

**HAVE HIGHER EDUCATION INSTITUTIONS MAINSTREAMED GENDER  
TO CONTRIBUTE TOWARDS GENDER EQUALITY AND WOMEN  
EMPOWERMENT? A CASE STUDY OF THE POLICIES AND PRACTICES OF  
TWO TERTIARY INSTITUTIONS IN ETHIOPIA**

by

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submitted in accordance with the requirements for  
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at the

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## DECLARATION

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I declare that *'Have higher education institutions mainstreamed gender to contribute towards gender equality and women's empowerment? A case study of the policies and practices of two tertiary institutions in Ethiopia'* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Yared Gettu YEHUALASHET

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Date

## **DEDICATION**

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To:

- My wife, Bezawit Feleke (Bez), my best friend, sister and partner in life.
- Our little jewels Mahletay Yared and Zimare Yared.
- Our families.

## **ACKNOWLEDGEMENTS**

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## TABLE OF CONTENTS

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<b>DECLARATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF BOXES, FIGURES AND TABLES</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>ACRONYMS AND ABBREVIATIONS</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xiii</b>
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
<b>1.1. INTRODUCTION TO THE STUDY</b> .....	<b>1</b>
<b>1.2. RESEARCH PROBLEM</b> .....	<b>2</b>
1.2.1. Background of the research problem .....	2
1.2.2. Statement of the problem .....	6
<b>1.3. RESEARCH OBJECTIVE</b> .....	<b>6</b>
1.3.1. General objective .....	6
1.3.2. Specific objectives .....	6
<b>1.4. SCOPE AND LIMITATIONS</b> .....	<b>7</b>
1.4.1. Scope.....	7
1.4.2. Limitations .....	7
<b>1.5. IMPORTANCE OF THE STUDY</b> .....	<b>9</b>
<b>1.6. ORGANISATION OF THE CHAPTERS</b> .....	<b>10</b>
<b>CHAPTER 2: GENDER EQUALITY IN THE CONTEXT OF DEVELOPMENT AND EDUCATION: LITERATURE REVIEW</b> .....	<b>12</b>
<b>2.1 INTRODUCTION</b> .....	<b>12</b>
2.1.1 Context of the study and theoretical demarcation.....	12
2.1.2 Definition of key concepts .....	12
<b>2.2 MILLENNIUM DEVELOPMENT GOALS: AN OVERVIEW</b> ..	<b>14</b>
2.2.1 Background .....	14
2.2.2 Concepts and perspectives .....	15
2.2.3 Achievements and challenges .....	17
<b>2.3 GENDER EQUALITY AND WOMEN EMPOWERMENT</b> .....	<b>19</b>
2.3.1 Historical and theoretical perspectives .....	19
2.3.2 MDG-3: an end and a means to an end.....	22
2.3.3 Progress towards gender equality: where are we with MDG-3? .....	28
<b>2.4 GENDER EQUALITY AND EDUCATION- RECIPROCAL IMPACT</b> .....	<b>32</b>
2.4.1 Gender, education and economic development: overview .....	32
2.4.2 Gender perspective and factors in education .....	34
2.4.3 Gender equality and higher education .....	36
<b>2.5 EXPERIENCES IN GENDER MAINSTREAMING</b> .....	<b>39</b>
2.5.1 Gender mainstreaming in UNESCO .....	40
2.5.2 Gender mainstreaming in UNDP .....	42

2.5.3	Gender mainstreaming in the World Bank .....	46
<b>2.6</b>	<b>SUMMARY OF PERSPECTIVES AND PROSPECTS.....</b>	<b>48</b>
<b>CHAPTER 3: LOCALISING THE ISSUES-OVERVIEW OF GENDER IN</b>		
<b>THE CONTEXT OF DEVELOPMENT AND EDUCATION IN ETHIOPIA ....</b>		
<b>3.1</b>	<b>INTRODUCTION .....</b>	<b>51</b>
<b>3.2</b>	<b>OVERVIEW OF DEVELOPMENT INDICATORS IN</b>	
<b>ETHIOPIA .....</b>		<b>52</b>
<b>3.3</b>	<b>WOMEN AND DEVELOPMENT IN ETHIOPIA .....</b>	<b>56</b>
<b>3.4</b>	<b>EDUCATION AND GENDER EQUALITY IN ETHIOPIA .....</b>	<b>61</b>
3.4.1	Primary education .....	62
3.4.2	Secondary education .....	63
3.4.3	Higher education .....	64
<b>3.5</b>	<b>INTRODUCING ADDIS ABABA UNIVERSITY .....</b>	<b>66</b>
3.5.1	Background .....	66
3.5.2	Vision, mission, objectives .....	66
3.5.3	Management.....	67
3.5.4	Staff affairs.....	68
3.5.5	Internal academic organisation .....	69
3.5.6	Student affairs .....	70
3.5.7	Way forward .....	72
<b>3.6</b>	<b>INTRODUCING UNITY UNIVERSITY .....</b>	<b>73</b>
3.6.1	Background .....	73
3.6.2	Vision, mission, objectives .....	73
3.6.3	Management.....	74
3.6.4	Staff affairs.....	75
3.6.5	Internal academic organisation .....	76
3.6.6	Student affairs .....	77
3.6.7	Way forward .....	78
<b>3.7</b>	<b>SUMMARY .....</b>	<b>78</b>
<b>CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY .....</b>		
<b>4.1</b>	<b>INTRODUCTION .....</b>	<b>80</b>
4.1.1	Theoretical framework.....	80
<b>4.2</b>	<b>DEFINITION AND MEASUREMENT OF VARIABLES.....</b>	<b>82</b>
<b>4.3</b>	<b>SAMPLE DESIGN AND SAMPLING METHODS .....</b>	<b>84</b>
<b>4.4</b>	<b>DATA COLLECTION METHODS.....</b>	<b>87</b>
4.4.1	Questionnaires.....	87
4.4.2	Oral interview .....	91
4.4.3	Document review .....	92
<b>4.5</b>	<b>DATA CAPTURING, ANALYSIS AND PRESENTATION .....</b>	<b>93</b>
<b>4.6</b>	<b>SHORTCOMINGS AND ERRORS.....</b>	<b>95</b>
<b>4.7</b>	<b>SUMMARY .....</b>	<b>96</b>
<b>CHAPTER 5: PRESENTATION OF RESEARCH RESULTS AND ANALYSIS..</b>		
<b>.....</b>		
<b>.....</b>		
<b>5.1</b>	<b>INTRODUCTION .....</b>	<b>97</b>

<b>5.2</b>	<b>ADDIS ABABA UNIVERSITY .....</b>	<b>99</b>
5.2.1	Policy environment .....	99
5.2.2	Programme planning and design.....	102
5.2.3	Programme implementation.....	106
5.2.4	Human resources.....	108
5.2.5	Financial resources.....	117
5.2.6	Technical expertise .....	118
5.2.7	Monitoring and evaluation.....	121
5.2.8	Advocacy and communications .....	124
5.2.9	Organisational culture, perceptions and attitudes .....	125
<b>5.3</b>	<b>UNITY UNIVERSITY .....</b>	<b>132</b>
5.3.1	Policy environment .....	132
5.3.2	Programme planning and design.....	134
5.3.3	Programme implementation.....	135
5.3.4	Human resources.....	138
5.3.5	Financial resources.....	145
5.3.6	Technical expertise .....	145
5.3.7	Monitoring and evaluation.....	147
5.3.8	Advocacy and communications .....	149
5.3.9	Organisational culture, perceptions and attitudes .....	150
<b>5.4</b>	<b>SUMMARY .....</b>	<b>157</b>
<b>CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. 158</b>		
<b>6.1</b>	<b>SUMMARY .....</b>	<b>158</b>
6.1.1	Summary of findings: Addis Ababa University.....	161
6.1.2	Summary of findings: Unity University .....	164
<b>6.2</b>	<b>CONCLUSIONS .....</b>	<b>167</b>
<b>6.3</b>	<b>RECOMMENDATIONS.....</b>	<b>170</b>
<b>BIBLIOGRAPHY .....</b>		<b>174</b>

## LIST OF BOXES, FIGURES AND TABLES

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		Page
<b>List of Boxes:</b>		
Box 2.1	Target and indicators of MDG-3: promote gender equality and empower women	28
Box 2.2	Factors affecting gender equality in education	34
Box 5.1	Objectives of gender education project of unity university	136
Box 5.2	Definition of sexual harassment (UU)	155
List of Figures		
Figure 2.1	Labour force participation rate in the world	31
Figure 3.1	Human development index trends	54
Figure 3.2	Net enrolment rate for primary level	63
Figure 4.1	Demographic analysis of the survey participants	89
Figure 5.1	AAU gender parity index for undergraduate students (enrolment)	109
Figure 5.2	Enrolment of AAU undergraduate students	110
Figure 5.3	AAU gender parity index for postgraduate regular students	110
Figure 5.4	Enrollment of AAU postgraduate students	111
Figure 5.5	Comparative analysis of GPI between enrolment and graduation rates (AAU undergraduate students)	112
Figure 5.6	Comparative analysis of GPI between enrolment and graduation rates (AAU graduate students)	112
Figure 5.7	Number of AAU academic staff by academic qualification	114
Figure 5.8	Number of AAU academic staff by academic rank	114
Figure 5.9	Number of AAU administrative staff by academic qualification	115
Figure 5.10	Number of AAU administrative staff by job classification	116
Figure 5.11	AAU survey participants' prioritisation of the University's projects/programmes contribution towards increased gender equity	123
Figure 5.12	Number of academic staff respondents who identified obstacles to gender programming in AAU	124
Figure 5.13	Academic staff's assessment of the AAU's environment towards women and men	127
Figure 5.14	Students' assessment of the AAU's environment towards women and men	129
Figure 5.15	Five year enrolment of UU undergraduate students	139
Figure 5.16	UU Gender parity index for undergraduate regular students (enrolment)	140
Figure 5.17	UU Gender parity index for undergraduate regular students (Graduation)	141
Figure 5.18	Comparative analysis of GPI between enrolment and graduation rates (UU)	141
Figure 5.19	No. of UU academic staff by qualification (2007/08)	143
Figure 5.20	No. of UU academic staff by academic category (2007/08)	143
Figure 5.21	Proposed organogram of GEP	145



Figure 5.22	UU survey participants' prioritisation of the University's projects/programmes contribution towards increased gender equity	148
Figure 5.23	Number of academic staff respondents who identified obstacles to gender programming in UU	149
Figure 5.24	Academic staff's assessment of the UU's environment towards women and men	152
Figure 5.25	Students' assessment of the UU's environment towards women and men	154

#### List of Tables

Table 2.1	Assessing the MDGs from gender perspective	24
Table 3.1	The GDI compared to the HDI – a measure of gender disparity	58
Table 3.2	Ethiopia's progress towards MDG-3	59
Table 3.3	Net Enrolment Rate (NER) at secondary level	63
Table 3.4	GPI in tertiary level enrolment in Sub-Sahara Africa	64
Table 4.1	Measurement for selected categorical variables	84
Table 4.2	Scenario analysis for selection of sample size	85
Table 4.3	Rate of response for survey questionnaires	88
Table 5.1	AAU gender related goals and action plans	103
Table 5.2	AAU academic staff responses on programme planning and design from gender perspective	105
Table 5.3	Assessment of the value of AAU's programmes/projects to the beneficiaries	107
Table 5.4	Survey participants' evaluation of AAU's programmes/projects from gender perspective	122
Table 5.5	Academic staff's perception on the gender fairness of various opportunities in AAU	126
Table 5.6	Summary of opportunities chosen by AAU respondents to be most or least gender sensitive	127
Table 5.7	Assessment of the value of UU's programmes/projects to the beneficiaries	137
Table 5.8	UU administrative staff by qualification and position as of April 2010	144
Table 5.9	UU academic staff and students' assessment of the level of knowledge about gender issues	146
Table 5.10	Survey participants' evaluation of UU's programmes/projects from gender perspective	147
Table 5.11	Academic staff's perception on the gender fairness of various opportunities in UU	151
Table 5.12	Summary of opportunities chosen by UU respondents for being most or least gender sensitive	152

## LIST OF APPENDICES

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Appendix I	Questionnaire for academic staff
Appendix II	Questionnaire for students
Appendix III	Responses to questionnaire by AAU academic staff
Appendix IV	Responses to questionnaire by AAU students
Appendix V	Responses to questionnaire by UU academic staff
Appendix VI	Responses to questionnaire by UU students
Appendix VII	Interview questions to top management
Appendix VIII	Interview questions to representative of gender focal point
Appendix IX	Interview questions to administration/human resources manager
Appendix X	Interview questions to staff association
Appendix XI	AAU academic staff statistics
Appendix XII	AAU administrative staff statistics
Appendix XIII (A & B)	AAU regular undergraduate students statistics (enrolment and graduation)
Appendix XIV (A & B)	AAU regular postgraduate students statistics (enrolment and graduation)
Appendix XV (A & B)	UU regular undergraduate students (enrolment and graduation)

## ACRONYMS AND ABBREVIATIONS

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AAU	-	Addis Ababa University
BPR	-	Business Process Re-engineering
BPFA	-	Beijing Platform for Action
CEDAW	-	Convention on the Elimination of All forms of Discrimination Against Women
CSA	-	Central Statistical Authority
DFID	-	Department for International Development (UK)
GDP	-	Gross Domestic Product
GER	-	Gender Enrolment Ratio
EFA	-	Education for All
ESDP	-	Education Sector Development Programme
FAWE	-	Forum for African Women Educationalists
FDRE	-	Federal Democratic Republic of Ethiopia
GAD	-	Gender and Development
GDI	-	Gender-related Development Index
GEM	-	Gender Empowerment Measure
GEP	-	Girls' Education Project
GER	-	Gross Enrolment Ratio
GID	-	Gender in Development
GPI	-	Gender Parity Index
HDI	-	Human Development Index
HEIs	-	Higher Education Institutions
HEWs	-	Health Extension Workers
IGS	-	Institute of Gender Studies
ILO	-	International Labour Organisation
MDGs	-	Millennium Development Goals
MIDROC	-	Mohammed International Development and Research Organisation
MoE	-	Ministry of Education
MoFED	-	Ministry of Finance and Economic Development
MoWA	-	Ministry of Women Affairs
NER	-	Net Enrolment Rate
NGO	-	Non-Governmental Organisations
ODEO	-	Office for Diversity and Equal Opportunity
OECD	-	Organisation of Economic Cooperation and Development
OWA	-	Office for Women's Affairs
PhD	-	Doctor of Philosophy
SPC	-	Strategic Planning Committee
SPSS	-	Statistical Package for Social Sciences
SSA	-	Sub-Saharan Africa
SWOT	-	Strengths, Weaknesses, Opportunities and Threats
UN	-	United Nations
UNAIDS	-	Joint United Nations Programme on HIV/AIDS
UNCT	-	United Nations Country Team
UNDP	-	United Nations Development Programme

UNECA	-	United Nations Economic Commission for Africa
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNFPA	-	United Nations Populations Fund
UNGE	-	United Nations Girls' Education Initiative
UNICEF	-	United Nations Children's Fund
UNIFEM	-	United Nations Development Fund for Women
UNISA	-	University of South Africa
UNMP	-	United Nations Millennium Project
UNSD	-	United Nations Statistics Division
UPCD	-	University Partnerships in Cooperation and Development
UU	-	Unity University
WAO	-	Women Affairs Office
WB	-	World Bank
WID	-	Women in Development

## **ABSTRACT**

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Several empirical studies have concluded that gender equality is a crucial ingredient for development. Gendered higher education institutions play an important role in this respect. The research problem that this dissertation sought to address was whether Addis Ababa and Unity Universities have mainstreamed gender throughout their systems in order to contribute towards gender equality and women empowerment in Ethiopia. The research employed various data collection methodologies and processed primary and secondary data sources using qualitative and quantitative data analysis techniques.

The key finding is that gender has not been integrated into the policies and practices of both Universities in any significant way. The study concludes that the Universities have an inadequate institutional framework and commitment to mainstream gender. Moreover, they lack gender analytical capacity, enforcement mechanisms for accountability, and have not forged strategic partnerships with development partners.

### **Key words:**

Addis Ababa University, Gender equality, Gender mainstreaming, Higher education institutions, Millennium Development Goals, Unity University, Women empowerment

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# CHAPTER 1: INTRODUCTION

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## 1.1. INTRODUCTION TO THE STUDY

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In the quest for a researchable idea, the researcher had planned to dwell on development issues from the very beginning. The only dilemma was into which aspect of development he would venture. Growing up in a large family of 11, five of which are females, being raised by a mother who shouldered the brunt of parenting mostly on her own, being part of a very patriarchal society where women constitute approximately half of the 80 million population (CSA 2009:np), and knowing the decisive role women play in our agrarian economy, were all factors which inspired the researcher to make the issues of gender and development the theme of the project. In the professional sphere, his having worked for a United Nations agency for the last eight years afforded the researcher ample opportunity to familiarise himself with the Millennium Development Goals (MDGs). Combining this personal experience with his professional exposure, the research idea took a direction towards gender causes and development.

There are still many avenues open for intervention in order to address gender and development issues. It did not take too much thinking for the researcher to select education in general, and higher education in particular, as an entry point to exert an impact on gender and development, positively speaking. The University Partnerships in Cooperation and Development (UPCD) 2004:1) state that “as key institutions of civil society, higher education institutions (HEIs) are uniquely positioned between the communities they serve and the governments they advise”. Access to higher learning enables one to possess a knowledge of, and a better perspective on, the daunting development challenges and to arrive at a workable solution. The research topic was narrowed down one step further.

To contribute towards the advancement of gender equality, the educational institutions themselves have to be gendered. The syntheses of thoughts with regard to higher education, MDGs and gender led the researcher to select the research topic: **“Have higher education institutions mainstreamed gender to contribute towards gender**

## **equality and women empowerment? A case study of the policies and practices of two tertiary institutions in Ethiopia”.**

The researcher selected two prominent higher institutions for a case study, namely Addis Ababa University (AAU) and Unity University (UU). AAU and UU were chosen on the grounds that they are the largest as well as the first government and private universities in the country respectively.

In an effort to obtain a good grasp of the whole research concept, available literature, research works, and policy documents were reviewed. The researcher approached various international development organisations, such as the United Nations Economic Commission for Africa (UNECA), United Nations Development Programme (UNDP), United Nations Populations Fund (UNFPA), World Bank, United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Children’s Fund (UNICEF), United Nations Development Fund for Women (UNIFEM), and International Labour Organisation (ILO). Also approached were research and specialised agencies, such as the Institute of Educational Research (IER) and Department for Higher Education Relevance and Quality Assurance (HERQA). Pertinent government agencies, such as the Ministry of Education (MoE); Ministry of Women Affairs (MoWA); libraries of academic institutions, such as Addis Ababa University (AAU), University of South Africa (UNISA) Regional Learning Centre in Addis Ababa, and Unity University (UU). Internet sources and some other relevant public libraries were also visited.

### **1.2. RESEARCH PROBLEM**

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#### **1.2.1. Background of the research problem**

With due recognition of the alarming magnitude of poverty and pervasive deprivation, nations of the world have been engaged in numerous consultations over several decades. These successive discussions led to the Millennium Summit in September 2000 where a commitment was made by leaders of the world to the common goal of bringing people of the world to an acceptable level of living. Such a commitment, which is geared towards democracy, peace, human rights and poverty reduction, among other primary

development challenges, is enshrined in the adoption of eight MDGs and 18 targets (UNSD ny:np).<sup>1</sup>

The MDGs are so interconnected that addressing one goal has a direct and indirect impact on the other. Among those goals, the third MDG, gender equality and women empowerment, is often identified as one of the most effective cross cutting goals that needs to be integrated across all the MDGs. In fact, MDG 3 is considered not only as a goal in its own right but also as “essential to the attainment of all the MDGs and the upholding of human rights” (DFID 2006:2). Taking cognisance of this fact, a virtual group was constituted by the United Nations (UN), comprising gender representatives from each task force to evaluate the progress of the MDGs (Grown 2005:83). The centrality of gender equality and women empowerment in the MDGs also emanates from the fact that women constitute approximately half of humanity, and yet, their potential is underutilised, their aspirations undermined and their rights to access opportunities marginalised. In terms of many economic, social and political indicators, there are massive gender gaps, mostly to the detriment of women and girls. As UNDP 2003:2 put it: “in no area of international development is the gap between stated intentions and operational reality as wide as it is in the promotion of equality between women and men”.

Despite some economic progress over the last decade, Ethiopia remains one of the poorest countries in the world in terms of several economic parameters. Further to sharing the burden of poverty with their male counterparts, women in Ethiopia are subjected to gender based discrimination, most notably in rural areas (MOFED & UNCT 2004:3). The Ethiopian government acknowledges that “promoting gender equality for Ethiopia”, where women constitute approximately half of the populace, “is not only in the best interest of the society at large, but also fundamentally that of ensuring the human and democratic rights of women” (MOFED & UNCT 2004:3). In other words, the condition of the Ethiopian economy is significantly one of subsistence partly because women are less literate, discriminated against in productive activities, engaged in

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<sup>1</sup> ‘ny’ means ‘no year’ mentioned in the source whereas ‘np’ means ‘no page’ indicated in the source. This is very common in the documents downloaded from the internet in html form. The website address and the date the document was downloaded are specified in the bibliography.



invisible labour services that are not taken into account in the national gross domestic product (GDP) statistics, and are paid less for the same work in the informal market. To address gender issues in Ethiopia therefore not only concerns equity and social justice, but also development and poverty reduction (WAO 2004:5-6).

In this respect, “education, which is viewed as human capital formation, is one of the most important factors in marching towards gender equality” (IGS 2006:12). In fact, the MDG goal for gender equality had only one target: to eliminate disparities in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015. “The focus on education as the target for Goal 3 is justified by the evidence that investing in girls’ education yields high returns” (UNMP 2004:iv). Illiteracy, which remains a global disgrace, “keeps one in five adults (one in four women) on the margins of society” (UNESCO 2008:1). Poverty elimination can only be realised by addressing, among other factors, the lack of access to education services. The key to the attainment of this goal lies in educating women (Dawood ny:np). Educated women are afforded better opportunities to earn higher wages, participate actively in community life and engage in decision-making processes. Gourley (2004:np) contends that many of the MDGs have their root solutions in basic education, the relevance and quality of which depend on input from higher education in terms of curricular content, processes, teacher education and gender consciousness.

Although education is a key and necessary condition for gender equality, it is not sufficient to address other areas which may not be directly and immediately addressed by formal education alone. It is documented that working women are accorded fewer social protection and employment rights (ILO 2009:6); a third of all women have been violently abused (John Hopkins School of Public Health 1999b, cited in UNMP 2005:111); over 500,000 women die each year in pregnancy and childbirth (UNMP 2004:42); and women are disproportionately overburdened by HIV/AIDS and other sexually transmitted diseases (UNFPA 2007:11). To cover these issues directly and adequately, additional targets were included in Goal 3 by a UN task force (UNMP 2004:iv). However, all these additional targets have not yet featured in the MDGs. Education can still play a very

significant role in mitigating these challenges. This argument is well articulated by UPCD (2004:1):

Imagine trying to achieve the MDGs without higher education; combating HIV/AIDS without AIDS research or cultural understanding; providing primary education without training teachers to develop and deliver curricula and strengthening governance without qualified policy-makers, judiciary and business leaders.

Due to the prominence that gender issues have gained over the last two decades, many institutions have been engaged in some form of gender related projects. Unfortunately, most of these projects are standalone undertakings focused on addressing isolated issues in an ad hoc manner. The main argument of this research is that the goal of gender equality and women empowerment is difficult to achieve without mainstreaming gender issues in the existing and planned policies and practices of an institution. In the case of higher educational institutions, gendered academic environment avails the opportunity for both women and men to obtain decent employment and to participate fully in decision-making in the political, economic and social arenas. Unfortunately, the overall enrolment rate of the higher education in Ethiopia is very low with a gross enrolment ratio (GER<sup>2</sup>) of 4.6% (the female GER is 2.2%, that of male students is 7.0%) (MoE 2009:59). There were 50,643 graduates in 2007/08 of which 20% were female (MoE 2009:62). Out of the total teaching staff in 2007/08, only 9% and 14% were women in government and private institutions respectively (MoE 2009: 125-126). Of course, women's low involvement in higher learning in Ethiopia is the reflection of the low enrolment and academic performance of girls in primary and secondary education (MoE 2004:4).

In addition to the glaring quantitative imbalances, female students who enter the tertiary education sector are subjected to subtle environmental challenges such as inconvenient sanitary facilities, verbal abuse and sexual harassment that make their academic and social life more difficult. It is therefore important to empower women and ensure gender equality at the higher education level with a purposeful and critical review of all the variables affecting women's productivity.

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<sup>2</sup>Gross Enrollment Rate is the percentage of pupils (irrespective of age) at a particular grade level compared to the corresponding school age population (MoE 2009:204).

A group of scholars from Norway (Soyland, et al. 2000:153) concluded that “perhaps the inadequacy of the efforts to achieve gender equality is not the main problem; rather, the understanding, wish, and will to change constitute the real challenge”. As stated in the introductory section of this chapter, in order for Addis Ababa University and Unity University to contribute towards the national goal of gender equality and women empowerment, they need to possess the understanding, will and resources to change and mainstream gender in all aspects of their work. The UNDP (2003:5) report states that “if the development mainstream is blind to the differences in the contributions, roles, and needs of different population groups, then clearly, mainstream decisions, policies, actions and resource allocations will fail to reach the excluded or disadvantaged groups, including half of humanity that is female”.

### **1.2.2. Statement of the problem**

As outlined in the above background of the research problem, an institution cannot contribute effectively to the national development effort without mandating the integration of gender into its operations.

The main research problem that this study sought to address was, therefore, to assess whether Addis Ababa University and Unity University have mainstreamed gender in their policies and practices so as to contribute towards the attainment of gender equality and women empowerment in Ethiopia.

## **1.3. RESEARCH OBJECTIVE**

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### **1.3.1. General objective**

The major objective of this research was to study and analyse the gender sensitivity of the selected higher institutions in terms of policy and implementation.

### **1.3.2. Specific objectives**

The specific objective of the study are to:

- review the conduciveness of the overall policy environment to gender equality
- assess the gender-related perceptions and attitudes of the member of the academic community

- enquire about the orientation of key players in the two Universities from a gender perspective
- identify areas of strength and achievements that the Universities have already registered towards gender equality and women empowerment
- identify policy and practical gaps in integrating gender issues in these HEIs
- offer recommendations based on identified good practices and areas of improvement.

## **1.4. SCOPE AND LIMITATIONS**

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### **1.4.1. Scope**

The different rules, norms, and values that society imposes in order to govern the gender division of labour and the gender distribution of resources and responsibilities are critical elements for understanding the nature of general gender inequity and inequality. The policies and practices of an academic institution with respect to gender sensitivity are also affected by factors external to it, such as political, cultural, economic, demographic and global conditions. However, the study did not go deeply into analysing these external factors, although they directly or indirectly affect the degree to which an institution embraces gender mainstreaming so as to harness gender equality and women empowerment.

Instead, for the sake of emphasis and depth, the research concentrated mainly on review and analysis of factors internal to the two Universities, such as:

- Gender sensitivity of the internal policy or regulatory documents of the institutions,
- Management orientations and commitment towards gender mainstreaming
- Attitude and perceptions of the academic community, especially the academic staff and students with respect to gender issues in the Universities.

### **1.4.2. Limitations**

One of the main limitations the researcher faced was the misconception and lack of awareness with regards to gender related issues observed among the interviewees and survey participants. Anticipating this challenge, the data collectors who administered the questionnaires were oriented to the definitions of basic gender related terminologies.

The researcher also had to elaborate the basic concepts to the interviewees in order to extract the appropriate information in the process.

Obtaining data and documents and securing audience with identified interviewees was not easy. The initial responses that the researcher had received included, 'the documents are confidential'; 'too busy for an interview or questionnaire'; 'go to the Women Affairs Office'; and the like. Two of the interviews obtained from AAU were in writing due to the busy schedule of the interviewees. Such instances constrained the researcher from asking follow up questions and elaborating on issues. UU on the other hand was very reluctant to release statistics, partly due to the unavailability of historical records over the years and at times owing to the categorisation of policy documents as 'confidential' and students' data as 'classified not to expose UU's competitive leverage in the industry'. After protracted negotiations and escalating the issue to the highest official, a compromise was reached that the student data prior to 2008 be released to the researcher.

The data obtained from AAU was better organised, although some errors were observed especially in the staff statistics. Absence of readily available and organised data at UU has made the data collection process very daunting and time consuming.

As explained further in chapter 3, it was also a challenge to validate some of the data obtained from one source and to compare them with another due to the varying forms in which the data were made available. For instance, the UN produces composite indicators, such as the Human Development Index (HDI), which cannot be directly compared with national indicators, which are usually produced in a simple form. Therefore, there is no direct, common denominator with which to compare and contrast the two sources.

Perseverance and patience to obtain a good deal of primary and secondary data eventually paid off. The specific individuals interviewed, the demographic profile and number of survey participants, and the types of documents reviewed are duly described in chapters 3, 4 and 5.

## **1.5. IMPORTANCE OF THE STUDY**

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The cross-sectional role of gender equality and education in development efforts of a nation is well documented. The government of Ethiopia, by means of its constitution and educational policy, embraced the general framework with regards to gender equality and women empowerment. Affirmative action regarding female students' admission into HEIs is one of the manifestations of the government commitment and recognition that these institutions play a significant role in bringing about gender equity.

It is known that gender equality and women empowerment demand commitment far beyond increasing the number of female students to a certain level owing to the pervasiveness of gender inequity and its adverse effect on development. After a comprehensive review of academic dissertations and discussions with the appropriate departments of the two institutions concerned, the researcher found that no broad gender related research had been conducted with regards to the two Universities so far. It was thus regarded as important to methodically assess the conduciveness of the academic environment and the effectiveness of any gender related programmes in the two institutions if they are to meaningfully contribute towards gender equality and women's empowerment.

The overall findings of the study are expected to be beneficial to policy makers, University staff, students, and other stakeholders in creating a better appreciation of the obvious, as well as the elusive, gender related issues prevailing at global, national, and institutional level. The recommendations of this study, should they be executed, could also assist decision makers to readjust the objectives of gender programmes and adopt the appropriate strategies for implementation.

Moreover, the findings of the research are also believed to catalyze gender related dialogue among the University community that might help to ensure the transference and adaptation of positive features which could in turn contribute to equity in education and development at large. This dissertation may encourage other researchers and

practitioners to conduct further in-depth study on the issue that might be expanded to the national context through examining the experience of other institutions.

In short, the significance of this research is to:

- Give feedback on the effectiveness of the existing gender related programmes and projects in the institutions;
- Provide feedback to the institutions to recognise their own potential and make informed decisions regarding how best to address the gender related challenges;
- Reveal key areas of gender inequality, which enables policy makers to identify immediate and progressive interventions to bridge the gaps;
- Enable the management to compare the real and perceived gender issues and take appropriate action.
- Make recommendations which stakeholders could use to avail gender fairness and equality in the academe, thereby contributing their own share towards the attainment of the MDGs at national level.

## **1.6. ORGANISATION OF THE CHAPTERS**

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This research dissertation contains six chapters.

Chapter 1 has introduced the genesis of the study and attempted to put the research idea into perspective. It explained why the selected issue is worthy of study by stating the problem statements within the global and local contexts. The chapter presented the main objectives of the study. It outlined the importance of the research for various stakeholders, should the recommendations be implemented.

Chapter 2 is devoted to reporting on various schools of thought gathered from the literature reviewed. The issues discussed in this chapter revolve around the relationship between gender, higher education, and development. In this chapter, key concepts are defined, an overview of the main findings in the literature is stated and an analysis of the literature reviewed is summarised.

Chapter 3 zooms from the global perspective to the local context. It begins by discussing the major socio-economic development indicators of Ethiopia. It profiles the conditions

of women in Ethiopia. Closing up to more specific issues, the chapter highlights the general educational policy environment in the country. The remaining parts of the chapter feature the Addis Ababa University and the Unity University, on which this case study is based. The two academic institutions are discussed in the light of their historical background, vision, mission, staff relations and policies.

Chapter 4 discusses the method of research, the nature of the target population, the data needed to answer the problem questions, the sources of data and the procedures followed in gathering and analysing the data. The chapter explains the research design, sampling techniques and the criteria employed in the choice of sample size. It elaborates the data collection methods and fieldwork conducted in the course of the research. It documents how the collected data was captured, analysed and presented. Finally, the chapter concludes by stating the errors emanating from the adopted research design and efforts taken to mitigate the magnitude of the shortcomings.

Chapter 5 thematically presents the results of the research. The chapter reports the analysis of findings gathered through document reviews, oral interviews, and survey questionnaires. Data presentation tools such as tables, bar charts, line graphs and pie charts are used when necessary.

The main body of the research report comes to an end in chapter 6 which summarises the entire research proceedings. Salient findings with regards to the two institutions are reemphasised. The chapter also documents the conclusion drawn from the course of the study. The chapter concludes by listing the recommendations aimed at addressing the gaps identified.

All sources (published and unpublished) consulted, such as books, journals, interviews, and Internet sources, are duly acknowledged and listed in the bibliography. Additional materials used to supplement the main body of the report but not found to be appropriate for inclusion therein, are incorporated as an appendix.



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# CHAPTER 2: GENDER EQUALITY IN THE CONTEXT OF DEVELOPMENT AND EDUCATION: LITERATURE REVIEW

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## 2.1 INTRODUCTION

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### 2.1.1 Context of the study and theoretical demarcation

‘Gender and development’ has grown enormously over the last thirty years as an academic discipline, as a job position and work unit in organisations, and as a training programme (Cornwall, Harrison & Whitehead 2004:1-2). Contemporary establishments, international and national agencies, governments and civic societies have adopted the concepts as a household name.

Despite the vast quantity of literature and academic materials published on the positive relationship between gender equality and development, ‘gender’ as a concept remains elusive, misunderstood, politicised, and at times divisive across the spectrum of society. Some scholars even argue that the field is losing its momentum and call for repositioning ‘Feminism in Development’ (Jaquette & Summerfield 2006:364).

From amongst the abundant literature, working documents and research material, it was a challenge to formulate a theoretical boundary. The scholastic demarcation of this study could be viewed in terms of the time frame and source. The main aim with regards to the literature reference was to cite recent and credible sources. In particular, with respect to statistics and data, the researcher attempted to refer to materials which had been published within five years since this project was launched in 2008. Appropriate works of international development agencies, such as United Nations and its specialised agencies were used extensively.

This chapter starts off by defining key gender concepts. It then introduces the Millennium Development Goals (MDGs). MDGs provide a holistic framework in addressing development factors with key indicators for assessing gender and education issues. After general introduction of the MDGs, more specific issues of gender equality and women empowerment and gender equality in education are discussed. The

experience of gender mainstreaming by prominent organisations is briefly documented. The final section summarises the main content of the chapter.

### **2.1.2 Definition of key concepts**

Since terminology such as gender, gender equity and equality, and women empowerment features frequently, the basic definitions of these concepts will be furnished below.

#### **Gender**

Brett (1991:2) stated that the conceptual distinction between sex and gender was developed by Anne Oakley in 1972. According to Oakley (cited in Brett 1991:2), sex is connected with biology, whereas “gender identity of men and women in any given society is socially and psychologically determined”. The 1995 Commonwealth Plan of Action on Gender and Development (cited in Leo-Rhynie 1999:8) defines gender as “the socially defined/constructed differences between women and men that result in women’s subordination and inequality in opportunity for a better life”. Both definitions simply imply that sex is biological while gender is socially constructed.

As Brett (1991:3) explained, there is a significant relationship between the female sex and feminine gender, and the male sex and masculine gender. This is to mean that the biological distinction between female and male also affects the socially accepted roles and responsibilities. For instance, society often attaches caring and nurturance roles to women. Moreover, there are activities only women can perform, such as breastfeeding.

#### **Gender equality and equity**

For Kabeer (2003:18), gender equality means both equality of treatment under the law and equality of opportunity. However, she cautions that such definitions usually do not take structural inequality into account, but rather include substantive equality and equality of agency. Kabeer (2003:19) describes substantive equality as suggesting that “the different circumstances and characteristics of men and women have to be considered to avoid unfair gender-related outcomes”; while equality of agency means “ensuring that both women and men can make strategic life choices for themselves and help determine the conditions under which these choices are made”.

In particular, in oral communications, gender equality and equity are often used interchangeably. However, some authors have attempted to accord distinct meanings to these terms. According to Leo-Rhynie (1999:8):

Gender equality refers to sameness or uniformity in quantity, amount, value and intensity of provisions made and measures implemented for women and men. On the other hand, gender equity is doing whatever is necessary to ensure equality of outcomes in the life experiences of women and men.

For Klein, Kramarae and Richardson (2007:2), gender equity is an end product expressed as “attaining parity between women and men in the quality of life, academic, and work outcomes valued by our society without limitations associated with gender stereotypes, gender roles, or prejudices”. UNFPA (2008:30) views gender equity as “an approach that aims to progressively redress severe gender gaps and disadvantages by taking specific affirmative measurements through programmes, policies and projects”. Leo-Rhynie (1999:8) further differentiated the two concepts. According to her, while equity is difficult to legislate, it is possible to legislate equality since it is possible to assess whether identical treatment criteria are met (Leo-Rhynie 1999:8).

## **Empowerment**

On the occasion of 2005 Women’s Day, the former UN Secretary-General Kofi Annan was quoted as saying (UNDP 2005:72):

Sixty years have passed since the founders of the United Nations inscribed, on the first page of our Charter, the equal rights of women and men. Since then, study after study has taught us that there is no tool for development more effective than empowerment of women.

Kabeer (2005:13) defines empowerment as a process “by which those who have been denied the ability to make choices acquire such ability”. In the gender equation, empowerment is required for women since they are the ones who have generally been deprived of opportunities to make choices in their lives. However, in order to empower, there must be alternatives which must be seen to exist (Kabeer 2005:14).

## **2.2 MILLENNIUM DEVELOPMENT GOALS: AN OVERVIEW**

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### **2.2.1 Background**

In its 8<sup>th</sup> plenary meeting of 8 September 2000, the General Assembly of the United Nations (UN) resolved the Millennium Declaration (UN 2005b:1). The representatives of

the 189 nations who attended the event “agreed on a vision for the future: a world with less poverty, hunger and disease, greater survival prospects for mothers and their infants, better educated children, equal opportunities for women, and a healthier environment; a world in which developed and developing countries worked in partnership for the betterment of all” (UNSD ny:np).

The Millennium Declaration faced criticism from the outset. One of the critiques was that the resolution described only the general framework and the values that the international community upholds as it faces the 21<sup>st</sup> century. It consequently fell short of providing concrete milestones and indicators to hold member states accountable with regards to the new vision and renewed commitment. Recognising this gap, in 2001, the UN Secretary General proposed an action plan for implementing the Millennium Summit Goals which identified the eight Millennium Development Goals (MDGs) along with a set of 18 time-bound targets and 48 indicators (WB 2003:3). Four new targets agreed to by member states at the 2005 World Summit with additional indicators, were included (UN 2009:54).

Specialised UN agencies are entrusted with the responsibility of monitoring the implementation of the MDGs in their respective areas of expertise, and submit progress reports to be compiled and published periodically by the UN headquarters in New York.

### **2.2.2 Concepts and perspectives**

Since their introduction, MDGs have attracted supporters and critiques, optimists and pessimists forwarding their strong arguments for or against the goals. The criticism of MDGs starts from the very beginning of the process of their development and is currently being reviewed. Many women’s rights advocates complained that the process of review and consultation did not offer an inclusive and extensive participation as it should have (UN 2005c:14, Barton 2005:25). Ohno (2002:27) advises that the world needs to learn from its past mistakes of imposing strategies and policies on poor economies, such as the infamous structural adjustments. “The developing world is far more diverse than those responsible for development strategies seem to believe; therefore, unless projects are designed better to suit the prevailing circumstances, they may be doomed to fail” (Ohno 2002:27).

Some of the scholars trace their pessimistic view towards the MDGs back to the promises made and dishonoured in the past. For Vandemoortele (2002:26) “none of the agreed targets for the year 2000 was met at the global level”. Vandemoortele (2002:26) laments: “if the 1980s were called the ‘lost decade for development’, the 1990s should go down in history as the ‘decade of broken promises’”. Ohno (2002:27) also complains that global development strategy makes frequent and drastic shift every several years. While timely review is necessary, such major changes every now and then could either manifest the fact that the policies were not well thought of or that they were insufficiently farsighted.

How realistic the goals are is subject to controversy. According to an article in the *New Internationalist*, MDGs were deliberately modest with more realistic targets being set for each goal (*New Internationalist* 2005:375). Some critics label these modest targets as being ‘minimalist’, thus inhibiting the scope of their attention and effort and shifting the focus away from the profound global problems (Barton 2005:29). Contrary to such arguments, Vandemoortele (2002:25-26) contends that the goals are too ambitious to meet. The World Bank, agreeing with Vandemoortele, emphasize that the attainment of the MDGs call for a serious and concerted effort (WB 2003:1).

A further argument concerns the clarity of the goals. Vandemoortele (2002:25-26) and the *New Internationalist* (2005:375) agreed that the MDGs were not clear as to how the targets were to be met. In other words, the mechanisms to mobilise and enforce the required political and resource commitments were missing. Several international conferences were held to address some of these concerns, namely, the 'global partnership for development' and a UN Conference on Financing for Development which was held in March 2002.

