

AMHARA WOMEN, CHILDREN AND YOUTH AFFAIRS BUREAU & CVM



THE SOCIO-ECONOMIC SITUATION OF HOUSEMAIDS IN AMHARA REGION

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1. PRESENTATION

1.1. SUMMARY OF FINDINGS

- ❖ According to this study, the factors pushing housemaids into domestic work include low family income, orphanage, family conflict, educational failure and early marriage. Among these factors, low family income is the major one that pushes housemaids to domestic work. The study revealed that relatives, siblings, neighbours, brokers and housemaids themselves are fully involved in the domestic work process, but relatives are more actively involved in the process of domestic work than the other parties.
- ❖ Regarding respondents' enrolment into educational institutions, 38.5% of the respondents were enrolled in schools/colleges, whereas 61.5% were not.
- ❖ 46.2% are still children ranging between 11 and 20 years old, and 46.2% responded that they have been working as housemaids for 6-10 years.
- ❖ 61.5% of housemaids come from rural areas, whereas 36.5% are from urban areas.
- ❖ What characterizes and affects dramatically the profession of housemaid is the level of monthly income. They may not have salaries or in any case be insufficient to live a normal life and to be independent.
- ❖ The mean score of the income of respondents is 129.62 birr; the maximum salary is 360 birr and the minimum salary of the respondents is zero birr
- ❖ Most of the housemaids have the intention to move out of the country, Ethiopia. An average number of housemaids have also the plan to leave their work area for other places within Ethiopia. Besides, the housemaids enrolled in schools have stronger intentions to move to other places within Ethiopia than those who were not enrolled.
- ❖ Also the study identified that the sample housemaids in associations have sufficient knowledge about HIV/AIDS and how they can protect themselves from HIV/AIDS. They have acquired such knowledge about HIV/AIDS through training in associations as well as learning at school. Especially, the uneducated housemaids gained knowledge about HIV/AIDS from training.
- ❖ Housemaid associations play triple roles: awareness raising training on HIV/AIDS, educational material support and facilitation of contractual agreement to be made between the housemaids and employers.
- ❖ The study findings revealed that the major challenges of the housemaids to access education are low wages, burden of work, time constraints, and the educational fee. The opportunities are the existence of night school program and educational/stationery material support.
- ❖ It demonstrated that house maids working on a part time basis are paid, can access education and have time for study.
- ❖ It demonstrated that formal brokers are not common. And that in Debre Markos, legal brokers use selection criteria such as above 18 years of age, having an identification card, being healthy, but the broker in Chagni followed no criteria for selection. This implies that the criteria brokers use differs from place to place. The result of this study also pointed out that there are three types of housemaids, namely, full-time housemaids, part-time housemaids and housemaids living with relatives.

1.2. BACKGROUND

Although research and documents about female domestic workers are very limited in Ethiopia, domestic workers have been living and working for a long time among a large number of Ethiopian families with different economic and social conditions. In Ethiopian ancient literature, reference to female servants (or *gered* in Amharic) is found in various classic documents going back to the Old Testament. For instance, the 15th century manuscript of Psalms cited by Richard Pankhurst (1985) - in the narrative on King Solomon, stated about 'the female servants at his service' in the Palace of Queen of Sheba of Ethiopia.

Written documents dealing with servants/slaves as topical issues for discussion seem to have somehow increased in the 18th and 19th century social history of Ethiopia. For instance, Pankhurst wrote that countless women had served throughout the country as slaves or household servants. In the early 19th century Slave owning was quite common, and most well-to-do families would have many slaves, male and female, engaged in household chores. Likewise, Arnauld d'Abbadie (1980) stated that among the riches, the mistress of the house would spend much of her time lying on an *alga*, or bed, and perhaps spinning, while she directed the work to her many servants or slaves. Meanwhile, still another writer, (Krapf, 1943) recorded that many slave women were found at royal palaces. For instance, in the early 19th century, several hundreds of slaves, particularly females, were employed in each of Sahla Sellase's residences, at Ankobar, Angolala, Dabra Berhan and Qundi. Harris (1943) revealed the situation of the servant/slaves at Ankobar as follows:

The king's "household slaves, male and female," were said to have exceeded "eight hundred." Such women slaves were occupied in most of the duties that normally befell their sex, notably water-carrying, grinding of grain, the preparation of food and drink, and serving at table. There were about two hundred slave women at Ankobar who were engaged in supplying the king's household with water, and "at least" a hundred more in grinding flour, brewing alcoholic drinks, and making pepper sauce.

A common feature of the 19th century's description of female servants/slaves was to identify them by the type of household chores they were 'specialized' in. For instance, Krapf (1943), noted that there were three hundred King's 'grinding- women' and 'water girls' who carried "all the necessary water for the King's household". With regard to the 'water girls' Johnston (1949) noted about their social interaction, feelings and emotion as: "...noisy crowd of chatting, romping girls, with large jars slung between their shoulders by a leather belt, or rope ... across the breast. These 'water-girls' were the slaves of the Negus, and their chief employment consisted of this daily duty of carrying water from the stream to the palace at the summit of the hill . . . they supplied all water required for the use of the courtiers and guests, beside a body-guard of three hundred gunmen, all of whom are daily fed at the royal table."

The female servants/slaves engaged in cooking, preparing alcoholic and non-alcoholic drinks and other domestic chores were other group who specialized different types of household (Harris, 1943). There were also other groups of female servants who, in addition to the household chores, played important roles during the warfare. These were known as 'Camp-Followers'. They often prepared food for the troops at battlefield.

Sadly enough, in an earlier period, female domestic workers had been almost considered as slaves since they received little more than their subsistence, an occasional gift of clothes, and a very small number of amoles. Servants in Tegre, according to Pearce, as cited in Pankhurst (1976), were paid in salt, but were paid the equivalent of only three Maria Theresa dollars a year besides their upkeep. This, Pearce felt, was indeed the maximum they could judiciously be given, for, he declares: "I have often observed that, if though their faithfulness and attention to their master may fit to make them an addition to their pay, or any present, they become immediately ungovernable and insolent, the least indulgence spoiling them for good

servants.” When not so indulged they were, he says, “*very submissive*”, and “*never received anything from their master’s hand without bowing and kissing the article*” (Pankhurst, 1976).

Interestingly, the 1974 revolution might be taken as a turning point in the history of servants in this country. The pro-Marxist military government put domestic servants in the list of the oppressed and officially banned the use of the derogatory terms referring to servants (i.e. *gered* in Amharic for female servants and *ashker* in Amharic for male servants) (PGE, 1976). It was by this time that the now national idiom of *yebet serategna* (which literally translated in Amharic as domestic workers) came into being.

The Derg regime further introduced a system that allowed domestic workers to establish their own association with their assumed oppressed peers, mainly consisting of prostitutes, waitresses, bartenders, daily labourers etc. (Workers Federation of Ethiopia, 1979).

In the current government of Ethiopia, various measures have been undertaken by governmental and nongovernmental organizations. Associations of housemaids are today legal entities and policies and procedures are progressively recognizing them.

1.3. STATEMENT OF THE PROBLEM

Even if the background of this research shows how female workers are a constant presence throughout all the Ethiopian history, there isn’t any detailed study about the actual conditions of the domestic workers. In general, information about housemaids is quite absent. Thus, this research intends to fill this gap by studying the socio-economic condition of housemaids in some selected areas of Amhara Region.

1.4. CENTRAL RESEARCH QUESTION

This research project aims at answering the following question: What is the socio-economic situation of housemaids in selected zones of Amhara region?

1.5. OBJECTIVES OF THE STUDY

GENERAL OBJECTIVE

The overall purpose of this research project is to explore and investigate the socio-economic situation of house maids in Amhara Region.

SPECIFIC OBJECTIVES

The specific objectives of this research project are:

- Explore their age level, religion, geographical origin, economic conditions, family background and the different categories of housemaids, the impact of culture on becoming housemaids and if they have further intention to move in or out of the country.
- Explore the income earned by housemaids and the factors pushing females into domestic work, to understand the challenges and opportunities of accessing education as housemaids
- Identify the parties involved in domestic work process and the procedures that legal brokers follow in selection and employment, the role of housemaids’ groups in raising their overall awareness and their knowledge about HIV/AIDS

