZATIONAL MANAGEMENT

The program has established organizational management practices and a prudent and reasonable rationale for staffing based on the program's statement of purpose and goals.

Annex VI

HARMONIZATION MEETING OF ‘STRENGTHENING YOUNG WOMEN’S LEADERSHIP CAPACITY’ PROJECT REPORT

**February 21, 2013
Hilton Hotel, Addis Ababa, Ethiopia**

I. Welcoming Remarks

Mrs. Tsion Tadesse Abebe, Programme Officer, University for Peace Africa Programme (UPAP) opened the meeting with a warm welcome to all the participants and thanked them for attending the meeting despite their busy schedules. She stated that the main objective of this harmonization meeting was to discuss the draft mentorship guidelines of the undergoing project “Strengthening Young Women’s Leadership Capacity” which plans to build the leadership capacity of undergraduate female university students as well as reach a consensus as far as roles and responsibilities of mentors is concerned. Updating them on the current status of the project, she mentioned that a total of 30 female Addis Ababa University undergraduate students have been selected through an interview. Subsequently, participants of the meeting introduced themselves. The meeting was attended by 9 participants; their full detail is stated in Annex I.

II. About the Project

After the introduction, Tsion gave a brief description of UPEACE Africa programme’s activities and ‘Strengthening Young Women’s Leadership Capacity’ project. UPEACE is a UN Mandated university located in Costa Rica and offers 12 MA degree programmes, all related to peace and conflict studies. The UPEACE Africa programme is one of its regional programmes, which was established in 2002. First, its office used to operate from Geneva and moved to Addis in 2005. Despite its main campus, UPAP doesn’t run regular MA programmes but rather works with 28 partner universities across sub Saharan Africa on issues related to peace and conflict. Some of the activities that UPAP has done in the past 10 years include spearheading the establishment of the Institute for Peace and Security Studies (IPSS) at Addis Ababa University. UPAP offers a joint MA in Peace and Security Studies. It is

also finalizing the process of starting another MA degree in gender and peace building with Cheikh Anta Diop University and Femmes Africa Solidarité (FAS) in Dakar.

UPAP has so far offered 56 PhD grants to African students pursuing their studies in areas of peace, conflict, governance and security in universities based in Sub Saharan Africa. UPAP has published more than 30 books and also established the Africa Peace and Conflict Journal (APCJ) in 2008. APCJ is a peer-reviewed journal published twice a year.

Following the brief explanations on the current activities of UPEACE, Tsion stated that the major objective of the project is to build the leadership capacity of young women through building their relationship with women leaders. In the first phase of the research, Focus Group Discussions (FGDs) were held with 106 female under graduate students from Addis Ababa University, Mekele University; Haramaya University, Hawassa University, and Bahirdar University. An in-depth interview was also conducted with 11 women leaders. The objective of the FGDs and the in-depth interviews were to understand the relationship between the women leaders and the female university students and to explore opportunities and barriers to the female university students' participation in leadership activities with a view to develop effective mechanisms to build their leadership capacity. She noted that the findings showed that there are no opportunities to the female students to interact and learn from the leaders to an extent that they had difficulties identifying Ethiopian women role models. However, it was also understood that despite the finding, both groups showed big interest to interact and learn from one another.

Based on the outcome, which called for a platform for interaction between these groups, the mentorship programme was designed. The mentorship programme will be guided by the mentorship guideline, which was prepared in consultation with some women leaders. She added that for logistic reasons, the scope of this project will limit itself to Addis Ababa University.

III. Overview of Applications

Mrs. Tsion Abebe gave a brief over view of the applicants for "Strengthening Young Women's Leadership Capacity" project. She stated that out of the 98 registered students 49 appeared for the interview. She added that among these interviewees, 30 were selected for this mentorship programme. As the scope of this project is limited

to the Addis Ababa University (AAU) she pointed that all the students came from the same institution.

The call for application stayed from 17 December 2012 to 7 January 2013 and was extended to January 23rd 2013 as there were very limited applications received. The advert was posted on nearly all official notice boards of the Addis Ababa University.

Hardship was faced with regards to having enough applicant students to this mentorship programme. On the first advert, which stayed for three weeks, only 7 female students applied, which forced for an extension of the deadline. As the second attempt failed, the project team in collaboration with the girls club of AAU did a door to door knock at the dormitories of the students for name registration. While undertaking the interviews with these students a big capacity gap was learnt among those that came from Government high schools compared to those that were from the private schools based in big cities specifically in terms of communication and self confidence.

IV. Eligibility criteria

Ms. Kebkab Sirgew Gelaw, researcher at the University for Peace Africa programme, rose that there has been an eligibility criteria for screening the mentees in which a written application, CV, and motivation letter was required. The application called for female undergraduate Addis Ababa University students excluding fresh man and graduating batches. The eligibility criteria only required that those students that sent their CVs and motivation letters would qualify for the interview. As most of the students failed making a written application for lack of access to the internet and because of a tight schedule as exam time was approaching, UPAP project team did a door to door knock to the dormitories of the university students and registered interested students for the programme. Thus all registered students were given the opportunity for the interview. The interview was guided by standards such as assessment of the applicant's ability to express herself, self esteem, communication skills, knowledge on leadership and interest for the programme as passing criteria. The interview panel was composed of three persons; two project team of UPAP and one representative from the gender office of Addis Ababa University.

While undertaking interviews, communicating in English language stood out as the main barrier for the students to properly carry on with the interview. Thus, some students that had substance and could have gone in depth could not so because of language problem. Thus, based on those criteria stated above, 30 students were finally selected.

The selected mentees are a composition of two categories, those who had potential but with difficulty to self expression and self confidence and those that were better placed in terms of potential, self confidence and communication. The second group was taken to inspire the first categories of students and to strengthen their leadership skills. In screening the mentors, the personal and professional profile of the women leaders were seen by the project team.

V. Mentorship Guideline

Ms. Kebkab Sirgew, also gave a brief description of the mentorship guideline.

She stated that the mentorship guideline was prepared by going through different literatures and documents as well as consultations based on the mentorship experiences of different countries.

Ms. Kebkab briefly described the eligibility screening, sustainability criteria, orientation and training, matching strategy, process of matching, match monitoring process, expectations from mentors, and expectations from mentees and match closure that are incorporated in the guideline. The guideline defines mentorship as a structured relationship between the mentors and the mentees. She noted that while dealing with sustaining the programme, mentees personality profile, skills, career interest and academic standing will be used to match the mentees with mentors. She added that the availability of the mentors will be considered during the matching strategy as students who need sustained focus from the mentors will be matched with mentors that have adequate time to mentor. She noted that UPAP project team will be in charge of monitoring each process of the programme. In the mentorship programme, there are pointed out expectations and roles to be specifically plaid by both mentees and mentors. Thus, mentors are expected to share their life experiences and skills, and provide exposure to leadership in action, and job shadowing where as the mentees will be required to go to mentors' offices, attending meetings, delivering their assignments and staying focused in the mentorship process. She concluded her statement by noting the expectation of the project, which is believed to increase the involvement of female students in different leadership projects within the school environment and active involvement in community services.

VI. Emphasis on time commitment

Mrs. Nahusenay Girma, Trainer and Consultant on Leadership gave a brief overview on mentors' role, responsibilities and contributions to the project.