Neuhold (2005:7) criticises the MDGs because, despite their positive contribution to monitoring and lobbying activities, they lack “a true human rights spirit, and do not address the underlying reasons for poverty and underdevelopment”. Many gender activists faulted the MDGs as a step backwards in terms of the human rights perspectives that the Convention on the Elimination of All Forms of Discrimination against Women

(CEDAW), Beijing Platform for Action (BPFA) and other declarations championed years earlier (Hayes 2005:67). In fact, some authors, such as Painter (2004:14-15), expressed their fear that MDGs pose the risk of undermining the progress made in advancing human rights by shifting the focus towards development. Painter (2004:51) therefore called for the re-framing of the MDGs as international human rights obligations, on the premise that upholding human rights is a powerful tool for development, and development should not be promoted at the expense of human rights.

MDGs have nonetheless continued to register significant achievements. Apart from the criticisms stated above, these global agreements have been faced with persistent and formidable challenges.

### **2.2.3 Achievements and challenges**

The UN holds the authority to compile and publish official progress reports on the MDGs submitted to it by its respective specialised agencies. Each year, the Secretary-General presents a report to the United Nations General Assembly on progress achieved towards implementing the Millennium Declaration, based on data regarding selected indicators, aggregated at global and regional levels. At times, the impartiality and credibility of the information is questioned since the UN's country offices do not possess the human and infrastructural capacity to gather data from primary sources. As a result, UN agencies heavily depend on secondary data made available to them by the national authorities. It is unfortunately a common practice for some governments to over- or under-report achievements for political or economic reasons. Therefore, the aggregated figures have to be perceived with some degree of caution.

The UN released the latest MDG report by the end of 2009. As expected, it included mixed findings. The report portrayed the remarkable achievements made in the effort to achieve the MDGs (UN 2009:4-5):

1. Extreme poverty in the developing regions slashed by almost a quarter in 2005, compared to almost half in 1990.
2. In the developing world as a whole, enrolment in primary education reached 88% in 2007, up from 83% in 2000.
3. Deaths of children under five declined steadily worldwide—to around 9 million in 2007, down from 12.6 million in 1990, despite population growth.
4. At the global level, a 97% reduction in the consumption of substances that deplete the Earth's protective ozone layer, setting a new precedent for international cooperation.

The report also documented the challenges militating against the MDGs, particularly those created by the unprecedented global economic meltdown. Although data was yet to be obtained and the aftermath on MDGs not yet felt, the economic downturn was already retarding the progress regarding the MDGs (UN 2009:4). UN (2009:4) reported that:

Major advances in the fight against extreme poverty from 1990 to 2005 are likely to have stalled; the encouraging trend in the eradication of hunger since the early 1990s was reversed in 2008; progress towards gender equality may be held back by creating new hurdles to women's employment; compromised funding for programmes to improve maternal health, the goal towards which there has been least progress so far.

Even before the recent economic crisis, humanitarian organisations such as ActionAid had documented that in view of the slow pace of progress, it is not feasible to achieve many of the MDGs within the 2015 time frame (Turquet, Watt, & Sharman 2007:3).

According to the report (Turquet, Watt, & Sharman 2007:3):

1. The goals of halving hunger won't be met until 2035.
2. 40 countries risk not achieving equal school enrolments for girls and boys until 2025.
3. The current progress in cutting maternal mortality rates is less than a fifth of what is needed to achieve the goal.
4. The total number of AIDS infections in 2007 was 33 million, its highest ever level, and global prevalence rates are static.

Despite the major economic setback since 2008, the UN advises that the dream should continue to live and the focus should not be lost. The report identified the following areas where renewed commitment and vigour are needed:

1. Providing productive and decent employment for all, including women and young people, especially in Sub-Saharan Africa (UN 2009:10).
2. Fighting hunger to avoid a long lasting food crisis, especially in the interests of children (UN 2009:11-12).
3. Intensifying effort to enrol all children into school and eliminate inequalities in education based on gender and other factors (UN 2009:5). Still, "half of the 72 million children out of school have never been inside a classroom" (UN 2009:15).
4. Reducing maternal mortality, as 536,000 women and girls die every year as a result of complications during pregnancy, childbirth or the six weeks following delivery, out of which 99% occur in developing countries (UN 2009:26).
5. Improving sanitation, the health of communities and the local environment. In 2006, 2.5 billion people worldwide were still underserved especially in Southern Asia and Sub-Saharan Africa (UN 2009:45)
6. Improving the living conditions of the urban poor. By 2005, 36% of the world urban population lived with gender deprivations (UN 2009:47).
7. Giving greater priority to preserving our natural resource base. "Per capita emissions remain highest in the developed regions — about 12 metric tons of CO<sub>2</sub> per person per year, compared with about 3 metric tons in the developing regions and 0.8 metric tons in sub-Saharan Africa, the lowest regional value" (UN 2009:41).

Turquet, Watt, & Sharman (2007:3) attribute the unsatisfactory progress of the MDGs mostly to the failure to recognise and act on addressing the gender inequality and discrimination against women, which are pervasive across the globe. Heyes (2005:68) agrees with this notion but also adds that it is very difficult for the universal goals to take account of the insurmountable disparity among countries in economic and political terms. “In recent decades, the world has become more unequal as market-led policies have tightened their hold, and previously accepted values such as equality and redistribution have been sidelined” (Molyneux & Razavi 2005:1005). One of the most pervasive sources of inequality is that of gender, as the next section elaborates.

## **2.3 GENDER EQUALITY AND WOMEN EMPOWERMENT**

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### **2.3.1 Historical and theoretical perspectives**

The ongoing struggle for equality can be traced to many decades of hard work by women’s rights advocates, humanitarian organisations, and development agencies. The manner in which development actors have perceived and addressed “the role of women in the development process has undergone a series of significant conceptual and operational shifts over the last 40 years” (UNDP 2003:4).

Women’s involvement in development during the post 2<sup>nd</sup> World War era until the 1970s was characterised by what is known as a ‘welfare approach’ (UNDP 2003:4, citing Moser 1993). This approach perceived women as passive beneficiaries of aid instead of agents for development, focused on their reproductive responsibilities and ignored their productive roles (UNDP 2003:4). Brett (1991:1) also chronicled that in the 1950s and 1960s, some elements of women’s issues in development were considered under the questions of human rights although women were not necessarily consulted in the process. Use of a limited amount of data to emphasise the differential impact of development on women and men was pioneered by Ester Boserup in the 1970s (Leo-Rhynie 1999:9, UNDP 2003:4). Women’s rights advocates stepped up their involvement by reacting to such initiatives and initiated a call for legal and administrative reforms to incorporate women’s concerns into economic policies and practices (Brett 1991:2, Leo-Rhynie



1999:9). These movements led to what is called the ‘Women in Development’ (WID) approach.

The WID movement explicitly called for “social justice and political equality for women, improved education and employment opportunities, and increased health and welfare services” (Razavi & Miller 1995:2). The WID movement introduced legislation to protect women’s rights, most notably the CEDAW in 1979. CEDAW is the most important international agreement which triggered many organisations to undertake advocacy, lobbying, research, and outreach activities that have pushed governments and organisations to be more responsive to women’s needs (Neuhold 2005:3, UNDP 2003:4). WID also takes credit for the national women’s machineries and WID units within development agencies that flourished in many countries during the 1990s (UNDP 2003:4).

Notwithstanding its significant contributions, with the passage of time, the WID approach was criticised for being ineffective in terms of fostering improvement in women’s lives (Leo-Rhynie 1999:9). In fact, according to Leo-Rhynie (1999:9), although the world had experienced over two decades of modernisation, the position of women actually declined in some sectors. As the UNDP (2003:5) reported, “in many cases, the very act of separating women’s programming from the central, mainstream programming which involved men, resulted in increased marginalisation of women and their roles – precisely the opposite effect from that which was intended”. Razavi and Miller (1995: 41) also agree that while WID was successful as a political strategy by way of giving women some level of visibility, it was also to blame for women’s demands being sidelined from the main development agenda.

In an effort to address the gaps arising from the WID approach, a new approach, Gender and Development (GAD), began to feature in the early 1990s by advocating for gender mainstreaming (UNDP 2003:5). The different gender approaches that GAD embodies share a focus on the analysis of the different roles of men and women and their respective access to and control over resources and decision-making (UNDP 2003:6). Two of the main GAD approaches are: “the ‘gender roles’ framework developed by the Harvard

Institute for International Development and USAID; and the ‘social relations analysis’, which is associated with the work of the Institute for Development Studies at Sussex”

UNDP 2003:6. The UNDP (2003:6) defines the two approaches as follows:

The **gender roles framework** focuses on the household unit as a system for allocating resources among its members – rather than as a cohesive, cooperative group that shares a common production and consumption system. It emphasises women’s individual access to and control over resources within the family and their productive contributions to the household, which provide the rationale for allocating resources to them. As in WID, the justification for directing resources to women is economic efficiency. Efficiency has “enormous rhetorical appeal” and, because it focuses on redistributing discrete economic inputs, the gender roles framework sidesteps the potentially controversial and threatening issue of redistributing power.

**Social relations analysis**, on the other hand, addresses the issue of power head-on. Indeed, empowerment strategies are its logical outgrowth. The central problem here is not the lack of women’s integration in development, but rather, the social structures, processes, and relations that give rise to women’s disadvantaged position in a given society. As such, ending women’s subordination is viewed as more than a matter of reallocating economic resources. It involves redistributing power...Proponents of social relations analysis recognise that the redistributive process is a zero sum game...and men will have to relinquish some of the economic, political and social power. Social relations analysis looks not just at gender, but also at other forms of social differentiation – class, ethnicity, race, age, and caste. This approach is more threatening as it challenges the status quo in a fundamental way.

Although GAD is a significant step forward and is adopted by many development agencies (Cornwall, Harrison & Whitehead 2004:1), experts still argue that it falls short of being a transformative approach that uproots gender inequality and treats it as a violation of human rights. GAD, rather, focuses more on the economic aspect of gender equality and compels governments and organisations to integrate gender into the existing policies and strategies in a gradual and systematic fashion. Scholars are already challenging the notion that the desired outcome is unlikely to be attained unless the world deals with mainstreaming the fundamental issue – addressing gender and development within a human rights framework (UNDP 2003:6). The main challenges that the transformative approach faces are the lack of gender mainstreaming capacity, ineffective organisation structure (Fukuda-Par, Lopez & Malik 2002:3), a lack of conceptual clarity and of management commitment, unmatched by adequate resource allocation to implement a gender mainstreaming strategy (UNDP 2003:7, Mukhopadhyay 2004:100).

The 1995 Fourth Women’s Conference which is also known as the Beijing Platform for Action (BPFA) made a landmark contribution in terms of setting a global policy

framework to advance gender equality and concretise some of the goals of CEDAW (Molyneux & Razavi 2005:983, Mukhopadhyay 2004:95, Neuhold 2005:3).

The UN has been spearheading the movement in setting standards for gender equality and women's rights over the last number of years. However, the UN was criticised for not leading by example, such as installing a strong, independent operational agency that could authoritatively marshal the international effort towards gender equality and empowerment of women (Turquet, Watt, & Sharman 2007:37). On 7 July 2010 the UN Secretary-General, Ban Ki-Moon, dispatched a letter to all UN agencies heralding the UN General Assembly's unanimous adoption of a resolution on system-wide coherence, which includes the creation of the United Nations entity for gender equality and the empowerment of women, to be known as UN Women. The Secretary-General expressed his hope that "UN Women will significantly boost UN efforts to promote gender equality, expand opportunity, and tackle discrimination around the globe". The new agency will be headed by an Under-Secretary-General and is given a clear and strong mandate to coordinate, conduct research, and support member states on gender related matters.

Since its introduction, MDG-3 is spearheading the global effort towards gender equality. MDG-3 garners WID, which championed women empowerment, and GAD which propagated gender equality through mainstreaming. As a result, gender equality is perceived as not only a goal in its own right but also a means to achieve other MDGs.

### **2.3.2 MDG-3: an end and a means to an end**

The Millennium Declaration "maintains that giving women their fair share is the only way to effectively combat poverty, hunger and disease and to stimulate development that is truly sustainable" (UNMP 2005:1). It is well documented that attempting to achieve MDGs without promoting gender equality raises the costs of development and decreases the likelihood of achieving the other goals (UNDP 2005:6, Abu-Ghaida & Klasen 2003:3-4). The United Nations Millennium Project report (UNMP: 2005:1) and United Kingdom Department for International Development (DFID 2006:2) also asserted that

promoting gender equality and the empowerment of women is an effective strategy to attain the other MDGs.

Many people blame lack of good governance in resource-rich Africa for its impoverished state of development. There is growing evidence that women's empowerment can contribute towards improved governance and mitigate corruption as women tend to be less inclined to engage in such behaviour (World Bank 2001, Swaney et al. 2001 cited in Blackden et al. 2006:7). Caution must be exercised, though, that such assumptions do not restrict women's career prospects to clerical and custodial portfolios, such as cashier, storekeepers, personnel officers / managers and archivists.

Turquet, Watt, & Sharman (2007:3), in the document they authored for ActionAid, stated that advancing the rights of women and girls is not only the most effective route towards achieving all the MDGs, but should also be pursued as a moral necessity. This is true because one cannot argue that justice prevails where three-fifths of the world's 1 billion poorest people are women, where women employed in industries and services typically earn 78% of what men earn in the same sector; where women provide about 70% of the unpaid time spent caring for family members while their contribution to the global economy remains undervalued and unrecognised (UNDP 2003:2).

In spite of these assertions, authors such as Neuhold (2005:10) are not convinced that the MDGs have treated gender justice and women empowerment as cross cutting issues as they should have been. Kabeer (2003:20) took sides with Neuhold in that "women's economic agency as a force for poverty reduction continues to be overlooked in the discourse....women are still not part of the poverty reduction goal".

Table 2.1 summarises the gender ramifications of the MDGs as compiled by the UN (UNDP 2005:6) on one side, as well as the arguments by different authors for why such glaring gender implications should be translated into clear gender sensitive indicators and targets across the MDGs.

**Table 2.1: Assessing the MDGs from gender perspectives**

MDG	Gender ramification of MDGs (UNDP 2005:6)	Analysing MDGs from gender perspective (Various authors)
1. Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> <li>- Gender equality in capabilities and access to opportunities can accelerate economic growth</li> <li>- Equal access for women to basic transport and energy infrastructure (such as clean cooking fuels) can lead to greater economic activity.</li> <li>- Gender equality in farm inputs helps increase agricultural production and reduces poverty because women farmers form a significant proportion of the rural poor.</li> <li>- Equal investment in women's health and nutritional status reduces chronic hunger and malnourishment, which increases productivity and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>- The fact that 70% of the world's absolute poor are women is nowhere reflected in the targets and the indicators of this goal (Neuhold 2005:11).</li> <li>- Women produce up to 80% of food in developing countries, but are more likely to be hungry than men and are often denied the right to own land (Turquet, Watt, &amp; Sharman 2007:6).</li> <li>- Total agricultural outputs in sub-Saharan Africa could increase by 6-20% if women's access to agricultural inputs was equal to men's (DFID 2006:2).</li> <li>- The gender dimension of poverty is missing (Heyes 2005:71)</li> </ul>
2. Achieve universal primary education	<ul style="list-style-type: none"> <li>- Educated girls and women have greater control over their fertility and participate more in public life.</li> <li>- A mother's education is a strong and consistent determinant of her children's school enrolment and attainment of their health and nutrition outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Target 3 calls for universal primary education for boys and girls; however, the MDG indicators are limited to gender neutral data, thereby impeding a gender differentiated approach. If strategies are to be successful they must start with awareness raising among girls' parents, as daughters are often are put in second place in favour of sons and other male relatives (Neuhold 2005:12).</li> <li>- Globally, 10 million more girls are out of school than boys (Turquet, Watt, &amp; Sharman 2007:10).</li> </ul>
3. Promote gender equality and women empowerment	<ul style="list-style-type: none"> <li>- Gender equality has featured as a goal by itself with four targets (see Box 2.1)</li> </ul>	<ul style="list-style-type: none"> <li>- Although the targets for the goal are important, they are way below the provisions of CEDAW and BPFA resolutions as the goals exclude safeguarding sexual and reproductive rights, and violence against women, to mention some (Neuhold 2005:12-13, Heyzer 2005:10, Heyes 2005:75).</li> <li>- Violence against women is rampant in many countries. In Ethiopia: for example, seven out of ten women who have ever had a partner have suffered either physical or sexual violence at home (DFID 2006:3).</li> <li>- Data on key aspects of women's empowerment including school attendance, violence against women and wages is</li> </ul>

MDG	Gender ramification of MDGs (UNDP 2005:6)	Analysing MDGs from gender perspective (Various authors)
		available in approximately a quarter of countries (Turquet, Watt, & Sharman 2007:14).
4. Reduce child mortality	- A mother's education, income, and empowerment have a significant impact on lowering child and maternal mortality.	<ul style="list-style-type: none"> <li>- The goal should raise gender specific concerns. In many cultures sons are disproportionately esteemed over daughters. Female embryos are aborted in higher numbers. The MDGs should state very clearly that female infant mortality is higher than male infant mortality (Neuhold 2005:14).</li> <li>- In Pakistan and India, for instance, a girl has a 30-50% higher chance of dying than a boy between the age of one and five (Turquet, Watt, &amp; Sharman 2007:18).</li> </ul>
5. Improve maternal health		<ul style="list-style-type: none"> <li>- MDG-5 does not mention the issue of women's general access to health care and medication and does not adequately cover the link with the social status of women and girls, their dignity and autonomy, protection against violence and safeguarding of sexual and reproductive rights (Neuhold 2005:15).</li> <li>- Only one third of births in the poorest countries are attended by skilled health personnel (Turquet, Watt, &amp; Sharman 2007:22).</li> </ul>
6. Combat HIV/AIDS, malaria and other diseases	- Greater economic independence for women, increased ability to negotiate safe sex, greater awareness of the need to alter traditional norms about sexual relations, better access to treatment, and support for the care functions that women perform are essential for halting and reversing the spread of HIV/AIDS and other epidemics.	<ul style="list-style-type: none"> <li>- Women account for a growing number of people with HIV and AIDs. (Turquet, Watt, &amp; Sharman 2007:26). Three women to one man are living with HIV in sub-Saharan Africa (DFID 2006:3).</li> <li>- The fight against malaria and other diseases should be reflected in additional indicators specifically geared towards women as they are affected more often by these diseases due to their weaker constitution (Neuhold 2005:15).</li> <li>- All these findings should have led to the formulation of a new target addressing women (Neuhold 2005:15).</li> </ul>
7. Ensure environmental sustainability	- Gender equitable property and resource ownership policies enable women (often as primary users of these resources) to manage in a more sustainable manner.	<ul style="list-style-type: none"> <li>- African women and children spend 40 billion hours fetching water every year (Turquet, Watt, &amp; Sharman 2007:30).</li> <li>- The needs and chances of women are completely left out of this goal although there is overwhelming and widely documented proof of women's leading role in safeguarding biodiversity and sustainable development and of women's decisive role in guaranteeing food security (Neuhold 2005:16).</li> <li>- Both the impact of climate change and</li> </ul>

MDG	Gender ramification of MDGs (UNDP 2005:6)	Analysing MDGs from gender perspective (Various authors)
		adaptive capacities differ among women and men (DFID 2006:3)
8. Develop a global partnership for development	- Greater gender equality in the political sphere may lead to higher investments in development cooperation.	<ul style="list-style-type: none"> <li>- One of the most striking flaws of the MDGs is the fact that the role and the needs of women in trade and development, in financial transactions and debt relief are not taken into account in Goal-8. As widely evidenced, the negative impacts of the neo-liberal orientation of the economy fall disproportionately on women, because of their lower social status. Due to the capitalist economy dominated by male values, more and more women are impoverished and marginalised (Neuhold 2005:17).</li> <li>- To meet the first seven MDGs, a true global partnership for development must prioritise women's rights (Turquet, Watt, &amp; Sharman 2007:34).</li> </ul>

The above Table demonstrates that there is an understanding that all MDGs have clear gender implications. Nevertheless, as Neuhold and other feminist advocates complain, there is no practical action in engendering the MDGs, expressed by strong and clear gender related targets to hold governments and other actors accountable. In fact the 2007 ActionAid (UK) document concluded that “global development efforts have failed to address women’s rights as a central component of all the goals” (Turquet, Watt & Sharman 2007:4).

Painter (2004:5) pointed out that “the MDGs have not un-seated the predominance of a neo-liberal, economic growth-driven model of development that relies on women as instruments as opposed to agents of development”. This model of development underpinned by male dominated values renders the MDGs incompatible with their claim to have originated in human rights (Painter 2004:6, Neuhold 2005:17). The group of experts engaged by the UN to assess the linkage between BPFA and the MDGs also concluded that “the current macro-economic framework ignored both the structural nature of poverty as well as the structural nature of gender inequality” (UN 2005c:12). In south Asia, for instance, where rapid economic growth is witnessed, “women are getting a shrinking share of income as the economy grows” (Turquet, Watt, & Sharman 2007:9).

As Barton (2005:34) indicated, many women have reluctantly joined the MDG game just because they feel they have to be there “to push for a gender-equality agenda that is integrated into all areas of development and peace”. Grown (2005:82-86), admitting the weaknesses of the MDGs, still holds that the “MDGs can be transformational and present a global policy opportunity through which advocates for gender equality and pro-poor development can advance their agendas”. Painter (2005:90) also agreed with Grown that MDGs constitute a “powerful tool for progress on development and human rights on which women human rights groups should recognise and build on”. Sweetman (2005:4) well summarised the conclusion drawn by scores of authors. stating that the MDGs are “necessary but not sufficient to address gender-equality concerns”.

UNIFEM (2004:13) has suggested what needs to be done with MDGs in order to make them more responsive to the critiques arising from a human rights perspective and centrality of gender equality, for the attainment of development:

Gender equality is a cross-cutting concern for all of the MDGs, but its proper place still needs to be clearly articulated in targets, indicators and strategies to achieve the Goals at the national level. Fortunately, CEDAW and Beijing provide detailed guidance on the full range of relevant gender equality issues, and this can be used to fine-tune MDG agendas. The first step in making use of CEDAW and Beijing for this purpose is to identify the specific ways in which these three frameworks correspond and support each other. In what follows, a preliminary mapping of gender equality issues raised by each Goal, and the corresponding obligations and commitments under CEDAW and Beijing, is provided. Of course the priorities, challenges and most appropriate responses will vary from region to region and from country to country. The concluding comments of the CEDAW Committee for each country, and national plans of action and reviews conducted under Beijing, are important further references for linking CEDAW and Beijing to the MDGs in a way that reflects different country realities.

Many authors concluded that the MDGs are still ‘gender-blind’ for the most part (UNDP 2005:6). As a result, the call continues to reorient the MDGs to respond to such shortcomings, from a human rights perspective in general and gender justice in particular. Therefore, for gender equality to be an effective means to achieving all the MDGs, the stakeholders must systematically revisit the “gender aspects of all the goals, or risk falling short of the mark” (UNMP 2005:1).



While the pressure to gender MDGs further has to mount, many authors agree that for the desired outcome to materialise even within the existing provisions, the decision makers should step up their political commitments, matched by resource allocation. The priority areas have to be reviewed continuously, and the responsibilities and accountabilities spelt out clearly (Heyzer 2005:11). This is a necessity as the world is struggling to meet the indicators of Goal 3 within the deadline.

### 2.3.3 Progress towards gender equality: where are we with MDG-3?

As summarised in Box 2.1, MDG-3 consists of one target and four indicators (UNSD ny:nd). These indicators were not found to be adequate to address “other domains of gender equality and women’s empowerment” (UNMP 2004:iv), are widely framed and narrowly focus on education (Aikman, Unterhalter, Challender 2005:44). Therefore, in 2004, a panel of experts that reviewed the status of progress on Goal 3 suggested the following additional targets (UNMP 2004:iv):

1. Ensure universal access to sexual and reproductive health services through the primary health care system;
2. Eliminate gender inequality in access to economic assets and employment;
3. Achieve a 30% share of seats for women in national parliaments;
4. Reduce by half the lifetime prevalence of violence against women.

Apparently, out of the four additional targets proposed for consideration, only one (indicator 3) has been included as an indicator in the revised indicators for Goal 3 (see Box 2.1).

**Box 2.1: Target and indicators of MDG-3: promote gender equality and empower women**

Target	Indicator
Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.	<ol style="list-style-type: none"> <li>1. Ratio of girls to boys in primary, secondary, and tertiary education</li> <li>2. Ratio of literate women to men, 15-24 years old</li> <li>3. Share of women in wage employment in the non-agricultural sector</li> <li>4. Proportion of seats held by women in national parliament</li> </ol>

Source: United Nations: <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/About.htm#Declaration>  
 Downloaded: 2010-06-08.

Within the accepted targets and indicators, what are the progress and trends towards achieving Goal 3? The following paragraphs elaborate on this.

### **Gender equality and education (Indicator 1)**

According to the UN 2005 report (UNMP 2005:2):

Gender equality in primary school enrolment has been nearly achieved in seven out of ten regions with a ratio of girls' to boys' enrolment of 93 % or higher. Southern Asia, sub-Saharan Africa and Western Asia lag behind, with ratios that remain low – from 85 to 89 girls per 100 boys – in spite of progress between 1990 and 2002. These regions will most likely miss the target of closing the gender gap by the end of 2005.

The prediction of the UN 2005 report which was based on data provided by UNESCO for the years 1990-2001 was proven true, in that those regions which were not on track to close the gender gap at primary and secondary education level have missed this target (UN 2009:18). Four years after the first deadline, this target is yet to be achieved universally (UN 2009:18). In 2007, ActionAid reported that ten million more girls than boys were out of primary school (Turquet, Watt, & Sharman 2007:2). According to the latest UN report, the gender gap is, expectedly, more alarming at secondary education level, especially in the least developed countries (UN 2009:19).

Ironically, there are more female students than male students worldwide at higher education levels (UN 2009:19, Stromquist 2007:34). This results from a large gender gap in favour of females (129 girls for 100 boys in 2007) in developed countries (UN 2009:19). Such statistics could be misleading if taken at face value. Disparity among regions is very stark, especially in developing regions such as sub-Saharan Africa (SSA) where there were 67 girls for every 100 boys in 2007 (UN 2009:19). All the regions except SSA have shown progress since 1999 in this regard (Chen et al. 2005:8). The most remarkable progress was demonstrated by Eastern Asia where the ratio of girls for every 100 boys grew from 55 in 1999 to 96 in 2007 (UN 2009:19). SSA must first stop the downward spiral and exert more effort to progress forward in order to close the gap.

### **Illiteracy (Indicator 2)**

UNESCO defines literacy as the ability to “read and write, with understanding a simple statement of their everyday life” (UNESCO 2007:62). The same UNESCO document (2007:62) elaborates that this traditional definition “generally suggests a dichotomy between ‘literate’ and ‘illiterate’ whereas the real picture is more that of a continuum of proficiency or competence”. In any case, to be literate is vital to exercise fundamental skills as a citizen (Stromquist 2007:35).

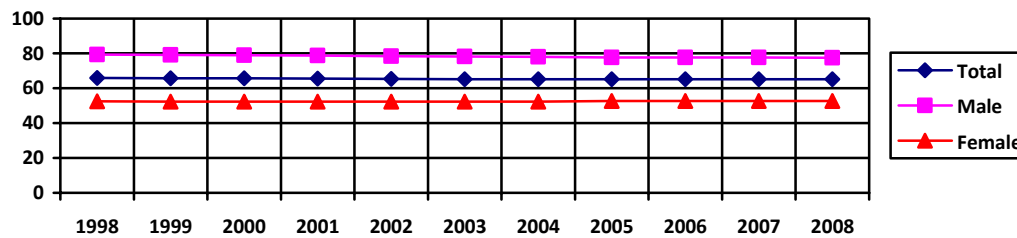
In 2000, “164 governments, together with partner organisations from around the world, made a collective commitment to dramatically expand educational opportunities for children, youth and adults by 2015” (UNESCO 2007:i). One of the goals set by this pledge of Education for All (EFA) was “achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults” (UNESCO 2007:62).

In spite of some progress in the 1990s in reducing the gender gap in literacy, at the current rate, Southern Asia, Western Asia and Northern and sub-Saharan Africa will not achieve the MDG target even by 2015 (UN 2005a:5). “Women’s literacy is of crucial importance in addressing wider issues of gender inequality” (UNESCO 2007:65). Nevertheless, still two thirds of the world’s illiterate were women in 2007, a share virtually unchanged from the 63% recorded during 1985–1994 (UNESCO 2007:65, Turquet, Watt, & Sharman 2007:2).

### **Gender and employment (Indicator 3)**

The UN assesses progress towards gender equality in the labour market on the basis of the share of women wage workers in the non-agricultural sector, expressed as a percentage of total wage employment in this sector (UN 2005a:6). According to the 2005 UN report, “women’s access to paid employment is lower than men’s in most of the developing world” (Chen et al. 2005:8). As documented in the publication by the International Labour Organisation (ILO 2009:37), over a ten year period, female participation in the labour force has stagnated at 52% globally (see Figure 2.1). The trend did not change even after the MDGs were launched in 2000 with a clear gender related indicator for employment.

**Figure 2.1 Labour force participation rate in the world**



Source: Source: ILO, Trends Econometric Models, January 2009

According to the recent report (UN 2009:20-21):

Globally, the share of women in paid employment outside the agricultural sector has continued to increase marginally over the years. But in Southern Asia, Northern Africa and Western Asia, employment opportunities for women remain extremely low. In sub-Saharan Africa, 64% of women's employment is in agriculture, and women's overall representation in the labour force is relatively high: 55% of working-age women in that region are employed, although mostly in vulnerable jobs. In Northern Africa and Western Asia, where industry and services are the most important sectors, only 23% and 21% of working age women, respectively, are employed.

Unfortunately, the 2008 global financial crisis is expected to worsen women's employment prospects. The ILO predicted that although men were most affected by the financial shock due to their relative dominance of the world of work, women may be more profoundly affected over the long term (ILO 2009:32). The existing low status of employed women (UN 2005a:6), the meagre pace at which the rate of employment is increasing coupled with the recent global economic meltdown (UN 2009:21) render this target as being unattainable by 2015 unless stakeholders multiply their efforts to reverse the situation.

The other employment injustice is that even if women are employed, some are not being paid the same amount as their male counterparts. This is the case even in developed countries such as the United States and Europe (MacGillivray, Beecher & Golden 2009:7). The senior advisor to President Obama, Valerie Jarrett, was quoted on USA Today news website, posted on 20 July 2010, as saying that the Obama administration will push Congress for the passing of the 'pay fairness bill'. Jarrett cited government statistics that "women in America earn 77 cents for every dollar men earn" (President Obama to push congress on pay-fairness bill 2010:np).

#### **Gender equality and political participation (Indicator 4)**

By January 2005, only 17 countries had met the target set in 1990 by the UN Economic and Social Council to have 30% or more women in national legislative seats (UN 2005a:9). The 2007 report compiled for ActionAid UK reported that women made up only 17% of parliamentarians worldwide (Turquet, Watt, & Sharman 2007:14). Only 17% of the seats in national parliaments in sub-Saharan Africa were held by women at the end of 2007 (WB 2009:8). The 2009 UN report revealed that women hold 30% or more of single or lower chamber seats in only 24 countries and 30% or more of upper chamber seats in 15 countries (UN 2009:23).

Clisby (2005:23) and Kabeer (2005:21) argue that promoting popular participation in the absence of “effective and systematic gendered analysis of structural barriers to women’s participation, and the failure to support gender mainstreaming, and women’s participation through capacity building at all levels” could cause women to be even worse off by giving more prominence to men in areas where women previously held traditional roles.

As illustrated in the last few paragraphs, most of the targets for MDG-3 are far off track. If the opportunity to achieve these targets is not to be lost by 2015, renewed urgency and commitment is required from all concerned bodies (UN 2009:19, Turquet, Watt, & Sharman 2007:2).

## **2.4 GENDER EQUALITY AND EDUCATION- RECIPROCAL IMPACT**

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### **2.4.1 Gender, education and economic development: overview**

Education plays a vital role in the development of a nation. UNESCO qualifies education as “a human right in all contemporary society” (Assie-Lumumba 2007:3). Education is central to the MDGs, both in absolute terms (increasing overall enrolment under MDG-2) as well as relative ones (closing the gender gap in adult literacy and education at all levels; MDG-3).

The UN (2005a:2) emphasise that “education, especially for girls, has social and economic benefits for society as a whole”. Educated women enjoy greater wage earning

potential and more opportunities to participate in public life, tend to be motivated to marry later and to bear fewer and healthier children who are more likely to go to school. Furthermore, education serves as an effective prevention weapon against HIV, boosts their bargaining power within the household and lessens the high burdens arising from household tasks (UN 2005a:2, Blackden et al. 2006:4-5, UNMP 2005:1).

Assie-Lumumba (2007:5) draws the conclusion from the findings of many scholars and institutions that gender inequality in all sectors of education in Africa is one of the most important internal factors that continue to contribute to the underdevelopment in Africa. Abu-Ghaida & Klasen (2003:21) even attempted to quantify the economic impact of gender imbalance in education. According to them (Abu-Ghaida & Klasen 2003:21), the countries that are seriously behind with regards to meeting gender parity in education might have lost “0.1-0.3 percentage points in annual economic growth between 1995 and 2005”, and may lose “an average of 0.4 percentage points between 2005 and 2015”. Gender inequality in education reduces the average amount of human capital, mostly by excluding qualified girls, and generally hampers economic development (Blackden et al. 2006:3). Blackden et al. (2006:4), citing Klasen & Lamanna 2003, also stated that “gender gaps in employment impose a similar distortion on the economy as do gender gaps in education”.

In recognition of its importance, the education sector has enjoyed a substantial amount of investment by governments (Leo-Rhynie 1999:7, Blackden et al. 2006:17). However, the challenge of achieving universal education even at the primary level remains difficult, with strong gender ramifications (Kabeer 2003:95). According to UNICEF, over 130 million children of school age in the developing world are growing up without access to basic education, out of which 67% are girls (Kabeer 2003:95). Many countries have failed with respect to their commitment to eliminate gender disparity in primary and secondary education by 2005 (UN 2009:19). Gender gaps persist “in enrolment rates, which capture education flows, in average years of schooling, which represent the stock of education in the population, in quality and type of education, and in subject matters studied” (Abu-Ghaida & Klasen 2003:2).

The targets and indicators of the MDGs and much of the literature on education focus mainly on the enrolment aspect of gender equality. Obviously, education systems are much more complex than that; the issues of gender inequality are omnipresent throughout the system. In order to eliminate the gender imbalance in education, it is important to possess a clear perspective regarding the factors affecting gender inequality in education.

#### 2.4.2 Gender perspective and factors in education

Leo-Rhynie (1999:18) has contributed to the dimensions of looking at gender perspective in education. She quoted Measor and Skies (1992) who identified three feminist perspectives on gender and education: the liberal, socialist and radical perspectives.

- **The liberal view** is that education replaces ignorance and prejudice with knowledge and enlightenment. The major concern is with girls and women being allowed equal access to education, and the legal frameworks ensuring equity of access and equal opportunity in educational settings.
- **The socialist perspective** involves a commitment to social change with the objective of eliminating social class inequity as well as gender inequity. From this perspective, schools are seen as reproducing the status quo. The agenda here is primarily concerned with the ways in which education reinforces inequity, and methods which need to be implemented to resist or change this.
- **The radical perspective** works towards reforming the power relationships between girls and boys in the classroom, where it is assumed that boys dominate the classroom, to the girls' detriment. Similarly, the curriculum, in this view, is geared toward boys' interests, and teachers are found to favour boys over girls. Sexual harassment of girls by male students and teachers is another concern.

The shortcoming of these three perspectives is that they tend to ignore the demand and supply factors affecting the education environment. The approach appears to have focused on what happens once the students are within the school environment. What is equally important, especially if the plan is to bring about faster and sustainable gender equity, is to link the study with the demand side that is affected by socio-economic and cultural factors and the supply side, which is shaped by political and institutional factors linked to the school (UNESCO 1997:6), as illustrated below.

#### Box 2.2: Factors affecting gender equality in education

Demand	Supply
<b>Socio-economic factors</b> <ul style="list-style-type: none"> <li>- Poverty</li> <li>- Direct costs (fees, uniforms, transportation)</li> <li>- High opportunity costs/lower rate of return</li> </ul>	<b>Political/institutional factors</b> <ul style="list-style-type: none"> <li>- Budget constraints, structural adjustment programmes</li> <li>- Insufficient public support for the poor</li> <li>- Political instability, inconsistent educational policies</li> </ul>

<b>Demand</b>	<b>Supply</b>
<ul style="list-style-type: none"> <li>- Girls needed for household/agricultural tasks</li> <li>- Residence in remote, low population areas</li> <li>- Limited employment opportunities for graduates</li> <li>- Lower remuneration for women</li> </ul>	<ul style="list-style-type: none"> <li>- Poor quality of education programmes</li> <li>- Ill-adaptation of education systems to local learning needs</li> <li>- Lack of clear strategy for women and girls' education</li> <li>- Lack of public support for women in scientific activities</li> <li>- Limited employment prospects</li> <li>- Poor data collection mechanisms; inadequate elements for progress assessment and policy formulation</li> </ul>
<p><b>Cultural factors</b></p> <ul style="list-style-type: none"> <li>- Parents' low level of education</li> <li>- Lower priority for girls' education</li> <li>- Girls' education perceived as incompatible with traditional beliefs and/or religious principles</li> <li>- Early marriages and pregnancies</li> <li>- Role of the girl/woman as a wife and mother</li> <li>- Sceptical attitudes towards the benefits and outcomes of educating girls</li> </ul>	<p><b>Factors linked to the school</b></p> <ul style="list-style-type: none"> <li>- Limited school/classroom space</li> <li>- High school fees</li> <li>- Low proportion of female teachers</li> <li>- Teachers untrained/not sensitised to gender issues</li> <li>- Stereotypes at school (curricula, textbooks)</li> <li>- School curricula in conflict with traditional culture</li> <li>- Orientation of girls/women to non scientific fields\lack of accommodation for or exclusion of pregnant adolescents and young mothers\sexual harassment, insecurity\distance from school\lack of school canteens\poor quality of hygienic facilities</li> <li>- School calendar incompatible with farming cycles</li> </ul>
<b>Results</b>	
<ul style="list-style-type: none"> <li>- Limited access to schooling</li> <li>- Low female enrolment</li> <li>- School dropout, particularly at puberty</li> <li>- Low female participation in scientific/technical fields</li> <li>- High proportion of illiterate women</li> <li>- Scarce or low scale employment opportunities</li> <li>- Reduced contribution to national economic and social development</li> <li>- Limited bargaining power</li> <li>- Absence from the political decision-making processes</li> </ul>	

Source: UNESCO 1997:6

Authors, such as Blackden et al. (2006:17), suggested that specific incentives such as abolishing tuition fees for primary education and introducing special programmes to target female education could contribute to attracting more female students. However, Meena (2007:81-82), who cited a study conducted for the Forum for African Women Educationalists (FAWE), blamed the “inconsistencies and discrepancies between the policy commitments on the one hand and the plans and strategies for redressing gender imbalance in the field of education on the other”. Leo-Rhynie is one of the authors who comprehensively addressed the variables that could contribute towards an engendered education system. She (Leo-Rhynie 1999:18-19) concluded that “no single perspective is able to represent the variety and breadth of issues in gender and education, but rather



informed by other perspectives, these approaches can help build a comprehensive picture of the multi-dimensional education process and its role in gender inequity”.

There are limits to what education can do as a means to achieve empowerment and gender equality (Johnson 2005:57). According to Kabeer (2005:17), in societies characterised by extreme forms of gender inequality, even if women are afforded an opportunity to enjoy access to education, the expectations are such that they would be “a better wife, mother, and have a better chance of getting a suitable husband”. Therefore, for education to have the desired impact on gender equality and, by extension, on development, both the internal environment (pedagogical) and external environment (social, economic, political) must be gender-responsive.

### **2.4.3 Gender equality and higher education**

As University Partnerships in Cooperation and Development (UPCD 2004:1) stated, it is difficult to imagine the realisation of the MDGs without higher education. Higher education institutions (HEIs) are recognised as a key force for modernisation and development, especially in developing countries (Teferra & Altbach 2004:21). HEIs are the major means of empowerment through which both men and women could realise their potential (Grunberg 2001:7). As Assie-Lumumba (2007:8) articulated very well:

Higher education is one of the most important sectors of human resource formation, especially in a developing world. It is an area where philosophers, technicians, scientists, and humanists are formed and produced. In principle, with their specialised and general knowledge, skills, research and innovative capacities, these actors can be considered as the primary agents or engines of social, political, and economic progress in any given society, especially in the context of a globalised economy.

Access up to primary and secondary education is obviously very important. Undeterred by infrastructural and cultural barriers, millions of girls feel fortunate to achieve even primary level education in the developing countries. Lack of access to higher learning leads to even more serious implications by way of depriving young women of an opportunity to optimise their self-realisation and full participation in the development process (Meena 2007:98, Assie-Lumumba 2007:1). Daddieh (2007:172) cites the weak foundation for female participation in tertiary education as a major culprit regarding women’s under-representation in high level positions within or outside academia, or their

concentration “in disciplines that lead to careers that can be more easily reconciled with their domestic roles later in life”.

In today’s very competitive world, the role of HEIs is being underpinned by the increasing dominance of an economic ideology (Wilton 2007:520). According to Wilton (2007:520), HEIs have, therefore, increased the focus on the employability of their graduates and their transition into the labour market. The risk of this trend is that the institutions may shy away from their societal and moral obligations, which should include working towards gender equality.