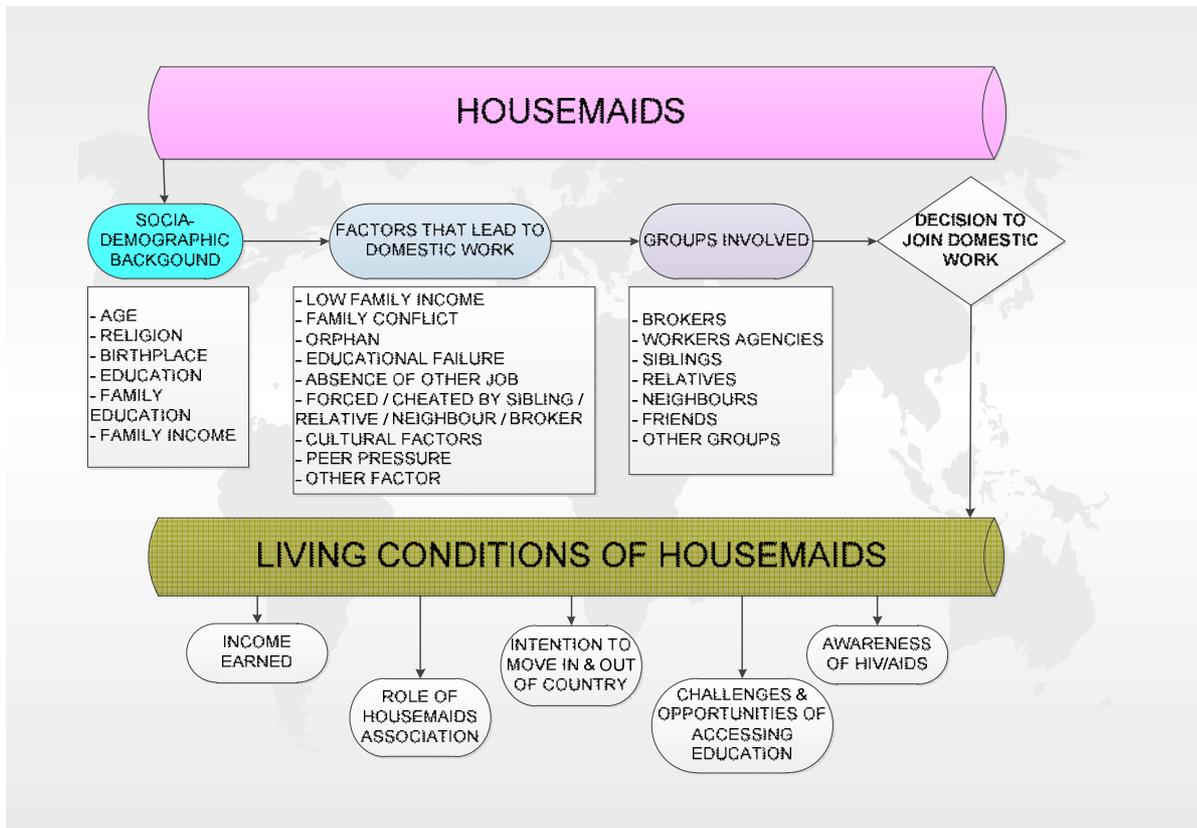
1.6. SIGNIFICANCE OF THE STUDY

As studies on households are few in Ethiopia, the study can serve as a source of information for development practitioners, policy-makers and development agents.

1.7. SCOPE OF THE STUDY

This study is not covering all domestic workers living in Amhara region. Thus, it targets the zones of: North Gondar, South Gondar, East Gojjam, West Gojjam, Awi and Bahir Dar city administration.

2. CONCEPTUAL FRAME WORK



3. RESEARCH METHODOLOGY

3.1. DESCRIPTION OF THE STUDY AREA

The Amhara National Regional State is one of the regional states in the Federal Democratic Republic of Ethiopia, “located between 9^o-13^o 45`N and 36^o-40^o30`E in North West Ethiopia”. With a moderately compact shape area of 161, 828.4 km², the region is bordered by four regional states, *inter alia*, Tigray in the North, Oromia in the South, Afar in the East, and Benshangul-Gumuz in the South West, and North Sudan in the North West (ANRS BoFED, 2010).

The region, with an estimated population of about 17.2 million according to the 2007 census, is composed of eleven zones that include Wag Himra, North Wollo, North Gondar, South Wollo, South Gondar, East Gojjam, West Gojjam, North Shewa, Oromia, Awi, and Bahir Dar special

zone, and 113 *Woredas* and 3,216 *Kebeles* (ibid). This research project did not embrace the whole areas of Amhara region; rather it is delimited to five zones such as North Gondar, South Gondar, East Gojjam, West Gojjam, Awi and Bahir Dar city administration. These zones were selected due the fact that these intervention areas are the one in which associations of housemaids, are available which allowed it easier to collect data and information.

3.2. RESEARCH APPROACH

The method that the researchers used for this study project is a mixed approach. This approach, according to Burke (2007), is the only one that fully juxtaposes or combines methods of different types (quantitative and qualitative) providing a more elaborated understanding of the phenomenon of interest (including its context) and, as well gaining a greater confidence in the conclusion generated by the evaluation of the study. Patton(2000) also stated that mixed method is the type of research approach in which researchers combine elements of quantitative and qualitative approaches (e.g., use of quantitative and qualitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration.

3.3. RESEARCH DESIGN

An Explanatory sequential design was utilized for this research project. The research project was predominantly a quantitative study. However, the quantitative data were supported by the qualitative data. Qualitative data were also used to generate information that could not be explored by the quantitative method.

3.4. POPULATION, SAMPLE AND SAMPLING TECHNIQUES

As shown in the population frame table below, the target population of the survey is 495. In social science research, taking 10% as a sample from the total population is quite logical and representative while the population is homogenous (Creswell, 2003). To this end, for this study, 52 respondents (10% of the total housemaids) were selected from 19 associations by using a proportional stratified sampling technique. Moreover, to select the research participants for the qualitative data, the researchers employed the non-probability sampling technique. Among the different types of non-probability sampling techniques, “Availability and purposive sampling techniques” were employed to select, respectively, 28 interviewees and 48 focus group discussants from the housemaid associations, and 19 interviewees and 22 focus group discussants not belonging to any housemaid association. Five key informants were also purposively selected by the researchers.

Population Frame Table

Zone	Names of Housemaid Associations	Town	Number of Housemaids
Awi	BiruhTesfa	Dangla	15
	EwuketBirhan	Adiskidame	10
	Kokeb	Kosober	10
	EdigetBehibret	Tillili	13
	NojiSokanten	Chagni	10
	EdigetBandinet	Gimjabet	15
West Gojjam	Addis Hiwot	Bure	10
	Birhan	FenoteSelam	20
	Lewtbehibret	Shindie	15
	Yenigatchora	Denbecha	10
	SiraLelewiut	Merawi	15
	BiruhTesfa	Durbete	10
South Gondar	TesfaHiwot	Debre Tabor	107
	Mastewal	Lay Gaint	30
North Gondar	Yechalal	Gondar	25
East Gojjam	MuluTesfaYederekEnjeraAkrbot YehibretSiraMahiber	DerbeMarkos	30
	SertenEnedeg	Debre Markos	10
	Melkam	DebreEyesus	25
	Yabebal	Kuy	25
	LewitMeshat	Dejen	30
	Mota 01	Mota	30
Bahir Dar City Admin	TanaKebele	Bahir Dar	30
Total			495

Source: Compiled from CVM documents (Nov. 2012)

3.5. DATA SOURCE AND DATA COLLECTION INSTRUMENTS

This study project employed both primary and secondary sources.

3.5.1. SECONDARY SOURCE

The secondary data sources were documents, periodicals, books and journals which supported the bodies of this study project, especially the background, statement of the problem and the methodology part.

3.5.2. PRIMARY SOURCE

As noted by Strauss and Corbin (1990), Creswell (2003), Kothari (2004), and others, every method has its own limitations. As a result, the use of different tools enables to overcome the limitations and, hence, the study used instruments such as questionnaire, interviews and focus group discussions, as briefly discussed below.

3.5.2.1. QUESTIONNAIRE

According to Creswell (2003), the aim of administering a questionnaire is to gain knowledge about the quantitative distribution of characteristics, attitudes and beliefs of the target group. It is also a cheap and quick instrument for collecting data. Thus, to get facts about housemaids, the researchers prepared questionnaire that included both closed ended and open questions. The

questionnaire was initially developed in English Language, and then translated to Amharic. It was administered for 52 housemaids.

3.5.2.2. INTERVIEW

The interview is one of the most commonly used data collection instruments. It is the most vital tool which allows the interviewer to interact with the society and extract depth, rich and detailed information on the problems (Creswell, 2003). It can be categorized into structured, semi structured and unstructured interview. According to Kitchin and Tate (2000) and Crang and Cook (2007), within semi-structured interview, questions are structured or standardized, but the researchers and participants set some broad parameters for discussion.

Thus, this study employed semi- structured interviews to support the quantitative data. A Semi structured interview was also used to extract in - depth information a challenges and accessing of education, types of housemaids and legal procedures that legal brokers follow to recruit housemaids. For these purposes, 47 participants were interviewed. Additionally, the study employed semi-structured interview for selected informants to extract supportive information about the issues. Hence, two brokers, one teacher and an informant working at CVM were interviewed. The semi-structured interviews, both with the target groups and with the key informants, were conducted in Amharic. With the consent of the participants, they have been recorded through note taking and tape recording.

3.5.2.3. FOCUS GROUP DISCUSSION

Focus group discussion is the best way to put people together with similar experiences or backgrounds to discuss a specific issue. Focus group discussion allows the discussants to express their opinion about a common point of understanding and to allow them to agree or disagree with each other's. As a result, it gives an insight into how a group understands a problem, the range of ideas about it, and the variation that exist in a particular group in terms of beliefs, experiences and practices (Crang and Cook, 2007). Accordingly to Kitchin and Tate (2000), a focus group discussion can be a useful supplement to one -to -one interview, as a source of validation for the researcher. This is the reason why, in order to cross-check and validates the data obtained via the above stated tools and to come up with a common understanding about the conditions of housemaids, the researchers facilitated focus group discussions with housemaids. To this effect, 9 focus group discussions were held and each discussion consisted in as an average of 6-8 persons. The discussions were conducted in Amharic language and the information recorded through note taking.

3.6. DATA ANALYSIS

The quantitative data collected from the survey respondents were coded, edited and entered in to SPSS version 19.0 software ¹ and were analyzed using descriptive statistics such as frequency, percentage and proportion. To examine the groups' socio-demographic characteristics and other features related to housemaids, chi-square and Spearman rho were utilized so as to test the statistical significance. For the qualitative data, the researcher employed a thematic qualitative data analysis. In this regard, the analysis and interpretation of the raw data involved four stages.

¹ **PSS Statistics** is a [software package](#) used for [statistical analysis](#). It is now officially named "IBM SPSS Statistics". Companion products in the same family are used for survey authoring and deployment (IBM SPSS Data Collection), [data mining](#) (IBM SPSS Modeler), [text analytics](#), and collaboration and deployment (batch and automated scoring services).

At the beginning, the raw qualitative data obtained from interviews, key informant interviews and focus group discussions were translated from Amharic to English; the raw data were then coded and organized on the bases of their dimension; the conditions of each dimension and category of data were interpreted. Following this, the description and classification of the raw data was made, and finally they were analyzed qualitatively. Lastly a triangulation was made between quantitative and qualitative data. During triangulation, the redundant information obtained from the qualitative data was eliminated.