In explaining the roles, responsibilities and contributions of the mentors, she emphasised on the required commitment, devotion of self and time for mentees to share their experiences and skills. She further stressed that all mentors have to stay committed throughout the problems that they may face in this mentorship process with a sense of responsibility that must emanate from the desire to help these students. She then invited all the other participants for discussion on how to go forward with the mentorship programme.

VII. Discussion by Participants

Mrs. Asmaru Berihun, Women's and Children's Affair Commissioner of the Ethiopian *Human Rights* Commission and Former MP, took the floor for a comment by first thanking UPAP for coming up with the mentorship programme. She stressed out that the problem of lack of exposure by these students stands out as a barrier to access to information. She stated that she has worked in the education sector for many years and can still see similar problems. She added that every mentor should note that leadership is a day to day activity. The expectation from the mentors while demonstrating leadership in action for mentees has to be through different means. She stressed out that, if she's not committed to the mentee it would be a waste of time and energy without having any result, thus, affirmed the expected commitment from the mentors. She concluded her statement by stating that she is well pleased about the composition of selecting the female students.

Subsequently, Mrs. Tsigie Haile director and founder of Organization for Women in Self Employment (WISE), said that the mentorship programme is to be encouraged and stressed her reservation regarding availing the opportunity to all that were registered as the programme would have been stronger to participate students who had interest to follow the application process. She added that it would have also been better to conduct the interview in Amharic to create a smooth environment for communication. She also stated that the monthly meetings that are required from the mentors might be problematic as most mentors are engaged in many commitments. She suggested that instead of a monthly meeting, communications through an email would be better with UPAP. She also pointed that it would be better to start with few hours such as a commitment of 3 hours a month for the mentees.

Ms. Abenet Sitotaw, A/ Director of gender office, Addis Ababa University also thanked UPAP for taking this initiative. In clarifying why the students failed to apply for the programme, she said that the students do not have information seeking character, which was why they failed to see the advert that was posted on almost all notice boards at the AAU. She added that requirement of e-mailing applications might be one of the reasons for not attracting many applications as only few might even have an e-mail account. She stated that, culture and the students' status have to be seen while considering these kinds of programmes.

As to the question raised by Mrs. Tsege concerning what was considered as a 'capacity gap' the project team clarified that as the interview guidelines focused on assessing the self confidence, communication and knowledge of the students on leadership matters, those identified with low level of self esteem and were unable to adequately express themselves were regarded as having a capacity gap. Following the discussion, Mrs. Adanech Abebe, Former MP and currently Corporate Manager of Oromia Development Association pointed that the medium of language would not be a barrier when mentoring these female students, as in many cases meetings are conducted in Amharic here. The major point the students will learn from the mentor is how to lead her life and professional life. She, however, stated that there will be time constraint as most mentors have multiple commitments. Finally, she appreciated UPAP for its effort and for selecting her as a mentor.

Following the comments made and points recommended, Mrs. Nahusenay emphasised again on the importance of time and self commitment for the mentors. After the discussion, Mrs. Tsion asked the participants to recommend other mentors who have excelled in their professions and with interested and time to participate in this project.

Based on the request made by Mrs. Tsion, Ms. Abinet recommend Mrs. Mulu Solomon, President of the Ethiopian Chamber of Commerce and Sectorial Association (ECCSA) and Belen Asmere, Law School, AAU as mentors where as Hon. Mrs. Shetaye Minale, Deputy Speaker, House of Peoples' Representatives (HPR) was recommended by Mrs. Asmaru.

VIII. Concluding remarks

Mrs. Tsion Abebe, thanked the participants for their valuable inputs, which will be used to strengthen the project. Mrs. Tsion also thanked the participants for their time and stressed the importance of their

continued support for the programme, specifically in mentoring the students.

Participants list

No.	Name	Organization	Tel. No.	E-mail Addresses
1	Asmaru Berihun	Women's and Children's Affairs Commissioner of Ethiopian Human Rights Commission	0911 683241/ 0115 502654	
2	Adanech Abiebie	Corporate manager of Oromia Development Association	0911 97298/ 0911 245003	
3	Tsigie Haile	Organization for Women in Self Employment (WISE)	911405522	wise@ethionet.et
4	Original W/Giorgis,	Lawyer	911217656	
5	Nahu Senay Girma	Consultant and Trainer of Leadership		info@awib.org.et
6	Abinet Sitotaw	Former Head of Gender Office, AAU	911866992	abinet_99@yahoo.com
7	Tsion Abebe	University for Peace Africa Prorgarmme(UPAP)	011618- 991/0116180992	tabebe@upeace.org
8	Kebkab Sirgew	University for Peace Africa Prorgarmme(UPAP)	011 618-0991/0 11 618 0992	ksirgew@upeace.org
9	Tsega Desta	University for Peace Africa Prorgarmme(UPAP)	011 618- 0991/0 11 618 0993	tdesta@upeace.org

Annex VII: List of Selected Mentors

No.	Name	Organization
1	Asmaru Berihun	Women's and Children's Affairs Commissioner, Ethiopian Human Rights Commission
2	Adanech Abiebie	Corporate manager of Oromia Development Association
3	Nadia Waber	Leadership Development Consultant
4	Tsigie Haile	Founder and Director, Organization for Women in Self Employment (WISE)
5	Original W/Giorgis,	Lawyer
6	Bellene Seyoum	President of AWID
7	Nahu Senay Girma	Consultant and Trainer of Leadership
8	Abinet Tasew	Former Head of Gender Office, AAU
9	Dr. Selam Aklilu	Owner of Chiropractic Clinic
10	Muluwork Gebre-Hiwot	General Manager, Birhanena Selam Printing Press
11	Seble Hailu Diglu	National Program Officer for HIV and AIDS, UNESCO
12	Mulu Haile	Founder and Director of Mission for Community Development Programme (MCDP)
13	Blen Asmire Sahilu	Lecturer, Law School, Addis Ababa University
14	Fikirte Addis	Designer, Yefikir Design
15	Captain Amsale Gualu	Pilot, Ethiopian Airlines
16	Ms. Sofia Abdulakir	Private
17	Mrs. Blen Mandefro	Private
18	Banchalem Getachew	Digital Opportunity Trust (DOT)
19	Genet Abebe	Action Aid

Annex VIII

Report on Training

Outline:

- I. Executive Summary
- II. Training Objectives
- III. Main Components of the Training
- IV. Means of Delivering the Project
- V. Strengths of the Training
- VI. Challenges and Opportunities
- VII. Evaluation
- VIII. Selected Works of Participants
- IX. Lessons Learned from the Training Process
- X. Way Forward/Recommendations

I. Executive Summary

A leader has to have a vision that is clearly articulated and driven in every instance. Leaders share a dream and direction that other people want to share and follow. The leadership vision goes beyond the written organizational mission/vision statement. The vision of leadership permeates the workplace and is manifested in the actions, beliefs, values and goals of the organization. Leadership development is a life-long pursuit: problem solving skills, how to make decisions, assess one's individual strengths and weaknesses, goal-setting, planning, and self-leading and self-advocacy are important components of any leadership training.

The project on, "Strengthening Young Women's Leadership Capacity: the Case of Ethiopian Women Leaders and Female University Students" has been designed to develop young women leaders by strengthening their leadership capacity through leadership training, mentorship and summer internship programmes. Thirty female students participated in the project from Addis Ababa University. Accordingly, the students attended a three months or 64 hours of intensive leadership skills training, mentored by women leaders for three months as well as interning in 20 organizations during in their summer break. As leadership development is a life-long pursuit, the emphasis has been on the importance of continuous lifelong learning.