Unfortunately, as Assie-Lumumba (2007:1) in her contribution to the discourse on education and gender equality in the African context stated, “gender remains the most widespread and persistent facet of inequality, especially at the higher education level”. Morley (2005:109) also concurred with Assie-Lumumba in that “the history of women’s engagement with the academy has been characterised by exclusion and inequality”. Such is the case in almost all parts of the world. Ranging from the most developed nations such as Finland (Husu 2000:221) to the deserts of Negev in Israel (Pessate-Schubert 2004:329) and all the way down to the least developed ones, such as Ethiopia (MoE 2004:4), the issue of gender inequality and its development impact is echoed. In one of the most developed nations, Norway for instance, in terms of access, although some 60% of the university students were women (Soyland, et al. 2000:147), a panel of the gender advisors for higher education in the country found that women face challenges in terms of the conduciveness of the academic climate and promotion to high level portfolios (Soyland, et al. 2000:153).

In the midst of such challenges, HEIs have made a significant contribution to gender studies in the area of research and by producing gender experts, which in turn, have contributed to the improvements in gender mainstreaming in government development policies and plans, as well as the incorporation of the gender dimension in the development processes (Mlama 2007:119-120). Mlama (2007:120), however, criticised the failure of African HEIs to seize the leadership in educational reforms from a gender perspective. Specifically, HEIs in many African countries have not taken sufficient

measures to reform their institutions to be gender responsive, they do not have gender responsive policies and plans and still maintain gender non-responsive curricula. Such reforms would “thus produce experts in the form of economists, engineers, teachers, planners, scientists, doctors, and others who then go to lead professional development sectors without the necessary skills to mainstream gender in the development processes” (Mlama 2007:120).

Grunberg (1999:397) adopted the transformative model of gender equity proposed by Larkin and Station (1998) which could be used as an entry point to mainstream gender in a HEI:

- Access : new regulations within educational laws or local initiatives supporting minority women, initiatives aimed at improving the percentage of female students; access to a large spectrum of specialities; access to the labour market (efforts to decrease the rate of unemployment of women with higher education qualifications, programmes for the re-qualification of women);
- Inclusion: gender inclusive language and improvements in the content of teaching and learning materials; enrichment of the quality as well as the scope of women’s study courses; incorporation of gender issues into various disciplines; expansion of targeted research;
- Climate: pedagogical initiatives and results in improving the educational atmosphere that supports gender equality in the classroom; initiatives that support the creation of space within universities in which women can develop a sense of solidarity; legally approaching issues such as sexual harassment;
- Promotion: promoting women to decision-making positions at faculty/university/ministerial level; to professional positions in universities; to academic positions; promoting gender-sensitive research in education with regard to vertical and horizontal sexual stratification.

If the employment market is not attractive enough, women will not be encouraged to pursue education as a way of earning a better living. It is, therefore, critical to improve employment opportunities along with access to quality education for women. Unfortunately, the efforts to improve women’s access to formal sector employment have not yielded much progress (Blackden et al. 2006:18, ILO 2009:37).

In summary, the global economic-political landscape of higher education is leaning towards a market-led movement. As Morley (2005:109) noted, despite compelling empirical evidence and intensified advocacy coupled with high level political commitment expressed by way of policies and legislatives, gender inequity is pervasive in higher education. Morley (2005:109) further lamented that “while there have been

some equity gains in higher education, particularly in relation to women's access as students, universal patriarchal power appears hard to denaturalise”.

The best approach to systematically unsettle the status quo is to translate the broader political statements and use them at institutional level by mainstreaming gender throughout the policies and practices of the HEIs. Such intervention requires relentless effort and resources. Injecting change is not easy, even for the higher institutions in arguably advanced (progressive) societies such as Germany (Müller 2000:160). According to a study conducted in Germany with respect to selected universities, gender issues were among “the most provocative of issues in organisations dealing with work and education” (Müller 2000:160).

The following section briefly discusses the experience of other institutions in gender mainstreaming with the aim of learning from their successes and challenges.

## **2.5 EXPERIENCES IN GENDER MAINSTREAMING**

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As cited in Kabeer (2003:219), the UN Economic and Social Council provided a comprehensive definition of gender mainstreaming in 1997 as “a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated”.

The Beijing conference prompted many governments and organisations to endorse and adopt the strategy of gender mainstreaming (Verloo 2007:7). As Tiessen (2007:77) noted, a wide spectrum of organisations operating in the development field have come under scrutiny for their gender inequitable structures, procedures, and outcomes over the last three decades. While the introduction of gender mainstreaming as a concept has been rapid, its implementation has been generally slower (Verloo 2007:7).

It is important to assess the successes or weaknesses of other organisations and countries that have gained experience in gender mainstreaming in order to draw lessons from their

achievements as well as their difficulties. In doing so, it is advisable to focus on areas such as the depth of gender analysis, inclusion of women's voices in the gender mainstreaming process, policy, planning, implementation and evaluation (Verloo 2007:7-8).

This research project revolves around the themes of gender, education, and development. It is, therefore, logical to learn from those organisations which possess unique competency in these issues as well as relatively ample experience regarding the concept of gender mainstreaming. Accordingly, the researcher chose to draw on the experience of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the United Nations Development Programme (UNDP), and the World Bank (WB).

The researcher could not obtain as many independent evaluation documents as desired with regards to the gender mainstreaming experiences of these organisations. Therefore, the review was obliged to rely heavily on the internal/official documents released by the organisations themselves.

### **2.5.1 Gender mainstreaming in UNESCO**

UNESCO, as its name indicates, is a UN leading agency on education, scientific and cultural issues. "UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, science, culture, communication and information" (UNESCO ny:np).

Between 1948 and 2003, UNESCO passed 139 resolutions in favour of gender equality and the advancement of women and girls (UNESCO 2003a:1). An evaluation of UNESCO's actions concerning women and gender equality between 1988 and 1993 was later carried out (Verloo 2007:32). It concluded that women's issues were not being systematically addressed in the planning and programming process. "Activities in support of women remained generally scattered and often based on individual initiatives" (Verloo 2007:32). This finding prompted UNESCO to mandate gender mainstreaming.

In the 1995 Beijing Conference, the Director General of UNESCO presented the Organisation's agenda for gender equality which included UNESCO's commitment to

mainstream gender (UNESCO 2000:63). The General Conference of UNESCO subsequently adopted a strategy in order to implement the Beijing Declaration and its Platform for Action (Verloo 2007:32).

The revised UNESCO's gender mainstreaming policy is guided by its medium term strategy which states (UNESCO 2005:11):

UNESCO's programme activities will be targeted at the urgent needs of disadvantaged and excluded groups or geographic regions. The needs of Africa, the least developed countries (LDCs), women and youth will be mainstreamed throughout all programmes.

The above description narrowly defines the concept of gender as if it only concerns women. Although there is ample evidence that women are the most disadvantaged by many development standards, the definition of gender mainstreaming should rather be to assess the implications of an organisation's policies and practices for both women and men. In short, UNESCO's gender mainstreaming definition fulfils the requirement of women mainstreaming but not necessarily that of gender mainstreaming. An extract from the definition reads as follows (UNESCO 2005:11):

As regards women, a gender perspective will be integrated in policy planning, programming, implementation and evaluation activities in all areas of UNESCO's competence with a view to promoting empowerment and achieving gender equality. Women's priorities and vision of development goals and approaches must be addressed and promoted through greater participation of women at all levels and in all areas of UNESCO's action.

The risk associated with implicating gender mainstreaming solely for the issues relating to women is that men may not feel a sense of belonging to the policy and its implementation. Obviously, this detracts from the policy's effectiveness if it is not espoused by both women and men.

The main lessons learned from the review of UNESCO's documents and activities are summarised below. UNESCO:

- Published a detailed guideline on gender neutral languages to mitigate behaviour and attitudes that legitimise and perpetuate the moral and social exclusion of women.
- Established the Section for Women and Gender Equality under the Bureau of Strategic Planning which positions the Section to influence strategic orientations favourable to promoting gender equality and women empowerment. Still, one could argue that the office should be positioned to report directly to the Director General to

- send a strong message across the organisation that gender equality should be taken with the seriousness it deserves.
- Conducts gender analysis periodically by publishing detailed gender aggregated data.
  - Enacted gender mainstreaming policy along with the development of a five year gender mainstreaming implementation framework (UNESCO 2003b).
  - Put in place a network of Gender Focal Points which is guided by a well articulated handbook published in 2005. Verloo (2007:38), however, observed that the gender focal points were too isolated within their sectors and offices. Therefore, the focus should also be directed towards staff training and linking gender issues with staff performance evaluation schemes in order to exert a meaningful impact on the gender mainstreaming policy (Verloo 2007:38).
  - Collaborated with UNIFEM (United Nations Development Fund for Women) and UNAIDS (Joint United Nations Programme on HIV/AIDS) to develop a 'Passport to Equality'. The document was issued "by virtue of the right of every human being, without distinction of sex, to enjoy the basic rights proclaimed in the Universal Declaration of Human Rights" and with the purpose of creating awareness about the existence of the Convention (UNESCO 2006:4).

In summary, UNESCO has put in place the necessary tools and frameworks to mainstream gender. As Verloo (2007:38) pointed out, one area of improvement is to address the concerns of men and boys along with those of girls and women. The lack of programmes focusing on underlying gender relations/social norms was also identified by Verloo (2007:38) who advised that such programmes should be designed in a culturally context-specific manner.

### **2.5.2 Gender mainstreaming in UNDP**

The United Nations Development Programme (UNDP) is the "UN's global development network advocating for change and connecting countries to knowledge, experience and resources to help people build a better life" (UNDP 2008:87). UNDP is well placed to contribute to the debate surrounding gender equality and women's empowerment, given its human development mandate, its global network of country offices and its broad range of partnerships within countries and regions (UNDP 2003:1). The UNDP can

provide “leadership to reduce the poverty of women – who constitute two-thirds of the world’s poorest people – whether it be by increasing women’s choices and voices, supporting their role in protecting and regenerating the environment or bringing gender to the centre of the HIV/AIDS issue” (UNDP 2003:1).

UNDP published very detailed gender mainstreaming document and attempted to approach a wide range of development issues from a gender perspective. UNDP’s policy statement on gender equality embraces both the need to mainstream gender and the empowerment of women. UNDP (2003:8) perceives human development as a process of enlarging people’s choices which “cannot occur when the choices of half of humanity are restricted”. At the same time, activities targeted at empowering women and addressing gross gender inequities in political, social and economic spheres should be undertaken (UNDP 2003:8).

However, UNDP concedes that development agencies experience limitations as regards promoting structural change in power relationships between men and women (UNDP 2003:9). Such interventions are political in nature and are more effective when handled by national authorities. Therefore, most development agencies have focused on “more visible, less provocative activities like policies, guidelines and data sets, rather than on more difficult, less visible processes to transform organisational culture and practice, as well as individual attitudes and behaviours” (UNDP 2003:9).

The main lessons learned from a review of the UNDP documents are summarised below:

- UNDP conducted an evaluation of its global gender mainstreaming policies and practices. This exercise, commissioned by the Evaluation Office and conducted by independent national and international consultants, was carried out between December 2004 and June 2005. The evaluation report concluded that “UNDP lacks both the capacity and the institutional framework for a systematic and effective gender mainstreaming approach” (UNDP 2006:39). The main findings of the evaluation are (UNDP 2006:9-38):



- UNDP possessed a network of gender expertise. However, the experts were often overlooked, underutilised and staff had no incentive to make use of their expertise.
  - UNDP's gender mapping exercise and inclusion of gender driver questions in the long term funding framework was a remarkable step towards monitoring and reporting on gender. However the evaluation criticised UNDP for not effectively analysing and applying the data.
  - There was inadequate allocation of financial resources for gender mainstreaming. Besides, there was no reliable methodology to estimate the exact expenditure on gender related programmes.
  - UNDP's commitment to gender balance was lauded. The 'Gender and Diversity Scorecard' was also appreciated as an innovative and useful tool. Despite such efforts, UNDP did not achieve gender balance at senior management level. The report called for further studies to understand the reasons for this failure.
  - The evaluation was also critical of UNDP's approach to gender mainstreaming. While there were commendable efforts to mainstream gender in most of UNDP's practice areas, there was no clear strategy and staff did not seem to know how to apply a gender mainstreaming perspective. Besides, the tendency was to seek small, women-focused activities in lieu of proper integration.
  - With regards to promoting gender equality, the report found that in some countries staff felt they lacked the competence to promote gender equality. In others, UNDP took advantage of its opportunities to promote gender equality as appropriate, either by supporting women's groups, or working quietly with government.
- UNDP partnered with UNIFEM in supporting many gender budgeting exercises which involves the analysis of national budgets from the perspective of their impact on women and men, boys and girls (UNDP 2003:13). UNDP also capitalised on its mandate to engage stakeholders in policy dialogue with governments on gender (UNDP 2003:22).

- After a review of the contemporary approaches, experiences and tools in gender mainstreaming being applied within the organisation and other international agencies, UNDP concluded that when “capacity, resources and commitment come together, there is progress towards equality for women and in mainstreaming an understanding of social factors in development programmes” (UNDP 2003:39).
- UNDP attempted to address some of the gaps identified by the evaluation team by undertaking the following major activities:
  - Development of very comprehensive gender mainstreaming tool kits for all its regional offices. The toolkits included country specific case studies in order to develop flexible and result-oriented gender mainstreaming guidelines (UNDP 2007:4). Customising the gender mainstreaming strategy in the local context is advisable since cultural issues play a critical role in shaping gender relations in a given society. However, the ultimate goal of treating gender equality as a human right should not be compromised regardless of the cultural differences.
  - Outlined a gender equality strategy for 2008-2011 where the head of the UNDP made a strong policy statement (UNDP 2008:iv):
 

The empowerment of women and achieving gender equality permeates everything we do – our policies, programmes and investments.  
– Kemal Derviş, UNDP Administrator
  - Tackled the issues of visibility, monitoring and accountability through the establishment of the Gender Steering and Implementation Committee as the highest decision making body on gender mainstreaming within the organisation, reporting directly to the Executive Board (UNDP 2008:7). All mainstreaming score cards which proved effective in measuring the UNDP’s performance on gender equality have also been applied widely (UNDP 2008:8).
  - Put in place a mechanism to mobilise more resources and track the allocations and expenditure for gender related activities (UNDP 2008:44-45).
  - Maintained and monitored the gender composition of its staff profile and renewed its commitment to achieve the UN target of gender balance at all levels by 2010 (UNDP 2008:40). To achieve the gender balance, a ‘Gender

Party Action Plan' was being developed based on the 2007 Gender Parity Report (UNDP 2008:41).

In summary, UNDP has set in place important policies and strategies to bring about gender equality. The real impact of these tools, especially in the latest strategy (2008-2011), will have to be assessed periodically in order to ascertain whether the renewed policy statements are being practised or not.

### **2.5.3 Gender mainstreaming in the World Bank**

According to its official website, the World Bank (WB ny:np) is “a vital source of financial and technical assistance to developing countries around the world with a mission to fight poverty with passion and professionalism for lasting results and to help people help themselves and their environment by providing resources, sharing knowledge, building capacity and forging partnerships in the public and private sectors”.

The Bank's main achievements towards gender mainstreaming are summarised in the following paragraphs:

- The Bank's attention to gender issues evolved through various stages traced back to 1977 when the first WID advisor was appointed (WB 2002:58). Between 1984 and 1990 operational manuals and directives were developed which aimed at addressing the impact on women of the Bank's interventions (WB 2002:58). In 1994, the bank issued an operational policy which established the goals of addressing gender disparity and enhancing women's participation in economic development (WB 2002:58). The issue of gender mainstreaming gained prominence in 1996 when the Bank constituted an External Gender Consultative Group which reported to the Board of Executive Directors' Committee on Development Effectiveness regarding the progress made in gender mainstreaming in the Bank (WB 2002:58). In 1997, the Gender and Development Board was established while in 1998 the position of head of this board was raised from chief/manager to director level (WB 2002:58).
- In 2002, the Bank issued a strategic action plan to integrate gender into the World Bank's work. The strategic plan adequately analysed the opportunities and challenges for or against gender mainstreaming within the WB. In spite of some

progress having been made, not paying more systematic attention to gender issues was cited as a main challenge in the effort towards gender mainstreaming (WB 2002:59). The Bank also recognised the possibility of improving the development impact assessment through gender mainstreaming by designing country specific strategies (WB 2002:13-16). The strategy recommended various forms of support to integrate gender issues into operations (WB 2002:25-30): training for the staff, creating and disseminating adaptable tools and good practice examples for use in operations, and building the technical capacity of the implementing agencies. The strategy cannot be translated into action unless it is well complemented with resources. To this end, the document covered the issues of deployment of budget, accountability, staff with gender expertise, partnership with other organisations, and regular monitoring and evaluation of the gender mainstreaming process (WB 2002:30-34).

- The World Bank has ample experience in supporting gender mainstreaming projects in education (Tembon 2008:300). According to Tembon (2008:301), the tested track record possessed by the Bank over the period of 15 years has made it one of the authorities as far as gender related interventions in the education sector are concerned.
- The Gender and Development Group of the World Bank publishes materials concerning gender and the MDGs. In one of its publications, the Bank asserted that addressing gender equality has a positive impact in attaining and implementing the rest of the MDGs (WB 2003:1). As a result, the Bank advocates that gender be mainstreamed in all aspect of development interventions.

Despite its strong implementation capacity, high level commitment and immense potential for gender mainstreaming, the Bank's stringent economic criteria, that is, "its traditional resistance to the addition of non-economic or social criteria pose a challenge for gender integration" (Razavi & Miller 1995 cited in Verloo 2007:38). Verloo (2007:38) also pointed out that the Bank's weak connections with the NGO community may cause implementation of gender mainstreaming to be a difficult process at the grass roots level.

In summary, most of the development agencies practise the two complementary approaches to achieving gender equality: mainstreaming gender and promoting women's empowerment. However, there is no general agreement, mainly due to fragmented and arbitrary documentation (Moser & Moser 2005:19) and the elusiveness of its impact (Mukhopadhyay 2004:604), whether gender mainstreaming has succeeded or not at the international level. Therefore, as the way forward, the gender mainstreaming policies and strategies should be implemented with greater transparency and the development of a more robust evaluation of its impact on gender equality and women empowerment (Moser & Moser 2005:20). As Mukhopadhyay (2004:100) cautioned, "gender mainstreaming in the absence of accountability becomes merely a technical exercise without political outcomes". Heyzer (2005:11) also warned that governments and organisations should avoid a gender mainstreaming approach "without actually talking to women – particularly women who are poor and disadvantaged".

Obviously the model adopted by one institution is not expected to be perfectly compatible with another, although there is much communality. Gender mainstreaming, like any initiative, has to take account of the peculiar internal and external factors surrounding the institution in question without losing sight of the ultimate objective – achieving gender equality and equity. As Grunberg (1999:404) put it so clearly, for the potential of any strategy and theory to be assessed, they need to be experienced first.

## **2.6 SUMMARY OF PERSPECTIVES AND PROSPECTS**

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This chapter presented the theoretical and empirical discourses involving development and gender within the framework of MDGs. On the one hand, MDGs are praised for facilitating an unprecedented, unified global voice in order to showcase the international community's commitment to eradicating poverty, while on the other, MDGs are criticised for being minimalist, ambitious, a step backward from the more comprehensive international conventions such as CEDAW, EFA, and BPFA, which propagate neo-liberalism much more than uplifting human rights, which is contrary to the spirit of the Millennium Declaration, and so on. After reviewing the slow pace of progress based on the latest statistics and the rhetorical commitment unmatched by adequate financial and

human resources, numerous authors agree that many countries are not likely to meet most of the targets by 2015. Furthermore, progress was retarded by the recent global economic meltdown.

The chapter also chronicled the movements for gender equality over the years up to the era of the MDGs. Several authors agree that significant progress has been scored in terms of improving the social and economic status of women over the years. However, the pace of progress has been criticised for being sluggish as resistance to changing the gender imbalance has been resilient (Molyneux & Razavi 2005:987). The MDGs have been commended for including the issue of gender equality and women empowerment as a goal on its own. There is also a general consensus that gender constitutes a cross-section issue which affects and is affected by all facets of development. Nevertheless, many scholars and activists have criticised MDGs for not being sufficiently gendered by not reflecting gender related indicators and targets in all of the goals. A number of examples have been cited from the literature where glaring gender dimensions exist which are absent from the targets.

In order to mitigate these shortcomings, women's advocates and development organisations agree that the battle should be fought on two fronts. On one front, advocacy and sensitisation must continue, so as to gender the MDGs and align them with the basic principles of human rights instead of the 'development at any cost' or 'development takes care of gender equality' paradigms. As Turquet, Watt and Sharman (2007:2) rightly pointed out, "the disproportionate impact of poverty on women and girls is not an accident, but the result of systematic discrimination". Therefore, the solution should also be matched with systematic and deliberate engagement. On another front, women's rights advocates and development agencies should strongly seize the global platform that MDGs afford, no matter how small it may seem. They should employ every opportunity to step up the struggle, in order to ensure that issues of gender equality and women empowerment are on every agenda as well as on the list of all the resolutions. It is true that the approach and perception towards gender should be about both women and men. Still, "critical feminist studies have a crucial role to play in the realisation of a more just and equitable development agendas" (Mama 2004:124). Molyneux and

Razavi (2005:1005) have also suggested that “feminist research has an important part to play in debates over globalisation by casting light on some of the processes that link gender and economic justice”.

These struggles have already started to bear fruit, evidenced in such initiatives as the recent (July 2010) formation of UN Women in the highest UN structure. Gender mainstreaming activities are also being intensified in a number of organisations and women rights organisations have proliferated, with a stronger voice. Leaders of the UN member states are going to meet again in late September 2010 so as to review the progress made in the attainment of MDGs and assess the feasibility of meeting the goals within the next five years. The gathering should heed Assie-Lumumba’s (2007:6) advice that “no policy recommendations will sustain a long-term positive impact until there is a good understanding of the nature of gender inequality and of how women should be fully considered as agents of social change in pragmatic ways”.

The vitality of education in general and the role of higher education, in particular for gender equality and development, are well documented. This chapter has made the case that in order for the HEIs to contribute towards a sustained and accelerated development which is the ultimate vision of the MDG, they have to be engendered themselves. In other words, HEIs must mainstream gender in everything they do if they are to contribute towards the attainment of gender equality and women empowerment. This chapter briefly covered the gender mainstreaming experiences of some internationally renowned development agencies in an attempt to learn from their strengths and weaknesses. As we have noted from the experiences of other organisations, the presence of guidelines, monitoring and evaluation tools, training and orientation tools are all important. However, as Müller (2000:160) noted, an open minded top manager is considered to be of greater value than any policy and strategy.

The next chapter applies the global perspective to the local context in terms of the overall socio-economic development, gender and education policies and practices in Ethiopia. The chapter also introduces the two higher institutions that are the cases of this research.

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# **CHAPTER 3: LOCALISING THE ISSUES: OVERVIEW OF GENDER IN THE CONTEXT OF DEVELOPMENT AND EDUCATION IN ETHIOPIA**

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## **3.1 INTRODUCTION**

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In chapter 2, the general theoretical framework with regards to gender and development issues was discussed. This chapter brings the issues down to the local context. It begins by furnishing an overview of the country, Ethiopia, focusing somewhat more on socio-economic indicators. Women in Ethiopia are placed under the spotlight from a development perspective, which includes the policy initiatives taken by the Government of Ethiopia to advance the abovementioned causes relating to women.

This chapter also reviews the general educational policy environment in the country. The section on educational policy attempts to paint a complete picture by highlighting the performance achievements at primary, secondary and tertiary levels, with a greater emphasis on gender disaggregated data.

The remaining sections of the chapter introduce Addis Ababa University and Unity University, the focus of this study. Their historical background, vision and mission, staff relations and admission policies are among some of the main topics discussed. As mentioned, very limited material with detailed information about the two universities was available. The researcher had to depend heavily on the Senate legislation and the official websites to extract information .

Before embarking on the review of development indicators in Ethiopia, it is important to note that that it was not easy to validate the national reports vis-à-vis international sources such as the reports of the International Monetary Fund, the World Bank or the United Nations. These international development institutions are heavily dependent on the same government sources for their reports. Other independent institutions such as the Economist Intelligence Units (EIU) in turn quote these international sources. According to the EIU (2008:49), “although the quality and scope of Ethiopia’s economic



statistics have improved since 1991, continuity, coverage and timeliness all leave much to be desired”.

### **3.2 OVERVIEW OF DEVELOPMENT INDICATORS IN ETHIOPIA**

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Ethiopia, a country located in the Horn of Africa, occupies a land area of about 1.2 million square kilometres. Ethiopia is the second most populous country in Africa with an estimated population of 80 million people (CSA 2009:np). Due to its rapid rate of population growth (average of 2.9% per annum), Ethiopia houses a very young population, 45% of the population being under the age of 15 (CSA 2009:np).

It is well documented that the country is endowed with abundant natural resources which are yet to be tapped. Agriculture dominates as the major source of livelihood (for 84% of the population) and accounts for 43% of the GDP as at June 2007, followed by 38.2% from the service sector and finally 12.5% from the industrial sector (EIU 2008:22). However, in 2010, the service sector exceeded the agricultural sector by contributing 42.5% of the GDP, followed at 40.7% by the agricultural sector and lastly at 12.3% by the industrial sector (EIU 2010:12). However, the IMF, which compiles the data from the national sources, noted that the service sector activities are not well documented and could be overstated (EIU 2010:12).

Since 1991, the country has introduced sweeping economic reforms to liberalise the market which had been under strict state control for 17 years. The main political ideology of the incumbent ruling party, which is called ‘revolutionary democracy’, advises its overall economic strategy, known as ‘agricultural development led industrialisation’. The government, however, prevents the financial sectors from being owned by foreign investors and all land remains State property. These two policies are the main sources of controversy between the government and the opposition parties in Ethiopia.

In terms of political structure, Ethiopia has a federal government composed of nine regions determined principally by ethnicity and language factors and two administrative cities. The 2008 country profile of the Economist Intelligence Unit describes the political structure that has existed since 1994 as follows (EIU 2008:9):

Despite the shift to federalism, power remains highly concentrated within small, elite leadership, a legacy of an age-old monarchical system that was followed by Marxist-style totalitarianism.

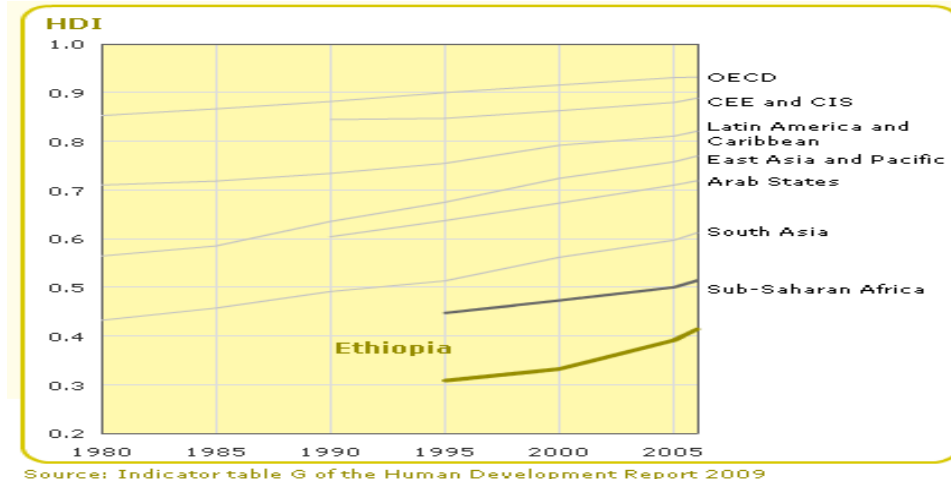
Unlike its rich history and after several political and economic experiments, the recent image of the country is disappointingly grim, measured by numerous development indicators. Many scholars attribute the existing deplorable economic situation of the country to lack of good governance and a long history of political unrest arising from wars against foreign aggressors, civil wars and political infighting. Ethiopia's strategic proximity to the Middle East, its being surrounded by countries with ongoing sectarian violence, and its being the origin of international rivers, attracted foreign forces to play an active role in the internal affairs of the country, often to the detriment of the socio-economic wellbeing of its people.

The majority of the population still lives under conditions of absolute poverty. The World Bank categorises Ethiopia amongst low income sub-Saharan Africa countries, with 39% of its population living on USD 1.25/day (WB 2009:79). According to the UNDP's 2009 Human Development Index (HDI), Ethiopia finds itself at the bottom of many human welfare indices (UNDP 2009:np). The UNDP report (2009:np) explains HDI as "a composite measure of three dimensions of human development: living a long and healthy life (measured by life expectancy), being educated (measured by adult literacy and gross enrolment in education) and having a decent standard of living (measured by purchasing power parity, PPP)". Of course, the report itself admits that the index is not in any sense a comprehensive measure of human development (UNDP 2009:np). It does not, for example, include important indicators such as gender or income inequality, nor concepts more difficult to measure such as respect for human rights and political freedom. Nevertheless, HDR as a measurement is a powerful tool that governments cannot afford to ignore in their policy analysis and decision making.

As depicted by Figure 3.1, Ethiopia's HDI is lower than that of the Sub-Saharan Africa average. According to the report (UNDP 2009:np), between 1995 and 2007 Ethiopia's HDI rose by 3.13% annually from 0.308 to 0.414. The report did not elaborate what annual growth rate of HDI is considered 'acceptable'. However, the rate of 0.106 HDI

points has not proven to be sufficient to uplift the country's performance to reach even the Sub-Saharan African average over a period of 10 years (1995-2005).

**Figure 3.1: Human development index trends**



The researcher attempted to compare the indices provided by the UN report above with those of the government performance reports. A problem was that the government report indices were not as composite as the UN reports, which renders comparison with other sources, such as the said reports, somewhat difficult. Still, the following paragraph provides the status of some economic indicators from the government perspective.

As documented in the 2007 report compiled by the Ministry of Finance and Economic Development (MoFED), the Federal Democratic Republic of Ethiopia (FDRE) contends that it achieved encouraging progress in the wide sphere of socio-economic sectors (MoFED 2007:5). According to the report, there have been increased efforts to provide the public with improved services in basic sectors such as education, health, clean water supply, infrastructure, agricultural development and food security. In quantifying some of the achievements in 2006/7, the report stated that in the education sector, the gross primary enrolment ratio (GPER) has reached 91% (MoFED 2007:7) while the annual intake capacity of higher education has reached 48,053 (male 34,511 and female 13,995), bringing the total number of students in universities to 180,000 (MoFED 2007:7). To mention a few achievements in the health sector, the total number of Health Extension Workers (HEWs) deployed at the time reached 17,653 HEWs, accounting for nearly 59%

of the total national requirement of 30,000 HEWs while a total of 3,723 health posts were opened during the year under review (MoFED 2007:7).

The other major observation in the 2007 MoFED report is that, unlike the 2009 UN report, no trend analysis is provided over the years so as to evaluate the progress made in important development sectors. However, the MoFED's qualitative assessments, such as the high illiteracy rate, low level of higher education enrolment, poor health systems infrastructure, etcetera, are in agreement with the conclusions of the UNDP's report.

In 2008, the Ministry of Finance and Economic Development (MoFED) published a report on the country's progress towards achieving the MDGs. According to this, Ethiopia registered a remarkable annual growth rate of about 11% per annum for the previous four years ending in 2006/07 (UNDP 2008:np, MoFED 2008:5). The UN report, which quoted an official government report (UNDP 2008:np), confirmed that such a pace of development is significant not only compared to the 7% annual growth target required to meet MDGs but also to realise the "Country's vision of becoming a middle income country in about two decades time".

After analysing the current trends, the report concluded that the government has every confidence that most of the development goals will be achieved by 2015 (MoFED 2008:1). The UNDP Ethiopia country office, which posted an update on Ethiopia's progress towards MDGs as at July 2008, advises that "standing in the middle of MDG's timeframe and looking back the trends all the concerned actors should immediately and concurrently act now for the realisation of the MDGs" (UNDP 2008: np). The 2008 UN report assessed that Ethiopia has not yet fully achieved any of the 8 MDGs; but is very likely to achieve MDGs-2 to 7, while achieving MDG 8 is also a possibility if some changes are made; however, the report did not elaborate what those changes would be (UNDP 2008:np).

The government report itself, however, cautioned that the unpredictability and vulnerability of the external environment, the shortfall in financing requirements and the fact that Ethiopia initially had to start from a very low development base continue to pose challenges to realising these goals (MoFED 2008:2-4). The EIU (2010:3) expressed its

outlook that “real GDP growth will slow to 7% in 2009/10 as exports and remittances recover slowly from the global recession, before rising in 2010/11, driven by continued global growth and reform efforts”.

### **3.3 WOMEN AND DEVELOPMENT IN ETHIOPIA**

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Ethiopia was working on women issues long before its participation in the 1995 Fourth World Conference on Women in Beijing, where the adoption of the BPA was ratified by 189 governments (WAO 2004:2). The BPA called for “the mainstreaming of a gender perspective in the design, implementation and monitoring of all policies, programs, committed countries to design their own specific programs and activities in consultation with women's groups and other stakeholders for its implementation” (WAO 2004:2). Ethiopia is a signatory to global agreements on women’s rights such as CEDAW which guarantees women equal rights and protection from discrimination (WAO 2004:3). Apart from being a signatory of major conventions that protect the interests of women, the Ethiopian Government also expressed its commitment to gender equality by providing constitutional protection when a new constitution was enacted in 1994. Article 35.3 of the constitution of the Federal Democratic Republic of Ethiopia (FDRE 1995:93) reads:

The historical legacy of inequality and discrimination suffered by women in Ethiopia is taken into account. In order to remedy this legacy, women are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social, economic life as well as in public and private institutions.

A national policy on women was earlier issued in 1993 in order to create a more conducive environment for equality between women and men in all aspects of life (WAO 2004:2).

The Organisation for Economic Cooperation and Development (OECD) in its 2009 publication on gender equality and social institutions in Ethiopia reported that despite the legal instruments and legislative commitments designed to serve women’s interests, “Ethiopia remains one of Africa’s most tradition-bound societies” (OECD 2009:1). For instance, the OECD report (2009:np) rates Ethiopia top out of 122 countries with respect to the “son preference index”. According to the OECD (2009:1) report, Ethiopia stands at 55 out of 112 countries in terms of adopting a gender balanced family code which grants

equal rights to women and men. Although the country enacted a new family code in 2001, its national effect has been limited since “seven out of nine regions have their own family law – six of which continue to apply the previous law” (OECD 2009:1). The report by OECD affirms the persistence of the government’s self-confessed conclusion that “Ethiopia remains a male dominated society and gender differentials are recorded in all dimensions of well-being, including empowerment and effective access to productive assets” (MoFED 2005:34).

In its Human Development Index (HDI), UNDP’s 2009 report (np) used two gender equality measures: Gender Empowerment Measure (GEM) and Gender-related Development Index (GDI). The GEM “reveals whether women take an active part in economic and political life; tracks the share of seats in parliament held by women; of female legislators, senior officials and managers; and of female professional and technical workers and the gender disparity in earned income, reflecting economic independence” (UNDP 2009:np). In simpler terms, “GEM aims to measure the extent to which women have access to certain levels of power” (Permanyer 2008:88). On the other hand, GDI measures achievements in the same dimensions using the same indicators as the HDI but captures inequalities in achievements between women and men (UNDP 2009:np, Permanyer 2008:87-88). “The greater the gender disparity in basic human development, the lower is a country's GDI relative to its HDI” (UNDP 2009:np). Empirical results and studies conducted by researchers such as Permanyer (2008:107) and Schuler (2006:162) reveal that the existing gender equality measures have not been effective enough to bring about the required degree of policy changes and uncover the hidden gender inequality. However, both authors agree that these measures are still useful if policy makers apply them properly in the right context.

In terms of GEM and GDI, Ethiopia ranked 85<sup>th</sup> out of 109 countries with a value of 0.464 and 144 out of 182 with a value of 0.403 respectively (UNDP 2009:np). The report advises that Ethiopia's GDI value of 0.403 should be compared to its HDI value of 0.414. Its GDI value is 97.3% of its HDI value. Out of the 155 countries with both HDI and GDI values, 132 countries record a better ratio than that of Ethiopia (see Table 3.1).

**Table 3.1: The GDI compared to the HDI – a measure of gender disparity**

<b>GDI as % of HDI</b>	<b>Life expectancy at birth(years) 2004 (Female as % male)</b>	<b>Adult literacy rate (% ages 15 and older) 2004 (Female as % male)</b>	<b>Combined primary, secondary and tertiary gross enrolment ratio2004 (Female as % male)</b>
1. Mongolia (100.0%)	1. Russian Federation (121.7%)	1. Lesotho (122.5%)	1. Cuba (121.0%)
131. Kuwait (97.4%)	129. Madagascar (105.5%)	140. Central African Republic (51.7%)	155. Nigeria (83.0%)
132. Austria (97.4%)	130. Sierra Leone (105.5%)	141. Chad (48.4%)	156. Equatorial Guinea (81.8%)
133. Ethiopia (97.3%)	131. Ethiopia (105.4%)	142. Ethiopia (45.6%)	157. Ethiopia (81.6%)
134. Liberia (97.3%)	132. Israel (105.4%)	143. Guinea (42.6%)	158. Burkina Faso (80.5%)
135. Equatorial Guinea (97.3%)	133. Viet Nam (105.3%)	144. Niger (35.1%)	159. Pakistan (78.3%)
155. Afghanistan (88.0%)	190. Swaziland (98.0%)	145. Afghanistan (29.2%)	175. Afghanistan (55.6%)

Source: UNDP 2009 Human development report

The gross gender inequalities documented by development agencies cited in the previous paragraphs are also recognised by the Ethiopian government. As stated on the report compiled by the Women's Affairs Office (WAO) in the Prime Minister's Office, women in Ethiopia occupy a low status in the society (WAO 2004:4). Although they represent 49.8% of the population (CSA 2009:np), they have not shared the fruits of development equally with their male counterparts. The government enacted land reforms in March 1997 in order to improve access to land by stipulating that women have the right to lease land from the government. Nevertheless, "traditional customs usually pass land to sons, on the ground that daughters eventually move to their husbands' homes" (OECD 2009:1) As a result, most women are compelled to use marriage as a means of access to resources including land (OECD 2009:2).

Meeting the third MDG is crucial for Ethiopia not only from a human rights standpoint but also from an economic development perspective. The 2004 joint report by the MoFED and the United Nations Country Team (UNCT), quantifies the implications, for economic growth, of reducing gender inequality. The report established a statistical correlation between the reduction in gender parity and overall economic development. The report concluded that if Ethiopia sustains the reduction in the gender inequality (at

higher education level) at the current annual rate of 0.5 percentage points, the economy could grow as a result by 0.4 percentage points (MoFED & UNCT 2004:22). The following table displays the latest figures with regards to the progress towards Goal-3

**Table 3.2: Ethiopia's progress towards MDG-3**

<b>Goal and Ethiopian Indicator</b>	<b>Base Level (1990)</b>	<b>MDG Target (2015)</b>	<b>1995/96</b>	<b>2000/01</b>	<b>2004/05</b>	<b>2006/07 (or most recent)</b>
Ratio of Girls to Boys in: - Primary Education	-	1.0	0.61	0.69	0.87	0.93
- Secondary Education	-	1.0	-	0.64 (2001/02)	0.57	0.78
- Higher Education	-	1.0	-	0.19	0.24	0.30
Number of Women in Parliament	-	30%	12	42	117 (21%) (2005/06)	116 (21%) (2007/08)

N.B “-” Stands for information not available

Source: MoFED 2008

From this trend analysis (Table 3.2), meeting the goal of eradicating gender disparity in primary education seems quite feasible. The 2008 EFA report mentioned Ethiopia among countries that showed rapid progress towards universal enrolment and gender parity at the primary level (UNESCO 2007:44, 54). The secondary education ratio for girls-to-boys also appears to be on course. However, a wide gender disparity in higher education still persists. In 2006/07 for example, there were only 3 female students for every 10 male students. Unfortunately, the gap is narrowing at a very slow pace. The proportion of female students to male students showed improvement by only 0.05 and 0.06 GPI points from 2000/01 to 2004/05 and from 2004/05 to 2006/07 respectively. This rate of success makes it unlikely to achieve the targets of the MDGs in this regard. The report compiled by the United Nations Economic Commission for Africa (UNECA 2007:9) also regarded Ethiopia as among those African countries that are unlikely to achieve gender parity at the higher education level by 2015. According to the Ministry of Education, the Women Affairs Department report, the low number of girls in education in Ethiopia is attributed to various socio-economic and cultural factors (MoE 2004:5). Early/forced marriages, responsibilities for household chores and caring for younger siblings, and very limited household resources are some of the factors that



compel girls to drop out of education before making it to the higher education level (MoE 2004:5).

Out of 547 seats reserved for parliamentarians in the 1995/96 election, only 2% were occupied by women. However, by the next round of elections, an increasing trend of women's participation was observed. During the 2000 House of People's Representative election, 42 (8%) of the candidates for parliamentary seats were women. As became evident, the UN's target of 30%, which was also endorsed by the ruling party for the 2005 election, was not met as women eventually constituted 21% of the parliamentarians. Unfortunately, Ethiopia would drastically slip backwards from this target following the 2010 general election where only 12.4% of the candidates for the national parliament were women (NEBE 2010:np).

The 2005 sectoral needs assessment for gender equality made by the government acknowledged that bringing about such equality goes beyond the elimination of gender disparity in schools (MoFED 2005:34). The report, rather, acknowledged that “the mainstreaming of gender throughout government strategies, and in particular addressing the specific challenges to gender equality existing in a given cultural and economic context is important” (MoFED 2005:34). In order to achieve this, the government announced a set of priority action points which includes addressing institutional weaknesses through capacity building, mainstreaming gender planning by creating gender disaggregated socio-economic and demographic data, institutionalising family life education services, addressing harmful traditional practices through social marketing, and the like (MoFED 2005:35). The cost of implementing gender interventions was estimated at US\$111 million which government expected to raise through financial and technical support from international development partners and civil society (MoFED 2005:35).

