



Terms of reference for hiring a consultant to conduct a training needs assessment for women in Mid-level careers

1. Introduction about EWiEn

Ethiopian Women in Energy (EWiEn) Association is a non-governmental and non-profit-making professional association working to empower women in the energy sector. EWiEn aspires to close the gender gap in the energy sector by strengthening women's roles as consumers, employees, and entrepreneurs through networking, spotlighting, advocating, mentoring, training, and more.

2. Background about the Assignment

In 2022, EWiEn conducted a gender mainstreaming study in the four main government entities: the Ministry of Water and Energy, Ethiopian Electric Power, Ethiopian Energy Utility, and Petroleum and Energy Authority. Below is the result of the gender mainstreaming study showing that women's participation in leadership roles is significantly lower compared to their male counterparts: 33.33% , 13.54%, 11.8%, and 26.6% of women share the leadership roles, respectively, by PEA, EEU, EEP, and MoWE.

EWiEn recognizes the low proportion of representation of women in the above four energy sectors. Hence, provision of capacity-building training to upgrade the leadership and management skills and knowledge of mid-level career women staff of MoWE, EEP, EEU, and PEA have been identified as one of the capacity-building interventions.

Leadership is about the interpersonal influence made by leaders on their followers through the communication process towards attainment of specified goals. It is neither a person nor a position; it is rather the result of complicated moral relationships between people, based on trust, obligation, commitment, emotion and a shared vision of the good.¹

While it is a proven fact that the meaningful participation of women in leadership positions is a key element to attain organizational goals, reasons related to personal, societal, and institutional factors hinder the participation of women. In general, barriers to women's progress towards leadership positions are categorized as societal, organizational, as well as individual ones. As a social factor, the glass ceiling and gender stereotypes are the main hindrance. Women also face societal challenges in terms of a lacking social network and a motivating and supportive environment to excel in their managerial positions.

Organizational obstacles are in relation to the discriminatory actions of selecting, hiring, and promoting taken against women that create difficult situations for them to step up to the decision-making or leadership positions.

¹ Harvard Ministerial Leadership Program (2019), Understanding Leadership.

The individual barrier is expressed by the fact that women are claimed to be not interested in excelling in their careers since the path to get to the leadership positions is full of hardships. Women are required to fight against the prevalent discriminations, typecasting, injustice, family demands, and lack of opportunities. In addition to that, little opportunity for education and employment, a lack of role models, and poor confidence have resulted in low academic performance and low experience of women in leadership positions².

Professional competence can be seen as the biggest difficulty for women leaders and delegates to become successful and achieve the career goals. Lack of competence means lack of mainly soft skills such as public presentation skills, negotiation and debating skills, leadership and management skills...etc¹

EWiEn, in collaboration with GIZ, Ethiopian German Energy Corporation Project, is planning to provide capacity-building training to upgrade the skills and know-how of the women professionals in the four energy sector organizations so that they could contribute to ensuring gender equality and to the respective organization's organizational development.

Therefore, to decrease the gender gap in leadership roles, the main objective of the training is to equip women's with skills and knowledge and boost confidence to excel in leadership. To know the leadership gap, the consultant will assess the skill gap and the need of mid-level professional women, and then based on the gap and need, a training curriculum will be designed to provide the tailor-made training to them that worked in MoWE, EEP, EEU, and PEA. Hence, this ToR is prepared to recruit and employ qualified and experienced consultant to assess the gap, with particular emphasis on enabling mid-level professional women.

3. Objective of the Assessment

3.1. Main Objective

The primary aim of the career development skill gap assessment for mid-level professional women is to enhance their ability to lead successful personal and professional lives. This will empower them to contribute to improving gender balance in leadership and management positions within their organizations.

3.2. Specific Objective

The consultant's specific objectives include:

- Skill Gap Exploration: Investigate the skill gaps among mid-level professionals in the energy sector.
- Curriculum Development: Create a training curriculum based on the results of the skill gap assessment.
- Trainer Specifications: Develop specifications for trainers to effectively deliver career development programs.

4. Target Trainee Beneficiaries for Skill Gap Assessment

² Meron Aragaw (2018), Women's Challenge in Leadership in Ethiopia.

The assessment will be implemented on mid-level professional women, those who are working in MoWE, PEA, EEP, EEU, women entrepreneurs, and EWiEN members. After identifying the skill gap, the consultant expected to develop tailer training curriculum for them to hold the top ladder.

The assessment will focus on mid-level professional women working in the following organizations (Meron,2018)

- Ministry of Water and Energy (MoWE)
- Power Engineering Agency (PEA)
- Ethiopian Electric Power (EEP)
- Ethiopian Electric Utility (EEU)
- Women entrepreneurs and
- Members of the Ethiopian Women in Energy Network (EWiEn)

Following the identification of skill gaps, the consultant is expected to develop a tailored training curriculum aimed at enhancing the professional and personal development of these mid-level career women, enabling them to pursue leadership roles.

5. Methodology

The detailed and appropriate methodology of the assessment is expected to be prepared as part of a technical document, and the details will be presented in the inception report once the contractual agreement has commenced with the selected consultant/consulting firm. It can employ both qualitative and quantitative methods of data collection and analysis. The data can be gathered from both primary and secondary sources. Primary data can be collected through key informant interviews (KII), focused group discussions (FGD), and so on. Secondary data's also important to assess the historical background of the community and other research outputs related to the community.

6. Expected Deliveries

The expected deliverables are the following:

- 6.1. Inception report;
- 6.2. Need assessment instrument;
- 6.3. Need assessment Report;
- 6.4. Develop tailor-made training curriculum/manual by including methodology, tools and guidelines for the training; training manual that contains the basic principles, techniques, experiences, challenges, local case studies and role models, and practical problems for exercise sessions;
- 6.5. Detailed training schedule for all the sessions; Prepare detailed program of the training with the topics to be covered and the time schedule for each of the sessions;
- 6.6. Develop specification of a trainer;

7. Qualification Requirements

7.1. Education

A minimum of an MA/MS.c in Management, Administration, Leadership, Construction Management, or any other field relevant to gender and leadership from a recognized institution. A certificate for training is an added value.

7.2. Experience

- 7.2.1. At least 5 years of work experience in gender leadership, management or administration and similar assignments;
- 7.2.2. Ability to render the training in the most professional, effective and efficient manner;
- 7.2.3. Experience of working with academic institutions, governmental organizations, etc.;
- 7.2.4. Experience in providing similar trainings in similar sectors is an added value.

7.3. Language and skills

- 7.3.1 Excellent written and spoken knowledge of the English and Amharic languages;
- 7.3.2 Strong knowledge and skills on leadership and management;
- 7.3.3 Certification in leadership training is an advantage.

8. Schedule of the assignment

The assessment expected to be finished within one month

Reporting

The curriculum development is expected to work closely with the staff of EWiEn to meet the objective of the assignment and shall report to the project manager or her representative. Progress reports have to be submitted via convenient media, including email. All the reporting, data compilation, and organization shall be in the English language.

9. How to apply

- 9.1. Consultant shall submit separate technical and financial proposals to EWiEn via email at career@ewien.org by 5:00 p.m. by November 25, 2024. Late quotes will not be accepted.
- 9.2. The financial proposal should describe the major cost items and the total amount of budget required in ETB.
- 9.3. EWiEn reserves the right to cancel this bid.