The education system in Ethiopia especially in the government schools doesn't support extracurricular activities, so most of these students in the group know nothing about the principles and practice of leadership. Students learn leading from positional leadership. The opportunity to participate in positional leadership role such as officers for clubs, chairperson of different committees, sport team leaders etc... is quite limited in Ethiopia. This is also true for male students but because of the added burden of culture –a woman belongs to the home these female students can't even defend their rights to good jobs, good positions, and better service on campus.

Therefore, this project has been organized for the stretch of 14 weeks, 3 hours a day (for a total of 42 hours) was prepared with the background of the participants in mind that would also very much action oriented hence little emphasis on the theory of leadership but on the principles and the commitment to succeed.

In order to motivate the participants and overcome challenges encountered in the project, the focus first and foremost has been on leading one-self based on the premise leadership starts from self: being aware of responsibilities to self and community.

The outcome of this project has been extremely rewarding. The students were asked to submit essays on their expectations of the program before starting and what they found the program to be. Selected works of students on this topic and on other topics are provided with this report.

The major visible results were the changes in attitude of their responsibilities to advance in life and to become successful and contributing citizens; what leadership means in a true sense and how to make it a lifelong practice. The concept of living life without excuses and whatever we end up in life is because of our choice, has been inculcated in them. The major emphasis of this project has been that life at every juncture is a choice and the program's main focus was how to support the participants to make wise decisions in life so they could live their life's purpose. Their major change and genuine desire to succeed and learn and lead and be led is reflected in the 6-page essay titled "The Leader in Me" as part of the completion requirement.

This project was successfully completed with zero dropouts. The evaluation was based on numerous assignment on reflection and reports on preceding subjects, presentation skills out comes, thesis paper and final exam. The students were serious and took their responsibilities or contracts with this program professionally as requested.

As a result of this program, eight landed a summer job which is extremely unusual in this community and all have been placed in the summer internship program. This project, we hope, to be continued and replicated at a larger scale benefiting many young leaders of Ethiopia.

II. Objectives:

The objective of this training programme were the following:-

- To introduce what leadership is and how to relate the concept of leadership in one's daily life
- To strengthen the concept of self leading so to be a great leader for others
- To identify the significance between theory and practice
- To introduce the concept of conscious self, congruence and commitment
- The importance of making a better society by strengthening self concept first
- To understand principles and key functions of leadership
- Authority: the right to make decisions
- Responsibility: assignment for achieving a goal
- Accountability: acceptance of success or failure

To enrich the project, the trainer did the following at the beginning of the project:-

- Personal vision, mission and values were clearly identified
- The program effected enthusiasm, belief, commitment and excitement in leadership and the values of leading
- Participants were encouraged to believe that they were part of something bigger than themselves and their daily participation of life
- Their existing believes in the status quo was challenged and they were encouraged to stretch their thinking and views of the world
- Their unique strengths and unique contribution to society were identified and encouraged
- Effective leadership tools such as confidence, time management, organization and communications skills were employed in the program

Moreover, students were requested to spell out their expectations from the training programme at the beginning, which include the following:

-

- Building self confidence
- Self discovery
- Believing in one self
- Influencing others
- Develop leadership skills
- Leading self to lead others

- Develop decision making strategies
- Learning to avoid excuses
- Time management
- Being models to others
- Becoming achievers of our goal

Self assessment tools on self confidence, time management and presentation skills were handed out and the participants responded reflecting on what each reflective question meant and how they would respond thinking on their situation and practice at the present. Most were surprised but all got to understand about each subject matter how the lack of these skills affects our lives and prevents us from realizing our dreams.

One of the major and most important tools in leadership is managing time effectively. The students were asked to keep time log for everyday activity every hour on the hour. This exercise was designed to make the students aware of how they use or waste their time. They had to keep time log for three weeks straight and analyze their use of time. They discovered when they say they didn't have time was an excuse to not advance in life. They slept more than 10 hours in some instances and they realized if they want to succeed in life they can't sleep their day away.

The participants were asked to identify three to five areas that they needed to work on. Throughout the program they worked on these identified goals according to each major traits of effective leadership: motivation, team building, self and professional development and planning and using all the tools available for accomplishing the articulated vision. Special emphasis was given to professionalism.

III. The main components of the training

Based on the following, the participants formulated a plan of action to guide them on how they intend to apply what leadership skills they have learned to:

1. Teamwork
2. Problem Solving
3. Interpersonal Skills
4. Goal Setting/Motivation
5. Organizational Effectiveness
6. Leading self and others
7. Negotiation skills
8. Presentation skills

9. CV writing and interviewing skills
10. Identifying their life's purpose
11. Professionalism and work ethics
12. Life-Long Learning: Personal skills
- 13.** Self management skills
14. Personal SWOT analysis
15. The importance of time management
16. Our dream profession and what it all entails
17. Touched upon selling your ideas and presenting it to influence outcome
18. Negotiation; the best book on the subject "Getting to Yes" was distributed
19. Planning, goal setting, preparing mission and vision statement both personal and professional
20. The importance of mastering the English language-- to be competitors is crucial
21. The importance of balanced life
22. No excuses in life
23. To make your life happen
24. Life is a choice
25. Future career choice

Presentation techniques:

There were five presentation exercises: three impromptu and two prepared on various topics. Major objectives were in order to sell your ideas you need to have a great presentation skill. The two prepared speeches were also filmed and the goal was to see their changes. The progress was significant and they also understood the importance of great public speaking ability and the need to work more by joining public speaking clubs like Toastmasters International.

Guest Speakers:

There were four joint classes and three guest speakers were invited during the three joint classes. The last joint class serves as revision and preparing for the final. The first guest speaker was Mr. Yusuf Reja, Founder and CEO of Info Mind/Ethio Jobs. The topic he covered was "Presenting Oneself Well for the Job Market to Beat the Competition". He went over the essentials of good CVs and interviewing skills; how to think on your feet and not to include on the CV that may not be defended during the interview. He went over with the class with some exercises such as elevator pitch when one meets suddenly the decision maker on the elevator.

The second guest speaker was Ms. Megbar Ayalew of “The Arts of Living”. She spoke on how to cope with stress in everyday Life by managing anger and expectations. She went over the principles of non-attachment and some techniques of how to cope with frustrations. The main essential part of coping mechanism was breathing technique which she discussed extensively by actually going over breathing exercises with the students.

The third and last guest speaker was Mrs. Meaza Ashenafi, a well known activist and one of the founders of Ethiopian Women Lawyers Association (EWLA). She spoke on a topic, “Our Civic Duties and Responsibilities”. Meaza discussed how EWLA was born, the circumstances and rationale of the movement; the Ethiopian Judiciary system, our rights; the importance of knowing what is expected from a citizen and how the system should serve one. She also discussed her life journey as an inspiration for young and impressionable college students; the importance of mentors in one’s life and how she was enriched by her mentors in life journey.

IV. Methods of Delivery:

This program was highly participatory and experiential. The participants were divided into two groups and each group met twice a week for two hours. Self assessment tools were provided on each topic and some reading on theory of leadership was provided in handout format. All topics for each class were meticulously picked to enhance and support the success of this program. A great deal of writing assignments in reflection form was provided. Each guest speaker session, trips and impromptu speech required more than 300 words of reflection assignments.