4. FINDINGS AND DISCUSSION

This chapter presents the findings of the study. The findings are summarized and grouped into 9 major-sections. These are socio demographic characteristics of the respondents, factors pushing housemaids to domestic work, parties involved in domestic work process, monthly income of the respondents, intention to migrate within and out of country, awareness of the respondents about HIV/AIDS, role of housemaids associations, challenges and opportunities in accessing education, types of housemaids and legal procedures used by brokers to recruit housemaids.

Statistical tests have shown the relationship between socio demographic characteristics and the dependent variables such as factors pushing housemaids to domestic work, parties involved in domestic work process, monthly income, intention to migrate within and out of country and awareness about HIV/AIDS. Apart from the quantitative data, the qualitative data has been presented to explain awareness about HIV/AIDS, role of housemaid associations, challenges and opportunities in accessing education, types of housemaids, and legal procedures used by brokers to recruit housemaids.

4.1. SOCIO DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Housemaids are commonly young girls whose personal history brought them far from education, normal childhood and their own family. As it is clearly visible from the table 1 below, the 48.1% of them are between 21 and 30 years old and the 46.2% are still children ranging between 11 and 20 years old. Only a minority of them (3.8%) are between 31 and 40 year and even less are older than 1.9. This young age, together with their status of women, bring them to be particularly vulnerable. Starting to work as servants throw childhood has an impact on their interpretation of their own status and also on the “normalization” of their auto perception.

The data are still more significant if we consider the number of years spent in domestic work: 46.2% responded that they have been working as housemaids for 6-10 years; 32.7% said 1-5 years; and the rest 21.2% reported 10 years and above.

Due to their average young age, 69.2% of the respondents are single. To be single is however also the consequence of the status of housemaids. Their condition of isolation does not allow them to have contact with the outside society, to not have friends, to not have occasions to meet other people.

15.4% of them are divorced. In this case the domestic work started later, after the failure of a marriage, the difficulty to be admitted again in their families of origin, the lack of alternatives and income.

13.5% of the respondents were married, but insignificant numbers of them (1.9%) were widowed.

Regarding respondents' enrolment into educational institutions, 38.5% of the respondents were enrolled in schools/colleges, whereas 61.5% were not.

When we see analysis 9 their educational levels, 42.3% were in secondary schools; 23.1% and 21.2% were in primary and technical and vocational colleges respectively. 11.5% of the respondents were uneducated and the rest 1.9% were at preparatory schools.

Another interesting element of understanding is represented by the geographical background of housemaids. 61.5% of housemaids come from rural areas, whereas 36.5% are from urban areas. The predominance of rural women among housemaids is the consequence of the lack of economic opportunities in the most remote areas and lack of services. The phenomena of housemaid is so fully inserted in the more general trend of migrations from rural to urban areas and show how the decision to move in the town to work as a domestic is also a result of the expectations aroused by the urban life and facilities.

With regard to the religious and ethnic stratification of the respondents, the majority of them (96.2%) are Orthodox Christian and belonging to the Amhara Ethnic Group (84.6%). Only a few number (3.9%) are Protestants or from other Ethnic Groups-. Regarding the ethnicity, the majority of the respondents (84.6%) belonged to the Amhara Ethnic group and the rest 15.4% belonged to Awi.

The majority (50%) of respondents responded that their family source of income was agriculture, while 23.1% responded trade, and the rest 15.4% and 11.5% replied daily labor and government employment respectively. Concerning their family's educational level, the majority (82.7%) of the respondents said that their families were uneducated while the remaining 9.6% and 7.7% of them disclosed that their families were at secondary and primarily levels respectively.

Regarding family size of their employers, the majority (61.5%) responded that the family size of their employers was above 6, while 25% said that it was in a range of 3-5, and the rest 13.5% responded in a range of 1-2.

In the years 2008 - 2010, respondents' membership rate into housemaid associations was 26.9% for each year, whereas the rest 17.3% and 1.9% joined the housemaid associations in the years 2011 and 2012 respectively.

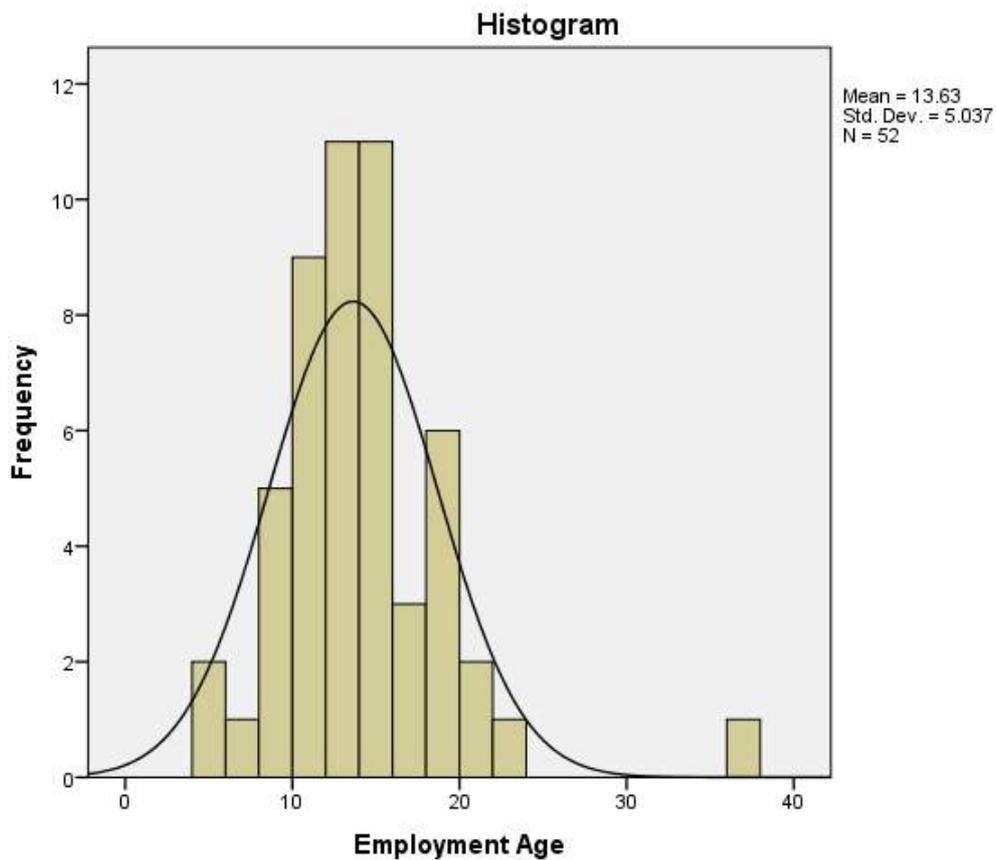
Table 1: Distribution of Socio-demographic Characteristics of the Respondents (n = 52)

	Characteristics	Frequency	Percent
Age	11-20	24	46.2%
	21-30	25	48.1%
	31-40	2	3.8%
	41 and Above	1	1.9%
Marital Status	Single	36	69.2%
	Married	7	13.5%
	Divorce	8	15.4%
	Widowed	1	1.9%
Enrollment in Gov. System	Enrolled	32	61.5%
	Not enrolled	20	38.5%
Educational Level	Uneducated	6	11.5%
	Primary	12	23.1%
	Secondary	22	42.3%
	Preparatory	1	1.9%

	Characteristics	Frequency	Percent
Geographical Origin	Technique and Vocational	11	21.2%
	Rural	33	63.5%
Religion	Urban	19	36.5%
	Orthodox Christian	50	96.2%
Ethnicity	Protestant	2	3.8%
	Amhara	44	84.6%
Family Source of Income	Awi	8	15.4%
	Agriculture	26	50.0%
	Trade	12	23.1%
	Daily Laborer	8	15.4%
Family Educational Level	Governmental Employee	6	11.5%
	Uneducated	43	82.7%
	Primary	4	7.7%
Year of Stay In Domestic Work	Secondary	5	9.6%
	1-5	17	32.7%
	6-10	24	46.2%
Family Size of Employers	Above 10	11	21.2%
	1-2	7	13.5%
	3-5	13	25.0%
	Above 6	32	61.5%

Source: Survey conducted by the researchers (Nov. 2012)

Figure 1: Employment age



Source: Survey conducted by the researchers (Nov. 2012)

4.2. FACTORS PUSHING HOUSEMAIDS TO DOMESTIC WORK

What makes young, Amharic speaking, Christian Orthodox girls become housemaids? Is the condition of housemaid a free choice or is it the result of compulsive not avoidable factors?

As shown in Table 2, half of the interviewed housemaids indicated the low family income as the main reason of their status. 23.1% reported that, being orphans, they had nobody that could take care of them and domestic work represented not only the opportunity to get an income but also a shelter. 13.5% mentioned conflict in the familiar environment. The number of respondents who joined domestic work due to misled information by individuals, due to educational failure and early marriage were 5.8%, 3.8% and 3.8% respectively. From the above results, we can deduct that low family income was identified as the main factor pushing the respondents to domestic work, whereas the failure of a marriage in young age and educational failure were found to be the least contributing factors.

Table 2: Factors Pushing Housemaids to Domestic Work

Factors pushing housemaids to Domestic work	Frequency	Percent
Low family income	26	50.0%
Family Conflict	7	13.5%
Orphanage	12	23.1%
Educational failure	2	3.8%
Being misled by individuals	3	5.8%
Failure of a marriage in young age	2	3.8%
Total	52	100.0%

Source: Survey conducted by the researchers (Nov. 2012)

4.2.1. THE ASSOCIATION BETWEEN FACTORS PUSHING HOUSEMAIDS TO DOMESTIC WORK AND SOCIO DEMOGRAPHIC CHARACTERISTICS

Pearson Chi-square analysis test was used to see if or not there are relationships between the dependent variables factors leading housemaids to domestic work and the independent variables socio-demographic characteristics of the respondents. The result in table 3 showed that there was no significant association between the dependent variables and the independent variables ($p > 0.05$).