### **3.4 EDUCATION AND GENDER EQUALITY IN ETHIOPIA**

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Within the constitutional framework, the education and training policy stipulated the need to address the inequity and discrimination sustained by women in Ethiopia. Article 3.7.7 of the policy (TGE 1994: np) reads:

Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input.

Following the Beijing Declaration, Ethiopia has been trying to close the gender gap in education through the formulation of policies, strategies and action oriented measures (WAO 2004:5). As stated above, the education and training policy has addressed the importance of the education of girls and clearly stated that the government will provide financial support to increase the participation of women in education (WAO 2004:6). The education policy further stated that special attention would be given to the participation, recruitment, training and assignment of female teachers by reserving 30-50% of quotas for females at teacher training institutions, establishing and strengthening gender focal points in higher institutions, creating incentives to attract more females into the teaching profession and reviewing the curriculum of teacher education programmes to address gender issues (WAO 2004:7).

Such general policy statements have been translated and incorporated into five-year Educational Sector Development Programmes (ESDP). At the time of writing this dissertation, the government of Ethiopia was implementing ESDP-III, which ran from 2005/2006–2010/2011. “Public spending on education increased by 170% in real terms in the decade between 1996/97 and 2006/07” (MoFED 2008:12). The government contends that the indicators set out in the ESDP III are aligned with the MDGs and are well on course (MoFED 2005:109). The Women Affairs Department Head of the Ministry of Education informed the researcher in January 2008 that a taskforce has been set up to realise education-related MDGs in Ethiopia.

The Ethiopian Prime Minister, Meles Zenawi, in his opening address at the high level conference of experts convened in Addis Ababa by UNESCO on 23 February 2010 to assess progress towards EFA goals, also announced that Ethiopia remains confident that

it will meet the goals (Alemayehu 2010:5). Experts, however, express their doubts, arguing that much remains for Ethiopia to achieve all the EFA goals and education-related goals included in the MDGs by 2015 (Alemayehu 2010:5).

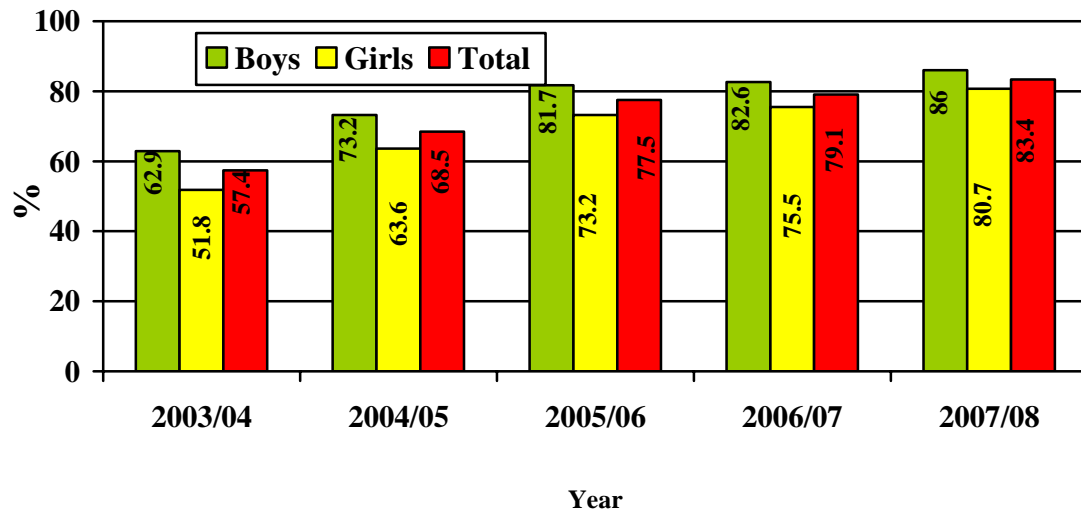
In the following sub sections, selected indicators and analyses are presented briefly by quoting, mainly, the latest statistical abstract from the Ministry of Education which is the authority as regards to academic related data in the country.

### **3.4.1 Primary education**

The Ethiopian government has made the achievement of universal primary education a ‘central plank’ of public policy (MoFED 2008:12). “Primary education is absolutely critical to a nation’s development, providing on the average the highest public returns to investment for the State, and the critical underpinning for later education and economic growth” (MoE 2009:23). Primary education in Ethiopia is divided into two cycles: the first ranges from grades 1 to 4 while the second embraces grades 5-8. There are various statistical indicators in the 2009 annual statistical abstract published by the Ministry of Education. The researcher, however, selected the trend over the span of five years regarding the Net Enrolment Rate (NER) at primary level. “NER is the best way of measuring organised on-time school participation, and is a more refined indicator of school and enrolment coverage in terms of explaining the proportion of pupils enrolled from the official age group” (MoE 2009:25). “NER is the percentage of pupils at a particular grade level, who are of the official enrolment age for that level, compared to the corresponding school age population (for Ethiopia ages 7-14)” (MoE 2009:210).

Figure 3.2 portrays a constant increase in the NER in the last five years. Between 2003/04 and 2007/08, the NER has increased by 26 percentage points. It is also noted that the NER for girls has also increased substantially over the years, narrowing the gap to almost 5 percentage points in the year 2007/08.

**Figure 3.2: Net enrolment rate for primary level**



Source: Ministry of Education, 2009

“The Gender Parity Index (GPI) is the ratio of female to male enrolments in all levels” (MoE 2009:27). The national GPI for primary education for the academic year 2007/08 rests at 0.9 (MoE 2009:29). This is a most remarkable achievement as the GPI gap is only 0.1. The pupil-teacher ratio has also shown dramatic improvement by reducing from 65 pupils for one teacher in 2003/04 to 57 students in 2007/08, the national standard being 50 pupils per teacher (MoE 2009:29).

### 3.4.2 Secondary education

Secondary schools in Ethiopia provide post primary education in a first cycle (grades 9-10) and a second cycle (grades 11-12). The percentage of female teachers in secondary school remains very low. It grew only by 3.3 percentage points from 8.1% in 2003/04 to 11.4% in 2007/08 (MoE 2009:5). The national secondary enrolment has grown at an average annual rate of 19.6% between 2003/04 and 2007/08 (MoE 2009:43).

**Table 3.3: Net enrolment rate (NER) at secondary level**

Academic Year	NER (%)		
	Boys	Girls	Total
2003/2004	12.0	7.5	9.8
2004/2005	14.2	9.3	11.8
2005/2006	15.5	10.7	13.2
2006/2007	16.8	12.6	14.7
2007/2008	15.4	12.2	13.8

Source: Ministry of Education, 2009

As Table 3.3 illustrates, the NER has increased by 4 percentage points in the last five years. Although the girls' NER has increased by 4.7% in five years, compared to that of the boys (3.4%), the overall gender gap is still wide. The ratio of female students has been consistently low throughout the span of five years, growing from 35.3% in 2003/04 to 39.4% in 2007/08 (MoE 2009:5). The report advises that this low pace of narrowing the gender gap at secondary level “required a focused effort to bring it down at a faster rate” (MoE 2009:45).

### 3.4.3 Higher education

According to the data obtained from the website of the United Nations Statistical Department (UNSD), despite all the recognitions, education for women continues to be a low priority and remains under-funded in most developing countries (UNSD 2008:np). Gender gaps at the higher education level still remain substantial. As depicted in Table 3.4 below, the gender parity index of many SSA countries has continued to be very unbalanced to the detriment of women over the span of 15 years. The GPI for Ethiopia over the last 16 years reported below has been consistently low with no significant increment rate in recent years (0.02 GPI points from 2006 to 2007).

**Table3.4: GPI in tertiary level enrolment in Sub-Saharan Africa**

Country	1991	1999	2000	2001	2002	2003	2004	2005	2006	2007
Burkina Faso	0.3	0.3	0.3	0.35	0.35	0.3	0.3	0.46	0.46	NA
Burundi	0.36	0.41	0.35	0.36	0.42	0.46	0.38	0.38	0.43	NA
Ethiopia	0.22	0.23	0.28	0.27	0.36	0.34	0.34	0.32	0.32	0.34
Ghana	0.3	NA	0.34	0.41	0.4	0.48	0.48	0.56	0.53	0.54
Mauritania	0.17	NA	NA	0.21	0.29	0.29	0.33	0.34	0.36	NA
Nigeria	NA	0.76	NA	NA	NA	0.53	0.53	0.69	NA	NA
Tanzania	0.19	0.27	NA	0.15	0.31	0.44	0.41	0.48	NA	0.48

'NA' - Data not available

Source: UNSD 2008

Higher education in Ethiopia includes institutions with three, four, and six year undergraduate programmes, as well as those with offerings through the two year Masters and three year PhD level. The 2009 annual statistical abstract compiled by the Ministry of Education (MoE) indicated that there were 22 government institutions and 51 accredited non-government institutions as of 2007-08 (MoE 2009:59). According to a study of higher education in Ethiopia, the admission rate for women has been only about

15% for the past several years (Wondimu 2003:316). This low rate of female student admissions continues in spite of the fact that the total student population at higher education has been growing at an annual average rate of 33% (MoE 2009:59). This rate of growth is the highest of all educational levels in Ethiopia (MoE 2009:59). Quite a number of new universities have been opened throughout the country. This has greatly improved the intake capacity of the higher institutions. A total of 270,356 students are enrolled in all programmes in about 61 institutions which reported to the Ministry of Education for the 2007-08 academic year (MoE 2009:59). However, the total gross enrolment rate (GER) for higher education is only 4.6% (GER: females: 2.2%; males: 7.0%) (MoE 2009:59). The number of graduates in 2007/08 was 50,643 out of which 20% were female (MoE 2009:62) compared with 26,671 graduates in 2005/06 of whom 13% were women (MoE 2007:np). Of the total number of teaching staff in 2007/08, only 9% and 14% were women in government and private institutions respectively (MoE 2009: 125-126).

Some efforts have been put in place to improve the rate of admission by lowering the admission cut-off grade point by 0.2 (for example, admitting boys with a 3.0 and girls with a 2.8 grade point average (GPA) to the same programme). However, it is equally important to focus on improving the quality of the higher learning environment to ensure that both girls and boys enjoy quality education and improve their success rate during and after the academic system.

In the subsequent sections of this chapter, the two universities targeted by this research are profiled in terms of policy and legislative perspectives. Evaluating the policies and practices of the two institutions from a gender perspective is reserved for chapter 5. The purpose of the following sections of this chapter is largely to introduce the two institutions based on the known facts and available secondary data.

## **3.5 INTRODUCING ADDIS ABABA UNIVERSITY**

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### **3.5.1 Background**

As is posted on the official website of the Addis Ababa University (AAU), on March 20, 1950, Emperor Haile Selassie I declared the foundation of the University College of Addis Ababa, which included the faculties of Arts and Science, with 33 students enrolled. Addis Ababa University is the oldest higher educational institution in Ethiopia. It was renamed Haile Selassie I University in 1962 and then Addis Ababa University in 1975.

AAU launched its first Masters programmes in 1979 and its first PhD programmes in 1987 (AAU ny:nd). In the 2008/09 academic year, AAU consisted of 5 schools, 7 faculties, 6 institutes and 4 colleges under which fell 104 departments (AAU 2009b:iii). AAU runs various degree programmes such as those for Bachelors, Medical Doctorate, Doctorate of Veterinary Medicine, Masters, Specialty Certificate and Doctor of Philosophy (PhD). In 2009, AAU offered over 36 PhD, over 115 Masters, 20 speciality and over 70 degree programmes (AAU 2009b:iii).

The University community is composed of an academic community and administrative staff. Students and academic staff, which include the teaching staff, research fellows, professional librarians and technical support staff of the University, constitute the academic community. All employees of the University other than members of the academic staff are categorised under administrative staff.

### **3.5.2 Vision, mission, objectives**

The Senate legislation which was revised in 2007 stipulates that Addis Ababa University's vision is "to promote excellence in the production, growth and dissemination of advanced scientific knowledge through teaching and research" (AAU 2007:1). As a public institution of higher education, its prime motive is not profit driven. The University rather strives to align its objectives and strategy to advance "student-centred governance and education as well as development-oriented research that best supports the fulfilment of the primary national goals of democratisation, development and the achievement of other national priorities" (AAU 2007:1).

The legislation further states that the University's mission must be recast by having "regard to the high national priority accorded to the growth of higher education that enables the country to meet its increasing demand for competent, knowledgeable and skilled manpower and that encumbers the University with special responsibility in the effort to enhance Ethiopia's overall capacity of higher education" (AAU 2007:1). In this regard, the legislation provides that the University must take the leading role in producing adequate numbers of qualified staff that would contribute to the growth of a higher education system and intensified research geared towards the development needs of the country (AAU 2007:2).

The legislation underscores that "the very ideal of a democratic University requires the creation of a student-centred educational environment that invites the need to change the role of students in the teaching-learning process from passive recipient of information and ready-made facts to that of active participant in the production and collective pursuit of knowledge" (AAU 2007:2). The legislation also asserts that "student-centred education is indispensable for the creation and nurturance of certain qualities of mind and habits of inquiry in enhancing aptitude for problem solving, creativity, inquisitiveness, critical intelligence, appreciation and respect for a rich diversity of views and perspectives and capacity for reasoned self-criticism as well as reform, all of which, crucial for the achievement of excellence in the pursuit of knowledge, also exemplify characteristics that promote responsible citizenship" (AAU 2007:2).

### **3.5.3 Management**

The board of the University established under Article 34(1) (a) of the Higher Education Proclamation No. 351/2003 is the highest advisory body of the University. The legislation of the Senate issued in line with the Higher Education Proclamation No. 351/2003, subject to the provisions of relevant laws of the country, applies to both the academic and administrative affairs of the University. Next to the board, the Senate, chaired by the president of the University, oversees the running of the institution. The Senate is composed of various heads of faculties, academic and research departments, libraries, and representatives of students.



The Senate has one executive, nine standing and *ad-hoc* committees which serve as the arm of the Senate and function on its behalf in accordance with the mandates vested in them (AAU 2007:14). Each committee adopts its own guidelines and rules of procedure having regard to the relevant provisions of the Senate legislation. Committee work is expected of all University staff as part of their obligation to the University (AAU 2007:14).

The legislation contains detailed terms of reference for each prominent position and roles in the University. For example, the Admissions and Enrolment Committee (AEC), which comprises the Director of the Office for Diversity and Equal Opportunity (ODEO) as a member, among others, is tasked to “assess intake capacity against available human and material resources, examine retention rate and advise the Senate on mechanisms for improvement, make arrangements to promote diversity in admission and set clear and transparent criteria for admission” (AAU 2007:33).

#### **3.5.4 Staff affairs**

The legislation states that the satisfactory fulfilment of the vision of the University and the effective realisation of its mission and objectives set out in the legislation are “premised on the professional competence and quality as well as intellectual and moral discipline of its staff” (AAU 2007:49). The legislation manifests that the staff is the key to the University to enable it accomplish its core activities and strive to serve the society in the production of skilled and knowledgeable human resources (AAU 2007:49). The staff of the University is expected to endeavour to attain the requisite level of competence and expertise in their respective disciplines by keeping abreast of new developments and changes in their respective fields of studies, while the University promises to create a conducive environment that nurtures excellence and assists the staff in the endeavour to develop itself and discharge its responsibility with efficacy (AAU 2007:49-50).

The policy states that promotions, recognition and compensation will be based on meritorious assessment followed through due processes (AAU 2007:59). The University

applies various modes of evaluation especially for the academic staff, which includes bottom up (students evaluating instructors), peer evaluation, and top down (supervisors evaluating subordinates) (AAU 2007:61-63). The contribution of each of the components of the system of evaluation to the overall rating of the teaching/research effectiveness of its academic staff is as follows (AAU 2007:64):

Evaluation by students .....	45%
Evaluation by colleagues .....	25%
Evaluation by head of department or the dean/director.....	30%

In short, the legislation provides the general framework to govern staff relations which serves as a basis for human resources management ranging from recruitment, through maintenance and finally the separation of personnel.

### **3.5.5 Internal academic organisation**

Addis Ababa University includes the following teaching Faculties, Colleges, Schools and Institutes (AAU 2007:173-175):

1. College of Social Sciences
2. Faculty of Business and Economics
3. Faculty of Science
4. Faculty of Technology
5. College of Education
6. Faculty of Law
7. School of Pharmacy
8. Institute of Language Studies
9. Faculty of Medicine
10. Faculty of Veterinary Medicine
11. Faculty of Informatics
12. Yared Music School
13. School of Fine Arts and Design
14. College of Commerce
15. Faculty of Journalism and Communications
16. School of Social Work

17. Institute of Development Research
18. Centre for Regional and Local Development Studies
19. Aklilu Lemma Institute of Pathobiology
20. Institute of Educational Research
21. Institute of Gender Studies
22. Institute of Ethiopian Studies; and
23. Ethiopian Languages Research Centre.

As a matter of relevance to this dissertation, it is appropriate to single out the Institute of Gender Studies (IGS). According to the official website of Addis Ababa University, in 2005, IGS replaced the Centre for Research, Training and Information on Women in Development (CERTWID) which was established in 1991. In its commitment to strengthen the centre, the University upgraded it to an independent institution. The IGS is the only institution in the country that provides a postgraduate programme in gender studies. The institute launched this programme in 2005 as one of its strategies to address gender issues in Ethiopia. Up to the time of writing this dissertation (including the 2009 batches), IGS had graduated four batches of students at Masters Degree level; however, it did not offer any undergraduate programmes.

According to the Dean, the Institute undertook and sponsored several studies on gender related issues as its major activity. In 2008, the Institute became part of the newly established College of Development Studies (IGS 2008:1). Chapter 5 elaborates on the work of IGS regarding gender related issues within the AAU.

### **3.5.6 Student affairs**

Article 174 of the legislation provides the premises of the policy on the code of conduct for students. It reads: “Students of the University are expected to work with their fellow students and staff in a cordial manner, and demonstrate tolerance for diversities of all dimensions, and make proper use of University facilities” (AAU 2007:271). When students fail to live up to these expectations, the legislation suggests taking appropriate actions commensurate with the breach committed. Some of the prohibited acts listed in

this section of the legislation are such acts as sexual harassment, intimidation and bullying (AAU 2007:272).

A policy backup also exists in support of freedom of organisation without prejudice to the general objectives set forth in the legislation. Student organisations may be formed by special interest groups wishing to organise the promotion of such causes or interests as the promotion of academic excellence, democratic culture, development, prevention and control of HIV/AIDS, the promotion of the interests of disadvantaged groups, such as female students, and students with disabilities, or students from emerging cultural communities (AAU 2007:275-276).

Admissions and/or placements to all regular undergraduate programmes are processed through the Ministry of Education until such time as the University establishes its own admission policies and procedures (AAU 2007:110). However, admissions to all undergraduate continuing and distance education programmes are processed through the University registrar, taking into account criteria to be developed by the Office of the Associate Vice President for Continuing and Distance Education with the approval of the Admissions and Enrolment Committee (AEC) (AAU 2007:110). Criteria for special admissions to individual programmes are developed and recommended by faculty academic commissions and endorsed by the Admission and Enrolment Committee (AAU 2007:110).

Regarding graduate studies, the Office for Graduate Studies and Research offers programmes of study and research leading to Master of Arts, Master of Education, Master of Science, Master of Laws, Master of Business Administration, Doctor of Philosophy and similar other graduate degrees as well as programmes leading to speciality and sub-speciality certificates in medicine or other similar programmes (AAU 2007:200). The Office for Graduate Studies and Research may also, as conditions permit, offer such programmes of study and research leading to postgraduate and post-doctoral diplomas (AAU 2007:200).

As part of affirmative action, the University legislation also stipulates that the Senate or the president may, upon the recommendation of the ODEO, issue guidelines on special

admission criteria that would enable disadvantaged groups to enrol in the programmes of the University while maintaining the standard of excellence of the University (AAU 2007:114).

### **3.5.7 Way forward**

The incumbent president of the Addis Ababa University, Prof. Andreas Esheté, wrote in his blog on the official website of the AAU accessed by the researcher on 28 February 2009, "...our hopes for democratic advance and material betterment cannot be realised in the absence of an educated citizenry engaged to address urgent social problems in ways that promote the public good..." According to him, Addis Ababa University is undertaking measures to foster swift growth in programmes of graduate studies and research. "Over the past two years, graduate admissions have increased by 400%", according to his blog. The president outlined that new programmes of graduate study in areas critical to democratic and social development will continue to be introduced to enrich the more than one hundred existing graduate programmes. He further asserted that "AAU is now prepared to meet the growing needs for academic staff in other Ethiopian institutions of higher education while meeting rising demand for professional staff in the private and public sector".

In the words of Prof. Esheté, "...Addis Ababa University is undergoing radical reform in its academic, support and community services which is motivated by the belief that a University that does not uphold academic freedom or cultivate a flourishing multicultural, democratic academic culture cannot make a substantive or symbolic contribution to ongoing progress in transitional democracy and the fight for freedom from poverty in the wider community".

Indeed, the researcher confirmed that AAU was undergoing thorough major business process re-engineering (BPR). The impact of this change is yet to be felt as AAU was only starting to implement the PBR at the time of writing this dissertation. As reported in chapter 5, the researcher attempted to review some of the documents produced in the course of the reform process from a gender perspective.

## **3.6 INTRODUCING UNITY UNIVERSITY**

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### **3.6.1 Background**

Unity University (UU) traces its history to the year 1991 which marks the beginning of a milestone that paved the way for its establishment and subsequent rapid expansion (UU 2002:1). The institution started as a language school and later offered a preparatory programme for the Ethiopian School Leaving Certificate Examination (ESLCE). The school grew rapidly over the next three years, both in terms of the size of the student population and the number of teaching staff. The institution changed its name to Unity Law, Language and Vocational Institute in 1994, offering a certificate programme which was subsequently upgraded to a diploma programme (UU 2002:1). Between 1997 and 1999, the institute grew to college status and expanded its fields of studies. From 2000 to 2002 degree programmes were launched which enabled the institution to be promoted to a university college's status. In September 2008, the Ministry of Education awarded Unity University College full University status, making it the first private institute of higher learning to become a full-fledged University in Ethiopia.

### **3.6.2 Vision, mission, objectives**

Unity University envisions being “the leading African centre of academic excellence, respected for the range of academic programmes it offers, for the capable and confident graduates it produces and for their contribution to local and global development” (UU 2002:2). This University, however, received advice from the Higher Education Relevance and Quality Agency (HERQA) that the vision sounded too ambitious to meet, since Unity was only beginning the long road to such a destination (HERQA 2008:13).

In its 2002 revised legislation, which is still in effect, the University expressed that it is “committed to using innovative approaches to ensure the continuous enhancement of human resources and in particular to produce qualified professionals who are well placed to meet global development needs” (UU 2002:2). Members of the University are expected to uphold such values as “academic freedom; respect for the rule of law; transparency; accountability; love for one's country; dignity; respect for one another and for universal humanitarian values” (UU 2002:2). They should also pursue “personal and

professional integrity; self-development and diligence; take pride in their work; seek to foster inclusiveness and reward competence” (UU 2002:2).

The legislation states that the overall objectives of UU are “to provide a high quality, well-rounded education to its regular, extension, and distance learning students; offer a wide range of academic programmes; offer effective short-term training courses; encourage innovative research; prepare and publish clear and informative academic and informative materials; provide research-based consultancy services to governmental and non-governmental organisations and the business community; establish and maintain partnerships with national and international institutions of higher learning and research (institutions); operate as an efficient and effective organisation; and serve the community and offer scholarships to capable but indigent individuals, particularly women” (UU 2002:3).

### **3.6.3 Management**

The advisory board which consists of seven members appointed by the president of the University is the highest policy making organ of the University (UU 2002:11). The board advises the president on “strategic matters such as defining and articulating the short, medium and long term mission, vision, values, objectives and goals of the University, mapping out the objectives and goals of the University and instituting ways and means of achieving academic excellence, establishing sound and acceptable fiscal policy, the appointment of high-ranking officials; and other areas on which the president seeks advice and professional assistance” (UU 2002:2).

The Senate is chaired by the president and represents all major sectors of the University ranging from academic to administrative and from staff to student representatives. The Senate is vested in ensuring that “curricula are designed with a view toward alleviating the human resources, economic, developmental problems of the country, encourage and provide support to teaching and research activities, approve the annual plan and budget, ascertain that disciplinary actions are taken in accordance with the policies and guidelines of the University, review the objectives of the University on a regular basis

and present recommended revisions along with supporting justification; and approve the academic calendar at the beginning of each academic year” (UU 2002:12-13).

Unity University maintains seven standing committees that report to the Senate through the executive committee (UU 2002:13). The executive committee is a four person committee chaired by the president and contains three vice presidents as other members (UU 2002:22). At the beginning of each academic year, the Senate considers recommendations submitted by the executive committee concerning the number and names of nominees for membership of each standing committee (UU 2002:13). The duties and responsibilities of each standing committee are clearly spelt out in the Senate legislation.

#### **3.6.4 Staff affairs**

Article 4 of the legislation articulates the duties and responsibilities of academic staff (UU 2002:34). It states that members of the academic staff are entitled to “academic freedom to enable them carry out their duties in accordance with their professional responsibility and subject to nationally and internationally recognised professional principles, scientific inquiry and research ethics” (UU 2002:38). According to the legislation, the academic staff also have the right to undertake professional activities outside of their employment, particularly those who enhance their professional skills or allow for the application of knowledge to the problems of the community, provided such activities do not interfere with their primary commitments to the University policies and regulations (UU 2002:39).

Exercising the rights listed above entails specific duties and responsibilities pertaining to teaching, research, and community service. The legislation details approximately 22 responsibilities of the academic staff which call for accountability, playing an active role in the development of curricula, teaching material and course plan preparation, setting evaluation criteria for standardising tests and student performance, counselling and guidance to students, the demonstration of ethical and professional behaviour, and participation in various committee assignments and community services (UU 2002:39-41).



Article five itemised the scheme that is employed to evaluate or appraise the quality of teaching and instructional improvement (UU 2002:42). The evaluation scheme is multi-dimensional in the sense that the evidence or the data is collected from various sources. The evaluation of teaching comprises the following components (UU 2002:43-44):

- Student rating forms
- Colleagues' classroom visits
- Self-evaluation
- Alumni surveys
- Student achievement test scores
- Administrative personnel records.

According to the legislation, promotion is warranted if a staff member exceeds expectations, preferably not only in the primary area of his/her responsibility but also by making a substantial contribution in other areas (UU 2002:44). Naturally, persons who make distinguished contributions in all aspects of their work may expect more rapid promotions than persons of more limited achievement (UU 2002:44). Promotion is not automatic, nor does it simply depend on length of service. The legislation spells out academic ranks, the criteria, the procedure and specific requirements for promotion (UU 2002:45-48).

The legislation further provides the general rules of engagement for the academic community of the University such as tenure, administration of leave and disciplinary procedures.

### **3.6.5 Internal academic organisation**

Unity University includes the following teaching faculties and schools (UU 2002:60):

1. School of Architecture and Urban Planning
2. Faculty of Business and Economics
3. School of Distance and Continuing Education
4. School of Graduate Studies
5. Faculty of Humanities and Social Sciences

6. Faculty of Information Technology and Computation Sciences
7. School of Journalism and Communications
8. School of Law and International Studies.

Under these schools and institutes, the following departments are structured (UU 2002:61).

1. Department of Accounting
2. Department of Computer Technology
3. Department of Economics
4. Department of Foreign Languages
5. Department of Geography and History
6. Department of Hotel and Tourism Management
7. Department of International Relations and Diplomacy
8. Department of Law
9. Department of Management and Marketing
10. Department of Management Information System
11. Department of Philosophy and Psychology
12. Department of Secretarial Science and Office Management
13. Department of Statistics and Mathematics.

### **3.6.6 Student affairs**

The legislation affirms that students at Unity University are accorded “the same rights and protections as that provided under the constitution of Ethiopia” (UU 2002:83). These include freedom of expression, religion, and assembly. “Students have the right to be treated fairly and with dignity regardless of age, colour, disability, marital status, national origin or ancestry, race, religion, sex” (UU 2002:83); these comprise basic human and democratic rights. The legislation also provides that students possess “the right to be protected from capricious decision-making by the institution and to have access to policies which affect them” (UU 2002:83).

With respect to student responsibility, a student’s behaviour at the University is expected to be consistent with the values of the UU community that cherishes “civility, dignity,

diversity, education, equality, freedom, honesty, and safety” (UU 2002:84). The legislation lists approximately 14 behaviours that contradict the values of the University’s community and are subject to the sanctions mentioned thereto (UU 2002:84-88).

Chapter 2 Regarding admission requirements, unlike Addis Ababa University, Unity University has specified its admission criteria. The office of the registrar sends all applicants that meet the minimum requirements set by the University to the departments concerned for approval (UU 2002:61). The legislation specifies that all applicants must have earned a grade point average (GPA) of 2:00 in the Ethiopian School Leaving Certificate Examination (ESLCE), or its equivalent, to qualify for admission as first year students (UU 2002:61).

### **3.6.7 Way forward**

The University chronicled in its official website that 25 November 2008 marked another major milestone in the University’s history when it was acquired by MIDROC Ethiopia Technology Group. MIDROC is the largest business conglomerate in Ethiopia owned by Ethio-Saudi tycoon, Sheikh Mohammed Al-Amoudi. In the words of the new president of the University, Dr. Arega Yirdaw, it is the new management’s intention to advance further the goodwill of the University. Since 01 January 2009, the University has launched a bulletin entitled ‘The Voice of Unity University’ to enable all in the University community to receive first-hand information about the management’s undertakings on a regular basis. The president wrote in the newsletter promising that Unity University will be “second-to-none in providing quality-based, people-focused, customer (students) oriented and dignity-centred services to all” (UU 2009a).

## **3.7 SUMMARY**

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This chapter has profiled the local context. It stated that Ethiopia remains one of the poorest countries in the world in terms of many socio-economic indicators. Although the economic deprivation cuts across the different groups of the society regardless of age and gender, Ethiopian women’s economic status and political representation is very low. The Government of Ethiopia has been enacting policy documents aimed at achieving the

MDGs. The country seems to be on course to meet the MDGs pertaining to bringing about gender equality at primary education level. Although the government is optimistic, current statistics and the slow rate at which progress is being scored towards the 2015 milestone, make it unlikely that it will meet MDG-3 at the secondary and higher education level.

This chapter also featured Addis Ababa University and Unity University. It is noted that the two Universities are unique in their own right. Addis Ababa University is the oldest and the largest public higher learning institution while Unity University occupies the same position, but among the private institutions. The purpose of this chapter was to introduce the two Universities in terms of their historical background, mission, objectives, current portfolio and policies governing the relations among the university's communities. The main sources of reference for this section of this chapter were their respective legislation and official websites. Critical review and analysis of the policy and practice from a gender perspective is reserved for chapter 5.

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# CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

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## 4.1 INTRODUCTION

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Babbie & Mouton (2001:74) define research design as “plan or a blueprint of how one intends conducting the research”. While research design focuses more on the end product and dwells more on the research problem, methodology pays more attention to the research process and the kinds of tools and procedures to be used (Babbie & Mouton 2001:75).

The research design and methodology adopted in this research emanated from the necessity to achieve the main objective of the study. As pointed out in chapter 1, this is to assess the degree to which gender issues are mainstreamed in the policies, strategies and practices of the two universities.

As explained in chapter 2, gender mainstreaming requires ensuring that the existing policies and practices of an institution are gender sensitive. It is, therefore, important to review the planned actions, including charters, policies or programmes, at various levels of the institutions with respect to their implications for women and men. It is also vital to weigh up the perceptions and attitudes of members of the institutions’ communities in general and the orientation of the key policy makers and implementers in particular.

### 4.1.1 Theoretical framework

Scholars attach different names and categories to research methodologies, depending on the type of data collection tools, data analysis techniques, or the purpose of the study. In this particular research, a combination of research methodologies was employed to gather extensive data from primary and secondary sources. By way of research analysis, this study can be classified as falling into the “mixed research paradigm”, which is a research perspective that involves a mixture of quantitative and qualitative methods (Onwuegbuzie & Daniel 2003.np). This research benefited from both qualitative and quantitative data collection techniques employing multiple forms such as oral interviews,

survey questionnaires, and document reviews. The data were also analysed using both qualitative and quantitative analysis methods.

By objective, this study fits into the descriptive study design, which again is a common characteristic shared by qualitative and quantitative research (Onwuegbuzie & Daniel 2003:np). “Descriptive studies are designed to gain more information about characteristics within a particular field of study” (Burns & Grove 2005:232). Moreover, a descriptive design may be used for the purpose of developing theory, identifying problems with current practice, justifying current practice, making judgements, or determining what others in similar situations are doing (Waltz & Bausell, 1981, quoted in Burns & Grove 2005:232). Babbie & Mouton (2001:79-82) state that there are three most common and useful purposes of research: exploration, description, and explanation. This research contains elements of the three research purposes in that its exploration was intended to provide basic familiarity with the concept of gender mainstreaming in AAU and UU; it undertook surveys, made observations and conducted gender profiles to describe the gender sensitivity of the institutions; and to a certain degree, the researcher attempted to explain the socio-economic and political variables playing a role in the prevalence of gender imbalance in the institutions, in particular, and the country in general.

This research is based on a case study of two prominent academic institutions. According to Mouton & Marais (1988:51), a case study is one of the strategies commonly used in a descriptive research design. Robson (1993:5) defines a case study as “a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real context using multiple sources of evidence”. A case study design involves an intensive exploration of a single unit of study, such as an institution. Although the number of subjects tends to be small, the number of variables that a case study takes on is usually large. In fact, Burns and Grove stress (2005:238), “it is important to examine all variables that might have an impact on the situation being studied”. This is precisely what this research attempted to do – to analyse as many variables as possible that have a bearing on assessing the gender sensitivity of the selected academic institutions if they are to bring about gender equality and

empowerment of women. Furthermore, a case study design can be selected to enable in-depth understanding of the elusively embedded gender realities within targeted higher education institutions (Burns & Grove 2005:238).

A case study has the advantage of availing the researcher the flexibility to explore all possible aspects of the research problem without losing context (CSU ny.n). Case study also allows generalizations as its findings can lead to some form of replication” (Noor 2008:1603). Case studies also have limitations. Scholars such as Christie et al.(2000:16) and Noor (2008:1603) attribute the weaknesses of case studies to its dominantly subjective nature and lack of scientific thoroughness.

The research also contained an element of what UNISA (2009:9) describes as “interpretive research”. Interpretive research uses interviews to help understand the issue greater depth (UNISA 2009:9). The qualitative interview is one of the major tools adopted in this research to collect data from purposefully selected respondents or informants.

According to the classification of research design by Babbie and Mouton (2001:78), the approach of this study fits more into empirical rather than non-empirical studies. Empirical research problems are meant to address real-life problems while non-empirical studies deal with philosophical/conceptual analysis (Babbie & Mouton 2001:76-78). Most of the ramifications of gender policies and practices are real in a sense that they can be experienced and observed affecting different facets of life. As an empirical research, this study has conducted qualitative and quantitative analysis on evidences gathered through various data collection instruments.

## **4.2 DEFINITION AND MEASUREMENT OF VARIABLES**

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In order to understand the context within which this research is undertaken, it is important to understand the definition of the variables used, how they are measured and analysed. A “variable is any characteristic that can take on more than one value” (Graziano & Raulin 2000:np). There are many variables affecting gender mainstreaming in the institutions emanating from internal and external environments. However, for the

sake of a focused analysis, this research targeted key internal variables such as gender, age, years of stay, position, level of education, and department/faculty. The variables, which were mainly applied to the survey questionnaires, were identified on the premise that the knowledge, outlook, perception, taste, understanding, attitude and hence the opinion of a respondent with regard to gender issues is likely to be affected by the peculiar characteristics arising from being a female or male, how old one is, institutional memory due to years of stay at the university, the prominence of the position/role one assumes within the institution, the level of scholarly accomplishment, and the prominence, prospect or challenge one assumes by being associated with a particular faculty/department. The most dominant and frequently used variable both in the data collection and analysis was sex. The other variables were used more often in the administration of attitude survey questionnaires.

For the purpose of this research, the operational definition of the variables is provided below:

- |                                  |   |  |
|----------------------------------|---|--|
| Sex                              | - | To identify the respondents' sexual category as male or female.  |
| Age                              | - | To identify the respondent by years of age.  |
| Years of stay                    | - | The years the respondent has been in the university.   |
| Position                         | - | To identify the role that the staff member of the university played at the time of the survey arising from the specific duty and responsibility bestowed upon her/him. |
| Level of education/<br>Programme | - | To identify the academic accomplishments the respondent possessed (for academic staff) or the programme that a respondent was enrolled in (for students).              |
| Department/faculty               | - | To identify the department/faculty to which the respondent was assigned.   |



Measuring variables in research “is a process by which numbers are assigned to indicate the amount of some variable present” (Graziano & Raulin 2000:np). Table 4.1 illustrates the values accorded to the variables using the nominal scale method. A “nominal scale is a method where each number reflects an arbitrary category label rather than an amount of a variable” (Graziano & Raulin 2000:np).

**Table 4.1: Measurement for selected categorical variables**

Category	Variable	Value (Measurement)				
		1	2	3	4	5
Academic Staff	Sex	Female	Male			
	Age (yrs)	below 30	30-40	41-50	Above 50	
	Years of stay	Less than 5	5-10	11-15	above 15	
	Position	Assistant lecturer	Lecturer	Assistant Professor	Associate Professor	Professor
	Level of education	1 <sup>st</sup> Degree	2 <sup>nd</sup> Degree	3 <sup>rd</sup> Degree		
	Academic Category	Social Science	Business and Economics	Natural Science	Medicine and Technology	
Students	Sex	Male	Female			
	Age (yrs)	below 20	21-30	31-40	Above 40	
	Years of stay	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year and above	
	Level of education/ programme	1 <sup>st</sup> Degree				
	Academic Category	Social Science	Business and Economics	Natural Science	Medicine and Technology	

### 4.3 SAMPLE DESIGN AND SAMPLING METHODS

A survey research study aims to gather data representative of a population (Babbie & Mouton 2001:164, Bartlett, et al. 2001:43). The total population size of the Universities is too large to consider as a whole. For the purpose of administering the attitude survey questionnaires, among the students, only regular and undergraduate ones were targeted as sampling elements, because the extension, continuous and postgraduate programme students are not easy to reach owing to their academic schedule. Besides, the regular students represent the lion’s share in terms of number, as well as being the focus of major

development policies and practices. The other major category of target groups comprised the full time, active academic staff of the two institutions. Part time instructors were left out for reasons similar to those of non-regular students. The data gathered through the survey from these two groups of respondents were used to generalise findings, drawn from the sample, back to the population within the margin of error and confidence level.

Three scenarios were considered in order to determine the optimal level of the sample size which could represent the target population in both a scientifically desirable as well as operationally feasible manner. The variable factor in the three scenarios presented below is the margin of error for the given confidence level of 95%.

**Table 4.2: Scenario analysis for selection of sample size**

a. Scenario I, margin of error of 0.05

Institution	Population category	Target Population	Z = Z value (e.g. 1.96 for 95% confidence level)	p = percentage picking a choice, expressed as decimal	Sample size for undefined population size	c = margin of error	Final corrected sample size for targeted population size
Addis Ababa University	Academic Staff	1,748	1.96	0.5	384	0.05	315
	Students	21,819	1.96	0.5	384	0.05	378
	<b>Subtotal</b>	<b>23,567</b>					<b>693</b>
Unity University	Academic Staff	143	1.96	0.5	384	0.05	104
	Students	1,281	1.96	0.5	384	0.05	296
	<b>Subtotal</b>	<b>1,424</b>					<b>400</b>
<b>Total</b>		<b>24,933</b>					<b>1,093</b>
<b>Pros and cons of the sample size:</b>				Statistically most desirable but operationally difficult			

b. Scenario II, for margin of error of 0.1

Institution	Population Category	Target Population	Z = Z value (e.g. 1.96 for 95% confidence level)	p = percentage picking a choice, expressed as decimal	Sample size for undefined population size	c = margin of error	Final corrected sample size for targeted population size
Addis Ababa University	Academic Staff	1,748	1.96	0.5	96	0.1	91
	Students	21,819	1.96	0.5	96	0.1	96
	<b>Subtotal</b>	<b>23,567</b>					<b>187</b>
Unity University	Academic Staff	143	1.96	0.5	96	0.1	58
	Students	1,281	1.96	0.5	96	0.1	89
	<b>Subtotal</b>	<b>1,424</b>					<b>147</b>
<b>Total</b>		<b>24,933</b>					<b>334</b>
<b>Pros and cons of the sample size:</b>				Statistically acceptable but operationally manageable			

c. Scenario III for margin of error of 0.15

Institution	Population category	Target Population	Z = Z value (e.g. 1.96 for 95% confidence level)	P = percentage picking a choice, expressed as decimal	Sample size for undefined population size	c = margin of error	Final corrected sample size for targeted population size
Addis Ababa University	Academic Staff	1,748	1.96	0.5	43	0.15	42
	Students	21,819	1.96	0.5	43	0.15	43
	Subtotal	23,567					85
Unity University	Academic Staff	143	1.96	0.5	43	0.15	33
	Students	1,281	1.96	0.5	43	0.15	41
	Subtotal	1,424					74
<b>Total</b>		<b>24,933</b>					<b>159</b>
<b>Pros and cons of the sample size:</b>				<b>Statistically the least desirable but operationally the easiest</b>			

The larger the sample size, the more confident one can be that answers truly reflect the population. This premise favours scenario-I as the most desirable, with a margin of error of 0.05. However, the large size of the population makes the research very costly in terms of time, human and financial resources. Operationally, scenario-III is the easiest to manage and the least costly in terms of resources. Nevertheless, the margin of error of 0.15 is so wide that it detracts from the credibility of the survey's outcome. Although it poses some operational challenges, scenario-II was, therefore, chosen as a middle ground yielding a manageable sample size with margin of error of 0.10.<sup>3</sup>

<sup>3</sup> The simple random sampling formula was used to calculate:

**Sample Size (ss) for infinite population size:**

$$ss = \frac{Z^2 \times (p) \times (1 - p)}{c^2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

p = percentage picking a choice, expressed as decimal (.5 used for sample size needed)

c = margin of error, expressed as decimal

**Correction for Finite Population:**

$$new\ ss = \frac{ss}{1 + \frac{ss-1}{pop}}$$

Where: pop = population

Employing deep stratification analysis by academic category, age, qualification, or years of experience would have resulted in a huge number for the total sample size and a more complicated analysis, which is not feasible in terms of resources. The researcher, therefore, steered away from adopting the stratified sampling technique although it would have enabled a more representative outcome from the various clusters of the respondents.