Reading local newspaper and reporting on an article of their choice every week was another method used to increase utilization of available information. This is also designed to help them develop another important skill—reading and discipline of doing something repetitively. Lack of information is a hindrance to growth and professional development. This exercise of reading a newspaper on a regular basis and summarizing an article of their choice in their own words helped them with their writing skills and made them aware how crucial information or to be precise knowing is.

Discussion in every class what they have learned the previous week and what they observed in their dealings with friends and the community at large.

Writing about their feelings, their purpose and the push to living consciously were some of the methods employed to stretch their minds and teach them the usefulness of critical thinking.

Impromptu speeches taught them the importance of thinking on their feet, be able to express their feelings and articulate their needs, wants and desires. How to be able to describe their surroundings, their daily life activities and the important people in their lives helped them reflect and appreciate what they have and to be thankful for life.

The core of this program was to excel in life and to trust life. Hence the program was named as Leadership for Young Female Excellence (LYFE). A session on excellence, what it entails, how to tell where there is excellence and how to catch it were also discussed. As the great philosopher Aristotle said “Excellence is a habit not an act”, this program was in a sense to develop important life skills and make them all habits—the only way to excel in life...

Other class activities were group discussion, role playing and Q&A.

V. Training Impact to be taken as its strengths:

The changes on the participants were profound. The strengths of this program were: the self SWOT analysis they did in class, value identification and the concept of leading purpose driven life. From the SWOT exercise, they learned where they needed to improve, where they needed to excel and how to turn weaknesses into strengths. The importance of self discipline and the malaise of excuses in life, planning, planning and planning was where the emphasis on this program fell. “If you fail to plan, you plan to fail” was drilled in all the sessions and they all got it!!

VI. Challenges and Opportunities

The challenges were a bit stronger and quite a few at first: the concept of self leading being new, the lack of exposure to different learning styles, the lack of discipline, lack of trust in one’s abilities, lack of awareness of potential, lack of time concept, hopelessness, excuses...zillions of them, lack of exposure to different settings in life were major challenges the participants faced. Most of them were weak in the English language—the language of communication for this training. Expressing themselves and articulating their desires were major obstacle which they all overcame through the program.

Final exam of the university also interfered with this program. Many were distracted and their focus changed a bit. Assignments were not coming on due dates and quite a few missed a few classes. Professionalism, being one of the core subjects of this class was reinforced throughout the program. But those who never heard of it let alone practiced it found handing assignments typed and resending the selected works via email challenging. Lack of good organizational skills affected the participants wanting to cram everything the last minute.

However, all these challenges became opportunities to learning and improving. The habit of making excuses and the emphasis of the training that Life is a choice and those with excuses would be out in the cold made them realize why most of them were not doing well with their classes. Most of the participants GPA were less than 2.5 on a scale of 4. Their excuses, lack of good and caring teachers; despicable system, meager resources were simply excuses choosing to fail in life. They got it!!

VII. Evaluation:

Before the program, the participants will filled out forms to understand and assess their knowledge and practice of leadership. After the program completes they were asked to write a report on their experience, what they have learned and how they plan to use their knowledge with the support of the outcome findings. They are encouraged to use the plan of action they came up using their mission in life and their ways of going about the plan tells a great deal about their level of consciousness in leadership and in changing themselves and the community.

Quizzes, impromptu speeches to test their presentation skill and critical thinking ability on the subject discussed the previous lessons, their reflections on the field trips, guest speakers and newspaper article are other ways of evaluating their progress. A writing assignment (one of the many given during the program) was on their take on this program and what they expected to be and what they found it to be. Two samples are included in this report. Another was the fantastic and exciting turn they made to use time effectively. They were also asked to analyze the time log they kept for the 10 weeks of the 14.

Finally final exam on each major topics, quiz on Negotiation skill from the book “getting to Yes”, and a six page single spaced thesis titled “The Leader in me” also included were requirements of the program and evaluation as well.

After each lesson, an evaluation form or assessment tool was handed out for them to put their reflection of the days lesson. Upon reading, if there seemed to be confusion or misunderstanding of concepts or simply extra help needed, the leader of the program, Nahu would call each one of them, on a Sunday and clear issues. These forms were returned to the participants so they have their learning reminder...so to speak. These learning tools were also basis for their thesis paper.

The reports, on their dealings with their mentors and lessons learned, asked formally or informally were used as evaluation devices.

VIII. Selected Works of Participants

Reality beyond expectation

My mom always tells me to lower my expectations for everything because she knows that most of the time I find things below my expectations. My expectation has always been very high but after encountering a lot of things below my expectation, not to hurt my feelings I started setting my expectation and what others expect. Surprisingly, this was the reverse for this leadership and mentorship program. Leadership of young women excellence (LYFE) is found beyond my expectation. At first, I didn't expect the program would be life changing. I divide the changes into three as facts how this program changed me. The first stage let me know about myself, the second stage challenges that lead me to identify my true feelings for the future and the third how to consciously live my life.

No questions that I found this program beyond my expectation, as usual I expected theoretical lessons where the presenter speaks about leadership and we just leave. Before this program I can hardly say that I know myself well consciously. I can say that this program is the turning point in my life. Mrs. Nahu Senay has challenged me in the past two and half months and I love how she sees things from different perspectives and gives me space to search who I really am. Mrs. Nahu herself was a lesson to me because she actually practices leadership. During the first month of the program, I practically found myself. The preceding month I started raising different questions about increasing my life skill and leadership ability. One of the major things I questioned and that I developed is consistency. The others are alertness, anticipating, self efficacy, and effective time management. This month I am fully standing on my feet, I know how to live my life fully, consciously, without regrets because I already have the tools from this program.

In conclusion, LYFE is a wonderful opportunity for me that equipped me not only with the theory but also the practice of leadership and life skill. This program brought me three changes in my life: the first stage, it let me know about myself, the second stage is challenges that lead me to identify my true feelings for the future and the third it prepared me to consciously live my life. So, I can say that leadership of young women excellence is found in reality beyond my expectation.

Tigist Zegeye, Chemical Engineering
May 2013, Addis Ababa, Ethiopia

What I expected this program to be and what I found it to be

I expected this program would be just another training that would last for 2 or 3 days and then I will get certificate for participating. That was my expectation. But after I got the chance to be part of it I found it to be life changing, educating and fun experience of my life. It is filled with people who are truly caring and loving. I have to say I am lucky to be part of it.

Starting from the mentorship program I have a mentor who is fun and truly caring. We meet twice a month and more than that if it necessary. I can talk to her about anything and she listens to me. Since I never have a mentor before it is all new experience for me, an exciting one.

The other part of the program is the leadership program which is held every Saturday afternoon. At first I got worried how the afternoon would go but you made it the most memorable Saturday afternoon of my life. You taught me, challenged me, cared for me and most importantly you advised me. Sure there were so many times that I disagreed with you on so many things but still when you kept asking me for reasons why I took the stand I took then you helped me on having clear idea of what I want and why. You taught me not to have excuses in life; God knows how much my life was filled with excuses.

Whenever you gave us an assignment you expected us to do them but that is not what I want to mention here, you always told us “what did you learn from this?” more than the things we wrote in the paper you wanted us to learn how to apply what we learned in our life because that is the bigger picture. You took time to check out each page of our assignments and if you think we are having a

problem you called us to check if we are ok. This for me is a huge deal.