Table 3: Factors Leading Housemaids to Domestic Work and Socio-demographic Characteristics

Socio-demographic Characteristics		Factors Pushing Housemaids to Domestic Work						X ²	p
		Low Family Income	Conflict	Orphans	Edu. Failure	Forced / Cheated	Early Mrg.		
Geo. Origin	Rural	17 (51.5%)	4 (12.1%)	7 (21.2%)	1 (3.0%)	2 (6.1%)	2 (6.1%)	1.696	0.899
	Urban	9 (47.4%)	3 (15.8%)	5 (26.3%)	1 (5.3%)	1 (5.3%)	0 (0.0%)		
Religion	Orthodox Christian	25 (50.0%)	7 (14.0%)	11 (22.0%)	2 (4.0%)	3 (6.0%)	2 (4.0%)	1.213a	0.944
	Protestant	1 (50.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)		
Ethnicity	Amhara	21 (47.7%)	6 (13.6%)	11 (25.0%)	2 (4.5%)	2 (4.5%)	2 (4.5%)	2.230a	0.816

Socio-demographic Characteristics		Factors Pushing Housemaids to Domestic Work							X ²	p
		Low Family Income	Conflict	Orphans	Edu. Failure	Forced / Cheated	Early Mrg.			
	Awi	5 (62.5%)	1 (12.5%)	1 (12.5%)	0 (0.0%)	1 (12.5%)	1 (12.5%)			
Family Source of Income	Agri.	13 (50.0%)	2 (7.7%)	7 (26.9%)	1 (3.8%)	1 (3.8%)	2 (7.7%)	21.466a	0.123	
	Trade	8 (66.7%)	4 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Daily Laborer	2 (25.0%)	0 (0.0%)	3 (37.5%)	1 (12.5%)	2 (25.0%)	0 (0.0%)			
	Govt. Employee	3 (50.0%)	1 (16.7%)	2 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
Family Edu. Level	Un-educated	23 (53.5%)	4 (9.3%)	10 (23.3%)	2 (4.7%)	2 (4.7%)	2 (4.7%)	10.144a	0.438	
	Primary	2 (50.0%)	2 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Second	1 (20.0%)	1 (20.0%)	2 (40.0%)	0 (0.0%)	1 (20.0%)	0 (0.0%)			

4.3. PARTIES INVOLVED IN THE DOMESTIC WORK PROCESS

The Domestic work process is quite complex and as the data collected show, very often it involves different parties.

44. 2% of the interviewed housemaids indicated their relatives as the most involved parties in their domestic work debut; in the 15.4 % of the case the same role was covered by their neighbors 15.4% of the respondents responded that they found the job through brokers.

13.5% of them found the job with the assistance of their respective siblings and the rest 11.5% of them found the domestic work by their selves. Thus, the main involved parties in the process of domestic work were relatives. However, other parties such as siblings, neighbors and brokers were also involved in the process of domestic work.

Table 4: Parties Involved in Domestic Work Process

Parties Involved in Domestic Work	Frequency	Percent
Siblings	7	13.5%
Relatives	23	44.2%
Neighbors	8	15.4%
Broker	8	15.4%
Myself	6	11.5%
Total	52	100.0%

Source: Survey conducted by the researchers (Nov. 2012)

4.3.1. ASSOCIATION BETWEEN PARTIES FACILITATING THE DOMESTIC WORK AND SOCIO-DEMOGRAPHIC CHARACTERISTICS

As indicated in table 5, the result of Pearson Chi-square test showed that there was no association between parties facilitating the domestic work and socio demographic characteristics of respondents ($p > 0.05$).

Table 5: Association between Parties Facilitating the Domestic Work and Background Variables of Respondents

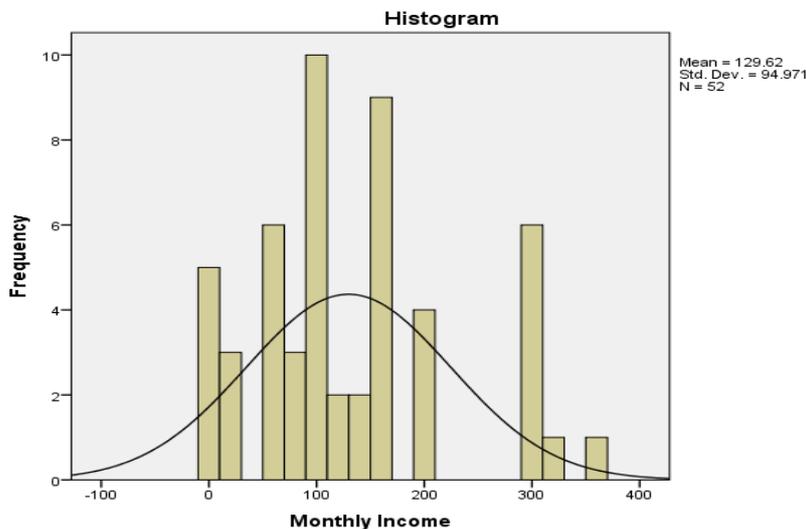
Socio Demographic Characteristics		Parties Facilitating Domestic Work					X ²	P
		Siblings	Relatives	Neighbors	Brokers	Myself		
Age	11-20	5 (20.8%)	7 (29.2%)	2 (8.3%)	6 (25.0%)	4 (16.7)	14.350a	0.279
	21-30	2 (8.0%)	14 (56.0%)	6 (24.0%)	2 (8.0%)	1 (4.0%)		
	31-40	0 (0.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	1 (50.0)		
	41 and Above	0 (0.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)		
Marital Status	Single	4 (11.1%)	17 (47.2%)	5 (13.9%)	6 (16.7%)	4 (11.1%)	15.351a	0.233
	Married	3 (42.9)	2 (28.6%)	1 (14.3%)	1 (14.3%)	0 (0.0%)		
	Divorce	0 (0.0%)	4 (50.0%)	2 (25.0%)	1 (12.5%)	1 (12.5%)		
	Widowed	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100.0%)		
Edu. Level	Uneducated	1 (16.7%)	3 (50.0%)	1 (16.7%)	0 (0.0%)	1 (16.7%)	12.009a	0.743
	Primary	2 (16.7%)	5 (41.7%)	1 (8.3%)	4 (33.3%)	0 (0.0%)		
	Secondary	1 (4.5%)	9 (40.9%)	5 (22.7%)	3 (13.6%)	4 (18.2%)		
	Preparatory	0 (0.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)		
	Technical & Vocational	3 (27.3%)	5 (45.5%)	1 (9.1%)	1 (9.1%)	1 (9.1%)		
Geo Origin	Rural	4 (12.1%)	16 (48.5%)	3 (9.1%)	6 (18.2%)	4 (12.1%)	3.301a	0.509
	Urban	3 (15.8%)	7 (36.8%)	5 (26.3%)	2 (10.5%)	2 (10.5%)		
Religion	Orthodox Christian	7 (14.0%)	23 (46.0%)	7 (14.0%)	7 (14.0%)	6 (12.0%)	4.680a	0.522
	Protestant	0 (0.0%)	0 (0.0%)	1 (50.0%)	1 (50.0%)	0 (0.0%)		
Ethnic Origin	Amhara	5 (11.4%)	18 (40.9%)	8 (18.2%)	8 (18.2%)	5 (11.4%)	4.565a	0.535
	Awii	2 (25.0%)	5 (62.5%)	0 (0.0%)	0 (0.0%)	1 (12.5%)		
Family Edu. Level	Uneducated	5 (11.6%)	20 (46.5%)	6 (14.0%)	7 (16.3%)	5 (11.6%)	9.613a	0.293
	Primary	2 (50.0%)	2 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)		
	Secondary	0 (0.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	1 (20.0%)		

4.4. MONTHLY INCOME OF THE RESPONDENTS

What it characterizes and affect dramatically the profession of housemaid is the level of monthly income. The salary may not exists or in any case be insufficient to live a normal life and to be independent.

As indicated in figure 2 below, the mean score of the income of respondents is 129.62 birr. It is also shown in figure 2 that the maximum salary is 360 birr and the minimum salary of the respondents is zero birr. It is also discernible from figure 2 that the mode score of the salary of the respondents was 100 birr.

Figure 2: Monthly Income of the Respondents



Source: Survey conducted by the researchers (Nov. 2012)

4.4.1. CORRELATION BETWEEN MONTHLY INCOME AND SOCIO-DEMOGRAPHIC CHARACTERISTICS

Spearman's rho Correlation analysis was undertaken to identify the relationship between the dependent variable (monthly income) and the independent variables (socio-demographic characteristics). The result as in table 6 showed that the dependent variable (monthly income) did not have significant relationships with the independent variables such as age, marital status, year of membership, educational level, geographical origin, religion, ethnicity, years of stay in domestic work, contract status and family size of employers. However, the monthly income of the respondents had a positive and direct relationships with their employment age ($\rho=0.520$) and contract status (ρ), and it had also a negative inverse relationship with enrolment conditions of the respondents ($\rho=-0.323$). From this analysis, it could be inferred that a woman starting her work as housemaid later than childhood would have a higher probability to earn a better salary. This analysis also showed that the signing of contract agreements has a positive impact on the salary conditions of the domestic work, but enrolling at school may have a negative consequence on the salary of the housemaids.

Table 6: Spearman's rho Correlations between Monthly Income and Socio-demographic Characteristics of the Respondents

	Socio-demographic Characteristics	ρ
1	Age & Monthly Income	-0.0180
2	Employment Age & Monthly Income	0.520(*)
3	Marital Status & Monthly Income	0.002
4	Educational Level & Monthly Income	0.113
5	Geographical Origin & Monthly Income	0.213
6	Religion & Monthly Income	0.169
7	Ethnicity & Monthly Income	0.075
8	Enrolment & Monthly Income	-0.323(*)
9	Year of Stay in Domestic Work & Monthly Income	-0.122
10	Family Size of Employers & Monthly Income	-0.248
11	Year-Association Member & Monthly Income	-0.079
12	Contract Status & Income	0.612(*)

* Correlation is significant at the 0.05 level (2-tailed).