#### **4.4 DATA COLLECTION METHODS**

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The researcher used primary and secondary data collection methods to gather qualitative and quantitative data. Formal interviews using pre-designed questions, informal interactions, and structured questionnaires were used to collect data from primary sources. Document review techniques were employed to augment evidence from other sources. The search for secondary data involved a review of relevant literature from all possible sources and formats, including journal articles, books, theses, and the Internet. The tools used for the gender audit by UNDP, UNESCO, and Commonwealth Secretariat were found useful while preparing the data collection tools, especially the questionnaires.

##### **4.4.1 Questionnaires**

Two sets of questionnaires were designed and administered: one for students and another for the academic staff of the two institutions. The questions were designed with the research problems and objectives in mind, so as to assess the range of understanding, attitudes, and perceptions among academic staff and regular students in the universities. Before the questionnaires were administered to the respondents, a pre-test was carried out on a few students for comprehensibility. Experts and literature in the field were consulted and appropriate adjustments were made.

Hunter (2004:np) stresses that the key to the validity of any survey is randomness. The questionnaires were distributed to the respondents who were selected randomly with the assistance of the respective registrars' offices and human resources units of the Universities. During the first round of the questionnaire distribution, the turnout rate was not satisfactory in spite of a reasonable number of follow up calls and persuasion efforts. This prompted the redistribution of additional questionnaires for the second and

third times to the sampling units, excluding those to whom questionnaires had already been handed out, but of course within the sampling frame (i.e. females and males were chosen randomly from each of their own categories). Eventually, there was a very good success rate regarding completion of the questionnaires, as far as the total sample size in each category was concerned (see Table 4.3). Babbie and Mouton (2001:261) have stated that a response rate of 50% is adequate for analysis and for reporting, 60% is good and 70%, very good. However, Babbie and Mouton (2001:261) stressed that there is no statistical basis to determine the response rates except for rough estimates and it is better to be more mindful of the response biases than the rate of responses.

**Table 4.3: Rate of response for survey questionnaires**

Institution	Category of respondents	Sample size	No. of questionnaires collected	No. of questionnaires with minimum no. of missing variables	No. of complete questionnaires	Response rate
AAU	Academic Staff	91	89	3	86	95%
AAU	Students	96	100	0	100	104%
UU	Academic Staff	58	66	1	65	112%
UU	Students	89	108	6	102	115%

### **Demographic analysis of the questionnaire survey respondents**

Although not intentionally targeted as such, it was important to note that the respondents came from diverse demographic backgrounds. This is believed to accord the sample more credibility with respect to representing the orientations and perceptions of the various members of the University community in terms of age, qualification, years of stay and academic department. Figure 4.1 graphically depicts the demographic analysis of the academic staff and student respondents from AAU and UU.<sup>4</sup>

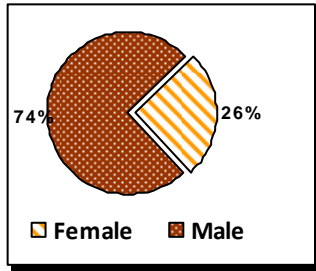
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<sup>4</sup> Key for academic category: BE- Business and Economics, MT- Medicine and Technology, NS- Natural Science, SS-Social Science.

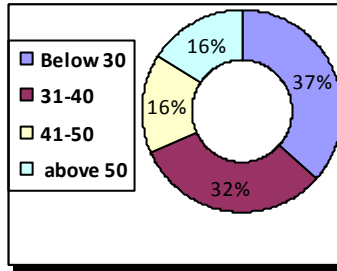
Key for academic position: AL-Assistant Lecturer, L-Lecturer, ATP-Assistant Professor, ASP-Associate Professor, P-Professor.

**Figure 4.1: Demographic analysis of the survey participants**

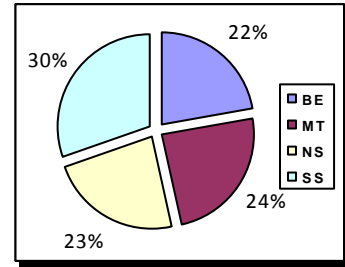
- **AAU academic staff**



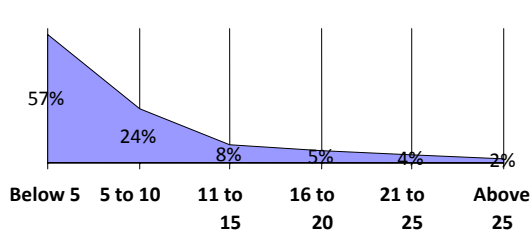
**By gender**



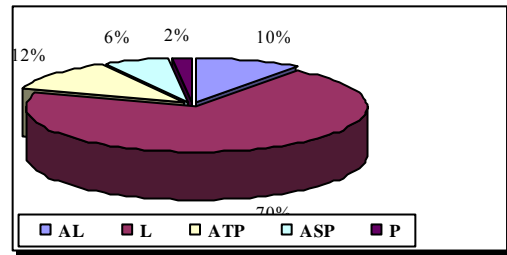
**By age**



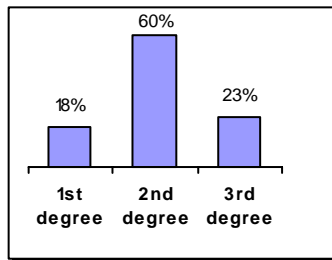
**By academic category**



**By year of experience at AAU**

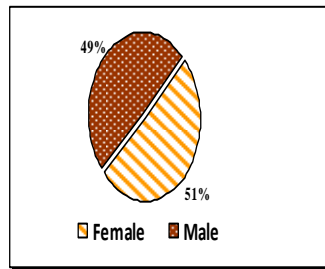


**By academic position**

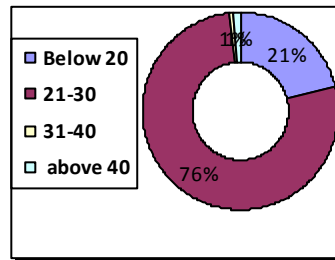


**By qualification**

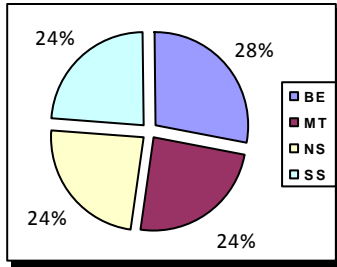
- **AAU students**



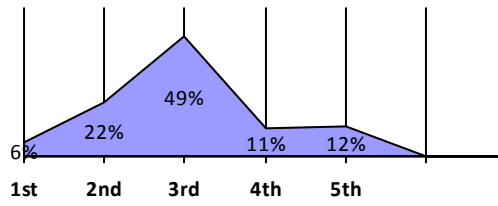
**By sex**



**By age**

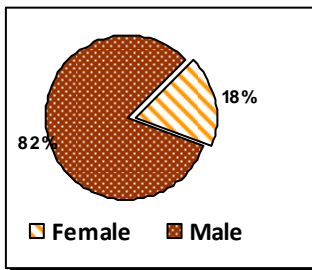


By academic category

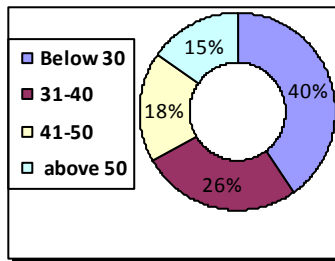


By year of stay

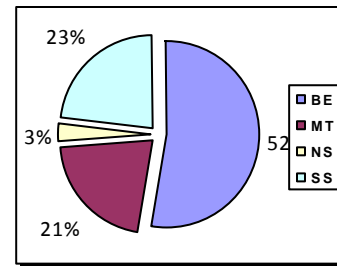
- UU academic staff



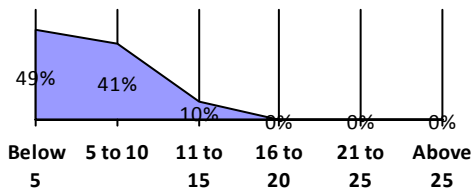
By gender



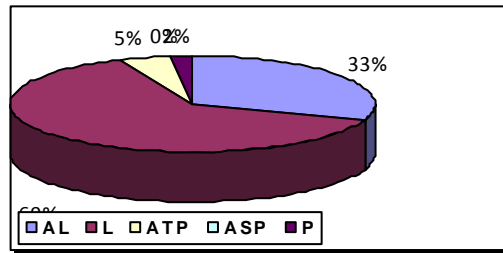
By age



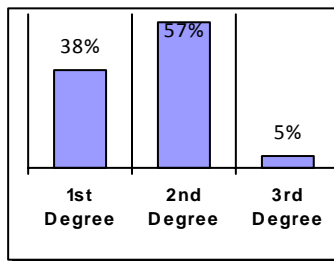
By academic category



By year of experience at AAU

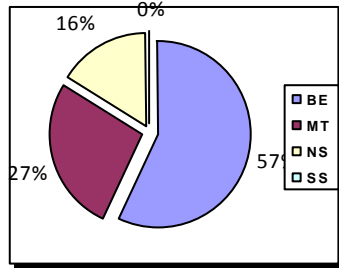
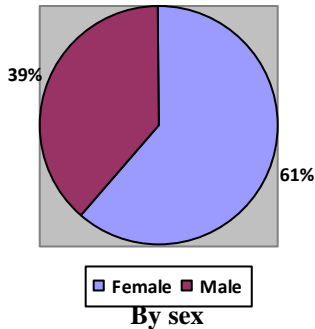


By academic position

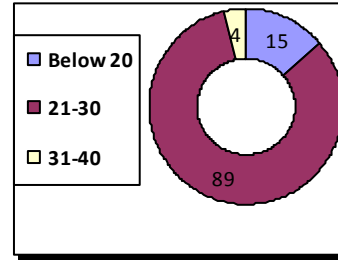


By qualification

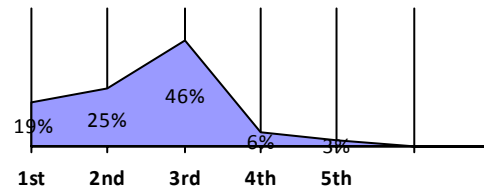
- **UU students**



**By academic category**



**By age**



**By year of stay**

#### 4.4.2 Oral interview

Oral interviews were conducted with purposefully selected interviewees who fulfilled diverse academic and administrative roles and responsibilities. The interviews were aided by structured and non-structured questions. Most of the questions contained in the interview were open ended so as to capture a wide range of answers from the respondents. On average, 60-120 minute interviews were conducted with each interviewee whose duty was closely related to policy design and decision making or who was a representative of offices of gender affairs and the staff association. The purpose of the interview was explained to the interviewees. They verbally gave permission to the author to quote their names in the report. Individuals holding the following portfolios were contacted:

#### **Addis Ababa University Interviewees:**

- Acting President (on behalf of the President who was on a mission abroad) responded in writing to the interview questions due to his tight schedule



- Vice President, Business and Development responded in writing to the interview questions due to his tight schedule
- Senior Lecturer, Institute of Gender Studies, AAU
- Deputy Director, Gender Office
- Unit Head, Staff Training and Development Section
- Unit Head, Personnel Archive and Statistics Section
- General Secretary, AAU Teacher's Association.

**Unity University Interviewees:**

- Vice President, Academic Affairs
- Vice President, University Resources Management Services
- Vice President, University Standards, Curriculum and Quality Assurance
- Director, University Advancement and Special Projects
- Administrative Assistant, Girls Education Project
- Head, Personnel Unit.

The specific topics raised with these interviewees varied from each other depending on the role and the mandate each group had been given within the institution. For instance, the issues raised for the top management focused more closely on strategic and policy matters, whereas issues discussed with special interest groups concentrated more fully on their perceptions and roles in the context of policy and the actual environment.

**4.4.3 Document review**

To supplement the data gathered through the survey questionnaires and oral interviews, the researcher conducted a desk review on available materials, mainly to assess the gender sensitivity of the policy and regulatory documents that are in use by the two institutions. A checklist was prepared to organise the compilation of documents for review. The documents encompassed many forms – legislative documents, policy documents, project proposals, reports, data sheets, brochures/newsletters, organisational charts, and web pages.

As stated in the ‘Scope and Limitations’ section of chapter 1, the greatest challenge in the document review was the unwillingness of the officials (especially at UU) to make available policy documents, such as human resources manuals, financial regulations, and staff and student statistics. Their main excuse was the ‘confidentiality’ of the internal documents. It needed rigorous advocacy and referral of the issue to the top management in order to access some of the data and documents.

All the documents reviewed have been duly listed in the bibliography.

#### **4.5 DATA CAPTURING, ANALYSIS AND PRESENTATION**

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Defining a set of variables is one of the requirements before entering the data. This step has already been reported earlier in this chapter. The subsequent process was to capture the data into the computer system using EpiData. Statistical Package for Social Sciences (SPSS) was made use of for data cleansing and analysis. To facilitate data analysis, each variable and entry was coded by assigning numerical values.

Each of these categorical variables contains values that define it; for example, a variable named sex could be defined to contain only values 1 for female and 2 for male. However, for variables such as years of stay, position, or level of education a greater number of values needed to be defined. In order to enter data into SPSS, all the variables were defined by values as depicted in Table 4.1. Following this, the researcher ran various analyses on the variables in relation to the responses.

The researcher also ensured that mutually exclusive and exhaustive response categories were provided for close-ended questions. Mutually exclusive categories do not overlap with one another while exhaustive categories include all possible responses. Different types of response categories were considered for closed-ended questionnaire items. In such instances, rating scales are the most commonly used. Although some of the survey questions were designed to provide respondents a wide range of responses in a scale of up to six points, most of the responses concentrated in the middle scale points. As a result, for the purpose of simplifying, the presentation of the survey results, the responses in the middle range scale points were aggregated together.

The researcher adopted the following such scales:

- Fully anchored rating scales (where all the points on the scale are anchored).

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
i.	not at all	to a limited extent	to a moderate extent	to a great extent	to the fullest extent	do not know

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ii.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

	<b>1</b>	<b>2</b>	<b>3</b>
iii.	Yes	No	I don't know

- Checklists (where participants mark all of the responses in a list that apply to them). This method was used for questions such as number 17 for academic staff (see Appendix I).
- Rankings (where participants put their responses into rank order, such as most important, second most important, and third most important). This method was used for questions such as number 23 for students (see Appendix II).

Since it is not in the scope of the study to conduct a comparative analysis with other similar institutions within or outside the country, the data acquired was measured in comparison with the variables related to that specific information, that is, percentages are calculated in terms of the ratio of that variable to the total. Percentages and frequencies were generated to analyse the responses of the sample groups.

The data gathered through the various methods is organised thematically for holistic coverage of the universities' systems. Chapter 5 will present the findings of the research under the following major themes:

- Policy environment
- Programme planning and design
- Programme implementation
- Technical expertise
- Monitoring and evaluation
- Human resources
- Advocacy and communications
- Financial resources
- Organisational culture, perceptions and attitudes

The analysed data is presented using tables, pie charts, and graphs as appropriate.

#### **4.6 SHORTCOMINGS AND ERRORS**

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“The discrepancy between the recorded responses and the corresponding true values is called the response errors or measurement errors” (Chaudhuri & Stenger 2005:298). As in any research, such errors are inevitable in this study. Apart from the margin of error and the confidence interval, the outcome of the analysis does not represent other potential sources of error or bias such as poorly phrased questions, people lying or refusing to respond, any negligence of the respondents, the exclusion of people who could not be contacted, or miscounts, miscalculations and the like.

An attempt was made to minimise errors in data collection by using data assistants and data collectors who received orientation with regards to the contents of the questionnaires. The services of two data collection coordinators, six data collectors and two data entry clerks were retained throughout the course of the field data collection. To enable the survey participants to respond questions freely, anonymity and confidentiality were guaranteed. Establishing good rapport, especially with top officials, was also instrumental in gathering data through interviews.

The researcher employed triangulation by applying multiple data collection methods, data sources, analysis, or theories in order to mitigate the inherent shortcomings of one research methodology and to check the validity of the findings. According to Hunter

(2004:np), the process of triangulation, which is a technique of using a combination of data sources in order to improve the validity of the findings, enables the researcher to arrive at a much more convincing and accurate conclusion. Mouton and Marais (1988:91) also advise the inclusion of multiple sources of data collection in a research project to increase the reliability of the findings.

More importantly, the best remedy to minimise the impact of such research errors as halo error (researcher's bias), causal error, general analytical and interpretative errors is to be aware of them. Accordingly, the researcher attempted to read a good deal of literature so as to diminish the impact of such errors as much as possible.

#### **4.7 SUMMARY**

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This chapter covered the methodology of the study and dealt with data collection and their derivation from primary and secondary sources. It also detailed the approach used to design and administer research instruments. The method adopted for this study involved repeated on-site visits to the two academic institutions, relevant government agencies, an attitude/perception survey regarding academic staff and regular students of the two universities as well as in-person interviews with selected members of management and special interest groups, coupled with extensive document reviews of policy documents.

The next chapter will present the findings and analyses of the research data.

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## **CHAPTER 5: PRESENTATION OF RESEARCH RESULTS AND ANALYSIS**

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### **5.1 INTRODUCTION**

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This chapter furnishes the analysis and discussion of data gathered through interviews with decision makers and special interest groups, as well as survey questionnaires from participants with diverse demographic backgrounds and a review of several documents. The data collected from Addis Ababa University and Unity University were examined, compiled and evaluated in view of addressing the research problems identified at the beginning of the study. Where necessary, the data were tabulated to identify and discern any patterns that provided the best interpretation of the results of the study. Details of the data collection tools and of the table depicting the measurement of variables and the demographic analysis of the survey participants were reported in chapter 4. For complete reference purposes, the survey questionnaires and responses to the survey questions, structured interview questions and detailed statistics are attached as appendices.

From the outset, there was no intention to compare and contrast the findings between the two institutions as they operate on a different platform. They are also incomparable in terms of size, structure and to some extent business orientation. Unity University is a private University expected to achieve a financial return on investment while Addis Ababa University is a public institution that promotes and implements the government's agenda. Therefore, the findings and analysis from the two universities are presented separately. The data collection, analysis and presentation are arranged thematically. A brief description of these nine themes is presented below.

#### **Policy environment**

This section reviews the conduciveness of the policy environment in addressing gender issues. It probes how the policy environment is perceived by the stakeholders and how effectively it is being used.

**Programme planning and design**

This section investigates whether gender is one of the key factors considered when conceptualising and designing projects and programmes in the institutions.

**Programme implementation**

This section discusses the ramifications of major projects/programmes designed and implemented in the universities from a gender perspective. It also explores whether gender issues are mainstreamed in the implementation of programmes.

**Human resources**

This section profiles the gender composition of members of the institutions, reviews the human resources policies and the level and the extent to which gender considerations are considered in personnel actions such as recruitment, promotion, and staff development.

**Financial resources**

This section assesses the level of, and the criteria for, budgetary allocations to support gender related initiatives in the university.

**Technical expertise**

This section focuses on the level of the institutions' expertise in gender analysis and evaluation. It also examines the actual efforts put in place to build in-house capacity so as to create a gender-sensitive community.

**Monitoring and evaluation**

This section concentrates on the extent to which gender disaggregated data is maintained and used in the monitoring and evaluation of projects and programme outcomes.

**Advocacy and communications**

This section is dedicated to assessing the adequacy and effectiveness of communication and advocacy efforts to create gender awareness.

**Organisational culture, perceptions and attitudes**

This section assesses the perceptions and attitudes of members of the institutions towards gender and the endeavours to nurture a gender sensitive culture in the university.

## **5.2 ADDIS ABABA UNIVERSITY**

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### **5.2.1 Policy environment**

Further to the relevant constitutional and national educational policy provisions elaborated in chapter 3, the major policy and regulatory document that AAU was using at the time when this research was conducted is the Senate legislation which came into force on 19 June 2007. The legislation communicates the University's mandate and provides a policy framework to govern the relationships among the University's community. The legislation attempted to demonstrate some degree of gender sensitivity by making provisions as stated in the following paragraphs:

- Under article 4, regarding membership of the Senate, the legislation stated that the Director of the Office for Women's Affairs (OWA) is a voting member of the Senate (AAU 2007:9). A more detailed account of what OWA, which was later renamed as the Gender Office, accomplished is stated under section 5.2.6 later in this chapter.
- Article 61 articulates the AAU's policy on affirmative action. It reads: "...the Senate or the President may issue guidelines on special admission criteria that would enable disadvantaged groups to enrol in the programmes of the University..." (AAU 2007:114).
- To a certain extent, recognition for gender representation in important entities of the University is also made under article 102 which concerns the composition of the academic commission established for each faculty. The academic commission, among other members, is supposed to include two elected student representatives from undergraduate and graduate programmes of the faculty, one of whom shall be a female student (AAU 2007:183).
- Article 176 makes general provision for student organisation, which includes the right to organise to promote special causes such as the interests of disadvantaged groups, female students, and students with disabilities, or students from emerging cultural communities (AAU 2007:276).
- Article 166 concerns the organisation of the office of the Dean of Students. Among other responsibilities the Dean, in particular, is expected to appoint a



female Assistant Dean for female student affairs who is responsible for the welfare and the affairs of all female students in the University (AAU 2007:266). In so doing, the Dean consults the Gender Office (AAU 2007:266-267).

The staff of AAU are federal public civil servants. The terms and conditions of their engagement are governed by the amended Federal Civil Servants Proclamation No. 515/2007. A review of the proclamation's 96 articles revealed that there are limited gender considerations provided for in the proclamation.

- Article 13.1 stipulates that “there shall be no discrimination among job seekers or civil servants in filling vacancies because of their sex, religion, disability, or any other ground” (FDRE 2007:3546).
- Although no leave is due for a civil servant who is serving a probationary period, the proclamation, under article 20.6, made a special provision for a civil servant to be entitled to maternity leave even if she is on probation (FDRE 2007:3543). Article 41 details the conditions under which maternity leave should be administered (FDRE 2007:3550-1). For the first time, the proclamation provided five days for paternity leave (FDRE 2007:3551). Although the paternity leave is only for a few days, this provision is a worthwhile gesture towards gender sensitivity. It is also commendable to observe that the proclamation regarded committing sexual violence at the place of work as one of the offences that entails rigorous penalties (FDRE 2007:3562). The proclamation does not however define what sexual violence is, which is often defined widely and often to the disadvantage of the victims.

From the extensive interview held with Tasew (2010), Gender Office Deputy Director,<sup>5</sup> although AAU is yet to compile a fully fledged gender policy, others such as the national education policy, the national policy on women, the Senate legislation and other policy and strategy documents touch upon some aspects of gender issues. 57% (12/21)<sup>6</sup> of female academic staff respondents, and 44% (27/61) of male academic staff respondents,

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<sup>5</sup> There was no substantive Director for the AAU Gender Office yet at the time of writing this report. Ms. Tasew informed the researcher that the University management is preparing to advertise to fill the post.

<sup>6</sup> This, for example, is to be read as 12 out of 21 of the total respondents of the specific category (the categories of respondents being: female student, male student, female academic staff member or male academic staff member).

believed that AAU has some sort of policy related to gender.<sup>7</sup> This result reveals that there is a low level of awareness regarding the existence of any gender policy, especially among the male academic staff. Among those who believed that there was a gender policy, 83% of female academic staff and 70% of male academic staff believed that the policy affirms a commitment to gender equity. From this survey, there is a positive attitudinal capital which the University could spend when it enacts and implements a gender policy. On the other hand, the level of awareness about the gender related policy provisions is strikingly low among the student community. Of the 46 female student respondents, 29 (63%) and of the 51 male student respondents, 35 (69%) responded that there was no gender related policy or that they did not know if there was one after all.

In the course of the data collection, the researcher learned that, as part of the ongoing reform, the University was in the process of drafting a policy on female students. Gebre Hawariat (2010a), who was acting for the President of the University at the time the researcher approached the office of the President for an interview, stated in a written statement that “the University believes that the integration of gender equity in programmes and projects is mandated”. According to him (Gebre Hawarait 2010a), this is manifested by way of affording priority to women/girls whenever opportunities are available”. He (Gebre Hawarait 2010a) further contended that the policy environment in the University is conducive to gender mainstreaming, and further stated that gender mainstreaming is well taken care of in the new reforms. Unfortunately, the researcher was not afforded an opportunity to ask a follow up question regarding this owing to the busy schedule of the acting President. However, according to a number of reports, working dissertations and draft policy documents that emerged from the planning process of the ongoing business reform and those that were made available to the researcher, the issue of gender mainstreaming was not visible in any significant way. The issue of gender, as in the past, was blended with other socio-economic variables such as ethnicity and religion being non-discriminatory factors regarding access to and utilisation of resources. Almost all the provisions of the reviewed policy documents are gender blind at most, which does not necessarily mean being gender sensitive.

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<sup>7</sup> See Appendices III and IV for complete responses of AAU survey participants

### 5.2.2 Programme planning and design

Since 2007, AAU has been undergoing a major overhaul of its business process. At the time of writing this dissertation, the planning phase of the business process re-engineering (BPR) had been completed and the implementation phase was already underway. According to the status report on PBR, “the new processes and organisation are designed to enable AAU to accomplish its mission at a level of excellence and efficiency that is leaps and bounds above what it does today” (AAU 2009a:4). Gender mainstreaming was not incorporated as a core nor as a support process. The BPR rather focused on the following processes (AAU 2009a: 3):

- **Core Processes:** Teaching-Learning, Research Community Service, Tikur Anbessa Specialised Hospital
- **Support Processes:** Resource Generation, Mobilisation, and Management, Human Resource Management, Student Services, ICT

According to the explanatory notes on the new institutional structure of Addis Ababa University, gender equity was not clearly mentioned as one of the values that underpinned the change (AAU 2009c:1-2). Although the prevailing gender inequity is not the main driving force behind the reform, the acting President (Gebre Hawarait 2010a) stated that the new five year (2008-2013) strategic plan of AAU makes provisions for institutionalising gender issues in the University. The researcher reviewed the University-wide strategic plan and identified the following gender related pronouncements:

- One of the 15 missions statements of AAU (2008:1) reads:
  - Nurture gender equality in and out of the classroom, sustained by a faculty and student body with varied cultural and intellectual perspectives.
- The strategic planning committee (SPC) which conducted SWOT (strengths, weaknesses, opportunities and threats) analyses regarding its undergraduate programme identified that the teaching-learning process is not gender-sensitive (AAU 2008:7). Furthermore, under the same sub-title where the SPC reported its SWOT analysis regarding ‘gender and multi-culturalism’, it stated the following (AAU 2008:8):

### Strengths

- Establishment of the Institute of Gender Studies
- Student population with diverse cultural background
- Affirmative action for admission of female students

### Weaknesses

- No programmes for mainstreaming gender and multiculturalism
- Gender inequality with regard to access, academic staff positions, and managerial staff positions
- Absence of University-wide gender focal point
- Lack of multicultural tolerance among students
- Lack of protection of female students from sexual harassment

The strategic plan sets out a number of broad objectives and specific goals. The plan also itemises a detailed action plan to meet these goals. Table 5.1 is a compilation of gender-related goals and action plans extracted from the various sections of the strategic plan (AAU 2008:13, 21, 29, 45).

**Table 5.1: AAU gender related goals and action plans<sup>8</sup>**

Goal	Action plan <sup>9</sup> (current status of implementation <sup>10</sup> )
<ul style="list-style-type: none"> <li>- Cultivate and promote diversity along gender, ethnic and cultural perspectives, particularly:               <ul style="list-style-type: none"> <li>- Create an academic and living environment hospitable to diverse perspectives.</li> <li>- Ensure that programmes of study and research provide ample room for issues of gender, multiculturalism, and subjects of intellectual controversy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Develop a guideline to enable units to give due consideration to gender, and other diversities to give priority for academic career/recruitment and admission to programmes. (partially implemented, ongoing process).</li> <li>- Strengthen the Women's Affairs Office</li> <li>- Hold University-wide and, then faculty specific seminars to mainstream gender and multiculturalism in the curricula (not implemented).</li> <li>- Develop and enforce University-wide gender policy (not implemented).</li> </ul>
<ul style="list-style-type: none"> <li>- Provide periodical training in gender assertiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify resource people and institutions to provide training on gender assertiveness (partially implemented).</li> <li>- Develop and maintain a database of resource people and institutions involved in gender issues (implemented).</li> <li>- Design programme for periodical training and conduct training (partially implemented) .</li> </ul>

<sup>8</sup> Extracted from AAU five-year strategic plan.

<sup>9</sup> Unlike many of the other action plans indicated in the strategic document, these gender-related action plans did not have a time table against which accountability for implementation could have been measured.

<sup>10</sup> An update on the status of implementation was obtained from the Deputy Director of Gender Office following a telephonic conversation held on 21 April 2010.

While the above provisions in the strategic plan are indeed admirable and need to be capitalised upon, a critical review of the strategic plan revealed that the Director of the Women Affairs Office (WAO) was not on the original list of the strategic planning committee (SPC) members nominated by the President.<sup>11</sup> The Director of WAO was co-opted onto the SPC towards the final stage of the strategic plan's development along with the other 14 members.<sup>12</sup> This belated inclusion not only undermines the contribution that the WAO could have made by advocating for gender equality and equity, beginning from the planning process, but could also suggest that gender related matters were subordinated to other priorities addressed in the strategic plan. AAU also conducted a series of strategic planning workshops with stakeholders from 6 to 11 November 2006. High profile scholars, policy makers and political leaders made presentations on a wide range of issues. Although the details of the presentations were not made available to the researcher (to check if gender had featured as a sub topic in the course of the conference), in the detailed agenda of the events, gender was not included as a discussion item. The Deputy Director of the Gender Office explained that the office which succeeded the WAO, and was revitalised in March 2008, has not been involved in any other strategic programme planning and design (Tasew 2010).

One of the main indicators of a gender sensitive programme planning and design is maintaining and disseminating gender disaggregated data. While reviewing the documents, the researcher observed that AAU attempted to maintain gender disaggregated data on students, academic and administrative staff. The Vice President for Business and Administration<sup>13</sup> stated that all University data are classified based on sex (Gebre Hawariat 2010b). However, the training and staff development records were not gender disaggregated. Following the discussion with the researcher about its importance, the training and development focal point mentioned that the section intends to maintain gender disaggregated data henceforth (Muleta 2010).

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<sup>11</sup> Four out of the 16 strategic planning committee members were women.

<sup>12</sup> Two out of the 14 additional co-opted members were women.

<sup>13</sup> The Vice President for Business and Administration was also the acting President at the time of the interview

The responses to the questions forwarded to the survey participants regarding gender related provisions in programme design were found to be consistent with the documents reviewed (see Table 5.2). Most of the respondents (76% or 16/21 of female academic staff and 77% or 49/64 of male academic staff) replied that gender equity goals and objectives were generally included in the University's programme/project designs. On the other hand, in spite of limited female representation in major project designs such as the BPR, the majority of the female (95% or 20/21) and male (64% or 40/64) respondents believed that the University employed participatory methods to incorporate the views and preferences of both male and female community members in project design.

The student respondents also share the view of the academic staff in that 76% (37/49) of female and 88% (44/50) of male students expressed the opinion that the University employs participatory methods to incorporate the views and preferences of both male and female students in its planning (see Appendix IV).

**Table 5.2: AAU academic staff responses on programme planning and design from a gender perspective<sup>14</sup>**

Responses		Are gender equity goals and objectives included in general in the University's programme/project designs?	Does the University use participatory methods to incorporate the views and preferences of both male and female community members in project design?
Female	Not at all	1(4.8%)	1(4.8%)
	To a limited extent	6(28.6%)	11(52.4%)
	To a moderate extent	6(28.6%)	4(19.0%)
	To a great extent	3(14.3%)	4(19.0%)
	To the fullest extent	1(4.8%)	1(4.8%)
	Do not know	4(19.0%)	0(0%)
	<b>Total</b>	<b>21(100.0%)</b>	<b>21(100.0%)</b>
Male	Not at all	3(4.7%)	7(10.9%)
	To a limited extent	14(21.9%)	11(17.2%)
	To a moderate extent	23(35.9%)	18(28.1%)
	To a great extent	6(9.4%)	5(7.8%)
	To the fullest extent	6(9.4%)	7(10.9%)
	Do not know	12(18.8%)	16(25.0%)
	<b>Total</b>	<b>64(100.0%)</b>	<b>64(100.0%)</b>

The researcher interviewed Ali, the General Secretary of AAU Teachers' Association which was reconstituted on 12 October 2008 with over 800 members.<sup>15</sup> Although the

<sup>14</sup> For the figures indicated inside this and all subsequent Tables, the figures outside the parenthesis indicate the frequency/number of respondents whereas the figures in parenthesis show the percentage of the respondents out of the total number of respondents in that category.

University provided the Association with office facilities, AAU's management has yet to fully recognise the Association and integrate it into this system (Ali 2010). As a result, the Association was not able to make its own contribution in the formulation of policies and project designs (Ali 2010). Ali (2010) still expressed his belief that the overall policy environment of the University is conducive to promoting gender related issues if the management is sufficiently committed.

### **5.2.3 Programme implementation**

In September 2009, AAU launched the implementation phase of its business process reengineering (BPR) initiative. As depicted in Table 5.1 earlier, most of the gender related goals stated in the five year strategic plan have been partially implemented. The management of the University informed the researcher that AAU has been providing various forms of support such as training and the development of operational tools for the strategic integration of gender issues into the University's operations (Gebre Hawariat 2010a). The Gender Office on the other hand revealed that gender questions or criteria have not been factored into the programme implementation process in any significant way (Tasew 2010). According to the Deputy Director, as a member of the University Senate, the Gender Office attempts to make its voice heard to ensure that the gender dimensions of programme implementation are also looked into whenever any major strategic issues are discussed on the Senate floor (Tasew 2010).

A question was forwarded to the academic staff regarding whether or not the implementation plan for the University's programmes/projects included activities that strengthen skills and provide men and women with equal access to services and training. 95% (19/20) of female survey respondents and 97% (60/62) of male ones responded that the implementation plan, to varying degrees, strengthens their skills and provides them with equal access to services and training (see Appendix III).

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<sup>15</sup> According to Mr. Ali, the AAU Teachers' Association had been inactive for over 15 years due to political and administrative issues. The newly reconstituted Association has three objectives: 1. to support the teaching-learning process, 2. participate in research and development efforts and 3. provide community service. The association has incorporated gender related policy provisions in its charter and also has a gender committee as a standing committee within the Association's structure (Ali 2010). Repeated efforts by the researcher to obtain a copy of the gender related policy provision were not successful.

Table 5.3 illustrates the perception of the academic staff of AAU as far as programme implementation from a gender perspective is concerned. It should be noted that the responses from the survey participants and interviewees were not necessarily focused on the implementation of BPR which was only beginning at the time of writing this dissertation. Analysis of the survey data revealed that female academic staff respondents view that the female beneficiaries (62% or 13/21) attach more value than their male counterparts (47% or 10/21) to the significance of the AAU's programmes/projects. Interestingly, male academic staff participants responded that male beneficiaries (55% or 35/63) value the University's programmes/projects as being more useful to their lives than the female beneficiaries (48% or 30/63). It is worth noting that the majority of male academic staff respondents (52%) chose not to comment or opted to disagree with the notion that the University's programmes/projects are favoured by the female beneficiaries. This finding remains ambiguous unless further study is conducted with regards to whether the male academic staff respondents meant that the female beneficiaries are not appreciative of the outcome of the programmes to their lives or that the programmes are not valuable enough.

**Table 5.3: Assessment of the value of AAU's programmes/projects to the beneficiaries**

Responses		Beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.			
		Academic Staff		Students	
		Female Beneficiaries	Male Beneficiaries	Female Beneficiaries	Male Beneficiaries
Female	Strongly agree	8(38.1%)	3(14.3%)	7(14.3%)	7(14.6%)
	Agree	5(23.8%)	7(33.3%)	26(53.1%)	27(56.3%)
	No opinion	6(28.6%)	9(42.9%)	11 (22.4%)	10(20.8%)
	Disagree	2(9.5%)	2(9.5%)	4(8.2%)	3(6.3%)
	Strongly disagree	0(0.0%)	0(0.0%)	1(2.0%)	1(2.1%)
	<b>Total</b>	<b>21(100.0%)</b>	<b>21(100.0%)</b>	<b>49(100.0%)</b>	<b>48(100.0%)</b>
Male	Strongly agree	14(22.2%)	5(7.9%)	10(19.6%)	6(11.8%)
	Agree	16(25.4%)	30(47.6%)	23(45.1%)	25(49.0%)
	No opinion	27(42.9%)	21(33.3%)	15(29.4%)	14(27.5%)
	Disagree	5(7.9%)	2(3.2%)	3(5.9%)	6(11.8%)
	Strongly disagree	1(1.6%)	5(7.9%)		
	<b>Total</b>	<b>63(100.0%)</b>	<b>63(100.0%)</b>	<b>51(100.0%)</b>	<b>51(100.0%)</b>

With respect to the response from the student survey participants, a majority of female respondents consider that the University's programmes/projects are valued by females (67% or 33/49), that is, slightly more than the males (71% or 34/48). On the other hand,



male student participants are of the opinion that females (65% or 33/51) value the benefits less than the males (61% or 31/51). Of course, individual perceptions may not be the same. And yet, this finding again begs for further investigation into how valuable the projects/programmes are to male and female students and how effectively the impact of the projects/programmes was communicated to the intended beneficiaries.

#### **5.2.4 Human resources**

The most important resource any organisation can possess is its human resources. For ease of analysis, the researcher grouped the University's human resources into three main categories: students, academic staff, and administrative staff.<sup>16</sup> This section attempts to address the extent to which the goal of gender equity has been met in various aspects of human resources management policies and practices. Gender disaggregated data was obtained to evaluate the composition of female and male students, academic staff and administrative staff over the period of five years.<sup>17</sup>

#### **Students**

As Mingat, Tan and Tamayo stated (2003:139), when it comes to students, "equity in educational opportunity influences the future distribution of income, wealth and status in society". Gender equity is served better if gender equality is achieved since equity is the outcome of equality (Leo-Rynie 1999:8). The most commonly used gender equality indicator amongst many researchers is the gender parity index (GPI).<sup>18</sup>

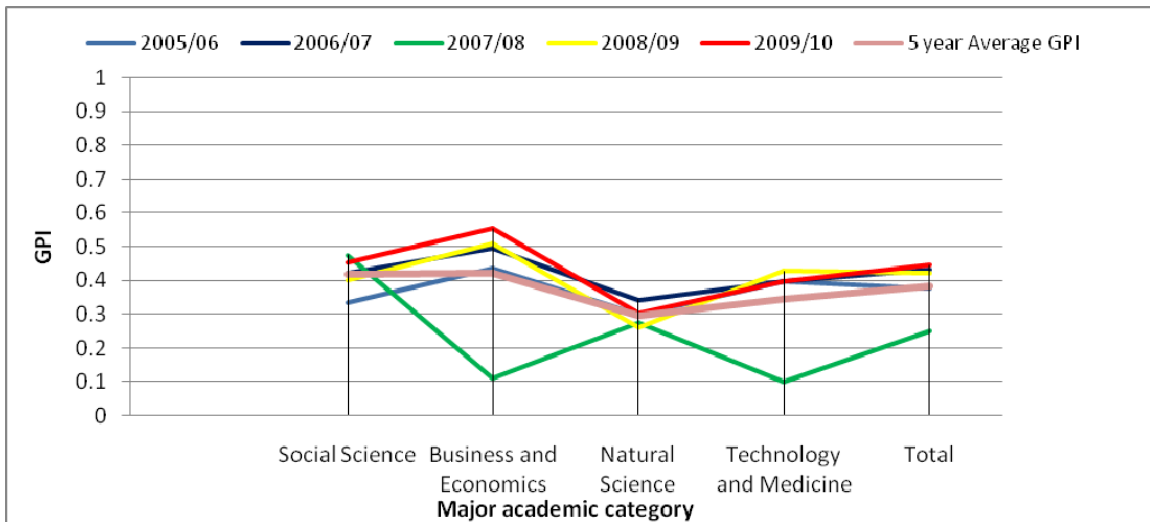
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<sup>16</sup> As explained in Chapter 4, section 4.4, the regular students and full time academic staff members were the main targets of the questionnaire survey. For the document review, however, all data made available by the University was used for analysis.

<sup>17</sup> Efforts to obtain data on the students, academic and administrative staff attrition rate from AAU were fruitless.

<sup>18</sup> The "Gender Parity Index (GPI) is the ratio of female to male enrolment, graduation, etc. A gender parity index of 1 indicates perfect equality between males and females, while a GPI closer to zero indicates high disparity between the participation of females compared to males. In a class of 100 students, if 50 are female, then the GPI is 1" (MoE 2010:204).