You gave your Saturdays for us. This time for you was a time to rest and read but you chose to spend it with us and you gave it with all your heart, and in your eyes I haven't seen one day a tiring face. You are always happy to teach us and develop us.

Since the program started I missed one class, but whenever I was in the class learning from you, each moment is gone wondering how it is possible to have such caring and passionate person in the place I live in. you are one of the reasons why we don't need to have excuse when it comes to our life because in this place where most people are careless, irresponsible and selfish there are few people like you who are passionate on changing, developing and making people better. Thank you for being thoughtful trainer for my classmates and me.

Ruhama Michael
May 2013, Addis Ababa, Ethiopia

The leader in Me

When I registered at this program I didn't expect it is to be serious my aim or objective was to get a certificate that helps for employment after graduation. I didn't expect beyond that but the program started and when I saw your commitment to the purpose of to be purposeful. I guessed and anticipated it would be serious. To tell the truth when I saw your strictness I felt broadness because of my laissez-fairness.

My previous experience was not like this I had got the opportunity to participate in other meeting and training in short time the trainer was not like you they did not supervise what we have done and not give us assignment even they did they didn't check whether we did it or not because of this and other reason I was not serious and not eager to participate like this activities. After the program formally opened completely it is beyond my expectation especially your eagerness, commitment and tireless effort. More over as a 61 old woman I am very amazing by your endurance.

I discovered and relearned a lot of things firstly, I didn't understand the term leadership in various ways I only saw in related to authority only to lead country and it prompted me to question what is the importance of leadership and is that necessary for students and so on. But as time went on I really

understood the different meaning of leadership, inspiring others with a vision of what they can contribute also part of leadership and now when my friend feels hopelessness and pessimist I start to motivate her to say our future is our current perception or attitude when a person think about failure undoubtedly he/she fail. The same is true when he/she think positively about success our thinking is our reality. To gain respect and acceptance by my friends I know I have to be respectful and ethical because leadership starts from me and to be a leader I learned the principle that I have to know myself and seek improvement, seek responsibility and take responsibilities for my every action. Because when either my parents or my friends have a trust in me when I am risk taker, careful and when I stop blaming others and also after this class I told my friends about what I have learned but without action it might not give a sense for them. So I started to practice what I learned not simply by always talking. I started by being punctual when I wait for my friends in some where I don't wait after 5 minute and I leave it that place but previously I used to wait them about 30 min and more now they understand after 5 min they cannot get me and they try to be there on time.

The most important thing I learned leadership is going beyond self imposed limitation. It was my problem when I want to do something I was afraid what other said and feel 'Yelugnita' or 'Minyelugn' this is my big problem I always stress about even my dressing style would affect other so I didn't wear the dressing style that I like or want but now I can do everything that gives me comfort expect that thing harm or hurt others not only this but also I am also to say No that fails my plan. I start to go against the norm that has no reason. As we know our community ruled by norm but when they ask why something is allowed or forbidden they haven't answer but simply majority accept they accept but, I follow my internal feeling and ways.

The thing that I learned from this class is about presentation skill. I hated and afraid presentation and public speaking like a death I think because of lack of experience even in school our teachers not motivate us to present and they didn't create opportunity to describe us especially my school that I learned it was government school. Frankly speaking at the beginning I also think to leave the class when you order us to prepare for presentation but I thought this would be a good opportunity and place to this wise decision.

When I first stood in front of my class mate and you, I was scared my hands perspired, my mouth became dry, I felt as if a person in

the terminal stages of some kind of tropical fever. From this class you stressed for presentation skill and gave us the opportunity to describe us and familiar with our audience. Unfortunately, I was absent the two presentation class but after all the evaluation paper that holds your comment and recommendation really inspired me. Because I got 8 out of 25 I know this is really my result but it gives me a direction and it indicates where my stage is and what to do next.

After the presentation I started to evaluate and examine myself why I get nervosa and why I can't present confidently like other students. I begin to asses my weakness. The first weakness is obviously that hinder me to express my feeling is my English ability I am not good at English as college student. I started to blame my parents if they would have sent me to private school, I would have been a fluent speaker sometimes also I hated myself why I am from poor families but I couldn't get the solution I thought how am I going be a good presenter. So I decide to start learning, languages school 3 days a week after 6pm in the afternoon still now I am learning, the second problem that affected my presentation was lack of practice. I didn't prepare well even I stared to prepare on Friday evening. I think deeply what makes me a good presenter I am starting by reading the paper that holds the steps before presentation and how to improve it also I start to videotape myself of course, I see some changes I have an eye contact that hadn't before.

Another thing that I start to give attention also the distraction things when I present I didn't recognize and give concern about the dressing style and other thing.

The other thing I discovered how to write personal mission statement and SMART short and long term goals. I was confused how to put smartly like most students. It helps me to identify the value and belief. I list an important goals and give them time and date it has to be realistic. My mission statement was

I will learn English

I will take the introductory part of computer

I put these two statements with in specific time bound I start from June 30 -August 30, it is achievable and realistic. Similarity I can also know the difference between a goal and an objective.

A goal is brief a clear statement to be reached within 3-5 years and it's a general for example I will marry and have a child after 5 years it's long and general. But objective is specific, measurable and actionable let's say I want to increase my GPA from 3.1 to 3.3 to the 2nd semester it's it specific, measurable and achievable. I relearned also about the benefit of self awareness it is most essential and valuable and being conscious of what where good at while acknowledging what we still have yet to learn this class helps me to know where my gap and weakness is.

When you assigned us to write our weakness and strength I couldn't easily write because of didn't think before about it but after thinking deeply I listed much weakness. Since it is difficult to see myself what others see so challenging easily is what makes the path to self awareness so that I start to accept feedback by asking a question how people related to me. My past experience related to accepting feedback like most people when my parents or relatives giving feedback I try to defend my action and justify. But now I am trying to accept without justifying because other person also initiate or motivate to give a feedback and also it increases my credibility and trust. I relearned about assertive communication. Among my strength I am an assertive communicator even before I learned here. I have an ability to express, positive and negative ideas and feelings in an open, honest and direct way for instance in my relationship with my boyfriend I frankly tell him my opinion whether I feel positive or negative directly because it helps to have a discussion about any issue but I discovered here is the disadvantage of assertive communication that I didn't recognize before I always see it is advantageous but may not approve of the view of express. It involves the risk that others may not understand and therefore not accept this style of communication, for instance I remember I had one friend who was so conservative before I understood her attitude I told everything that I experienced and I heard like issues related to opposite sex and when we begin sex and with whom. And like that frankly, but she stated to think Tihnta is very rude. After that I am selective speaker when I meet with like that girl as much as possible I will try like her. When I meet with fumaroles I can be like that.

Furthermore, I got the experience of writing a time log. Of course I had also an experience of writing a diary but it is different from time log, it contain every moment of my activities. But a dairy contains the whole day process especially a new events that happened in the day. So the experience of keeping time log helps

me to know how much of the time I spent in library talking with friends and so, on more over I can count the day and time globally it created confusion on the use of pm and am but now I am using the global time.

I am also interested learning about negotiation you did the best by distributes this book, getting to yes for us since from I have finished my exam I read at least one-two pages from getting to yes. Negotiation is a basic means of getting what I want from others. Its win –win approach it creates harmony and peace because it satisfies both sides I also understand the difference between compromise and negotiation. Compromise is not win- win rather win- lose to get something when we convince other. Before we sit for negotiation we have to identify the interests of others by asking them what they need and think about our choice.