4.5. INTENTION TO MIGRATE WITHIN AND OUT OF THE COUNTRY

As it shown in table 7, 48.1% and 65.4% of the respondents were interested to move in and out of the country respectively, whereas 51.9% and 34.6% had no intentions to move either in or out of country respectively. According most of the respondents had intended to move out of Ethiopia and almost an average number of them had the plans to move to other places of Ethiopia.

Table 7: Intention of the Respondents to Move in and out of the Country

	Intention to Move within Ethiopia		Intention to move out/cross borders	
	Frequency	Percent	Frequency	Percent
YES	25	48.1%	34	65.4%
NO	27	51.9%	18	34.6%
TOTAL	52	100.0%	52	100.0%

Source: Survey conducted by the researchers (Nov. 2012)

4.5.1. ASSOCIATION BETWEEN RESPONDENTS' INTENTION TO MOVE WITHIN AND OUT OF THE COUNTRY AND SOCIO-DEMOGRAPHIC CHARACTERISTICS

Pearson chi-Square test was also used to examine whether there is a significant association between the respondents' intention to move in and out of the country and socio-demographic characteristics. Hence, as indicated in table 8, the intention of migration within the country is prevalent and significantly associated with enrollment status of the housemaids ($X^2 = 4.254$, $p = 0.039$). That is, respondents enrolled in schools had more intention to migrate to other areas of Ethiopia. However, there was no significant association between intention to move within and out of country and the socio-demographic characteristics of respondents.

Table 8: Association between Intention to Move within and out of the Country and Socio-demographic Characteristics of Respondents

Socio Demographic Characteristics		Intention to Move in		X ²	P	Intention to Move out		X ²	P
		YES	NO			YES	NO		
Age	11-20	12 (50.0%)	12 (50.0%)	1.285a	0.733	16 (66.7%)	8 (33.3%)	1.926a	0.588
	21-30	11 (44.0%)	14 (56.0%)			15 (60%)	10 (40%)		
	31-40	1 (44.4%)	1 (55.6%)			2 (100.0%)	0 (.0%)		
	> = 41	12 (50.0%)	1 (50.0%)			1 (100.0%)	0 (.0%)		
Marital Status	Single	14 (38.9%)	22 (61.1%)	4.493a	0.213	24 (66.7%)	12 (33.3%)	0.795a	0.851
	Married	5 (71.4%)	2 (28.6%)			4 (57.1%)	3 (42.9%)		
	Divorced	5 (62.5%)	3 (37.5%)			5 (62.5%)	3 (37.5%)		
	Widow	1 (100.0%)	0 (.0%)			1 (100.0%)	0 (.0%)		
Edu. Level	Un-Edu.	4 (66.7%)	2 (33.3%)	3.474a	0.482	5 (83.3%)	1 (16.7%)	4.805a	0.308
	Primary	7 (58.3%)	5 (41.7%)			10 (83.3%)	2 (16.7%)		
	Second.	9 (40.9%)	13 (59.1%)			12 (54.5%)	10 (45.5%)		
	Prepar.	1 (100.0%)	0 (.0%)			1 (100.0%)	0 (.0%)		
	Tech & Vocation	4 (36.4%)	7 (63.6%)			6 (54.5%)	5 (54.5%)		
Geo Origin	Rural	14 (42.4%)	19 (59.4%)	1.156b	0.282	23 (69.7%)	10 (30.3%)	0.742b	0.287
	Urban	11 (57.9%)	8 (42.1%)			11 (57.9%)	8 (42.1%)		
Religion	Ortho Christian	24 (48.0%)	26 (52.0%)	0.003b	0.956	33 (66.0%)	17 (34.0%)	0.218b	0.641
	Protest.	1 (50.0%)	1 (50.0%)			1 (50.0%)	1 (50.0%)		
Ethnic Origin	Amhara	21 (47.7%)	23 (52.3%)	0.014b	0.906	29 (65.9%)	15 (34.1%)	0.035b	0.852
	Awi	4 (50.0%)	4 (50.0%)			5 (62.5%)	3 (37.5%)		
Enroll	Enrolled	6 (30.0%)	10 (70.0%)	4.254b	0.039	16 (80%)	4 (20%)	3.067b	0.080
	Not enrolled	19 (59.4%)	17 (40.6%)			18 (56.3%)	12 (43.7%)		
Years in Dom Work	1-5	8 (47.1%)	9 (52.9%)	0.073a	0.964	10 (58.8%)	7 (41.2%)	0.653a	0.721
	6-10	12 (50.0%)	12 (50.0%)			17 (70.8%)	7 (29.2%)		
	> 10	5 (45.5%)	6 (54.7%)			7 (63.6%)	4 (36.4%)		
Family Source of Income	Agri	10 (38.5%)	16 (61.5%)	6.484a	0.090	17 (65.4%)	9 (34.6%)	0.963a	0.810
	Trade	6 (50.0%)	6 (50.0%)			8 (66.7%)	4 (33.3%)		
	Daily Laborer	7 (87.5%)	1 (12.5%)			6 (75.0%)	2 (25.0%)		
	Govt. Empl	2 (33.3%)	4 (66.7%)			3 (50.0%)	3 (50.0%)		
Family Edu. Level	Un- Edu	21 (48.8%)	22 (51.2%)	0.147a	0.929	29 (67.4%)	14 (32.6%)	1.667a	0.434
	Primary	2 (50.0%)	2 (50.0%)			3 (75.0%)	1 (25.0%)		
	Second.	2 (40.0%)	3 (60.0%)			2 (40.0%)	3 (60.0%)		
Family Size of Empl	1-2	3 (42.9%)	4 (57.1%)	1.092a	0.579	4 (57.1%)	3 (42.9%)	1.092a	0.579
	3-5	6 (46.2%)	7 (53.8%)			10 (76.9%)	3 (23.1%)		
	> 6	16 (50.0%)	16 (50.0%)			20 (62.5%)	12 (37.5%)		
		16 (50.0%)	16 (50.0%)			20 (62.5%)	12 (37.5%)		
Year- Assoc. Member	2001	3 (21.4%)	11 (78.6%)	8.857a	0.065	6 (42.9%)	8 (57.1%)	6.099a	0.192
	2002	6 (42.9%)	8 (57.1%)			9 (64.3%)	5 (35.7%)		
	2003	8 (57.1%)	6 (42.9%)			10 (71.4%)	4 (28.6%)		
	2004	7 (77.8%)	2 (22.2%)			8 (88.9%)	1 (11.1%)		
	2005	1 (100.0%)	0 (.0%)			1 (100.0%)	0 (.0%)		
Contract Status	Have contract	5 (38.5%)	8 (61.5%)	0.642b	0.423	8 (61.5%)	5 (38.5%)	113b	0.736
	No Contract	20 (51.3%)	19 (48.7%)			26 (66.7%)	13 (33.3%)		

4.6. AWARENESS ABOUT HIV/AIDS

Housemaids have finally been recognized and included in Most At Risk Populations (MARPs); their level of vulnerability to HIV/AIDS is strictly connected with the fact that they are women, with their status of isolation, and poor level of education. One of the specific objectives of this research was to explore the level of awareness about HIV/AIDS transmission and also the basic principle of prevention.

As it is presented in table 9 below, all the respondents reported that they are aware of the presence of HIV/AIDS. They also revealed that HIV/AIDS is transmitted through both unsafe sex and with blood contamination. To the question “How can one protect himself/herself from HIV/AIDS?” all the respondents replied that abstinence from sexual intercourse, being faithful to a partner and using condom are means of protection from HIV/AIDS. All (100%) of the respondents reported that they have acquired knowledge about HIV/AIDS from training and 88.5% said that they have acquired knowledge about HIV/AIDS also from schooling. From the result of table 9, one can conclude that the knowledge of the respondents about HIV/AIDS was generally high. In addition to the quantitative data obtained from the questionnaire, focus group discussions held with sample housemaids similarly proved that the study’s participants’ knowledge about HIV/AIDS was sufficient.

Table 9: Awareness of the respondents about HIV/AIDS

n.		Frequency(N=52)	Percent
1	Awareness about HIV/AIDS		
	Yes	52	100%
	No	0	0.0%
2*	Ways of transmission of HIV/AIDS		
	Unsafe sex	52	100%
	Blood contamination	52	100%
3*	Means of protection from HIV/AIDS infection		
	Abstinence from sexual intercourse	52	100%
	Being faithful to one’s partner	52	100%
	Using condom	52	100%
4*	Ways of obtaining Knowledge about HIV/AIDS		
	Taking training	52	100%
	From school	46	88.5%

*Multiple Responses Source: Survey conducted by the researchers (Nov. 2012)

4.6.1. RELATIONSHIP BETWEEN MEANS OF OBTAINING KNOWLEDGE ON HIV/AIDS AND EDUCATIONAL LEVEL OF RESPONDENTS

As indicated in table 10 below, there was a strong relation between the different ways of obtaining knowledge about HIV/AIDS and educational level of the respondents ($p=0.000$). That means the uneducated respondents acquired knowledge about HIV/AIDS from training only, while the educated girls gained knowledge from both training and schooling. In this regard, one of the uneducated interviewees revealed that:

Case 1

I have worked as a housemaid for 10 years. Before I took trainings on HIV/AIDS, being a member of the housemaid association, I had not had a good deal of awareness about how I can protect myself from HIV/AIDS. After the training, however, I arranged my own needle, scissors and razors because I have now understood that HIV/AIDS can be transmitted through the use of sharp materials if contaminated.

Regarding the educated ones, some of the focus group discussants stated that they had already prior knowledge about HIV/AIDS from schooling. The information collected from the other 3 focus group discussions conducted on housemaids who were not members of the association, showed that housemaids enrolled in schools have knowledge about HIV/AIDS. One of the interviewees also strengthened this as follows:

Case 2

I am not a member of any housemaid association. I got knowledge about HIV/AIDS while my teacher taught me Social Studies course. I know how I can protect myself from HIV/AIDS. I can do so by abstaining myself from sexual intercourse and by not sharing sharp materials with other people.