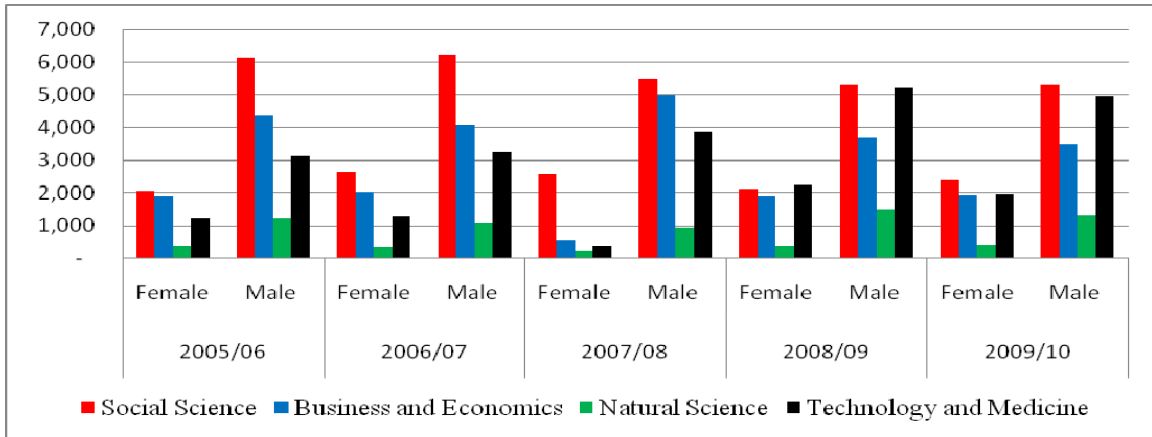
**Figure 5.1: AAU gender parity index for undergraduate students (enrolment)**



Source: AAU Registrar Office

As depicted by Figure 5.1, there has not been any significant improvement in terms of achieving gender equity in the enrolment of regular undergraduate students throughout the years of 2005/06 to 2009/10. The average five years GPI for all the departments is stagnant at 0.38. This means that for every four male students, there was close to only one female counterpart during the same period. The enrolment rate of female undergraduate students was 27% of all students in 2005/06. It indicated a slight increment by 3% in 2006/07, slid back by 10% in 2007/08, increased to 30% in 2008/09 and recorded an insignificant increment of 1% in 2009/2010 (see Appendix XIII-A). As shown by Figure 5.2, the female student population is the highest in the social science category, followed by business and economics, technology and medicine, and natural science in that order. The only exception to this pattern is that in 2008/09, the technology and medicine category recorded the largest number of female students. In any one of the departments, female students did not constitute even half of the student population therein.

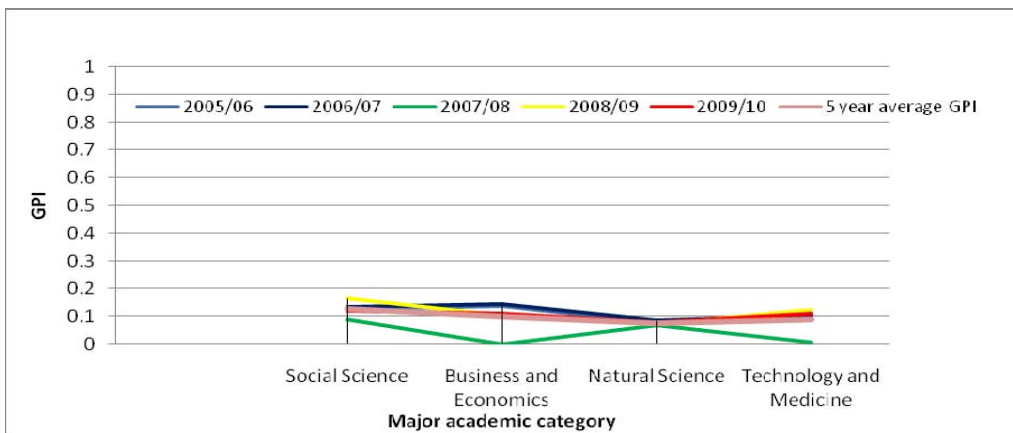
**Figure 5.2: Enrolment of AAU undergraduate students**



Source: AAU Registrar Office

The situation in postgraduate programmes was found to be worse as far as gender equality is concerned. During the five years under review, the maximum share of enrolment reached by the female students was 11% in 2008/09 (see Appendix XIV-A). The average female student share of the total postgraduate students for over five years (2005/06-2009/10), was only 9%. In terms of GPI, for every 1 female postgraduate student, there had been 10 male students on average (see Figure 5.3). As stated in chapter 3 section, 3.7.5, the 400% increment in the total graduate admission rate announced by the President of the University for over two years (2006/07-2008/09), did not translate into bridging the gender gap in any meaningful way.

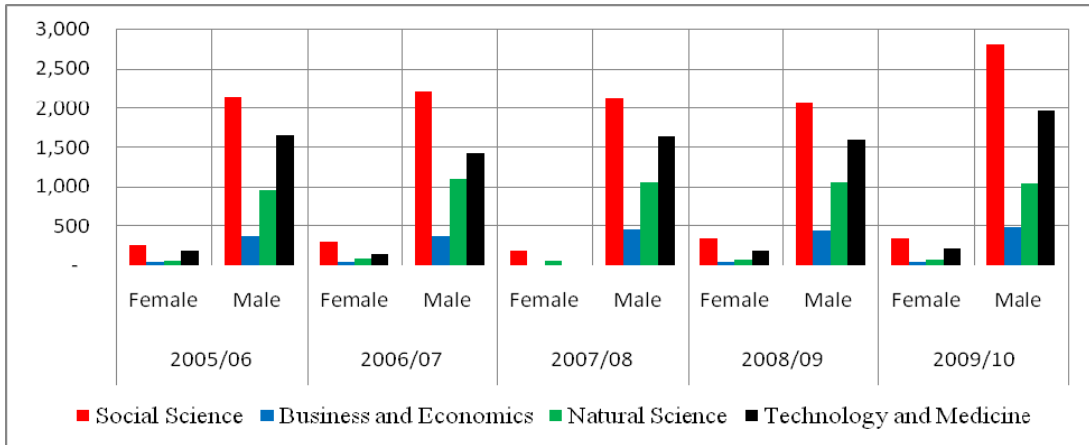
**Figure 5.3: AAU Gender parity index for postgraduate regular students**



Source: AAU Registrar Office

As reflected in Figure 5.3 and Figure 5.4, in the postgraduate programmes, the highest female student ratio was in the social science category (GPI 0.13), followed by business and economics (GPI 0.10), technology and medicine (GPI 0.09) and finally natural science (GPI 0.08) in that order.

**Figure 5.4: Enrolment of AAU postgraduate students**



Sour

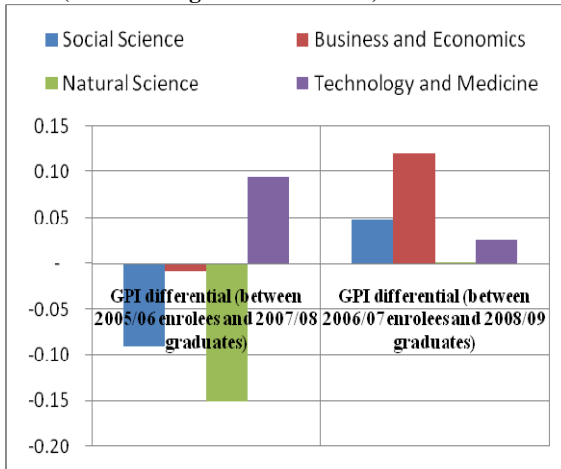
ce: AAU Registrar Office

Unlike the access rate (measured by the enrolment rate), which showed consistent gender imbalance, the success rate (measured by the rate of graduates) was rather erratic. Analyses of the gender parity index for undergraduate and postgraduate students are depicted by Figures 5.5<sup>19</sup> and 5.6.<sup>20</sup>

<sup>19</sup> AAU's undergraduate regular programme runs for three academic years. The GPI differential is calculated by deducting the enrolment GPI of a given year from the graduation GPI three years after enrolment year.

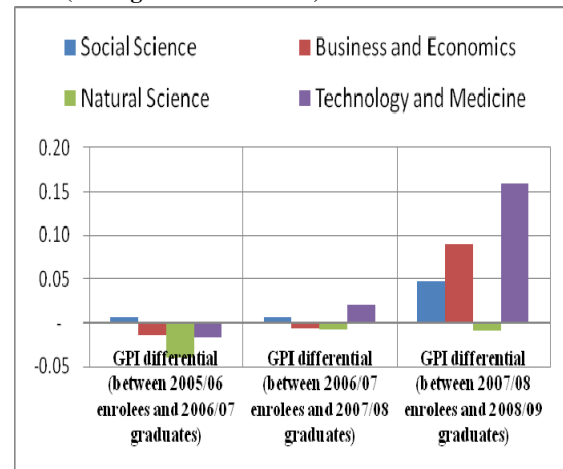
<sup>20</sup> The AAU graduate regular programme runs for two academic years. The GPI differential is calculated by deducting the enrolment GPI of a given year from the graduation GPI two years after enrolment year.

**Figure 5.5: Comparative analysis of GPI between enrolment and graduation rates (AAU undergraduate students)**



Source: AAU Registrar Office

**Figure 5.6: Comparative analysis of GPI between enrolment and graduation rates (AAU graduate students)**



Source: AAU Registrar Office

Figures 5.5 and 5.6 summarise the analyses of GPI in terms of enrolment (access) vis-à-vis graduation (success) rates. The bar graphs in the negative axis represent the success rate of female students, which was less than that of the male students. As the sizes of the graphs diminish, the GPI differentials between the success and access rates approach zero. The GPI differential of zero is the ideal scenario with a zero attrition rate or a 100% success rate for both female and male students. As illustrated by Figure 5.5, the success rate of 2005/06 female enrollees was less than that of their male counterparts except for the technology and medicine streams. The male students who were admitted in 2006/07, on the other hand, recorded a lower success rate than the female students except in natural science where the access and success rates were equal for both male and female students. Coming to Figure 5.6, the average success rate of female graduate students was the lowest in 2006/07, improved in 2007/08 and even more so in 2008/09, where female graduates recorded an unfavourable success rate only in the natural science stream. In this GPI differential analysis, it should be noted that what is favourable for one sex is not favourable to the opposite sex. Therefore, AAU needs to look deeply into the factors that contributed to the adverse attrition rates for both female and male students in all programmes.

## **Academic Staff**

The office of the Associate Vice President for Academic Affairs annually publishes the academic staff's profile by various dimensions such as gender, department, qualification, and academic status. The profile published in March 2009 acknowledged that the number of female academic staff in 2008/09 was very low as it comprised only 11% of the total academic staff (AAU 2009b:4).<sup>21</sup> For a broader and deeper analysis of gender equality in this category of human resources, five years of gender disaggregated data was obtained and analysed.<sup>22</sup>

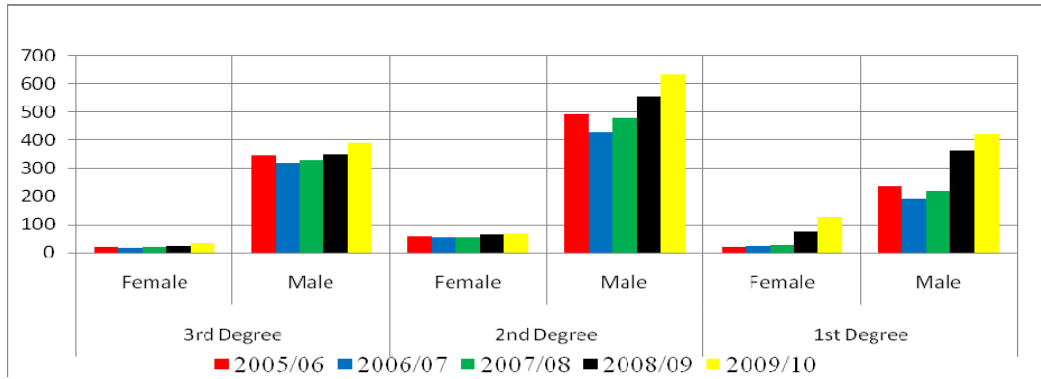
In terms of qualification, as indicated by Figure 5.7, most of the female academic staff held second (Masters) degrees throughout the five years under review except in 2008/09 when most of the female academic staff held only first degrees. The qualification profile of the female academic staff did not demonstrate any significant changes over the five years under review when compared with their male counterparts. The five year average female proportion of this profile settled at 6% for PhD, 10% for Masters and 14% for Bachelors degree holders. Using 2008/09 as a base year, in 2009/10, the female third degree (PhD) holders only indicated a marginal increment of 2%, the Masters degree holders did not show any change, while the highest growth rate was registered among the 1<sup>st</sup> (Bachelors) degree holders at 5% (see Appendix XI).

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<sup>21</sup> The academic staff record published by the AAU for 2008/09 included part time as well as expatriate academic staff.

<sup>22</sup> The total number of academic staff includes part-time instructors as provided by the AAU personnel record and archive section. The researcher observed some inconsistency in the total number of academic staff by rank and qualification provided by the University.

**Figure 5.7: Number of AAU academic staff by academic qualification**

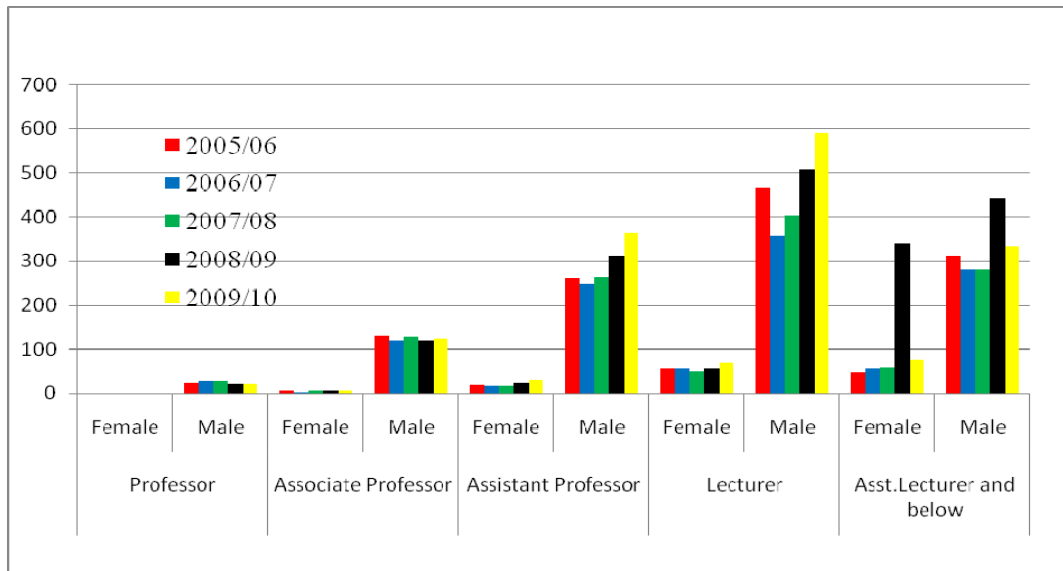


Source:

AAU Human Resources Section

In terms of academic rank, the highest number of female academic staff is to be found under the category of assistant lecturer or below, followed by lecturer, assistant professor, associate professor, and professor in that order. As illustrated by Figure 5.8, consistently throughout the five years reviewed, the higher the academic rank, the lower the ratio of female academic staff members. On 03 June 2009 that the University awarded a professorship to the first female academic staff member in its 60 years of existence.

**Figure 5.8: Number of AAU academic staff by academic rank**

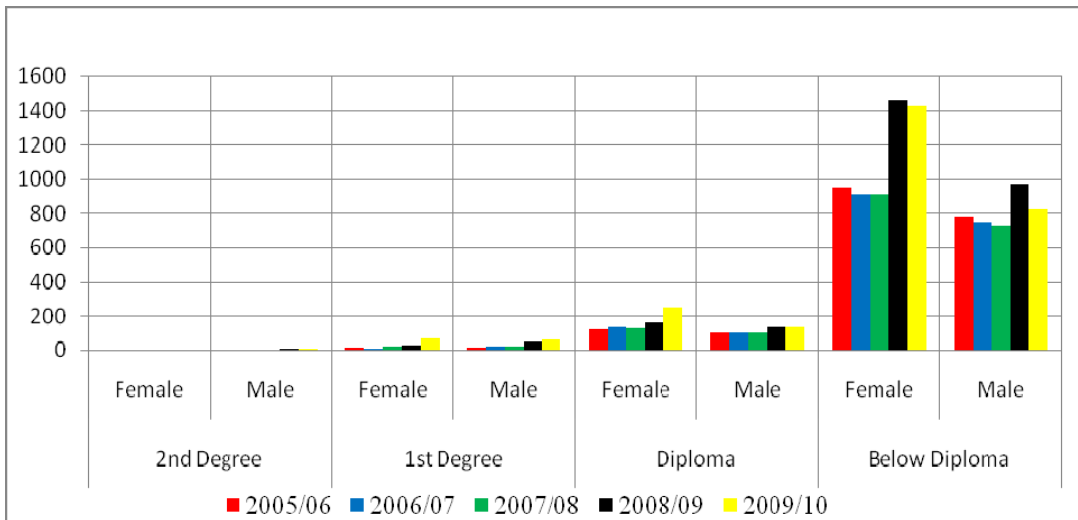


Source: AAU Human Resources Section

### Administrative Staff

Among the three categories of staff members, the administrative staff category could be regarded as either gender balanced or even inclined to being female dominated. Be it by academic qualification, except for a Masters degree holder (see Figure 5.9) or by job classification, except for ‘administrators’ (see Figure 5.10), the number of female administrative staff members is greater than that of their male counterparts. This is despite the fact that the proportion of female new recruits had been disproportionately low throughout the five years under review (see Appendix XII). However, it should be remembered that the highest decision makers in the University’s system do not fall in the administrative category but in the academic staff category, including the Presidency and Vice Presidencies.

**Figure 5.9: Number of AAU administrative staff by academic qualification**



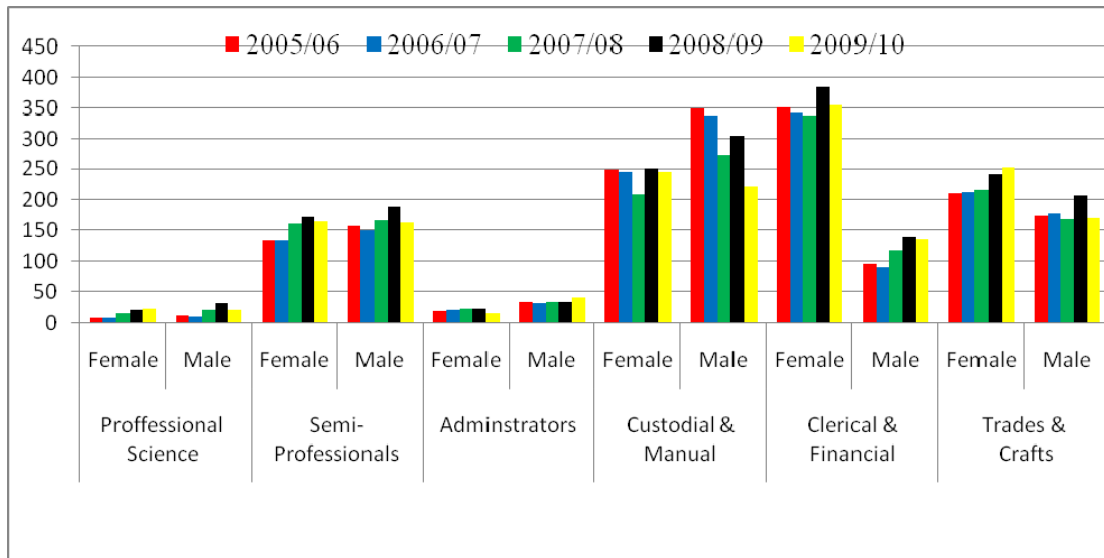
Source: AAU Human Resources Section

According to a report obtained from the Gender Office of AAU (አአዩ/AAU) 2009e:7), the inventory of females who held a high level managerial portfolio indicates one female Vice President, one Associate Dean, two Directors of Institutes, two Assistant Deans, one Assistant Director of Institute, five Associate Registrars, six Section Heads, and one Officer (for the anti-corruption office). The acting President stated that as at April 2010, 20% of the senior management positions were occupied by women (Gebre Hawariat



2010a). Gebre Hawariat (2010a) mentioned that the University planned to increase this low level of representation to 50%. The timeframe for this plan was not made known, though.<sup>23</sup>

**Figure 5.10: Number of AAU administrative staff by job classification**



Source: AAU Human Resources Section

The Office of the President expressed the opinion that the shortage of competent female professionals is the main challenge that the University faces to narrow the gender gap at all levels of the institution (Gebre Hawariat: 2010a). To address this issue, the University has been building the capacity of existing female staff members and supporting them to develop themselves in all aspects (Gebre Hawariat: 2010a). This top management claim was not supported by a significant majority of the female academic staff respondents (55% or 12/22) who responded that the management is not committed to promoting female representation at senior levels of the University while 51% (31/61) of males disagreed or expressed no opinion about it. Moreover, 85% (17/20) of the female and 63% (38/60) of male academic staff respondents agreed that meetings in the university tend to be dominated by male staff. The under representation of women in meetings where planning, evaluation and monitoring decisions are made, places them at a

<sup>23</sup> The researcher was not able to ask a follow up question about the time frame for the realisation of this plan since the interview was offered in writing.

disadvantaged position to make their voices heard, as well as influences the outcome of the decisions.

Although the acting President stated that the job descriptions, staff performance and development criteria were revised to be gender sensitive, a review of the few job descriptions, interviews with some staff members and the staff performance evaluation forms, did not confirm his statement in any significant way. Further to the document review, 50% (11/22) of female and 63% (38/60) of male academic staff responded that gender awareness issues were not at all included or they did not know whether these were included in their job descriptions.

Motivation is a vital element of human resources management. The majority of student respondents (69% or 33/48 of females and 59% or 30/51 of males) agreed that the University promotes teamwork, involving both men and women as equal partners. On the other hand, it was found that most of the academic staff survey participants did not come across any incentive to perform well in promoting gender causes in the University. As to whether good performance in the field of gender is rewarded in the University, 68% (15/22) of female academic staff and 62% (37/60) of male academic staff respondents disagreed or expressed no opinion.

### **5.2.5 Financial resources**

The researcher was unable to get hold of the existing financial policy to review in order to ascertain whether it makes any particular provision to support gender related issues. Instead, the researcher managed to obtain a copy of the draft financial policy which was prepared as part of the institutional reform that AAU has been undergoing. The 35 page financial draft manual makes no mention of gender issues at all as one of the parameters against which resource allocation could be based.

The Gender Office Deputy Director informed the researcher that since 2009/10, the University had commenced allocating an overhead budget to run the Office (Tasew 2010). Furthermore, the Office received limited logistics and material support from non-government organisations (NGOs) (Tasew 2010). According to Tasew (2010), the fund

allocated is too small at times even to cover the basic office supplies. Ms Tasew (2010) further complained that due to a lack of funds, the annual orientation workshop planned for 2010's new students could not take place. The Vice President for Business and Development also admitted that the resources committed by the University are limited (Gebre Hawariat 2010b) but failed to confirm whether there is a plan to increase the allocation. The Gender Office stated that they plan to advocate with the University's top management and to mobilise resources from external sources so as to enable them to discharge their basic duties effectively (Tasew 2010).

### **5.2.6 Technical expertise**

The researcher attempted to conduct an inventory of the staff responsible for gender related matters in the University. At the time of writing this dissertation, the central Gender Office of the University was headed by the Deputy Director who was deputised by 13 Assistant Gender Coordinators at faculty level and a few members of the administrative staff (Tasew 2010). According to Tasew (2010)<sup>24</sup>, most of the Assistant Coordinators were not primarily trained with regards to the gender related field of study. She (Tasew 2010) acknowledged that the office was understaffed and not well capacitated to realise its mission of "moving the University towards being an institution where both genders are fairly represented in all areas of the University's activities".<sup>25</sup> The acting President also affirmed that the University's level of technical expertise to design, implement and evaluate gender mainstreaming is 'not satisfactory' (Gebre Hawariat 2010a).

The Deputy Director maintained that although the central Gender Office was enjoying a good deal of support from the office of the President to whom they report, the gender focal points assigned to some major faculties were not sufficiently empowered to function effectively (Tasew 2010). The Gender Office is a member of the Senate. However, the faculty Gender Coordinators were not well integrated into the academic

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<sup>24</sup> The Deputy Director of the Gender Office was a graduate in philosophy and was pursuing her 2<sup>nd</sup> degree in gender studies at the time of the interview. Most of the staff at gender focal points were graduates of either philosophy, sociology, psychology or related fields. It should also be noted that there had been no undergraduate programme in gender studies in the country until the time of writing this dissertation.

<sup>25</sup> The mission statement was copied from the revised terms of reference prepared for the Gender Office.

commission of the respective faculties (Tasew 2010). A question was posed to the survey participants to determine whether they were aware that there was a staff member responsible for gender integration in the different departments/programmes. The responses from the survey participants validated the argument by the central Gender Office to a certain extent. Of the respondents, 55% (11/20) of female academic staff, 56% (35/63) of male academic staff responded that either they were not aware or, if any, the involvement of the gender focal point was very limited at department/programme level.

Notwithstanding the constraints, according to Tasew (2010), the Gender Office had accomplished such activities as:

- Arranging training for students in order to create awareness regarding HIV/AIDS, reproductive health, assertiveness, study methodologies, and sharing the experience of model students who excelled in academics. Students were asked if they had received a gender related orientation. Out of 49 female student survey participants, 17 (35%) of them responded that they had received orientation to a limited extent, 13 (26.5%) to a moderate extent, 9 (18.4%) to a great extent, and 2 (4.1%) to the fullest extent. Similarly, of 51 male students, 21 (41.2%) responded that they had received the gender related training to a limited extent, 15 (29.4%) to a moderate extent, 4 (7.8%) to a great extent. The Gender Office, admitting the gaps, explained that they faced human and financial constraints to intensify the depth and scope of the training, especially amongst students (Tasew 2010).
- Management training for selected University staff and gender coordinators.<sup>26</sup> The Staff Training and Development Section Head made it known that she had received only half a day of awareness training (Muleta 2010) while a majority of academic staff also felt that the training which they had received was adequate only to a limited or moderate extent (see Appendix III). If gender is to be mainstreamed at AAU, a larger group of academic staff are supposed to have acquired a basic skill with regards to gender planning and analysis. This precondition was not fulfilled

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<sup>26</sup> According to a 2009 six month performance report (አአዩ/AAU 2009d) obtained from the Gender Office, during the training conducted in November 2009, the rate of participation by top level management members was very low. For example, out of the 15 Deans invited, only two were in attendance.

satisfactorily as per the survey findings. Out of 22 female and 63 male academic staff, 9 (40.9%) of females and 43 (68.3%) of males responded that they had not received any such training while 7 (31.8%) of females and 9 (14.3%) of the males mentioned that they had received such training to a limited extent. The General Secretary of the AAU Teachers Association also conceded that the leadership of the Association had not yet received any gender related training (Ali 2010).

- Recruitment and placement of Assistant Gender Coordinators for Colleges/Faculties/Departments.<sup>27</sup>
- Collaboration with non-governmental organisations to conduct a women's leadership programme for selected female students.

As mentioned in section 3.5.5 of chapter 3, the Institute of Gender Studies (IGS) of AAU is the only institution that offers higher learning with regards to gender in Ethiopia. A review of the numerous newsletters (from 2003 to 2009) published by IGS revealed that the Institute has been engaged in various gender related studies most of which were conducted among participants outside of AAU.<sup>28</sup> The Institute also awards grants to selected gender related research dissertations from the fund it mobilises from external sources. IGS staff comprised one associate professor, two assistant professors, seven lecturers and six administrative staff (IGS 2009: inside cover page). Two of the academic and two of the administrative staff members were males. After reviewing the various publications, research dissertations stored in the IGS library and holding informal discussions with the staff members of the Institute, the researcher could not find any documented effort by or through the IGS in order to conduct a comprehensive gender related study regarding AAU.

According to the Deputy Director of the Gender Office, the IGS and the Gender Office, being the prime responsible entities for gender related affairs, had not been collaborating effectively (Tasew 2010). The Director of the IGS cited the fact that the Institute was

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<sup>27</sup> According to the same report (አአዩ/AAU 2009d), the University agreed to pay the salary of the Gender Assistant Coordinators for eight months while the Gender Office was expected to raise funds to maintain the positions thereafter.

<sup>28</sup> Despite several efforts, none of the senior members of the IGS was available for interview owing to their busy schedules. The information on the Institute is based on informal discussions with certain IGS staff members and a review of the newsletters published by the IGS.

faced with several challenges of which the shortage of teaching staff and office space were the most serious ones (IGS 2009:2). The researcher could not confirm whether these challenges constituted the reasons why the IGS has been unable to collaborate effectively with the Gender Office or conduct comprehensive gender related research on AAU to this point.<sup>29</sup>

The majority of the academic staff survey participants (71% or 12/17 of females and 59% or 27/46 of males) responded that the University consistently sought technical support from a person or division within the University responsible for gender programming. While this is a positive development, the researcher on the other hand observed a tendency to direct all issues pertaining to gender to the Gender Office even though the issue in question could be better addressed by another office. Almost all the officers and offices approached for this research were quick to direct the researcher to the Gender Office or to the IGS the moment they heard the word 'women or gender'. It often took much explanation or lobbying to convince various offices that gender is not synonymous with women and that gender equality and equity should be everyone's business.

### **5.2.7 Monitoring and evaluation**

In order to monitor and evaluate the gender impact of a plan and programme, gender disaggregated data is crucial. As mentioned under section 5.2.2 of this chapter, AAU mostly follows the good practice of maintaining and disseminating gender disaggregated data on students, academic and administrative staff. The question now is whether AAU uses this data to plan, monitor and evaluate the outcome of its programmes from a gender perspective.

The acting President (Gebre Hawariat 2010a) contended that AAU monitors and evaluates the gender dimension of the implementation of the University's policy and operational interventions. According to him (Gebre Hawariat 2010a), the University applied gender criteria as one of the selection parameters when filling vacant positions. On the other hand, the Gender Office disclosed that their respective offices were not

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<sup>29</sup> This is due to the unavailability of the IGS officials for interviews.

involved in the monitoring and evaluation of the gender impact of the University's projects and programmes (Tasew 2010). The majority of male academic staff (60.3% or 27/63) answered 'no' when asked if they knew whether or not the gender impact of these projects and programmes was monitored and evaluated, while a slim majority (55% or 12/22) of the female academic staff expressed their awareness that the University evaluates and monitors the gender impact of its projects. These findings from various sources indicate that there is a disconnection between the management's contention and the perception of the staff members, especially among male academic staff, regarding the monitoring of the gender impact of AAU's projects and programmes.

**Table 5.4: Survey participants' evaluation of AAU's programmes/projects from a gender perspective**

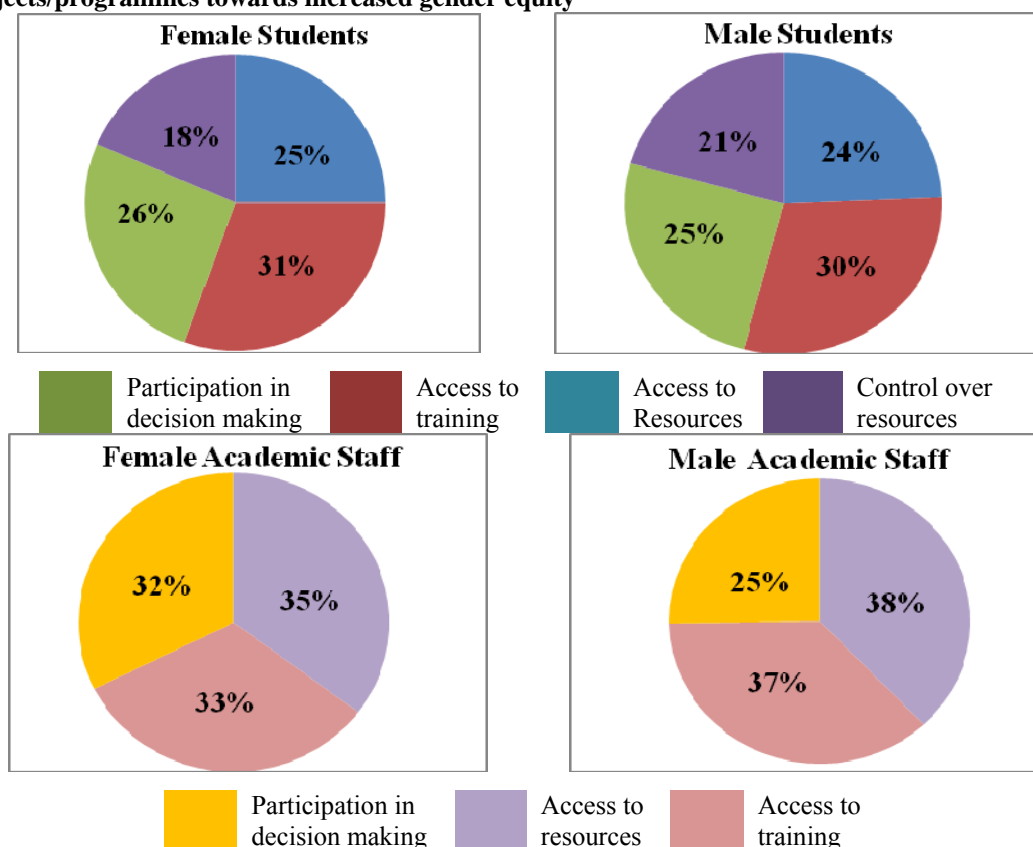
Responses		The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.	
		Academic Staff	Students
Female	Strongly agree	5(25.0%)	6(12.2%)
	Agree	6(30.0%)	22(44.9%)
	No opinion	6(30.0%)	12(24.5%)
	Disagree	2(10.0%)	9(18.4%)
	Strongly disagree	1(5.0%)	
	<b>Total</b>	<b>20(100.0%)</b>	<b>49(100.0%)</b>
Male	Strongly agree	13(21.3%)	8(16.0%)
	Agree	22(36.1%)	23(46.0%)
	No opinion	20(32.8%)	13(26.0%)
	Disagree	6(9.8%)	5(10.0%)
	Strongly disagree		1(2.0%)
	<b>Total</b>	<b>61(100.0%)</b>	<b>50(100.0%)</b>

The other litmus test for evaluating the contribution of the University's programmes/projects towards women empowerment and gender equality is the perception of the major stakeholders (students and academic staff). The survey result pertaining to this issue is summarised by Table 5.4. Although not overwhelmingly, all clusters of respondents (55% of female academic staff, 57% of male academic staff and 57% of female students and 62% of male students) slightly favoured the University's projects and programmes from a gender perspective.

The survey participants were requested to prioritise which aspects of the University's projects/programmes contributed to increased gender equity. Their responses are summarised below in Fig 5.11. For both female and male students, 'access to training' came first, followed by 'participation in decision making', then 'access to resources' and

lastly, ‘control over resources’. With regards to the academic staff, although to a varying degree, there is general consensus in terms of priority among female and male survey participants. ‘Access to resources’, ‘access to training’, and ‘participation in decision making’ were voted 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> in order of priority respectively. From this analysis, it can be discerned that priorities among students and academic staff are not necessarily similar. Although to different degrees, ‘access to training and resources’ are the common areas of priority on which survey participants amongst both students and academic staff would like the University to focus in order to bring about gender equity.

**Figure 5.11: AAU survey participants’ prioritisation of the University’s contribution of projects/programmes towards increased gender equity**

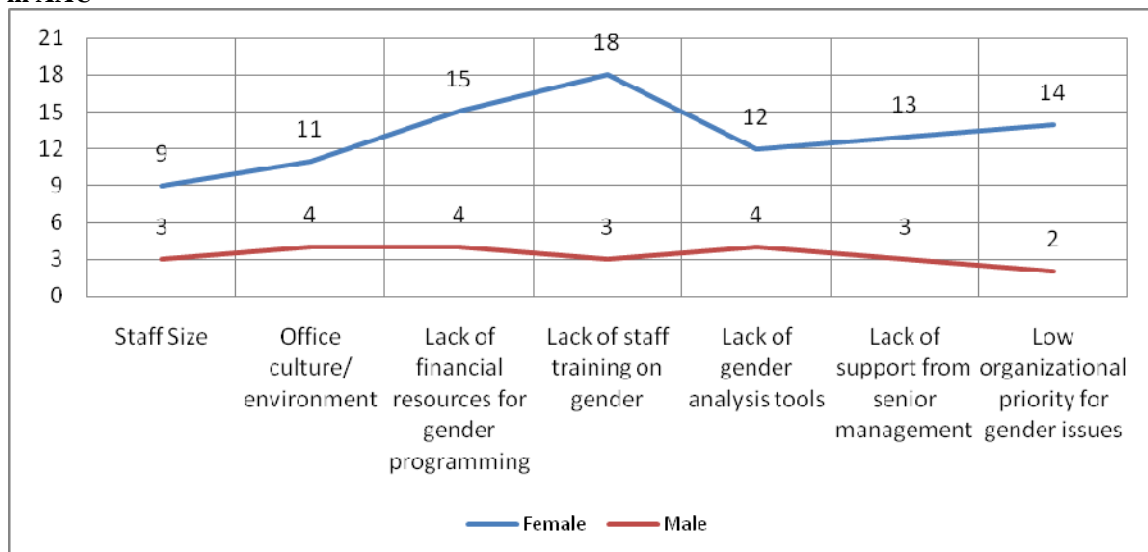


The female and male academic staff respondents differed with regards to their understanding of what obstacles existed with regards to incorporating gender analysis in programme/project planning, and their implementation and evaluation at the University (see Figure 5.12). First of all, while approximately 41% to 82% of female respondents picked one or more of the given issues as obstacles, only 3% to 6% of the male



counterparts cited one or more obstacles.<sup>30</sup> This could demonstrate that female respondents are more concerned about the problems than the males. For the female academic staff, lack of training on gender issues followed by lack of financial resources for gender programming and low organisational priority for gender issues are the first three top obstacles to gender programming at the University, in that order. As for the male academic staff, office culture/environment and lack of gender analysis tools are cited equally as the main obstacles in this regard. This could hint that not only men and women perceived the problems differently but also that women believed that there are more obstacles than men do.

**Figure 5.12: Number of academic staff respondents who identified obstacles to gender programming in AAU**



### 5.2.8 Advocacy and communications

From the research findings thus far, gaps between the realities on the ground and perceptions are clearly noted, either positively or negatively. Gaps in perception could usually be narrowed if there is effective advocacy and a communication mechanism in place. The Gender Office has no formal and regular media through which to convey its messages (Tasew 2010). The researcher observed that there were posters on the walls, and doors of some offices, carrying messages (slogans) denouncing sexual harassment. Some of these posters were produced in commemoration of the 2010 World Women's

<sup>30</sup> Percentage calculated out of 22 female respondents and 64 male respondents who completed the questionnaire.

Day (March 8). The IGS on the other hand publishes a newsletter entitled 'IGS Informs' twice a year, which is disseminated to the University community. Most of the contents of the IGS newsletter pertain to the main activities (research, administrative and news) performed by IGS and its partner organisations.

The Gender Office Deputy Director conceded that the Office had not been effective in sensitising the leadership and other management members to advance and promote gender causes (Tasew 2010). According to Ms Tasew (2010) and Gebre Hawariat (2010a), the University has forged a partnership with the government and civil society organisations such as the Ministry of Education, Ministry of Women and Children Affairs, and international NGOs to support the gender related initiatives. In the opinion of the acting President, the IGS is the leading arm in lobbying and advocating the gender issues by way of teaching and research activities (Gebre Hawariat 2010a). Ali (2010) made it known that the Teachers' Association also intends to constitute gender committees at all levels of the Association's structure in order to enable them to sensitise the members of the Association to advance and promote gender causes.

The researcher visited the library of the Institute of Educational Research (IER) of AAU and found that of 220 research works published by the IER, 12 were on gender related issues. The limitation of these publications is that the journals are often restricted to the circle of academics and researchers. This hampers the greater impact the research works could have to mobilise the University community at large if they were circulated widely. Confirming this, the majority of the survey participants (59% or 13/22 of female academic staff, 59% or 36/61 of male academic staff, 52% or 23/48 of female students and 59% or 30/51 of male students) responded that gender related issues are reflected in the University's publications 'to a limited' or 'moderate' extent.

### **5.2.9 Organisational culture, perceptions and attitudes**

The concept of gender refers to the culturally orchestrated assignment of roles and expectations as to how females and males behave in a given environment. For this reason, culture, perception and attitude play a paramount role in shaping the gender relations between women and men. From the outset, the survey participants confirmed

that perception is unique to each individual. The majority of female academic staff respondents (62% or 15/22) perceived that there is a gap between the ways in which men and women in the University view gender issues. On the other hand a slight majority (51% or 31/61) of male academic staff expressed their view that there is a gap between how men and women in the University view gender issues. A number of questions were forwarded to the participants in order to gauge their own attitudes as well as those of the other University community members towards gender.