Formerly I was attaching with my family especially with my mom. I leave everything for her I didn't do anything even I never washed my cloth. When I started to live away from my family it was difficult to manage my time, money everything that covered by my mom. Especially since we live together with different students from different culture, norm, and religion conflicts is in enviable at this time I miss my family and start to cry instead of adapt and try to familiar with the environment. Gradually I try to see my dormitory as a family to create harmony and also to decrease my attachment. When I decide to work in internship program for 2 months, I can know now I detached with my family and to start manage oneself.

By the way by internship program I would like to thanks this is a very great opportunity for me because after the class I spent the summer time without doing anything. But this summer will a great one and I really expect with eagerness. It creates a connection with individuals who have a power. As you said connection is power so, this is really superb I am committed to participate fully in these activities more over the internship program that I got is around entertainment what I want.

Another opportunity and experience what I got from this class is writing CV and job interview this was my first time to write CV even I didn't know what it holds primarily when I wrote a CV I couldn't really understand about achievement and objective but for the second time I wrote better I realized what to say in achievement and objective now. The interview also my first experience even thought, I was so nerves during the interview but

it gave me a good experience and show the way what to do next during the interview.

To conclude by this program I discovered a lot of thing I attended meetings, motivational speech with successful and exemplary women. The meeting that I never forget was the AWIB meeting on unlocking potential. I was very impressed by the women speech especially by Selome Tadesse speech I was lucky to be there at that time.

To the future I expect this program will continue to all university students because it's very mandatory especially for females. I want to tell you my personal appreciation you are really responsible and enduring person. I always remember you in my life as a role model I promise from this day onward I will do everything that you comment and recommend me thanks a lot you teach and told me that is necessary in my life I love you I never forget you.

Tihitina Bezabeh, 2nd year, Social Work, Addis Ababa University

IX. Lessons Learned from the Training Process

The following points were observed by the trainer about the project:-

- The program is highly needed and works
- The students even though, their expectation of the course was different than they found it to be, were very receptive and appreciative; they also thought and we observed through several communications, it to be life changing
- Making the class smaller by breaking it into two groups of 15 worked well and found to be conducive to better learning and individual attention
- This program, if desired to make the changes needed, we found it to take a great deal of time and attention to details. The students needed much more supervision than anticipated. Because of the lack of discipline, at first they found the class regimented and some resented the requirements such as assignments for every class sometime up to three for each session
- The major difficulty was the gaps in the students' educational background—those with much difficulty of understanding the English language found some concepts harder to grasp but with the mixing of the two languages: English and Amharic, they did well as the class progressed
- The delivery method, combination of assignments, guest speakers, field trips, were found to be much more stimulating and effective. Educational films pertaining to leadership would have made the program even richer and more interesting
- Mentoring has been the best combination of this program; the students also needed someone to talk to them about life skills and not only practical training
- This program was the effort of many who poured their hearts and energy into it; the office UPAP was a crucial component for the success of this program. The attention given to every need and working proactively by anticipating what could be added to enhance this program, the officers worked tirelessly. We learned for this program to be successful that much attention and genuine interest must be employed in the future similar programs in order to bring changes that have been observed in this project
- The internship is another major component that is essential for successful completion of this program
- This program is more than a training in leadership; it is about self empowerment at the highest degree

Way Forward and Recommendations

This program is found to be well rounded and results oriented with much impact on the participants. This is also a project that seemed ambitious at first but very practical with much desired results at the end.

The objective of the program was to strengthen the leadership capacity of young college female students. This project did that and much more, so it merits continuation. However, the program is too new and too early to pass the baton to any other party except to leave it under the umbrella of UPAP for a few more rounds.

The idea is to eventually take this project and duplicate it through five campuses in Ethiopia producing perhaps 300 graduates of the program if given twice a year and the owner of the program to be the gender studies faculty. The observation from the is this is too soon to expand or pass the ownership for the following reasons: lack of qualified trainers, it is not enough to know the subject matter but in order to see the desired results, as observed from the project, the leaders of this program have to be practitioners. The selection process spreading to five others would be nightmarish for only a few such as UPAP staff would know how to pick the most potential candidates and at this point no one can transfer the knowledge for successful results for the program itself is at the developing stage.

- The next phase of the program will be better utilized if done in collaboration with the gender studies which they would participate by recruiting potential facilitators and these facilitators go through the program for the three months as participants.
- The third phase would be for the trained facilitators to co-facilitate with the UPAP choice of program leader.
- The fourth phase would be to observe and monitor these to be facilitators.
- The fifth stage would be to start with two more colleges and evaluate the outcome. If the feedback of the outcome is found to be satisfactory, to add one more college to the program every year. UPAP would also help with identifying resources and as advisory body for a few more years.

This project is a vision of a few individuals within UPAP who are dedicated to empowering women. The program is very much future oriented-- developing leaders of the nation. The effort is to be commended, emulated and adopted. With the right staff like the existing UPAP staff, the commitment this noble and novel idea needs and the resource to go with that, it is certain that this leadership training would be the impetus for the development of much needed leaders of the new generation and new Ethiopia.

Annex X
Internship Placement

	Name	Tell	Internship Status	Name of Organization	Supervisor name and email and phone
1	Abigeay Getachew	09134662 22/09229 77881	Placed	Ethiojobs	Yusuf Reja Email:- yusuf@ethiojobs.net Tel:-0911526754 Hilina Legesse Email:- hilina@ethiojobs.net Tel:- 0911482216
2	Addis Getachew	92125473 7	Placed	WISE ethiopia	Yehuakawork Fithawok Email:- yehualawork1@gmail.com Tel:- 0911346585
3	Aelaf G/Mesk el	91399519 0	Placed	Fromseas Education and Training/FE AT/	Mr. Mesele Email:coordinator@fromseas. com
4	Altayesh Tadesse	91312472 0	Placed	IPSS	Helen Yosef
5	Amen Ayele	91399519 0	Placed		Eden Daniel Email:-micheal@j-load.com
6	Bethlehem Baleh	91865077 7	Placed	Organization for Rehabilitation and Development in Amhara (ORDA), Bahir Dar	Eshetie Gelaw orda-2@ethionet.et
7	Birtukan Shita	92353308 4	Placed	Yekatit 12	
8	Emnet Asfaw	91016359 3	Placed	IPSS	Dr. Simon Akindes Email- s.akindes@ipss- addis.org Tel:- 251931151308
9	Fana Abera	92142004 8	Placed	Africa Jass	Ato Abiy - 0911374402 Email-abiy-wm@yahoo.com.
10	Fasica Tilahun	91088175 1	Placed	SoS Geminer Childrens Village	