Table 10: Association between ways of obtaining knowledge about HIV/AIDS and Educational level of respondents

Background Characteristic		Ways of obtaining knowledge about HIV/AIDS			
		Taking Training	Learning at School	X ²	P
Education Level	Uneducated	6 (100.0%)	0 (0.0%)	52.000a	0.000
	Primary	12 (100.0%)	12 (100.0%)		
	Secondary	22 (100.0%)	22 (100.0%)		
	Preparatory	1 (100.0%)	1 (100.0%)		
	Technical and Vocational	11 (100.0%)	11 (100.0%)		

4.7. ROLES OF HOUSEMAID ASSOCIATIONS

Table 11: The Roles of Housemaid Associations

*	Roles of Housemaid Association	Frequency(N=52)	Percent
	Awareness creation about HIV/AIDS	52	100%
	Educational Material Support and health expense coverage	5	9.6%
	Enabling housemaids to have contract agreement with employers	12	23.1%

*Multiple Responses

Source: Survey conducted by the researchers (Nov. 2012)

Besides, some of the focus group discussants stated that the contract agreements have entitled them with a better choice of alternatives. In this regard, the following interviewees explained the advantage of having contract agreement as follows:

As indicated in table 11, the entire respondents confirmed that they had the opportunity to receive awareness creation trainings on HIV/AIDS through the association itself. This data, thus, showed that housemaid associations played a significant role in raising awareness on HIV/AIDS. In a similar vein, data gathered from 6 focus group discussions confirmed that housemaid associations have offered trainings on HIV/AIDS. Likewise, one of the key informants working in CVM supports this information in another manner as follows:

CVM has supported BoWCYA to train members of housemaid associations on HIV/AIDS. The members have taken trainings on HIV/AIDS for a couple of times in a year. I believe that the training has enabled them to protect themselves from HIV/AIDS.

As shown in table 11, 9.6% of the respondents agreed that housemaid associations provided educational material support and health expense coverage. From these figures, we can deduce that housemaid associations provided educational material support as well as health expense coverage. Similarly, all the interviewed members of Sira Lelewiut, Addis Hiwot, Kokeb and Ewuket Birhan, housemaid associations confirmed this kind of support. Concerning this, one of the key informants working for CVM in Awi Zone Project explained that:

The organization I work for has provided 80,000 birr for two housemaid associations in different Woredas. As a result, the associations have opened shops. In order to meet the purpose of these income generating activities, the profit collected from the shops is not distributed to the housemaids; rather it is used to cover educational materials and health expense needs of the members.

From table 11, 23.1% of the respondents agreed that housemaid associations enabled them in obtaining written contract agreements with their employers through a process of facilitation. The focus group discussants revealed that they made contract agreement with their employers after they had become members of housemaid associations because the Bureau of Women, Children and Youth Affairs did a lot to take the initiation and facilitation of the contract agreements between the housemaids and their respective employers. Besides, some of the focus group discussants stated that the contract agreements have entitled them to a better choice of alternatives. In this regard, the following interviewees explained the advantage of having contract agreement as follows:

Case 3

Since the contract agreement clearly sets my duties and responsibilities, I have no much fear to discuss issues related to salary and schooling. The good thing is that they have not ever forbidden me from going to school though I have some more domestic chores to do.

Case 4

I am a member of Kokeb housemaid association from the year 2009. By then, one of the workers of Women, Children and Youth Affairs Office went into my employer's house along with me. Then, he talked to them about the issue of contract agreement. Finally, my employer and I signed the contract agreement. As the contract agreement clearly puts our duties and responsibilities, I feel no more scared about my employer, and for that matter, I speak with them about my interest like, for instance, about my salary. Moreover, unlike before, even if I have a domestic work I should complete before schooling time, they could not prevent me from going.

Similarly, as shown in table 6, contract agreement had a positive direct relationship with the salary of the respondents ($\beta=0.520$). Thus, the housemaid associations have worked for the economic benefits of the housemaids by facilitating the signing of contract agreements between housemaids and employers.

4.7.1. CHALLENGES AND OPPORTUNITIES OF ACCESSING EDUCATION

Housemaids have shown strong zeal to access education, however, their interest to access education is curtailed by different factors. Below are the challenges and opportunities that housemaids have confronted, as the study findings pinpointed.

4.7.1.1. CHALLENGES OF ACCESSING EDUCATION

4.7.1.1.1. LOSING WAGES

Case 5

An interviewee from Dejen town: It has been six years since I have started working as a housemaid. I have completed grade 10 by working as a housemaid, but I could not go beyond, as this demands school fees increase more than ever. For six years I served as a domestic worker without receiving my wage, even for a month. My parents received and used it for themselves. I have started getting money only after I became a member of the housemaids' association, where my colleagues and I have started producing and selling modern stoves.

Losing wage is one of the obstacles to the housemaids' schooling. In line with this, the focus group discussants revealed that when they joined school, their employers refused to pay their monthly wages in order to compensate additional expense that their education might incur. The employers sometimes make another deal with the housemaids, which may oblige housemaids to lose their wages. Lack of money, the employer's lack of interest to pay wages when their housemaids manifest the interest to start schooling, and inability to fulfill the basic needs hinder their dream to access education. The experience of the following interviewees and focus group discussants explains the situation as follows:

Case 6

An interviewee from Kuy: My parents passed away while I was a child, leaving me helpless in the rural area. I had no one to live with. Then, I became a cow keeper whereby my teacher got me and brought me to Debre Markos to live with his mother. I started again schooling in Debre Markos serving as a housemaid of my former teacher's mother. I have attended school up to grade 4. Unluckily, the old woman got retired and she fell short of money to cover my school expenses. I did not want to quit my education, so I looked for another housemaid work. I succeeded in getting a new employment as well for my project of education, up to grade 8. The family where I started working was not an extended family, but a husband and a wife, where the wife was working in the rural area. I worked for some time, but one day, I was 14 by then, I get pregnant from the man without my willing. I had no knowledge if or not I was pregnant until four months. Once I recognized that I was pregnant, I decided to go to Debre Markos Hospital where I could abort, but they told me that it was impossible as it was above three months. Knowing that I was pregnant, my employer (the man) used a pretext to fire me, blaming me for having stolen some gold. He didn't give me my monthly wage. I managed to get a work as a daily laborer and I brought up my child. Then, I married a man who was a daily laborer like me, from whom I gave birth to a male baby. Also this man denied me when I gave birth to my second child. Now I am a mother of two children and I am working as a part-time housemaid. Both my kids and I are free from HIV/AIDS. I am still very eager to continue my schooling, but I failed to do so since I was unable to cover my school fees.

Case 7

I used to earn 100 birr per month before I started schooling. But after I joined school, my employers refused to pay me my monthly wages. Now, I am suffering because I have no money to buy clothes, shoes and other materials that I need. As a result, I am planning to quit my education at the end of this year.

4.7.1.2. WORK BURDEN

Domestic work load is the other bottleneck which restricts housemaids from schooling. The routine domestic work and the quantity of tasks that the housemaids are supposed to carry out are usually very heavy. This affects the performance of them at school as well the capacity to regularly attend their classes. Employers usually do not show willingness to ease the work burdens for the benefit of housemaids' education. Concerning this, one of the interviewees stated as follows:

Case 8

I am a grade 6 student. I always face a heavy work burden. Consequently, my academic performance became below standard. When I sit to attend class, I usually feel sleepy. This is because I always go there being entirely exhausted by the domestic work. Last year, I failed to be promoted to grade 7. If I fail this year, I will be forced to quit schooling, and I will wait until things become convenient for me.

Case 9

I am a full time housemaid, paid 150 birr per month. My employers are family like, allowing me to attend school during day-time, and I am a 9th grader now. They are happy to send me to school and to our housemaids' association too. The only problem I am facing is the fact that the domestic work load is taking much of my time; as a result, I seriously fall short of time to study and do my assignments, which has a detrimental impact on my academic achievement. And my performance has become lower and lower.

Similarly, a key informant interview held with an officer of Women, Children and Youth Affairs in Dembecha, West Gojjam confirms the words of the above interviewees:

When I was a teacher, I used to read their feelings from their face. While teaching in evening class, they looked exhausted and usually came with undone assignments. I knew that it was due to the workloads and different challenges. As a result, many quitted their schooling as they failed to withstand the challenges.

Likewise, the focus group discussants explained that even though the problems of housemaids is multifaceted and deep rooted, domestic work burden is one of the most severe bottlenecks hindering their effort to continue education.

4.7.1.3. TIME CONSTRAINT

According to the focus group discussants, lack of time to study is another problem that affects their education. The following cases further strengthen time constraint as a factor hampering housemaids' academic performance.

Case 10

I am a grade 9 student. I am working throughout the day without any rest. I don't have time to study. Sometimes, I am inclined to stop my education because I know that I could not be successful in my education under this circumstance.

Case 11

I am from the rural community of Sekella Woreda in West Gojjam Zone. I came to Shindi as a baby sitter in my aunt's house. Though I do not have monthly wage, my aunt is fulfilling the necessary stationery materials and uniforms for schooling, and I am happy with the access I got, but my problem is time constraint. From grade 1-5, for instance, I used to stand 1st to 3rd, but after that my result has decreased. I know where my weak side lies - I do not allot ample time and do not study the programme. This is due to the time constraint the domestic workload has brought about. When I became a grade six student, I ranked 5th which was uncommon for me. This shows that my performance is decreasing.