**Table 5.5: Academic staff perceptions on the gender fairness of various opportunities in AAU**

Responses		To what extent do you perceive the provision of the following opportunities to be gender-fair?								
		Education and training opportunities	Recognition for good work	Participation in decision-making	Freedom to use one's own initiative	Opportunities to exercise leadership in one's workgroup	Opportunities to exercise leadership within the University	Authority over resources	On-the-job challenges for which one has responsibility	Career development
Female	Women Mainly		2(9.5%)			2(9.5%)	2(10.0%)	1(5.0%)	3(15.0%)	3(15.0%)
	Men mainly	5(23.8%)	7(33.3%)	5(23.8%)	2(9.5%)	5(23.8%)	9(45.0%)	4(20.0%)	3(15.0%)	3(15.0%)
	Women and men equally	16(76.2%)	12(57.1%)	16(76.2%)	19(90.5%)	14(66.7%)	9(45.0%)	15(75.0%)	14(70.0%)	14(70.0%)
	<b>Total</b>	<b>21(100%)</b>	<b>2(100%)</b>	<b>21(100%)</b>	<b>21(100%)</b>	<b>21(100%)</b>	<b>20(100%)</b>	<b>20(100%)</b>	<b>20(100%)</b>	<b>20(100%)</b>
Male	Women Mainly	4(7.0%)	5(8.3%)	4(6.9%)	3(5.2%)	3(5.1%)	3(5.4%)	5(8.9%)	9(15.5%)	8(13.6%)
	Men Mainly	8(14.0%)	7(11.7%)	21(36.2%)	13(22.4%)	16(27.1%)	15(26.8%)	11(19.6%)	5(8.6%)	8(13.6%)
	Women and men equally	45(78.9%)	48(80.0%)	33(56.9%)	42(72.4%)	40(67.8%)	38(67.9%)	40(71.4%)	44(75.9%)	43(72.9%)
	<b>Total</b>	<b>57(100%)</b>	<b>60(100%)</b>	<b>58(100%)</b>	<b>58(100%)</b>	<b>59(100%)</b>	<b>56(100%)</b>	<b>56(100%)</b>	<b>58(100%)</b>	<b>58(100%)</b>

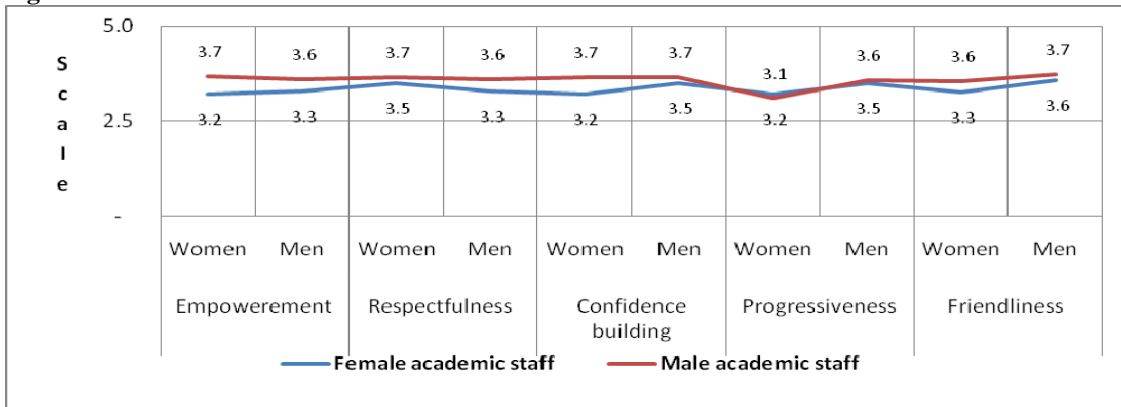
The overall perception of both female and male respondents among the academic staff (see Table 5.5) and students (see Appendix IV) indicated that the University is relatively gender fair in availing opportunities for both women and men. However, a close look at Table 5.5 uncovers the finding that the respondents' perceptions do not necessarily tally with respect to the gender fairness of the specific opportunities offered by the University. As portrayed by Table 5.6, it is interesting to note, for instance, that what is perceived to be the most gender sensitive opportunity to male students (i.e. access to up-to-date technology) is the least gender sensitive for female students.

**Table 5.6: Summary of opportunities chosen by AAU respondents to be most or least gender sensitive**

Respondent	Most gender sensitive opportunity	Least gender sensitive opportunity
Female academic staff	Freedom to use one’s own initiative by 90.5% (19/22) of respondents	Opportunities to exercise leadership within the University by 45.0% (9/22) of respondents
Male academic staff	Recognition for good work by 80.0% (48/61) of respondents	Participation in decision-making 56.9% (33/61) of respondents
Women students	Education and training opportunities by 72.9% (35/49) of respondents	Access to up-to-date technology by 57.8% (26/49) of respondents
Male students	Access to up-to-date technology by 79.6% (39/50) of respondents	Participation in decision-making 62.0% (31/50) of respondents

The survey participants were also offered pairs of adjectives to rank their views of where they thought the University falls in terms of its attitude towards women and men. Five and two assessment parameters were offered to the academic staff and students respectively. Analyses of these scaled responses are illustrated by Figures 5.13 and 5.14 (see complete result of the respondents’ assessment in Appendices III and IV). The line graphs are constructed by calculating the average weighted point for each assessment parameter of each respondent.<sup>31</sup>

**Figure 5.13: Academic staff’s assessment of the AAU’s attitude towards women and men**



As depicted by the line graph above (see Figure 5.13), both male and female academic staff considered that the environment is somewhat conducive to promoting the assessment parameters provided by allocating a slightly above average mark across-the-board. In general, for both men and women, male academic staff seemed to find the

<sup>31</sup> Average weighted formula used to calculate average score = 
$$\frac{\sum (\text{Total scores})}{\sum (\text{Number of respondents})}$$

Where,  $\sum(\text{Total scores}) = \sum (\text{Number of respondents} \times \text{Assigned weight/value})$

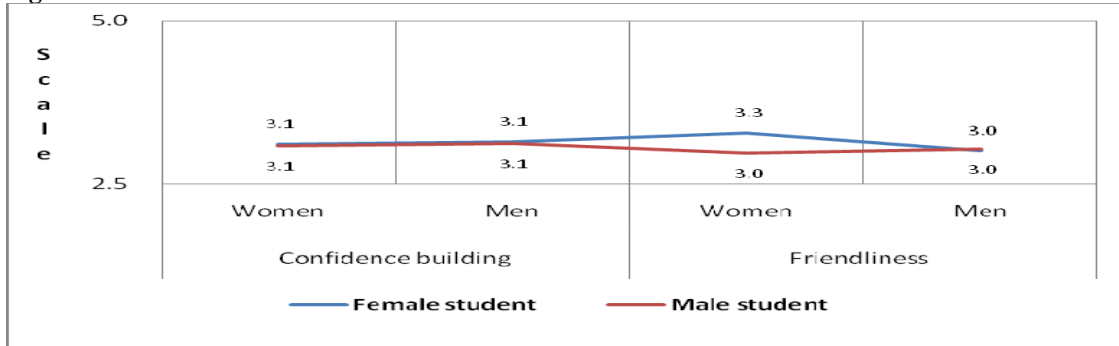
environment more supportive than their female counterparts, except for 'progressiveness' where female academic staff felt that the environment is slightly more convenient for women than men. Dissecting the scores into further details revealed some interesting findings. With respect to 'empowerment', male instructors assessed that the University's environment is more empowering to women than men while female instructors thought the opposite, that is, that the environment is more empowering to men than women. 'Respectfulness' is the only factor in terms of which both female and male respondents agreed that the environment favoured women. Another mixed response was observed where female academic staff felt that the confidence of men is better aided by the environment than for women, while their male counterparts indicated a score that placed both women and men on a par. Both female and male academic staff agreed that the environment is more accommodating for men than for women in terms of 'progressiveness' and 'friendliness'. In summary, the total survey analysis suggested that men enjoy the environment better than women do.

The overall response by both female and male students was slightly higher than average (see Figure 5.12). Literature reviewed with regards to the higher education environment in Ethiopia concluded that life during their tertiary education is rather difficult for women. Hedija Mohammed (2002:13) found that 'the cultural barriers imposed on female students influence their performance at higher education level in different ways'. She (Mohammed 2002:13-14) cited the finding that the social training and expectation of Ethiopian female students exerts a negative impact on their level of confidence. Semela (2006:83) similarly argued that 'for those college women who have been victims of sex-role stereotyping in all walks of life, the pervading attitude itself is frustrating, as even academically competent females have been challenged by the unfriendly environment, let alone those who need some remedial academic, social, and psychological support to succeed in higher education institutions'. Notwithstanding the fact that the studies on the environment in college life are at least four years old, the findings from this research survey administered in January-February 2010 to selected students were not as harsh as the conclusions of the literature in terms of 'friendliness' and 'confidence building'. As portrayed by Figure 5.14, both female and male student respondents indicated an equal average score of 3.1 with respect to the conduciveness of the environment to build the

confidence of men and women members of the University. With regards to ‘friendliness’, female survey participants suggested that the environment is more friendly to women than men, while their male counterparts gave an equal score of 3.0 for both men and women.

The survey participants expressed their assessment whether the overall environment in the University has improved for women over the past two years or not. The responses were mixed among the various members of the AAU community. A larger proportion of male academic staff participants (62% or 37/60) thought that the environment for women has improved over the past two years than the female academic staff (58% or 11/19) thought. The opposite perception was revealed among the student respondents. More female students (50% or 24/48) than their male counterparts (47% or 23/49) believed that the environment has improved for women over the last two years. The Gender Office opined that the situation for women has shown some degree of improvement over the last two years (Tasew 2010).

**Figure 5.14: Student assessment of the AAU’s environment towards women and men**



As many interviewees agreed, the culture in the University is a reflection of the culture in the country. AAU students, particularly, can be referred to as representatives of the diverse Ethiopian cultures by all accounts, as they converge on Addis Ababa from all corners of the country in the quest for higher learning. In a patriarchal society like Ethiopia, there are many parables and proverbs that are gender insensitive and often undermine the constructive role women play in political, economic and social aspects of the country. Some examples appear below:

- Proverbs undermining the political participation of women (ታዲሰ 1972: 16):
  - . ሴትና ድመት፤ ከማጅት።<sup>32</sup>
  - . ከሴት ጎበዝ የወንድ ደካማ።<sup>33</sup>
- Proverbs undermining the economic participation of women (ታዲሰ 1972: 14):
  - . የአንቺን አትባይ ገንዘብ የለሽ፤ የሰው አትባይ ምግባር የለሽ።<sup>34</sup>
  - . ገንዘብ ካለ ሴት፤ ጠገራ ካለ እንጨት አይጠፋም።<sup>35</sup>
- Proverbs undermining the social participation of women (ታዲሰ 1972: 19):
  - . ሴትን ያመነ፤ ጉም የዘገነ።<sup>36</sup>
  - . የሴት ምላሽ፤ የለው መላ።<sup>37</sup>

These sayings are not merely harsh words. They are the manifestation of the deprivation that the women of Ethiopia have been suffering. The students of AAU were requested to indicate whether the University encourages gender sensitive behaviour, for example, in terms of the language used and the jokes and comments made. The pattern of the response from both female and male students was similar but not very encouraging. Among the 49 female respondents, 28 (57%) of them responded as ‘don’t know’ or ‘not at all’, while 25 (49%) out of 51 male students responded in a similar manner. 28% of female student respondents and 35% of male student respondents answered that the University discourages such insensitive behaviour to a limited extent.

The academic staff were asked if the culture of the University places a higher value on the manner in which males tend to work than on that for females. To a varying degree, the respondents concurred with each other on this. 68% (13/20) of female academic staff respondents and 51% (24/61) of male academic staff respondents agreed with the statement. This finding somehow confirms that even academia is not immune from the negative stereotypes against women that are rampant in the said society.

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Literal translation of the Amharic proverbs (by the researcher)

<sup>32</sup> ‘A woman as a cat belongs to kitchen’.

<sup>33</sup> ‘A weak man is better than a strong woman’.

<sup>34</sup> ‘You (woman) don’t have money of your own to spend; neither would anyone lend [it to] you for you are not trustworthy’.

<sup>35</sup> ‘If you (man) have money, you can afford a woman as much as you can firewood’.

<sup>36</sup> ‘Trusting a woman is as good as catching a cloud’.

<sup>37</sup> ‘Woman speaks of no wisdom’.

The social environment in which students, especially females, find themselves when they enter a higher learning facility, is totally different from the relatively closed and parent-controlled environment. The University environment affords them opportunities as well as poses challenges. One of the pervasive challenges is sexual harassment and discrimination (Semela 2006:82). According to research commissioned by the IGS in 2004, the incidence of rape (attempted or completed) was very high on the AAU campus (IGS 2005:2). It was reported that out of the total of 612 female students involved in the study, the prevalence of completed and attempted rape during their life time was 12.7% and 27.5% respectively (IGS 2005:2-3). “Sexual harassment in lifetime and 12 month-period occurrence was reported among 58% and 41.8% of students, respectively” (IGS 2005:3). What was alarming was that 96.4% of the victims declined reporting the incident so as to avoid embarrassment or owing to a lack of faith in the justice system (IGS 2005:3).

Legal and administrative protection is critical if this predicament is to be mitigated. The Senate legislation provides the code of conduct to guard students against such acts as sexual harassment, intimidation and bullying (AAU 2007:272). It is mentioned under section 5.2.1 of this chapter that the Federal Proclamation regards sexual harassment as a serious offence (FDRE 2007:3562). Furthermore, the attitude survey conducted by the researcher on this matter identified a significant gap in the way students and academic staff perceive the regulatory enforcement of gender sensitive behaviour and procedures to prevent and address sexual harassment. Only 27% (6/22) of female academic staff, 38% (23/61) of male academic staff, 19% (9/48) of female students, and 18% (9/51) of male students felt that the University had adequately reinforced gender sensitive behaviour to address and prevent sexual harassment. AAU’s Vice President for Business and Development (Gebre Hawariat 2010b) asserted that the University should work more on creating awareness, stimulate discussion among the stakeholders and take serious legal measures against offenders to address sexual harassment incidents in the institution.

For most of the survey participants (86% or 20/22 of female academic staff, 85% or 50/59 of male academic staff, 84% or 41/49 of female students and 82% or 42/51 male students), gender issues were not taken and discussed very seriously at the University.



Open discussion and constant engagement of the community members would be important and might prompt the management to regard gender issues as one of its main agendas. There was an almost unanimous reaction from across the spectrum of survey participants that the University could do much more than it is currently doing to institutionalise gender equality. However, the statement was more strongly supported by the female respondents than the male respondents. Nonetheless, 95% (20/21) of female academic staff respondents, 84% (51/61) of male academic staff respondents, 71% (34/48) of female student survey participants and 68% (34/50) of the male counterparts agreed with this statement. Although not overwhelmingly, both the female (63% or 31/49) and male (60% or 30/50) student survey participants suggested that addressing gender issues should be one of the top priorities of the University.

In conclusion, many respondents agreed that the overall attitude of the University's community towards gender issues is not any different from that of the larger society in that gender related stereotypes and gender based discrimination are common in the University environment. The Vice President expressed the opinion that the attitude of the University's top management and that of the larger community towards gender is more or less satisfactory (Gebre Hawariat 2010b). He added, however, that more public lectures, communication and publication efforts are required to bring about the desired level of change in favour of gender sensitive organisational culture (Gebre Hawariat 2010b).

## **5.3 UNITY UNIVERSITY**

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### **5.3.1 Policy environment**

The Senate legislation is the most important instrument in providing the policy and strategy platform for running the affairs of Unity University (UU). A review of the legislation from a gender perspective showed that one of the nine objectives of UU is 'to serve the community and offer scholarships to capable but indigent individuals, particularly women' (UU 2002:3). Unity's policy commitment to this cause has been translated into a project called 'Girls Education Project (GEP)' which is discussed later under section 5.3.3.

According to the legislation, one of the policy making organs is the advisory board which is appointed by the President and advises the President on issues such as the appointment of high ranking officials and the defining of strategic objectives (UU 2002:11). The criteria for selection into this advisory body are not clearly articulated in the legislation. There is no policy framework encouraging purposeful representation of women and men on the board, Senate or standing committees either. None of the articles pertaining to the authorities and functions of the standing committees mention gender related issues in any form. Instead, section 1.3.4 states that ‘membership appointments shall be on the basis of individual merits’ (UU 2002:14). The eligibility criteria, powers and duties of the 11 executive organs of the University listed under Article 2 of the legislation do not make any special reference to gender issues.

The following sections of the legislation expressed some degree of gender sensitivity by offering special recognition/protection in the interest of female students:

- Section 4.1.2 mentions that the academic staff member should treat his/her students equally, irrespective of age, sex, nationality, or personal bias (UU 2002:40).
- Article 42.4 reads: ‘a female student who misses a final exam for maternity reasons shall not pay any fee to take a supplementary examination’ (UU 2002:73).
- Article 50.2 lists ‘sex’ as one of the bases for students to organise themselves (UU 2002:83).

The other important policy document the researcher wanted to review was the human resources policy and procedure manual. Unfortunately, access to the manual was not granted owing to the ‘confidentiality’ of all the internal policy documents. However, Asfaw, the Vice President for Resources Management Services, was kind enough to quickly take the researcher through the human resources manual. According to him, the human resources manual is gender sensitive because it is intended to bring about fairness and equality for all members of the University community regardless of their gender. (Asfaw 2010). Asfaw (2010) further stressed that the authors of the policy deliberately placed ‘feminine’ expressions (such as she, women, her...) before ‘masculine’ expressions (such as he, men, him or his) unlike the common use in many documents.

Page 30 of the manual also provides for the entitlement to maternity and paternity leave for staff members (Asfaw 2010).

Mrs. Tigist Hiruy (2010), Director of University Advancement and Special Projects, stated that although there is no specific separate gender policy in the University, the management's commitment towards the cause of gender sensitivity is expressed by launching the GEP.<sup>38</sup> The new management which came to power in early 2009 also made a decision to place the staff of the project on the payroll, with the funds being drawn from its regular budget, which brought greater job security and motivation (Hiruy 2010). Tariku Bisrat (2010), Academic Vice President, stated that the integration of gender equality in programmes and projects has not yet been mandated in the University as a matter of policy. According to Bisrat (2010), although there is not yet any plan to mainstream gender in the near future, the overall policy environment in the University does not hinder its implementation if there is any intention to do so.

### **5.3.2 Programme planning and design**

It was observed from the review of various registrars' and personnel documents that UU maintains gender disaggregated data to a very limited extent. The University seems to be interested in merely the total number of students enrolled or graduated. It took a long time for the researcher to obtain gender disaggregated data because there was no such data readily available. The data, particularly with regards to the graduates, had to be manually picked from a hand written register while the sex of the graduates was identified by identifying which names were female or male.

The researcher enquired about the extent to which GEP is involved in strategic programme planning and design in an interview with Mrs. Hiruy (2010). She responded that the University was still undergoing a transition period from the old management/ownership to the new one and its strategic documents were being revised (Hiruy 2010). Although gender has not yet been considered as a topic for the new management, Mrs. Hiruy (2010) expressed her opinion that the new management would consider input from all stakeholders, including the GEP, in crafting a revised vision and

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<sup>38</sup> The Girls Education Project (GEP) is conducted under the office of the Director of University Advancement and Special Projects.

strategy for the University. To a varying degree, this opinion was supplemented by the survey participants: (91% or 10/11 of female academic staff and 67% or 33/49 male academic staff; 81% or 33/41 female students and 80% or 51/64 male students) responded that the University uses participatory methods to incorporate the views and preferences of both male and female community members in its project design.<sup>39</sup>

The Academic Vice President stated that institutionalising gender issues in the University was positioned at the concept level (Bisrat 2010). According to Bisrat (2010), the curriculum of the University was not necessarily designed to be gender sensitive. The Vice President for University Standards, Curriculum Quality Assurances (USCQA), Dr. Mekonnen Yimer (2010), also confirmed that the gender issue is not deliberately factored into the development of a curriculum. The market demand and pedagogical parameters were the leading driving forces behind the design of the curriculum (Bisrat 2010). Bisrat (2010) further elaborated that the technical criteria set by the Ministry of Education do not leave much flexibility for the University to design its own curriculum even if UU wished to incorporate gender as a factor. The University, however, attempts to make arrangements for tutorial support for special groups (Yimer 2010).

### **5.3.3 Programme implementation**

From the interviews held with the senior officials of the University, a general agreement emerged that Unity has not instituted a mechanism to assess the gender impact of the its projects and programmes. All the interviewees referred to the GEP as the only gender related project which they are aware that the University has undertaken so far. Various documents on GEP stated that the project was launched in 2001 as a manifestation of Unity's responsible corporate citizenship in general, and as a commitment to address the gender imbalance in higher education for underprivileged young women in Ethiopia in particular. The GEP has been funded by contributions by Unity University and other donor agencies that support interventions for gender equality (UU 2009b:1). According to the Director of the project (Hiruy 2010), GEP provides scholarship opportunities for young Ethiopian women from low-income families who otherwise could not afford to

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<sup>39</sup> See Appendices V and VI for complete responses of UU survey participants.

pay for their higher education. The programme includes full scholarship for tuition, boarding, and stipends. The objective of the project is summarised in Box 5.1 below.

**Box 5.1: Objectives of the Gender Education Project of Unity University**

- Creating awareness, both within and outside Ethiopia of the need to help and encourage young Ethiopian women to acquire a higher level of education.
- Empowering women through educational opportunities so that they can control their destiny by achieving a sustainable livelihood.
- Providing an opportunity to young women to contribute to the development of their communities.

Source: UU Gender Education Project

As summarised in the GEP (2010:2) report, in nine years of GEP's existence, a total of 207 students were granted full scholarships. Among them, 138 (67%) graduated, 15 (7%) failed to complete the course owing to academic and personal reasons, 15 (7%) were dismissed and the remaining 39 (19%) were enrolled in the 2009/10 academic year (GEP 2010:2). The Director of the GEP took the researcher on a tour of the facilities of the project which included dormitories, a mini-library, a kitchen with a dining room, and laundry rooms. According to the cost analysis of the project proposal, approximately \$1,200 per year supports one young woman through a three-year degree programme at UU, covering the cost of tuition, lodging, food, clothing and administrative charges. In addition to the administrative staff that are responsible for the day-to-day operations of the project, a full-time counsellor is available to help the young women cope with personal and/or academic problems (Hiruy 2010).

According to Mahlet Hailu (2010), the GEP Administrative Assistant, when the beneficiaries graduate, the University provides seed money so that they can start their own businesses, or assists them in gaining employment. The Director of the project expressed her hope that the University would expand the number of beneficiaries in the years to come provided that the financial assistance from the donor community matches the requirements (Hiruy 2010).

**Table 5.7: Assessment of the value of UU's programmes/projects to the beneficiaries<sup>40</sup>**

Responses		Beneficiaries of the University's programmes/projects who value and see the programmes/projects as beneficial to their lives.			
		Academic Staff		Students	
		Female Beneficiaries	Male Beneficiaries	Female Beneficiaries	Male Beneficiaries
Female	Strongly agree	5(45.5%)	4(50.0%)	13(31.0%)	8(18.6%)
	Agree	3(27.3%)	1(12.5%)	18(42.9%)	18(41.9%)
	No opinion	2(18.2%)	2(25.0%)	9(21.4%)	15(34.9%)
	Disagree	1(9.1%)	1(12.5%)	1(2.4%)	2(4.7%)
	Strongly disagree			1 (2.4%)	
	<b>Total</b>	<b>11(100.0%)</b>	<b>8(100.0%)</b>	<b>42(100.0%)</b>	<b>43(100.0%)</b>
Male	Strongly agree	22(44.0%)	17(32.1%)	18(29.5%)	11(17.2%)
	Agree	10(20.0%)	16(30.2%)	29(47.5%)	32(50.0%)
	No opinion	17(34.0%)	20(37.7%)	8(13.1%)	12(18.8%)
	Disagree			4(6.6%)	4(6.3%)
	Strongly disagree	1(2.0%)		2(3.3%)	5(7.8%)
	<b>Total</b>	<b>50(100.0%)</b>	<b>53(100.0%)</b>	<b>61(100.0%)</b>	<b>64(100.0%)</b>

As Table 5.7 exhibits, all the survey participants, to a great extent, agreed that both genders value and see the University's programmes/projects as being beneficial to their lives. A close look at the statistics of the responses revealed that more female academic staff respondents (73% or 8/11) expressed that female beneficiaries value the benefits of the projects than the same group of female respondents (63% or 5/8) who thought that male beneficiaries value the benefits of the projects. On the other hand, a slight majority (64% or 32/50) of male academic staff respondents thought that female beneficiaries value the University's projects/programmes as being beneficial to their lives, a figure more than those (62% or 33/53) who said the same about the male beneficiaries. In other words the male academic staff thought that both male and female beneficiaries almost equally value the projects/programmes as being useful to their lives.

Female student survey participants shared the view of the female academic staff respondents in that 74% (31/42) of the respondents thought that female beneficiaries value the University's projects/programmes as being beneficial to their lives while fewer (61% or 26/43) thought that male beneficiaries find them valuable. The pattern of the

<sup>40</sup> For the figures indicated inside this and all subsequent Tables, the figures outside the parenthesis indicate the frequency/number of respondents whereas the figures in parenthesis show the percentage of the respondents out of the total number of respondents in that category.

response from the male students was found to be similar to that of the female students. Of the male students, 77% (47/64) thought female beneficiaries value the benefits of the projects/programmes while fewer respondents (67% or 43/64) expressed the opinion that female beneficiaries value them as advantageous.

From these findings (Table 5.7), the conclusion can be drawn that although the University did not design and run other projects from a gender perspective, the members of the University, particularly the females, value the existing projects/programmes as being beneficial to their lives while males are relatively less passionate about them.

### **5.3.4 Human resources**

During the discussion with the Vice President for Resources Management Services, Asfaw (2010) admitted that gender was not one of the driving forces in crafting and implementing the human resources policy and procedures. Student admission is merely based on academic qualification, and of course the ability to pay the fees, while merit tops the criteria for selection and placement of academic and administrative staff (Asfaw 2010). In this section, for analytical convenience, UU's human resources are grouped into three main categories: students<sup>41</sup>, academic staff, and administrative staff.<sup>42</sup>

#### **Students**

From the several formal and informal interactions that the researcher encountered with members of the UU community, the institution's primary goal is focused on how to attract as many students as possible rather than on their gender composition. Many low income families prefer to send their children to public HEIs mainly due to the lower tuition cost. The very limited enrolment capacity, coupled with the stringent admission criteria, of the public institutions compel some parents to send their children to the

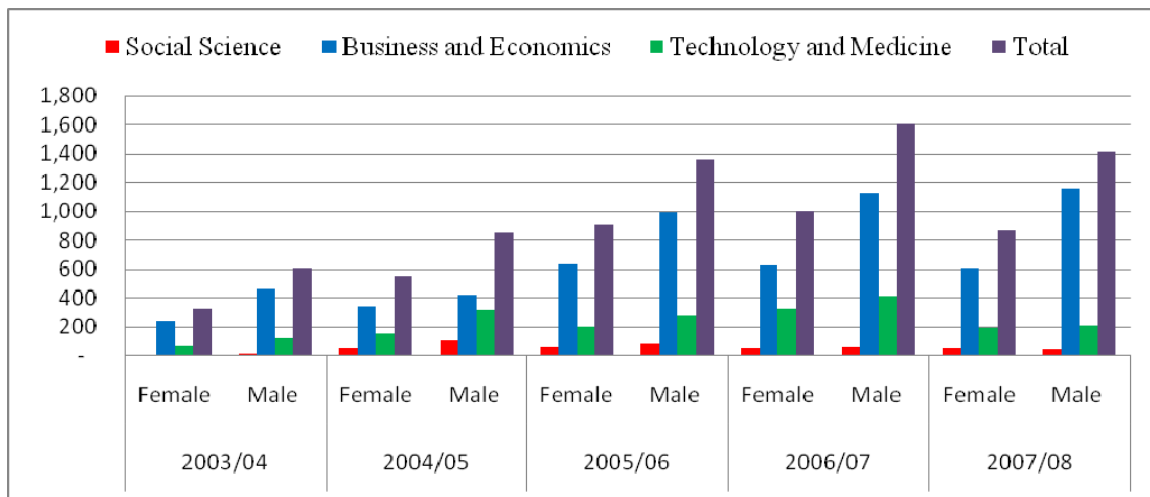
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<sup>41</sup> The management of UU was willing to release the student statistics only prior to the year 2008. They declined to release more recent data; according to them, so as 'not to jeopardize their competitiveness in the market due to the release of strategic information'. For analysis in this Chapter, the data obtained from UU from 2004-2008 was used since it included a more detailed breakdown suitable for trend and demographic analysis. For the questionnaire survey (to determine the sample size), the 2008/09 figures published by MoE were used since the survey had to be administered in January/February 2010 while UU released the detailed data on 30 April 2010.

<sup>42</sup> As explained in Chapter 4, section 4.4, the regular students and full time academic staff members were the main targets of the questionnaire survey. Regarding the document review however, all data made available by the University was used for analysis.

private institutions and pay the costly tuition, even though they still have less confidence in the emerging private academic establishments as far as generating a competent workforce is concerned. As illustrated in Figure 5.15, the total enrolment rate of both female and male students at Unity continued to grow from 2003/04 to 2006/07 at an average rate of 43%. In 2007/08, the University had experienced a general reduction of the student population.<sup>43</sup>

**Figure 5.15: Five year enrolment of UU undergraduate students**



Source: UU Registrar Office

Review of the MoE’s annual statistical abstracts indicate that the private HEIs generally reveal better gender parity indices (GPIs) compared with those that are government-run. This could be attributed to many factors. As studies indicate, the admission and success rate of female students is significantly lower than that of male students in the public institutions (Semela 2006:65, Mohammed 2002:9). This is a push factor for female students to join private institutions which adopt flexible admission criteria within the general education policy framework. Secondly, private institutions are essentially situated in urban areas where the attitude of the society towards education in general and female education in particular is relatively positive. If not deterred by economic constraints and failure to meet admission criteria, families do not hesitate to send their

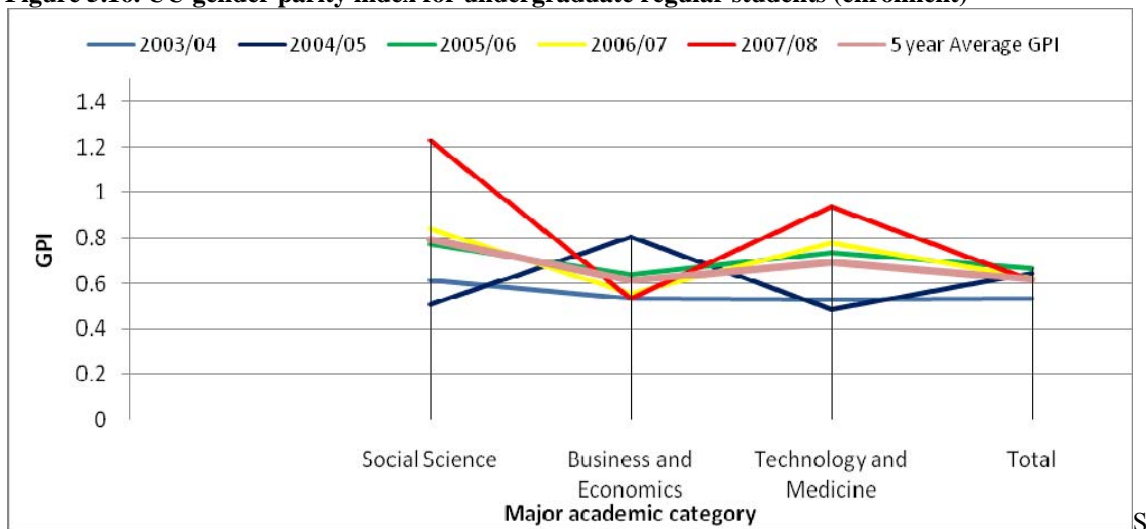
<sup>43</sup> Some members of UU confided that the reduction in the numbers of the general student population is due to the relatively higher tuition fees that UU was charging and because of the lower demand following the proliferation of many accredited and cheaper private HEIs. It is probably worth noting that the University was sold to a new owner/management at the beginning of 2009.



children to a college regardless of their sex. Urban female college students have a better advantage and incentive than those in the rural areas to complete their education. The other factor is probably the fact that most of the private colleges in Ethiopia offer courses which traditionally are presumed to be ‘comfortable’ for females. The overwhelming majority of private colleges offer courses related to the business and social science fields. For instance, Unity University did not have a single natural science department.

During most of the interview sessions, officials of UU expressed their pride in having a gender balanced institution. As depicted by Figure 5.16, this assertion is not satisfactorily supported by the statistics.

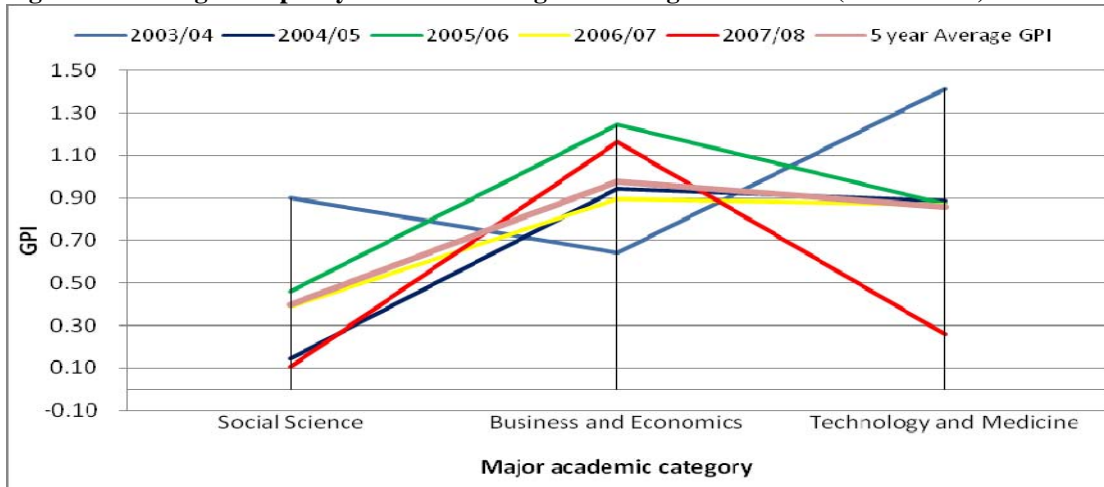
**Figure 5.16. UU gender parity index for undergraduate regular students (enrolment)**



Source: UU Registrar Office

Except for the social science category in 2007/08 where the GPI was 1.23 and in the technology and medicine category during the same year the GPI was 0.94, across the rest of the departments during the five year period reviewed, the gender parity languished at an unsatisfactory level. The five year average GPI for the whole student population was 0.62. Rounding off, this can be translated as indicating that for every two male students, there was an average of one female student.

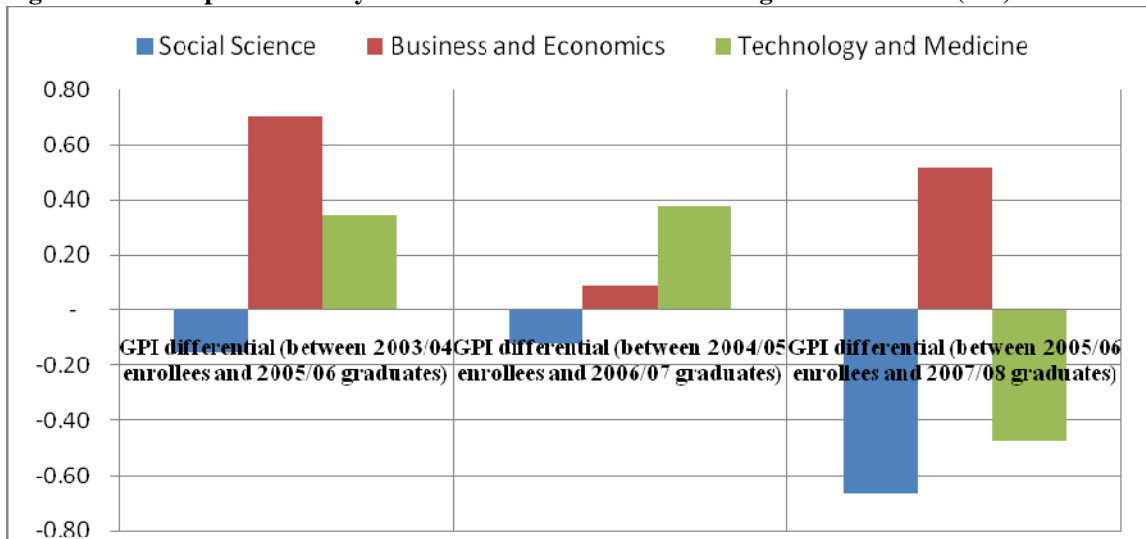
**Figure 5.17: UU gender parity index for undergraduate regular students (Graduation)**



Source: UU Registrar Office

Analysis of the success rate of the students resulted in rather interesting findings. As demonstrated by Figure 5.17, the GPI for the graduates erratically fluctuated over the five year period. 2003/04 was the best year with a GPI of 0.99 while year 2007/08 was the worst with a GPI of 0.59. The five year average GPI of 0.85 indicates a much better success rate than the access GPI of 0.62. The average success rate of female students was dragged down due to the very low average success rate of female students in the social science category whose average GPI for the five years reviewed was 0.4.

**Figure 5.18: Comparative analysis of GPI between enrolment and graduation rates (UU)**



Source: UU Registrar Office

Figure 5.18 summarises the analysis of the GPI in terms of enrolment (access) and graduation (success) rates.<sup>44</sup> The bar graphs that are situated below '0' show that the success rate of female students was lower than that of male students and vice versa. The shorter the length of the graphs, the more balanced the access and success rates are for both male and female students. The graphs indicated that female students enjoyed a higher success rate for most of the academic categories, except in the social science field for the three graduation years and in the technology and medicine fields in the year 2007/08. Figure 5.18 also revealed that the success rate of male students was generally lower than that of the female students during the reviewed period, which calls for further investigation. Asfaw (2010) attributed a poor educational background and language skills to the low success rate of students in general.

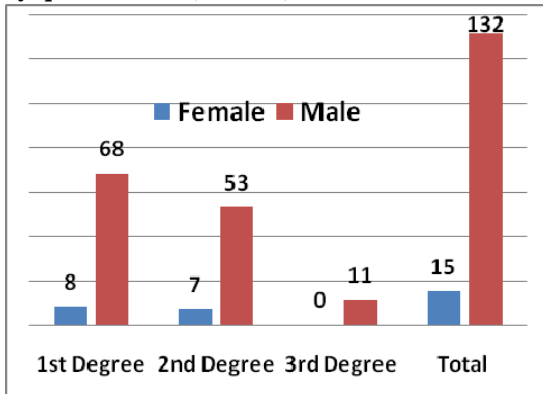
### **Academic staff**

Every effort by the researcher to obtain a detailed breakdown from UU of the academic staff for the period of five years was not successful. Therefore, the analysis had to be limited to the data made available by the previous management in January 2008. As depicted by Figures 5.19 and 5.20, of the 97 academic staff, only 15 (10%) were females and none held a PhD. UU's 10% ratio of the female instructors was equal to the national average of 10% compiled by the Ministry of Education for all government and non-government higher education institutions in Ethiopia during the period of 2004/05-2008/09 (MoE 2010:121).

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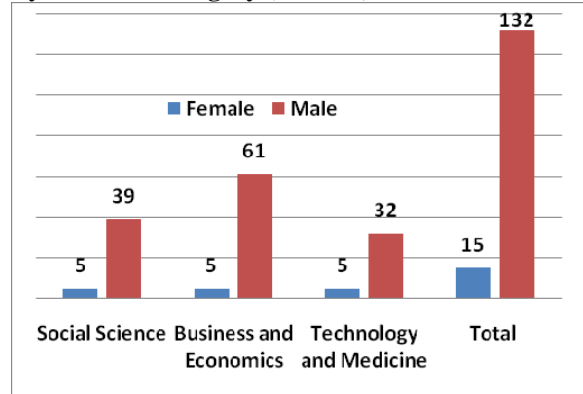
<sup>44</sup> The Unity undergraduate regular programme runs for three academic years. The GPI differential is calculated by deducting the enrolment GPI of a given year from the graduation GPI three years after the enrolment year.

**Figure 5.19: No. of UU academic staff by qualification (2007/08)**



Source: UU Registrar Office (2008)

**Figure 5.20: No. of UU academic staff by academic category (2007/08)**



Source: UU Registrar Office (2008)

For the majority of the management team members who were contacted (Asfaw 2010, Hiruy 2010, Yimer 2010, Bisrat 2010), the most formidable challenge that the University faces in bringing about gender equality is the shortage of qualified female intellectuals who are available and willing to pursue a teaching profession. Asfaw (2010) further emphasised that the University encourages female instructors to enhance their academic achievement by advancing their studies. This statement was not seconded by the findings from the survey, particularly by the female academic staff. Only 36% (4/11) agreed that the management is committed to promoting female representation at senior levels of the University. On the other hand, among male instructors, the majority of respondents (61% or 31/51) agreed with the management’s commitment in this regard. The academic staff survey participants were also asked if any proactive strategies were being implemented to recruit or promote women into senior positions. Of the female instructors, 58% (7/12) and the male instructors, 59% (31/53) responded as ‘not at all’ or ‘don’t know’. This finding could imply that either there was a communication breakdown between the management and the academic staff or that the management might need to reconsider the effectiveness of its staff recruitment and development scheme.

### **Administrative staff**

According to the data obtained from the Human Resource Section of UU, as of April 2010, the University employed a total of 317 administrative staff of which 160 (50.5%)

were females. While this number looks encouraging, further investigation indicates that the breakdown of this total number revealed that women made up the majority in the lowest administrative ranks and academic qualifications (see Table 5.8).