11	Gelila Andualem	0913083743(0111115326)	Placed	SHRME	Eden Daniel Email:- edidanboy2011@yahoo.com Tel:- 0928293392
12	Hilawit Worku	910432828	Placed	Sheger Radio Station	W/ro Meaza Biru Email:- adey@ethionet.et
13	Hiwot Temesgen	910983901	Placed	Mission for community development programme (MCDP)	Helen Yilma Email:- helenyilma36@gmail.com Tel:- 0911155778
14	Loza Tamirat	910333359	Placed	Oromia Pipe factory for Engineer Mare house	Girma Lemma lembirg86@yahoo.com 0913275749
15	Lydia Endalkachew	920667635	Placed	Ethiojobs	Etsub Alemayehu Email:- etsub@ethiojobs.net Tel:- 0911375543
16	Mahlet Solomon	912463610	Placed	Afro FM, Brodcasting(journalism) Ethio Mihdar Newspaper	Getachew Worku Email:- ethiomihdarnewspaper@yahoo.com Tel:- 0920726096
17	Masre Linger	923616580	Placed	WISE	w/ro Tsige Email:- wise@ethionet.et Tel:- 091140552
18	Melat Berhane	910359616	in progress	WFP, Dire Dawa	
19	Meron Bereda	910628159	Placed	SHRME	Eden Daniel edidanboy2011@yahoo.com Tel:- 0928293392
20	Merriam Kassahun	922701288	Placed	Oromia Development Association	Alemayehu Gezahegne Email:- alemnani11@yahoo.com Tel:- 0911680265
21	Mileate Yemane	914701337	in progress	Family Health International 1360	
22	Mistre Fantahun	913143919	in progress	Sunshine Construction	Ato Girma Tegegne Tel:- 0115513289

23	Rediet Kefale	912937224	Placed	Yefiker Design	Fikirte Addis Email:- fikirteaddis@gmail.com Tel:- 0911210478
24	Rita Gebremedhin	920291647	Placed	CPAR	Abaynesh Ayele Email:- samabiti@yahoo.com Tel:- 0911602617 Mohammed Ashref Email:- Mohammedashref-35@yahoo.com Tel:- 0911629840
25	Ruhama Michael	0911673807/0114407908	Placed	Ethiojobs	Hayat Mohammed Email:- hayat@ethiojobs.net Tel:- 0911115222
26	Siham Ayele	913813902	Placed	Ethiojobs	Teba Molla Email:- teba@ethiojobs.net Tel- 0911514849
27	Tigist Zegeye	926765386	Placed	Ethiojobs	Hilina Legesse Email:- hilina@ethiojobs.net Tel:- 0911482216
28	Tihitina Bezabih	920499867	Placed	Yefiker Design	Fikirte Addis Email:- fikirteaddis@gmail.com Tel:- 0911210478
29	Tiruedl Shitaye	918666032	Not Placed		
30	Tizita Wondimu	912487332	Placed	Mission for Community Development Programme (MCDP)	Helen Yilma Email:- helenyilma36@gmail.com Tel:- 0911155778

Annex XI

UPEACE 'STRENGTHENING YOUNG WOMEN'S LEADERSHIP CAPACITY' ROJECT THESIS SELECTION MEETING REPORT

Date: 8 April 2013
Venue: Radisson BLU hotel, Addis Ababa
Time: 02:00pm – 06:00pm
Agenda: Thesis selection

The meeting had the following points on the agenda:

- To provide thesis assessment results of the nine theses presented for selection according to the thesis selection guideline
- To recommend the best publishable theses
- To suggest ways of reducing the theses to 25 pages maximum
- Providing general remarks on the publication

Participants: The meeting was attended by the following people: -

1. Tsehai Wada, Assistant Professor, Lecturer, Law School, Addis Ababa University.
2. Dr. Dilu Shaleka, Assistant Professor, College of Development Studies, Addis Ababa University (AAU).
3. Mulumebet Zenebe, Dr., Lecturer, Institute of Gender studies, Addis Ababa University (AAU).
4. Mrs. Tsion Tadesse Abebe, Programme officer/instructor, Upeace Africa Programme.
5. Ms. Kebkab Sirgew, Researcher, Upeace Africa Programme.
6. Ms. Tsega Desta, Research Assistant, Upeace Africa Programme.

The meeting was opened with a warm welcome by Mrs. Tsion Tadesse Abebe, Programme officer/instructor, Upeace Africa Programme. Mrs Tsion gave a brief introduction on the project objectives and current activities of Upeace Africa Programme. She stated that the main objective of publishing the proposed theses is to build the publishing capacity of young researchers and disseminate gender related publications to partners and different stakeholders for publicizing gender related issues. She further noted that the theses were primarily selected by the project staff based on criteria that included the strength of abstract, introduction, objectives, methodology and conclusions. Mentioning that nine theses were selected by the project staff, she opened the floor for discussion on the results of the assessments made on the theses.

- **‘The Socio-Economic Situation of Female Headed Households: The Case of Bole Sub City, Addis Ababa’: By TesfaneshTadesse**

It was stated that the thesis was a good thesis with a good flow of language. However, misses a part in recommendation and research question. Further, it was recommended to incorporate the different debates that have been raised so as to strengthen the literature review part. In addition to that, the strengths of female headed households should be mentioned to show the different sides of the story. It was also pointed that defining local languages such as Maheber, Ekub and other local social networks could help clarify their purpose better as there may be other readers than Ethiopians. To have a balance in the thesis, it was suggested that copying mechanisms and the decision making power of women should be emphasized.

- **Challenges of Men to Participate in The Reduction of Gender-Based-Violence Against School Girls in Addis Ababa: the case of Gulele Sub-City Preparatory Schools: by Fanuel Debalkie**

This paper was regarded as interesting as men’s involvement in being part of the solution is in most occasions not dealt with. However, legal citations, that the student made analysis of, were commented to stand incorrect and having fallacies. Thus, was recommended that the student must have a lawyer that will support in illustrating the legal provisions stated. Page 42 and 79 were specially pointed as parts requiring correction. As to the part of the analysis made on page 79, it was raised that the student contradicted citizens’ duty of reporting and the need for their protection in appearing as testimonies. Thus, this is out of context and contradicts with the major duty of citizens.

It was also said that repetitiveness of points in questionnaire, which invite for a subjective response on the side of the respondent, is observed.

Moreover, as there are many literatures conducted on Education and GBV, such as “Patriarchy in Ethiopia” by Eshetu Debabu, reviewing them and strengthening the literature review part is advised.

- **The Socio Economic Situation of Child Commercial Sex Workers in Bole Kifle Ketema, Chichinya: By Arega Hailemichalle**

This paper was rated as weak compared to all of the papers that were presented for review. It was mentioned that it has a weak literature review and research problem. The legal provisions also have limitation on their analysis given. In this regard, specific emphasis was given to the illustration given on page 31 and 32. Though the paper deals with children, which group is “Children” has not been dealt with; thus, calling for specification and definition. It was stressed that the research lacks flow and does not have a clear research objective. The methodology also stands weak as it does not have sampling techniques. Though the paper alleges to talk about the socio economic status of women, it fails to. Concern was also raised as to the general nature of the conclusion given, which is not naturally progressive and contradictory with the main body. The paper generally lacks coherence in the objective, research question and literature review. It was recommended that the paper should not be published.

- **Gender and Access to Productive Resources: The Case of Mao People in Benshangul Gumuz National Regional state of Ethiopia: by Demesew Yigzaw**

The paper was rated as having raising interesting issues and credit was given to the researcher for having traveled far to make the research a reality. Moreover, as many researches concerning Benishangul have not been published, its great contribution was mentioned. Comment was given as to the lack of emphasis on the issue of the paper which is quite repetitive. The reason for the existence of a gap between the constitution and the state has not been stated. It was stated that the contribution of the paper was not clear and the dynamics that women’s status is changing is not incorporated. Thus the Author needs to reflect the current realized changes in the country as far as women’s political, economic and social rights are concerned. In relation to this, it is suggested that the author should highlight the formal legal instruments like the Constitution; even if he focuses on the informal justice system.