The above interview results demonstrates that even though housemaids are committed to tolerate the low wage they earn per month, they do not want to compromise the factors that are going to constrain their education. They migrate to the cities due to different factors, among which, lack of access to education is one. They start domestic work to enjoy the opportunity they missed in the rural area, among which education can be one, but after employment they are usually busy with domestic work to fulfil their wishes and plans. Unless they finish the routine domestic work, they won't move on to their lessons. As a result, many of them fall short of time to deal with their lessons, and finally end up being unsuccessful in achieving their objectives.

4.7.1.4. EDUCATION FEE

Some of the focus group discussants stated that the technical and vocational college fee is very expensive. Most of the housemaids who completed grade 10 manifested their wish to join Technical and Vocational Colleges in the extension program, because these appear to be the schools that can provide them alternative skills as well for future perspectives of work. However, the fees are higher than their paying capacity, thus they usually cannot achieve their personal objectives. In general, the housemaids' low income, the precariousness of their existence, the incertitude on the real monthly wages and the difficulty to plan for themselves affect their capacity to afford the expenditures connected to schooling.

The following interviewees stated the condition as follows:

Case 12

I came from the rural area of Motta. Having failed to cover my school expenses, I started domestic work in 2003 and continued for three years until I completed grade 10. I would have liked to pursue my education in a technical and vocational college, but I discovered that the monthly fee was beyond my capacity. Upon completion of grade ten, I started to work in a cafe for a monthly wage of 200 birr. Side by side, I started part-time housemaid work and used to earn 225 birr. This was not even enough to cover the college fees I wanted to join.

Case 13

An interviewee from Fenoteselam, West Gojjam, explained: I became a housemaid when I was in grade seven 2007 since I lost my parents. Currently, I am a student in Fenoteselam College studying Cooperative Accounting. I used to be a fairly good performing student and that is why I joined preparatory school, but I failed to join university. The work burden, coupled with my health problems, made me fail. When I was in grade 9&10, I used to perform well since I was not a heavy work load but later as survival is important and had to take priority had to spend much of my time for domestic work. I work in four houses and earn 400 birr per month, out of which 280 birr is allocated for house rent and college fees. I use only 120 birr for my living expense. I do pay 180 birr for my college fee but if I fail to pay on the exact day, I will be penalized. My income is not constant or guaranteed, so I usually pay late with penalty. I tried to ask for 50% discount as I am orphaned, with no one to help me; I have not yet got any solution.

4.7.2. OPPORTUNITIES OF ACCESSING EDUCATION, BEING HOUSEMAIDS

4.7.2.1. THE EXISTENCE OF NIGHT SCHOOL PROGRAM

The existence of night school program in most areas of North-Western Amhara is a good opportunity in creating access to education for housemaids. In this regard, the focus group discussed revealed that, due to the nature of their job, they could not go for schooling in the regular program, whereas the evening programme could allow them some opportunity. In line with this, one of the interviewees shared her experience as follows:

Case 14

As I am a housemaid, I have to clean the house, prepare food, wash clothes and do other domestic routines. These household tasks should be accomplished during day time. If I prepare food at night, it will get spoiled next day and may pose health problem on the family. Hence, the nature of my job does not allow me to attend schooling in the regular day time program. The only alternative I had was to get enrolled in the evening programme.

Case 15

I am from the rural kebeles of Debre Markos. Upon the death of my father, my mother got married to a man who became my step-father. Because we could not understand each other, he fired me out of the home, and I came to Debre Markos. Then, I was employed as a housemaid at the age of 15, with the help of a broker. I worked for five years for a man who was a bachelor. My monthly wage was initially 10 birr, but now it is 60 birr. He promised to marry me; I had sexual relations with him willingly, and later got pregnant. When the pregnancy became seven months, he created a pretext and advised me to go to my mother and bear there. I gave birth to a male baby, and later, he refused to take me back. I stayed with my mother for some years until my baby grows. Later I came back to Debre Markos looking for a housemaid work. Currently, I am earning 150 birr, and I am learning in the evening program, too. I am also a member of a housemaid association established by Women, Children and the Youth Affairs Office. I also took trainings which made me know my duties, responsibilities.

EDUCATIONAL/STATIONERY MATERIAL SUPPORT

Interviewees and focus group discussants stated that CVM provided them educational material support. Besides, there are some employers who do fulfil stationery materials, including uniforms for their housemaids. The following experiences of the interviewees help disclose the situations further:

Case 16

As I am a student, I am working in my employer's house with no salary. Although my employer agreed to cover my educational expenses, she does not fulfil all I need. As a result, I faced problems of getting exercise books, pens and other educational materials. However, after I became member of Ewiket Birhan housemaid association, CVM supports me with the necessary educational materials that I need.

Case 17

I am from kebele 09 of Debre Markos. I joined domestic work in order to get access to education as my parents had no the capacity to cover the necessary stationery materials that I need in the course of my schooling. I am now in grade one; it was via my relatives that I met my employers. They do not pay a monthly wage, but they merely fulfil stationery materials and uniforms I need for my education. I am a member of housemaids association which also supports me with materials and by giving trainings. I have, for instance, taken training on HIV/AIDS, which has made me know what it is and how to prevent it.

The information we get from the above two interviews tells us that there is support for housemaids through the associations. They, for instance, explained that they received support of stationary materials such as pens, pencils, exercise books etc. from CVM. Some also facilitates the permission from their employers to go to school. To this end, one can understand that these groups of housemaids are receiving some support

4.8. PROCEDURES USED BY BROKERS TO RECRUIT HOUSEMAIDS

For our purpose, we have classified brokers into formal and informal. When we say formal brokers, it is to refer to those who are licensed and working in line with the rules and regulations of the Ministry of Labour and Social Affairs, whereas the term “informal broker” is used to refer to those

who do not comply with this, and those who are unlicensed. Below are interviews conducted with brokers working in Debre Markos and Chagni, which may help strengthen the contextual division we have given.

It has been 17 years since I started working as a broker. My agency is named Markos Broker Work Agency. In 2002, I get a license and started the work officially. I have prepared my own form bearing a photo of me, the addresses of the employer and the employee. But now, we are working in conformity with the proclamation issued by the Ministry of Labour and Social Affairs. Housemaids are one of our focus areas. We promote our agency via business cards, and sometimes, job seekers themselves come to our office getting information from others. Those who come from the rural areas are usually exploited by illegal brokers. Late come to our office. Regarding commission, we do not receive money from the housemaids, rather from the employers. We give a credit amounting to 20 birr if they do not get employed for more than two or three days. For those who are interested to get employed in hotels to wash glasses, the monthly wage is 150-200 birr. We also have a role to facilitate on the amount of wages a housemaid is paid. We first ask how much she expects to be paid, and we also ask the employer how much to pay. Then, we show the employer and the employee prior contract of employment documents, and at last, we make both parties enter into a contract. The following are the criteria we brokers use while recruiting housemaids:

- ❖ *A girl/woman above 18.*
- ❖ *They must have an Identification card.*
- ❖ *They must be fully healthy.*
- ❖ *Blind girls/women are not considered.*

A broker in Chagni said that: *we do not have any criteria to recruit; we merely consider their interest*". From this information, we can understand that in the process of housemaids' employment, formal brokers are not common. They themselves explained that formal brokers are common in big cities, and we found them only in Debre Markos and Chagni.

4.9. TYPES OF HOUSEMAIDS

For the purpose of our study, we classified housemaids into three categories i.e. full-time housemaids, part-time housemaids and housemaids living with relatives. However, previous knowledge about housemaids merely focused only on full-time housemaids, and the terms we used to name them may not exactly fit.

4.9.1. FULL TIME HOUSEMAIDS

Though there are no clear and distinct definitions for the three types of housemaids, the researchers have contextually defined them as: a full-time housemaid is one who works in someone's house as a domestic worker and lives together with the household to work on full time basis. Full-time housemaids have either contract or non-contract agreement with their respective employees. In this juncture, the focus group discussants revealed that full time housemaids who have contract agreement have a better living conditions than those who have no contract agreement. Some of the advantages of having a contract agreement include monthly salary, can negotiate with their employers regarding salary increment, access to school, and joining monthly meetings of housemaid associations regularly.

The focus group discussions also housemaids stated that there is a difference in salary based on having and not having guarantor. As most of the housemaids have no relatives in the area where they, they have no guarantors. However, the employees are interested to hire housemaids who have

guarantors. Although these guarantors are not legally recognized, it is a common practice that housemaids should come up with someone who will be responsible for them, if they pose problems like theft. The employees believe that if their respective housemaids escape somewhere by stealing some of their properties, they would make the guarantors responsible to pay back their lost belongings. The employers who hire housemaids without guarantors commonly set salary with the housemaids below the normal wage as a compensation for taking advantage of the above risk. One of the focus group discussions from *Nifas Mewcha* revealed this situation as “my salary is 40 birr per month. I am unfortunate not to get a guarantor. If I had had a guarantor, I could have earned a monthly salary of 150 birr just like others”.

4.9.2. PART-TIME HOUSEMAIDS

Unlike full-time housemaids, part-time housemaids are not living together with their respective employees, and they are working only some hours per day. They are completing their tasks been given assignments and established number of hours per day. In most cases, they go to their employers' houses in the morning, mid-day or in the evening before dark. Part-time housemaids can work in many houses if they get more customers and have time. This makes them unique from the full-time housemaids. The focus group discussion revealed that working part-time basis is better than working on full-time basis since it allows them enjoy better working conditions. In relation to this, one of the interviewees narrated her experience as follows:

Case 18

I had been working as a full-time housemaid for more than 5 years. By then, I had been working from dawn to night without any rest. As a result, I could not follow up my education properly. My employers were often nagging me for different reasons though I served them restlessly. I did not remember even a single day that I had peacefully passed with them. Whatever good deeds I did, they were unhappy. One day, they fired me without any reason. After that, I became part-time housemaid. When I became part-time housemaid, I got much time for studying. Now, I am in grade eight, and I believe that I will be promoted to grade nine with good result. I have almost no contact with my employers because they go to work when I arrive to their home. As most of my employers are bachelors, there have no other persons in their homes to order me the tasks that I should do. As a result, I do my domestic works without any interference. In the afternoon, I often sleep on my bed till the schooling time. Covering house rent is the only problem that I faced after I became a part-time housemaid. However, I solved this problem by renting a house with my colleague/friend who is responsible to share half of the price of the rented house.

From the life experience of case 18, we can understand that part-time housemaids have more freedom and study time. Moreover, the focus group discussions revealed that the part-time housemaids get better salary than regular housemaids. They get a monthly salary ranging from 100 birr to 250 birr per house. The focus group discussion participants also stated that as they are mostly working in more than one house, their monthly salary may grow to 500 birr. The focus group participants also revealed that the part-time housemaids, unlike regular housemaids, are not expected to have their respective guarantors while they make agreement with the employers.

4.9.3. HOUSEMAIDS LIVING WITH RELATIVES

Based on the findings of this study, housemaids living with their relatives, as the name indicates, are those living and working in their relatives' houses. This condition makes them differ from both full-time and part-time housemaids. Housemaids living with their relatives don't have a monthly salary, and they have no guarantors. They are experiencing more severe working conditions than both full-time and part-time housemaids. From their words, one can understand that lack of experience of city life, fear of living alone, and family decisions forces them to live with relatives, but with the hope of getting schooling opportunities.

The following case shows this condition as follows:

Case 19

It was before 6 years. My aunt came to my rural village Korkit where my family lives. She asked to my father to take me with her. When she talked to him, I was there and I remembered that she said that she would send me to school just like her daughters and sons. Finally, she brought me here. I am learning in the program unlike her sons and daughters. I have a heavy work burden. All works in the house fall on my shoulder. Even though my aunt's daughter is my age mate, she never attempts to help me by doing household works; rather she assigns me to wash her clothes. My father sometimes visits me and I always wanted to tell him about my situation but I feel scared that he may enter in conflict with my aunt.

Likewise, one of the key informants also strengthened this information as follows:

I am a teacher in Geberiyie primarily school. As the education system of Ethiopia is self-contained, the students are learning all subjects with a single teacher until they reach grade 4. Hence, I teach my students from grade 1 to grade 4, and this helps me to understand their problems in detail. The students who are housemaids are not actively participating in class. They are dizzy and often fall asleep in class due to the workload that they have at their house. Among these housemaids, the ones who live with their relatives are facing more critical problems. For instance, they are not doing home works/ assignments and some of them are trying to deal with the problem by staying in the school compound until the day's class has ended. They have also problems of getting pens, exercise books and uniforms. I remember the condition of one of my students who worked in her relative's house. She used to wear a single uniform for the whole 4 years. I feel very sympathetic to them. I sometimes buy pens and exercise books for them. Honestly speaking, if I had had adequate income, I would have been happy to buy them everything they needed.

5. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made.

Concerned bodies should work on poverty reduction strategies, particularly with the very poor families.

Governmental and non-governmental organizations should work toward establishing a system whereby orphaned girls get access to education and support of subsistence living.

Organizations working on family arbitration, reconciliation, and mediation should give due attention to resolve family conflicts ahead of causing family dispute and divorce.

Governmental organizations, higher learning institutions, religious institutions should educate the society to reverse under-age marriages.

Further in-depth studies should be conducted to look into the problems of housemaids living with relatives, as these groups are overlooked.

The initiation of BoWCYA to set up housemaid associations and their role of following up these associations should get strengthened, as it assists housemaids to raise their awareness and the importance of having contract agreements and on HIV/AIDS.

Setting up associations should go down to the kebele levels if we are to reduce housemaids' vulnerability. Reproductive health services should also be arranged.

Strong income generating mechanisms should be created for housemaids.

Concerned organizations should work to strengthen the works of legal brokers, while discouraging illegal brokers.

Public discussion forums should be conducted to raise the awareness of employers regarding the overall situation of housemaids.

Housemaid associations should train the housemaids about the risks that migrating in and out of the country may cause.

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Annex 1: A questionnaire prepared to understand the condition of female Housemaids in Amhara Region

Dear Respondent,

The purpose of this study is to understand the situation of female housemaids in Amhara Region. This study is conducted by the research team that organized from the department of gender and development studies, Bahir Dar University. It is sponsored by CVM and this organization devotes to work closely with female housemaids so as to improve the conditions of housemaids. Thus, you are kindly requested to answer every question thoughtfully and frankly. Your response is completely confidential. You do not need to write your name and will never be used in connection with any of the information you give me. You may stop filling the form at any time you want to. However, your answers to these questions will help us to understand the situation of housemaid in Amhara region. According to the questions it is allowed to have more than one answer. We would greatly appreciate your help in responding to these questions. The survey will take about thirty minutes to fill this questionnaire.

Age:

- A. Less than 10 years old
- B. 11 – 20 years old
- C. 21 - 30 years old
- D. 31 – 40 years old.
- E. over 40 years old

Sex:

- A. Male
- B. Female

Marital Status:

- A. Single
- B. Married
- C. Divorced
- D. Widowed

Birth Place or area where you come from

- A. Urban
- B. Rural

Religion:

- A. Orthodox
- B. Muslim
- C. Catholic
- D. Protestant
- E. Other, specify.....

Ethnicity:

- A. Amhara
- B. Oromo
- C. Agaw
- D. Tigre
- E. Southern nationality
- F. Afar
- H. Somalia
- I. other, specify.....

Monthly Income:

Academic Background:

- A. Illiterate
- B. Elementary
- C. Secondary
- D. Preparatory
- E. Diploma
- F. Degree
- G. Other, specify.....

Family Academic Background:

- A. Illiterate
- B. Elementary
- C. Secondary
- D. Preparatory
- E. Diploma
- F. Degree
- G. Other, specify.....

Family Source of Income:

- A. Agriculture
- B. Trade
- C. Daily labour
- D. Employment in governmental
or non-governmental Organization
- E. Other, specify.....

At what age you became a housemaid.....?

Are you member of Housemaid Group:

- A. Yes
- B. No

If your answer for question number 15 is yes, when did you become the member of housemaid group.....?

Are you currently enrolled in the school:

- A. Yes
- B. No

Which grade are you.....?

How long have you stayed here?

- A. Less than one year
- B. 1 to 5 years
- C. 6 to 10 years
- D. More than 10 years

What is the family size of your employers.....?

- A. 1-2
- B. 3-5
- C. 6 and above

What is the main factor that leads you to domestic work?

- A. Low family income
- B. Family conflict
- C. Orphanage
- D. Education failure
- E. Being hopeless
- F. Absence of other better job
- G. Forced or cheated by somebody
- H. Custom of the society
- I. Other factors, specify.....

Who facilitated the domestic work for you?

- Sibling
- Relative
- Neighbour
- Broker

Trafficker

Other, specify.....

Do you have an intention to move out of this place?

A. Yes

B. No

Do you have an intention to move out of country?

A. Yes

B. No

Do you have knowledge about HIV/AIDS?

A. Yes

B. No

If your answer for question is yes, how HIV virus transmits from one person to the other?

By having unsafe sexual intercourse

Through contamination of blood

If any other, please specify_____

If your answer for 1 is yes, how one can protects himself/herself from the infection of HIV/AIDS?

Abstinence from sexual intercourse

By being faithful for the partner
of marriage

By using condom

If any other, please specify_____

If your answer for 1 is yes, how did you obtain knowledge about HIV/AIDS?

By taking Training

By learning at school

If any other, please specify_____

What are the roles of housemaids association?

A. Giving trainings on HIV/AIDS

B. Giving Life Skill trainings

C. Facilitation of contact agreement to be signed between housemaids and the employers

D. If any other, please specify_____.

Annex 2: Interview Guides

1. INTERVIEW WITH HOUSEMAIDS

INTRODUCTION

This study is being conducted to gather data and information on the living condition of the housemaids in Amhara region. It is believed that your participation in giving full information is highly crucial and base for the good outcome of this research project. The information that you give will be kept strictly confidential

Thank you

- a) What do you think about your working condition?
- b) What kinds of problems you faced in domestic work?
- c) What are the opportunities that help you to access education?
- d) What are the constraints that protect you to access education?
- e) What do you think about your awareness about HIV/AIDS
- f) What do you think about your monthly salary?
- g) If you are member of the housemaid group, what kind of advantage you get from it?

2. INTERVIEW WITH KEY INFORMANTS

INTRODUCTION

This study is being conducted to gather data and information on housemaids in Amhara region. The purpose is to get detailed information as possible to supplement the data gained from the housemaids. Your participation is very essential for the success of this study project. All information that you provide will be kept confidential.

Thank you

QUESTIONS REGARDING THE LIVING CONDITIONS OF THE HOUSEMAIDS

INTERVIEW WITH CVM AND WOMEN AFFAIR BUREAU WORKERS

- a) What do you think about the situation of housemaids?
- b) What do you think about the role of housemaids association?
- c) What does your organization did to improve the living condition of the housemaids?

INTERVIEW WITH LEGAL BROKERS

- a) What do you think about the situation of housemaids?
- b) How do you find the housemaids?
- c) How your agency facilitates the contractual agreement between housemaid and employers.
- d) What are the legal procedures you follow to select the housemaids.

INTERVIEW WITH TEACHERS

- a) What do you think about the situation of housemaids?
- b) What are the overall problems of the housemaids?

Annex 3: Focus Group Discussion Guide

FOCUS GROUP DISCUSSION WITH HOUSEMAIDS

INTRODUCTION

The purpose of this study is to investigate the living condition of the housemaids. Thus, it is believed that your participation in giving full information is crucial for the good result of this research project. You are requested to actively participate in the discussion. All information that you provide will be kept confidential.

Thank you

1. What do you think about your working condition?
2. What kinds of problems you faced in domestic work?
3. What are the opportunities that help you to access education?
4. What are the constraints that protect you to access education?
5. What do you think about your income?
6. What do you think about your awareness about HIV/AIDS
7. If you are member of the housemaid group, what kind of advantage you get by being a member of housemaid group?