Further, expanding the literature and citing relevant papers, which he should have touched up on, is vital to strengthening the research. Thus, it is recommended that he needs to include local authors like Mamo Hebo, Dessalegn Rehameto, Zenebewor and etc. the paper also has Grammatical errors on different parts. Revisiting the citation and separating the part of the recommendation, which is mixed with the conclusion is, pointed.

- **Academic Women’s Position in Leadership Management and Other Decision Making Activities: The Case of Three Governmental Colleges in Awassa: By Meskerem Aberra**

As this paper stands very similar in nature with the one conducted by who was a one year senior, **Yania Seidmekiye**, for matters of originality, Yania's paper was selected for review. As Meskerem has not cited Yania's paper that is conducted on the same issue, it raised concern as to its credibility.

- **Women's Participation in Leadership: The Case of Addis Ababa University: By Yania Seidmekiye**

It was raised that the part of this thesis, which deals with "opportunities" is unique and good. Strengthening the literature review part by including publications by local authors is needed as more focus is given to international literatures. The fact that whether political appointment matters as it is not on the basis of merit, was raised concern, thus calling for incorporation on a topic on political appointment vs. appointment by merit. A reservation in the framing of the title was also shown, which lead to a suggestion in modification as for instance 'Women in academia'. Regarding the study number, it was stated that the number, which shows the representation of women as minors was not really a minority. As the paper stated that positions as assistant lecturer was left from consideration, how leadership was defined does not stand quite clear as assistant lecturers' have quite a role as they join the Academic Commission (AC) where the decision making powers are. Thus, it must be corrected. The language must also be professionally edited.

- **Psychological and Economic Experiences of Gulf States Returnee Ethiopian Women Domestic Workers: By Meskerem Mulatu**

The reviewers stated that the issue is current and an important topic. The research problem is well articulated and the objectives and research questions as well as methodologies are well organized. It was however stated that the literature, which is rich, can be modified to a certain extent and the finding should be well articulated as a problem of articulating issues and repetitiveness of arguments is seen in the paper.

Though the feminist perspective is shown well, theories on migration should briefly be dealt with. The paper shows repetitiveness in many of its parts. In the literature review, it was suggested that seeing the context of male counterparts that are migrating can be a great addition.

The legal and the illegal migration of the context have not been seen. If it is the case of the illegal migrants, as it is in most cases, the government does not have a mandate for protection. Thus, the main

source of the problem as to whether it is legal or illegal migration must be seen. If it is a legal issue, it was recommended that the legal regime and domestic law of the United Arab Emirates (UAE) must be seen to inform as to their stand on rights and responsibilities of migrant workers

The fact that the Author's stand point is not reflected in this thesis is raised as one of the flows of the thesis.

- **The Myth of Ideal Masculinity: Traits, Blood Revenge Practices and Their Impact on Women in Sebentera Kebele, Dabat woreda, North Gonder, Administrative Zone: By Jajaw Ambie**

The topic is interesting as much has not been written on the area. The idea, language and the research problem are very well put with the research objective, which is clear and related to the whole topic. The methodology is also stated to be comprehensive. The summary and conclusion of the work is also clear and good. This paper is rated as one of the best briefed.

However, it was stressed that the paper failed to strongly show the effect on women and does not also touch up on the current dynamics of the issue. It was suggested that the Author incorporates the historical perspective, from Emperor Halesillasie's regime until today and reflect as to whether the practice is declining or not.

When it comes to the literature part, Sweng's and Helen Pankhurst's work, which are good for the topic, are recommended for reference. The change aspect chronologically is missing including the revival of the culture. Finally, it was pointed that the paper show women's role as instigators and victims and the relevance of incorporating a recommendation on attitudinal change for women in that regard is stressed.

- **Marital Rape as a Human Rights Violation of Women in Ethiopia: A Case Study of Alumni Association of the Faculty of Law of Addis Ababa University and Ethiopian Women Lawyers Association(EWLA): By KebkabSirgew**

It was stated that this thesis was a unique study and written well. The objective, research problem, and analysis are also well articulated. A question was raised whether reaching out only to women that went to the court gives the right picture without consideration of women's openions that are living in a harmonious marriage. It was mentioned that though the Beijing Platform for Action is cited, which is a

Declaration, it is not binding. It was also pointed that as the title and the content do not go together, revision is required. It was further stated that the methodology is not sufficiently explained and lacks details such as why EWLA and the Alumni Association were selected since there are other NGOs working in the area as well as how the women respondents were selected. Thus, the paper does not clearly inform how the data is collected. However the literature review part is good, it needs to include similar works in the area such as theses from CGS (Sendu- Rape, intimate marital thesis-Mekede and intimate partner violence –a PhD thesis). The citation should also be revisited because there are some citations that do not have full information. It was also recommended that the writing should be edited in a way that needs to be culture sensitive as there are some general remarks made such as “in all Ethiopian cultures”...etc ; thus, requiring for caution. A question was also raised on ethical issues such as how she dealt with the respondents? How did she soften the question to minimize the effect on them? Further, as the citation indicates that almost all of the sources used are US based; other countries practices must also be mentioned.

Selected Theses

After a thorough review, the following theses were selected for publication.

1. Challenges of Men to Participate in The Reduction of Gender-Based-Violence Against School Girls in Addis Ababa: the case of Gulele Sub-City Preparatory Schools: by Fanuel Debalkie
2. Gender and Access to Productive Resources: The Case of Mao People in Benshangul Gumuz National Regional state of Ethiopia: by Demesew Yigzaw
3. Women’s Participation in Leadership: The Case of Addis Ababa University: By Yania Seidmekiye
4. Psychological and Economic Experiences of Gulf States Returnee Ethiopian Women Domestic Workers: By Meskerem Mulatu
5. The Myth of Ideal Masculinity: Traits, Blood Revenge Practices and Their Impact on Women in Sebentera Kebele, Dabat woreda, North Gonder, Administrative Zone: By Jajaw Ambie
6. Marital Rape as a Human Rights Violation of Women in Ethiopia : A Case Study of Alumni Association of the Faculty of Law of Addis Ababa University and Ethiopian Women Lawyers Association(EWLA): By Kebkab Sirgew Gelaw

In selecting the theses, the following criteria were taken in to consideration.

- I. Clarity of research problem and link to the notion of gender
- II. Research objective
- III. Research question
- IV. Methodology
- V. Literature Review
- VI. Finding
- VII. Comprehensiveness
- VIII. Citation
- IX. Coherence of different aspects of the thesis (Title, Research problem, Research question, Research Objective, Methodology, Literature Review, and Finding)

The thesis selection table is annexed.

General remarks

After a thorough discussion was held on the papers, a general remark for consideration to the publication was given. It was stated that the purpose of the dissemination of the published book should be stated on the publication. Resizing the book by resizing the methodology, editing repetitions, and selecting few schools of thoughts for incorporation have been pointed. Having a native editor is also recommended to bring the originality of most of the contributions.

The publication should give emphasis on the finding of the research where a part of the literature review can be incorporated and must show its contribution versus other papers that are conducted.

Revising and resizing the literature review part and strengthening the recommendations per the comments given are also given as a remark. It was stated that considering raising the papers from page 25 should be seen so that the paper does not lose its essence. Bringing the substantive part in front of the publication is also recommended so that the paper would stand readable. Having Synopsis, Pictures data and a map that indicate the study area are also recommended.