**Table 5.8: UU administrative staff by qualification and position as of April 2010**

Academic Qualification	Female	Male	Total	% Female	Administrative position	Female	Male	Total	% Female
Doctor of Philosophy (PhD)	0	1	1	0%	Top management	3	17	20	15%
Masters Degree	0	6	6	0%	Middle management	4	14	18	22%
First Degree	13	25	38	34%	Lower management	3	19	21	14%
Diploma	46	50	96	48%	Non-professional	148	95	243	61%
Up to 12 <sup>th</sup> grade completion	99	63	162	61%					
<b>Total</b>	<b>158</b>	<b>145</b>	<b>303</b>	<b>52%</b>	<b>Total</b>	<b>158</b>	<b>145</b>	<b>303</b>	<b>52%</b>

Source: UU Human Resources Section

The researcher's intention to conduct a trend analysis of the administrative staff gender parity over a period of time did not materialise due to the unavailability of data. The University Personnel Official (Awash 2010), however, disclosed that the staff composition and strength has been quite stable over the years. Of the five vice presidencies, none of the incumbents was female. According to Mrs. Hiruy (2010), four of the 20 Senate members and 2 of 7 Deans were women. UU officials stressed that merit overrides the selection and placement criteria. Again most of the interviewees blame the lack of qualified female candidates available to promote to higher ranks. The University did not make it known whether any career development plan to build the capacity of female administrative staff exists in order to prepare them for higher duties and responsibilities.

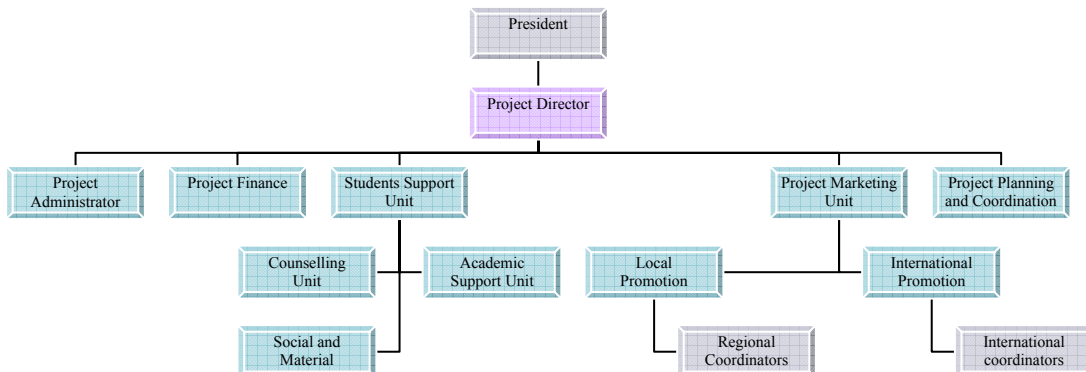
### 5.3.5 Financial resources

UU was not willing to share its financial management manual for review from a gender perspective. Asfaw (2010) confirmed that apart from Unity’s commendable financial, human and facility support for the GEP, there was no other financial commitment to support any gender related project in the near future (Asfaw 2010). Mrs. Hiruy (2010) alluded to the GEP having enjoyed adequate financial support, however, only to maintain the current level of beneficiaries. In view of the daunting gender imbalance in the society, the project wishes to expand the opportunity to a higher number of beneficiaries if the flow of funds permits (Hiruy 2010).

### 5.3.6 Technical expertise

Unity did not possess its own pool of expertise in the field of gender. In fact, even among the staff members working on the GEP, no one had been trained with regards to gender related matters (Hiruy 2010). Asfaw (2010) also confirmed that no training activity had been conducted to build in-house technical expertise on gender issues. The only two professionals who were involved in the GEP were the Director herself, who is an academic in the field of journalism, and a counsellor who had studied psychology. The rest of the staff comprised administrative support staff, two proctors and three janitors.

**Figure 5.21: Proposed organogram of GEP**



Source: UU, Girls Education Project Office

According to the director of the GEP, in order for the project to be more effective, it is important for the proposed organogram (see Figure 5.21) to be approved and the positions be filled by competent staff trained in their respective fields.

Article 30 of the Senate legislation refers to the orientation of new students. The section of the article, which itemises the topics of the orientation, does not mention gender awareness as one of the orientation subjects. In connection with this, students were also asked if they received any gender related awareness training. To a varying extent, 48% (21/44) of female students and 57% (36/63) of male students responded that they had received some awareness training related to gender issues. Whether acquired within the University or otherwise, the majority of the academic staff survey participants (68% or 34/53 of males and 75% or 9/12 females) responded that there is some level of knowledge, skills and attitude on gender related issues that they could use to carry out their present and future work with a gender awareness (see Table 5.9).

**Table 5.9: UU academic staff and students' assessment of the level of knowledge of gender issues**

Responses		Do the University staff/students have the necessary knowledge, skills and attitude to carry out their work with gender awareness?	
		(Academic Staff) <sup>45</sup>	(Students) <sup>46</sup>
Female	Not at all	3(25.0%)	4(9.1%)
	To a limited extent	3(25.0%)	5(11.4%)
	To a moderate extent	1(8.3%)	9 (20.5%)
	To a great extent	1(8.3%)	12(27.3%)
	To the fullest extent	4(33.3%)	7(15.9%)
	Do not know		7(15.9%)
	<b>Total</b>	<b>12(100.0%)</b>	<b>44(100.0%)</b>
Male	Not at all	2(3.8%)	6(9.4%)
	To a limited extent	8(15.1%)	16(25.0%)
	To a moderate extent	8(15.1%)	16(25.0%)
	To a great extent	11(20.8%)	14(21.9%)
	To the fullest extent	7(13.2%)	10(15.6%)
	Do not know	17(32.1%)	2(3.1%)
	<b>Total</b>	<b>53(100.0%)</b>	<b>64(100.0%)</b>

The Academic Vice President concurred that although not trained directly regarding gender studies, there are qualified instructors assigned in various fields which can easily be trained to design, implement and evaluate gender mainstreaming once the University

<sup>45</sup> Academic staff were requested to indicate whether the University staff have the necessary knowledge, skills and attitudes to carry out their work with gender awareness.

<sup>46</sup> The students were asked if they have the necessary knowledge, skills and attitudes to carry out their future work with a gender awareness.

pursues gender as a priority (Bisrat 2010). The Vice President in charge of curriculum quality predicted that if there is sufficient market support, Unity could launch a gender studies course in the long term (Yimer 2010).

### 5.3.7 Monitoring and evaluation

As pointed out earlier, maintaining gender disaggregated data was not practised well at UU. In the absence of such basic data, as the two Vice Presidents (Asfaw 2010 and Bisrat 2010) also admitted, it would be difficult for the University to monitor and evaluate its programmes and projects from a gender point of view. The GEP Director also informed the researcher that their office had never been involved in monitoring and evaluating the gender impact of the University's projects and programmes other than of the GEP itself.

**Table 5.10: Survey participants' evaluation of UU's programmes/projects from a gender perspective**

Responses		The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.	
		(Academic Staff)	(Students)
Female	Strongly agree	3(25.0%)	5(11.6%)
	Agree	5(41.7%)	10(23.3%)
	No opinion	2(16.7%)	19(44.2%)
	Disagree	1(8.3%)	8(18.6%)
	Strongly disagree	1(8.3%)	1(2.3%)
	<b>Total</b>	<b>12(100.0%)</b>	<b>43(100.0%)</b>
Male	Strongly agree	15(28.3%)	6(9.4%)
	Agree	19(35.8%)	27(42.2%)
	No opinion	15(28.3%)	19(29.7%)
	Disagree	1(1.9%)	10(15.6%)
	Strongly disagree	3(5.7%)	2(3.1%)
	<b>Total</b>	<b>53(100.0%)</b>	<b>64(100.0%)</b>

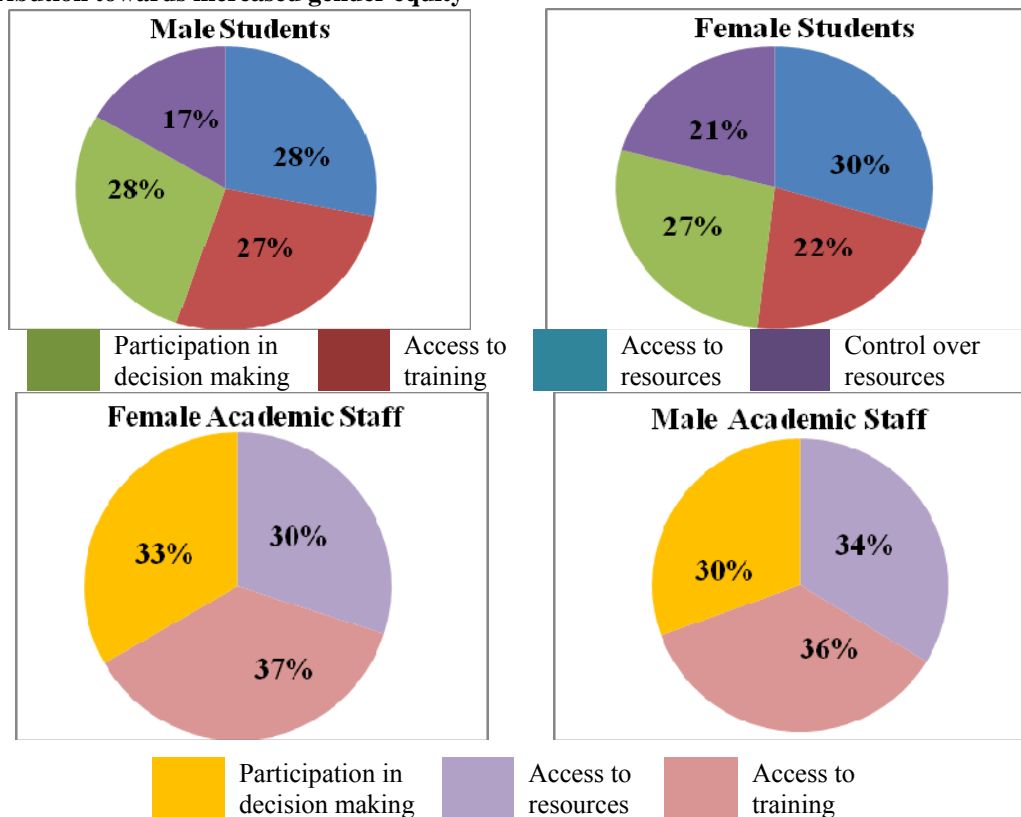
Although the University's projects and programmes did not employ gender issues as a main factor during the design phase, it would still be worthwhile to investigate whether the implementation of any of the programmes/projects could contribute towards gender equality and empowerment. As portrayed in Table 5.10 the majority of academic staff respondents (67% or 8/12 of females and 64% or 34/53 of males) thought that the University programmes/projects generally contributed towards the empowerment of women and the altering of unequal gender relations. This view however was not shared by the students, especially the female survey participants. Only 35% (15/43) of female students and 52% (33/64) male students agreed with the statement. This finding



indicates that most of the projects might have benefited the academic staff more than the students.

The survey participants prioritised which aspects of the University’s projects/programmes contributed to better gender equity. As depicted in Figure 5.22, by order of priorities, the responses of female and male students were very similar. For both female and male students, ‘access to resources’ topped their priorities, followed by ‘participation in decision making’, ‘access to training’ and ‘control over resources’ in that order. For both female and male academic staff, ‘access to training’ headed this list. For female instructors, ‘participation in decision making’ came second; followed by ‘access to resources’; whereas for male participants, the priority was the converse.

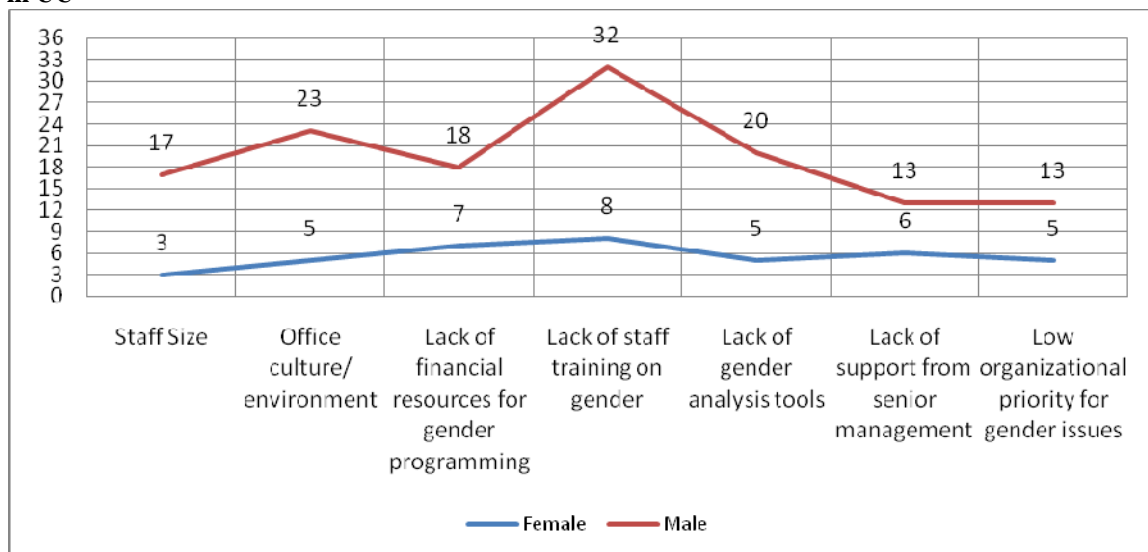
**Figure 5.22: UU survey participants’ prioritisation of the University’s projects/programmes contribution towards increased gender equity**



The female and male academic staff respondents were not in harmony with regards to their understanding of what obstacles existed to incorporating gender analysis in programme/project planning and its implementation and evaluation in the University

except for the fact that both placed ‘lack of staff training on gender’ at the top of their list (see Figure 5.23).<sup>47</sup> For the female academic staff, ‘lack of financial resources’ is the second factor followed by ‘lack of support from senior management’. Despite their low numbers in academia, female academic staff respondents did not hesitate to place ‘staff size’ as the least likely factor that could prevent the University from integrating gender into its programmes and projects. For male academics, the second culprit hindering the gender factor from being integrated into the University’s system is ‘office culture/environment’ followed by a ‘lack of gender analysis tools’. ‘Lack of support from senior management’ and ‘low organizational priority for gender issues’ were equally voted for by the male academic staff as being the least of all the given obstacles.

**Figure 5.23: Number of academic staff respondents who identified obstacles to gender programming in UU**



### 5.3.8 Advocacy and communications

It was learnt that Unity University utilises television and radio spots, newsletters and brochures as media to convey its messages. The Vice President for University Resources Management Services conceded that the University did not effectively promote gender issues using the available media (Asfaw 2010). The researcher reviewed all the 12 newsletters issued since the change of ownership/management and noted that only one article featured the GEP, in the November 2009 edition. The majority of the survey

<sup>47</sup> 12 female and 53 male respondents answered this question.

participants also confirmed this low media coverage of gender issues. 27% (3/11) of female academic staff, 54% (28/52) of male academic staff, 36% (16/44) of female students, and 37% (22/60) of male students responded that some of the publications reflected gender related issues to a certain extent. Asfaw (2010) reiterated that a lack of expertise in producing publishable material regarding gender issues was partially to blame since the media are open to any member of the University.

The Academic Vice President, after admitting that no extensive advocacy campaign had been undertaken to promote the cause of gender equality and women empowerment within the University, disclosed that training materials were being developed to conduct at least three workshops to train the staff with respect to gender issues (Bisrat 2010). In this regard, Bisrat (2010) announced that Unity has secured technical assistance from a British non-government organisation (Bisrat 2010). Mrs. Hiruy (2010) praised the incumbent President of the University for being passionate about promoting the causes of women. The GEP was successful in its bid to advocate for the allocation of a budget to pay for project staff salary from the University instead of relying on donor funds which might not be as reliable as a mainstream budget (Hiruy 2010). The GEP Director reiterated the intention to intensify an advocacy campaign to mobilise further resources from the donor community to benefit a greater number of disadvantaged girls (Hiruy 2010).

### **5.3.9 Organisational culture, perceptions and attitudes**

Members of academia, despite their exposure to higher learning, are not totally immune to backward cultural beliefs, biases and prejudices. Culture plays a vital role, for better or worse, in shaping the perceptions and attitudes of people towards a range of issues, including gender. In the opinion of Asfaw (2010), the attitude of the UU's community towards gender is not any different from that of the larger community. The only difference, in his opinion, could be that members of the academia possess the 'intellect' to hide their true feelings concerning such issues and can paint a positive image which may not reflect the reality (Asfaw 2010). Mrs. Hiruy (2010) agreed with Asfaw in that it is difficult to identify what the actual attitude of the whole University community is towards gender issues although it seemed to her that it is generally positive.

**Table 5.11: Academic staff's perception of the gender fairness of various opportunities in UU**

Responses		To what extent do you perceive the provision of the following opportunities to be gender-fair?								
		Education and training opportunities	Recognition for good work	Participation in decision-making	Freedom to use one's own initiative	Opportunities to exercise leadership in one's workgroup	Opportunities to exercise leadership within the university	Authority over resources	On-the-job challenges for which one has responsibility	Career development
Female	Women mainly	1(8.3%)	2(16.7%)		1(8.3%)	1(8.3%)	1(8.3%)	1(9.1%)	2(16.7%)	2(16.7%)
	Men mainly	2(16.7%)	2(16.7%)	4(36.4%)	1(8.3%)	2(16.7%)	2(16.7%)	3(27.3%)		
	Women and men equally	9(75.0%)	8(66.7%)	7(63.6%)	10(83.3%)	9(75.0%)	9(75.0%)	7(63.6%)	10(83.3%)	10(83.3%)
	<b>Total</b>	<b>12(100%)</b>	<b>12(100%)</b>	<b>11(100%)</b>	<b>12(100%)</b>	<b>12(100%)</b>	<b>12(100%)</b>	<b>11(100%)</b>	<b>12(100%)</b>	<b>12(100%)</b>
Male	Women mainly	6(12.5%)	3(6.1%)	2(4.1%)	2(4.1%)	2(4.2%)	2(4.1%)	2(4.1%)	4(8.2%)	1(2.0%)
	Men mainly	4(8.3%)	2(4.1%)	7(14.3%)	3(6.1%)	6(12.5%)	8(16.3%)	8(16.3%)	6(12.2%)	6(12.2%)
	Women and men equally	38(79.2%)	44(89.8%)	40(81.6%)	44(89.8%)	40(83.3%)	39(79.6%)	39(79.6%)	39(79.6%)	42(85.7%)
	<b>Total</b>	<b>48(100%)</b>	<b>49(100%)</b>	<b>49(100%)</b>	<b>49(100%)</b>	<b>48(100%)</b>	<b>49(100%)</b>	<b>49(100%)</b>	<b>49(100%)</b>	<b>49(100%)</b>

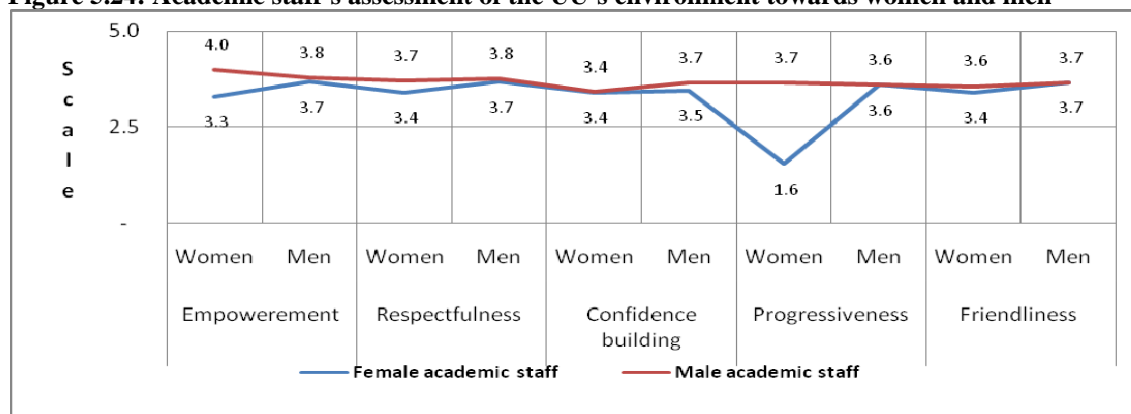
UU survey participants were requested to assess their own as well as the attitudes of other members of the University regarding gender related issues. As summarised in Table 5.11, the majority of the academic staff survey participants assessed that, in terms of the provision of opportunities, Unity University is equally fair to both women and men. It is also important to realise in addition that only a few of the academic staff respondents (9% or 1/11 of females and 21% or 11 /52 of males ) agreed that the culture of the University places a higher value on the ways in which males tend to work and less value on the ways in which females tend to work. These two favourable findings are areas on which UU could capitalise in order to promote gender equality. However, as shown by Table 5.12, the respondents hold both common and differing perceptions regarding which aspects of the opportunities offered by the University are most or least gender-fair or -sensitive. 'Freedom to use one's own initiative' was commonly selected as the most gender-sensitive opportunity by the majority of female and male academic staff. Likewise, access to 'up-to-date technology' was placed top by both female and male students. For the rest of the assessment variables, the respondents varied in their perception.

**Table 5.12: Summary of opportunities chosen by UU respondents for being most or least gender sensitive**

Respondent	Most gender sensitive opportunity	Least gender sensitive opportunity
Female academic staff	Freedom to use one’s own initiative, on-the-job challenges for which one has responsibility and career development equally by 83.3% (10/12) of respondents.	Participation in decision-making and authority over resources equally by 63.6% (7/11) of respondents.
Male academic staff	Recognition for good work and freedom to use one’s own initiative equally by 89.8% (44/49) respondents	Education and training opportunities by 38 (79.2%).
Female students	Up-to-date technology by 90.2% (37/22) of respondents.	Freedom to use one’s own initiative by 85.7% (36/42) of respondents.
Male students	Up-to-date technology, by 82.0% (50/61) of respondents.	Participation in decision making by 41 66.1% (41/62) of respondents.

The survey also offered pairs of adjectives for the participants to express their opinion as to whether the University’s attitude inclines more towards women or men. Five and two assessment parameters were offered to the academic staff and students respectively. Analyses of these scaled responses are depicted in Figures 5.24 and 5.25 (see percentage and frequency of the respondents’ assessment in Appendixes V and VI). The line graphs are constructed by calculating the average weighted score for each assessment parameter supplied by each respondent.<sup>48</sup>

**Figure 5.24: Academic staff’s assessment of the UU’s environment towards women and men**



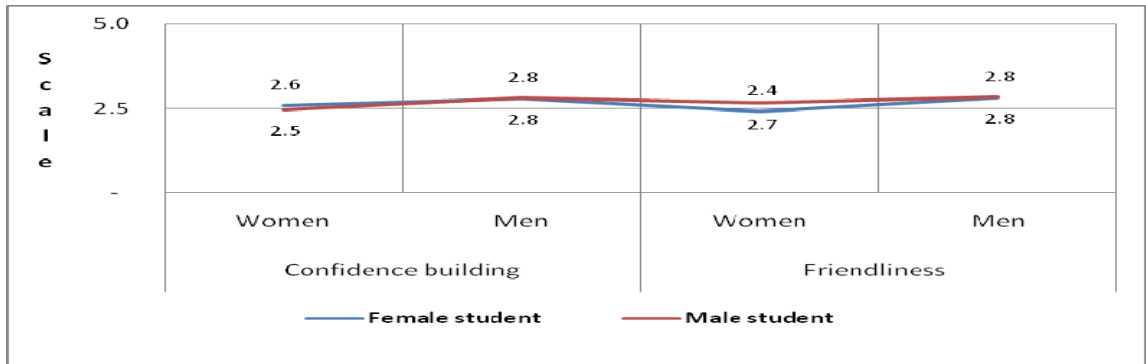
<sup>48</sup> Average weighted formula used to calculate average score =  $\frac{\sum (\text{Total scores})}{\sum (\text{Number of respondents})}$

Where,  $\sum(\text{Total scores}) = \sum (\text{Number of respondents} \times \text{Assigned value})$

As can be discerned from Figure 5.24, male academic staff generally expressed stronger feelings about the environment with respect to either women or men by giving higher scores for almost all the assessment parameters. Another general observation is that, except for the lowest assessment by the female academic staff regarding promoting ‘progressiveness’ in favour of women, all the other scores are well above average. While this appears to be good news for the University, it also hints at how much room there is for improvement across the range of issues for both women and men. The detailed analysis uncovered interesting findings. On all the parameters, the female academic staff felt that the environment favours men. The male academic staff expressed mixed feelings. For the male academic staff, with regard to ‘empowerment’ and ‘progressiveness’, the environment favours women rather than men while the opposite is the case for the remainder of the parameters. The general reading of the scores supplied by the student survey participants is that both females and males alike accorded a slightly more than average score to both parameters given for assessment (see Figure 5.25). This could indicate that the students did not find the environment as conducive in terms of friendliness and confidence building as the academic staff did. It can also be discerned from the analysis that both female and male students agreed that the University’s environment is more favourable towards men in terms of ‘confidence building’ and ‘friendliness’.

It is important to relate these findings to the fact that women and men view gender issues differently. Of the female academic staff, 67% (8/12) agreed with the notion that a gap does exist between how men and women in the University view gender issues. On the other hand, 77% (40/52) of the male instructors disagreed with or expressed no opinion on this statement.

**Figure 5.25: Students' assessment of the UU's environment towards women and men**



As mentioned earlier, the management members acknowledged that gender has never been one of the factors that have spearheaded the University's strategy formulation and programme design to date. Survey participants were asked if a culture of discussing gender issues seriously and openly is practised by men and women in the University. However, 75% (9/12) of female instructors thought that gender issues are discussed to a certain extent while a slight majority of male counterparts (56% or 29/52) shared the view. A minority of the female students (36% or 16/44) thought that gender was taken seriously while a slight majority of male students (55% or 33/60) held a similar opinion. This finding indicates that except for female academic staff, the rest of the respondents were not very satisfied with the degree of openness and seriousness of gender related discussions.

Only a few student survey participants (30% or 12/40 of females and 49% or 30/61 of males) opined that the overall environment in the University has improved for women over the past two years whereas a slight majority of the academic staff respondents (55% or 6/11 of females and 53% or 26/49 of males) thought that they had witnessed some improvement. Despite the remarkable gender imbalance in all aspects of the University, the concept of affirmative action did not receive much support from the male survey participants, unlike that of the female participants. A minority of the male respondents (38%, 23/60 male students and 48% 24/50 male academic staff) disagreed that it is unfair to promote women more actively than men in the University's programmes/projects. The support for this statement was only a little stronger among the female participants. Hence, 51% (20/39) female students and 64% (7/11) of female academic staff disagreed

with the statement implying that women require special support. Mrs. Hiruy (2010) found it difficult to indicate the reaction towards affirmative action without thorough research.

Under section 5.2.9, it was stated that the environment in the HEIs causes more vulnerability for sexual harassment, especially for the female students and female staff. The environment in private institutions is presumed to be less perilous than that of the public institutions, mostly on the premise that the former are business-oriented and care much more for their goodwill if they are to survive in a competitive industry. In order to nurture a healthy organisational culture, it is imperative to prevent and sanction behaviour of sexual harassment. As stated in Box 5.2 below, the Senate legislation articulates the definition of sexual harassment (UU 2002:105).

**Box 5.2: Definition of sexual harassment (UU)**

<p>Sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature shall constitute sexual harassment when:</p> <ul style="list-style-type: none"><li>- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, living environment, or participation in a University activity;</li><li>- submission to or rejection of such conduct by an individual will affect that individual's employment, education, living environment, or participation in a University activity; or</li><li>- such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational performance or creating an intimidating, hostile, offensive, or abusive environment for that individual's employment, education, living environment, or participation in a University activity.</li></ul> <p>Source: UU 2002:105</p>
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As noted in Box 5.2, sexual harassment could be manifested verbally and physically. Forms of verbal abuse, joking and serious, are often taken for granted especially in a gender insensitive community. In this connection, students were asked whether Unity encourages gender sensitive behaviour, for example, in terms of language use, jokes and comments. Only 42% (18/43) of female students and 33% (20/60) of male students responded that UU encouraged gender sensitive behaviour to some degree. This finding should alert the management to aggressively educate students with regards to the manifestations and consequences of sexual harassment.



Section 67.2 of the Senate legislation further details the procedures Unity has adopted to address sexual harassment allegations when it becomes aware of such problems (UU 2002:105-106). It advises that ‘persons who believe they have experienced or witnessed sexual harassment are encouraged to come forward promptly with their reports or complaints to seek assistance within the University’ (UU 2002:105). The legislation also gives individuals the right to pursue a legal remedy in addition to, or instead of proceeding under, the University’s sexual harassment policy. The rest of the sections of this article explain the reporting channel, confidentiality of harassment cases, and the mode of communication. These policy provisions are unfortunately not very well known to the students who are presumed to be the prime beneficiaries of this legal framework. The vast majority of the student survey participants (89% or 39/44 of females and 80% or 48/60 of males) responded that there was no policy or that they did not know of any policy related to sexual harassment. Such lack of knowledge could present a major hurdle for the effective application of the policy.

In conclusion, although Unity had not been according due regard to gender issues up to the time of this research, there was a general consensus among the majority of the survey participants (66% or 27/41 of female students, 75% or 9/12 of female academic staff, 66% or 40/61 of male students and 69% or 36/52 of male instructors) that the University could do much more than it is currently doing to institutionalise gender equality. All the interviewees were also in agreement with this finding. Mrs. Hiruy (2010) expressed her opinion that a general attitudinal change is the precondition if gender issues are to be mainstreamed. Yimer (2010) acknowledged that a very wide gap exists between the sympathetic talks about gender and what is being done in reality. Yimer (2010) opines that this is the main hindrance to nurturing a gender sensitive culture. Bisrat (2010) also agreed with Yimer and Hiruy but added that the management should make a clear policy statement in support of promoting gender equality. Bisrat (2010) identified the short supply of qualified women as being the main challenge to achieving gender equality while he viewed the relative ease of infusing change among the academics as an opportunity to integrate gender in programming and other aspects of the University.

## 5.4 SUMMARY

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This chapter presented the main findings from the data gathered through various data collection tools and analysed the data using both qualitative and quantitative methodologies. Selected responses were highlighted and presented using tables, graphs, charts and boxes. The triangulation of methodologies has proven to be useful in validating or disproving the data gathered by one means or another. The findings were presented in terms of nine themes, which are believed to represent the various aspects of the institution as a system.

This research established that good practices which are worth commendation as well as areas for improvement do exist. The legal/policy framework of the Ethiopian government to promote the rights of women, the efforts exerted to include some gender related statements in strategy document and action plans (AAU), the opening of the Gender Office and the allocation of limited resources (AAU), gender awareness training courses for students and staff (AAU), maintenance and dissemination of gender disaggregated data (AAU), launching of gender studies (AAU), the sustenance of GEP (UU), a detailed sexual harassment policy (UU), are just a few which one could enumerate as being good practices.

On the other side of the spectrum, a very low level of understanding about gender as a concept (AAU/UU), poor data management, especially gender disaggregated data (UU), inadequate management commitment to gender causes (AAU/UU), a high level of gender inequality in almost all facets of human resources (AAU/UU), no technical expertise on gender issues (UU) and a poor coordination of efforts among the major stakeholders regarding gender issues (AAU), are some of the areas that require attention for the purpose of improvement.

A detailed summary, conclusions and recommendations follow in the next chapter.

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## CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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This section summarises the proceedings of the research and main findings of the study. The conclusions drawn and the recommendations made are also stated in subsequent sections.

### 6.1 SUMMARY

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As laid out in section 1.2.2, the main research problem this study sought to answer was **whether Addis Ababa University and Unity University have mainstreamed gender into their systems to contribute towards the attainment of gender equality and women empowerment.**

It was, therefore, the objective of the research to conduct a comprehensive study of the policies, programmes, and practices of the two institutions in order to assess the extent to which gender issues are integrated as part and parcel of the overall system. It was also important to weigh up the gender-related perceptions and attitudes of the members of the academic community and determine the orientation of the key players in the two Universities with regards to gender perspectives. The research also aimed to identify areas of strength and achievement which contribute towards gender equality in these Universities. At the same time, this research also aspired to identify policy and practical gaps in mainstreaming gender in these HEIs by analysing both qualitative and quantitative data.

To this end, a significant number of policy and legislative documents were reviewed. A total of 13 (7 from AAU and 6 from UU) high level officials and representatives of special interest groups were interviewed, employing structured interview questions (see Appendices VII-X). Attitude surveys were also conducted on 351 randomly selected academic staff and students who responded to pre-designed questionnaires (see Appendices I & II). The respondents had diverse demographic backgrounds in terms of sex, academic qualification, years of stay in the University and academic unit (see Figure

4.1). For the sake of validation and reliability, the data analysis was triangulated using qualitative and quantitative analytical tools.

### **Why HEIs?**

This research was founded on the premise that higher education could play a critical role towards development in general and the attainment of gender equality and women empowerment in particular. As discussed in section 2.4.3, HEIs embody crosscutting interventions that could play a pivotal role in making sustainable development efforts and effecting generational transformation. HEIs, if engendered, possess the capacity to enlighten decision makers to correct the deep rooted, unfair and gender-biased distribution of resources. HEIs are strategic entry points from which to break through the vicious cycle of poverty. HEIs which have harnessed gender equality in their programmes enjoy a much higher probability success rate in living up to what is expected of them, in other words the degree to which gender equality and the empowerment of women are harnessed in their policies and practices.

### **Why AAU and UU?**

AAU and UU were deliberately selected for being representative of the largest and the first public and private higher learning institutions in the country respectively. As elaborated in chapter 3, both institutions have been pioneers and pacesetters in conducting research initiatives and academic institutionalisation. AAU in particular enjoys the academic power to positively influence policy makers and executive organs of the country in order to promote gender equality and women empowerment.

### **Are MDGs good enough for gender equality and women empowerment?**

Section 2.2 demonstrated the arguments for and against the effectiveness and relevance of the MDGs. Proponents of the MDGs have been employing them as a powerful tool in the struggle to combat poverty and inequity. Certain scholars and development partners are still debating whether the goals are too ambitious to be achieved before the deadline of 2015. Others contend that the goals are not even ambitious enough to uproot poverty within a reasonable period of time. MDGs are also faulted for having scaled down the prominence of human rights for the sake of scoring economic growth.

There is almost universal agreement in many of the documents reviewed that gender equality and education are cross cutting goals that are not only an end in themselves but also a means to achieve other MDGs (see sections 2.3.2 & 2.4.3). And yet, certain critics complain that the MDGs are not themselves sufficiently engendered (see Table 2.1). Even those who agree that MDGs are not perfect, strongly advise that the critics and supporters of gender equality better join hands to capitalise on the global platform created by the MDGs and to fight from within to improve them.

### **Where does Ethiopia stand with the MDGs-3?**

As demonstrated in section 3.2, despite its long and rich history, Ethiopia continues to suffer from the vicious cycle of poverty with a majority of its population living below the poverty line. Women in Ethiopia constitute half of the population. Being part of its patriarchal and agrarian society, women are subjected to a multidimensional deprivation of rights. They are disproportionately represented in political and economic aspects of the country (see Tables 3.1 & 3.2). In recognition of this reality, the country has laid down a constitutional and policy framework in order to guarantee the equality of all peoples regardless of their gender and other diversity parameters. Further to the MDGs, Ethiopia is also a signatory of global agreements to safeguard the rights of women such as CEDAW. The burning issue is the gap that remains between the national policy statements and the actual practices that prevail in the political, economic and social sectors.

The government of Ethiopia claims to be on course to attaining most of the targets set out in the MDGs. With regards to the third MDG, attaining gender equality at primary education level seems to be in sight (section 3.4.1). However, the latest reports indicate that the gender inequality at secondary and tertiary level is not expected to be resolved within the timeframe of the MDGs (sections 3.4.2 and 3.4.3). The 30% representation of women in the national parliament is certainly not to be achieved following the result of the 2010 national elections where only 14% of the candidates were women (NEBE 2010:np).

In order to reverse this trend of underachievement, the country needs institutions that embrace gender equality and empowerment of women who can ultimately contribute towards the overall development effort of a nation.

The main findings gathered from the two institutions are summarised in the following paragraphs.

### **6.1.1 Summary of findings: Addis Ababa University**

Section 5.2 reported on the findings of the research into AAU. Gender inequality was not seen as a major factor underpinning the policies and strategies of the University. In general, however, the overall policy environment of AAU is conducive to promoting gender related issues. In addition to articulating that gender should not form a basis for discrimination, the Senate legislation makes some gender sensitive provisions such as guaranteeing a permanent Senate seat for the Gender Office and mandating the President to exercise affirmative action to boost the female student enrolment rate. In terms of policy, the main missing issue was the lack of a fully fledged gender policy.

With respect to programme planning and design, AAU lost a major opportunity to mainstream gender in line with the business process re-engineering (BPR) that it was implementing at the time of writing this report. However, AAU should be commended for some gender related statements incorporated into its new strategy document. The situation analysis, albeit of limited scope, with regards to the teaching-learning process from a gender perspective is a positive development (see section 5.2.2, Table 5.1). However, these initiatives are by no means adequate to address the largest qualitative and quantitative gender imbalances that are pervasive in the country in general and in the University in particular. While a significant number of survey participants felt part of the project design and planning process (see Table 5.2), it was a point of concern that the Gender Office was not involved in such a strategic process from the very beginning.

The ultimate goal of gender equality is to afford equity and fairness to humanity. After all, gender concerns people. All the documents that were reviewed, and the top officials, attested to the huge gender disparity across most of the human resource dimensions, be it among students, academic staff or administrative staff. The research unveiled a five year

average enrolment GPI of 0.38 (see Figure 5.1) among undergraduate students and 0.11 (see Figure 5.3) among postgraduate students. With respect to the success rate measured by graduation rates, the pattern was rather erratic, sometimes in favour of female students and at other times male students (see Figures 5.5 & 5.6). In other words, either female or male students indicated an adverse attrition rate vis-à-vis the other gender.

Analysis of the data obtained with regards to academic staff revealed that female academic staff constituted an average of 10% over a period of five years (2005/06-2009/10 academic year). The gender inequality widens as one further investigates the higher ladders of academic qualification and rank (see Figures 5.7 & 5.8 and Appendix XI). The quantitative aspect of gender equality in the administration category tended to be dominated by females. Over the said five years (2005/06-2009/10), administrative staff records revealed that females constituted 57% on average (see Appendix XII). However, dissecting the demography by administrative qualification and academic qualifications unravelled the qualitative inequality aspect of gender. A high number of female administrative staff were employed in lower administrative ranks and possessed low academic qualifications (see Figures 5.9 and 5.10). The top official of AAU (Gebre Hawariat 2010a), admitting that females constitute only 20% of the top management portfolio, informed the researcher that the University is striving to increase the representation to 50%. However, the attitude survey result obtained from the academic staff questionnaires revealed that the top management effort is not adequate enough to promote fair representation at senior levels.

The existing policy, regulatory and personnel action documents are not well formulated to ensure gender equality in AAU. Of course, some gender sensitive provisions in the policies and manuals do exist. However, those citations are mainly meant to imply that sex would not form a basis of discrimination in making opportunities available and in the allocation of resources. Such limited provisions are not adequate to address the elusive nature of gender equality that exists in the University.

None of the policies and strategies aimed at gender equality and the empowerment of women can be realised without the provision of adequate financial resources. The new

draft financial policy did not make any statement that gender equality would be one of the criteria for the allocation of resources (see section 5.2.5). For the few gender related policy and strategy commitments pronounced by the University, it is not clear how many resources exist and what funding mechanism is in place to implement them.

The launching of a graduate programme on gender studies and the initial steps taken to strengthen the Gender Office within the University structure are major milestones in AAU's effort towards addressing gender issues. However, both the Institute of Gender Studies and the Gender Office complained of resource constraints in terms of office space, funding and human resources. Unfortunately, it was also found that the two entities have not been collaborating well with each other in addressing the gender gap within AAU. IGS has not attempted to employ its expertise to undertake thorough gender related research into the AAU and to build the capacity of the staff. The empowerment of women component of the MDGs is unthinkable without a well organised and focused capacity building effort.

With regard to monitoring and evaluation, AAU should be commended for the maintenance of gender disaggregated data in respect of students and staff. However, more detailed gender disaggregated data were not being maintained with regards to areas such as the gender composition of the senior management team, the database for training and staff development, and the student and staff attrition rates. The top management contended that AAU monitors and evaluates the gender implication of its programmes and projects. The Gender Office disclosed that the Office had never been involved in project evaluation activities. Although AAU did not undertake a deliberate project/programme evaluation from a gender perspective, the survey participants gave a slightly more than average score to the belief that the existing AAU's programmes/projects do contribute to the empowerment of women and the altering of unequal gender relations (see Table 5.4). The research also analysed the survey results regarding which aspects of AAU's programmes/projects contributed to improved gender equity (see Figure 5.11) and the barriers that hindered gender programming at the University (see Figure 5.12).



The findings as regards the advocacy and communication aspects indicated that there is wide room for improvement. There is no systematic engagement with stakeholders and the University community to promote gender issues. The Gender Office and the IGS often go separate ways to engage with donors and carry out ad hoc projects. The publications issued by the IGS and IER have a limited circulation and usually end up in a few offices and library shelves. This obviously detracts from their effectiveness in reaching out, especially to the staff and students who are the prime victims of gender inequality.

Whatever the reality in policy or practice, the perceptions and attitudes of the stakeholders are decisive in hindering or fostering a gender sensitive culture within a given environment. Culture is a very complex matter and affects a wide range of issues. Generally speaking, the data acquired from the many interviewees and survey participants essentially implies that AAU community members are a replica of the Ethiopian society at large. As reported in chapter 3, Ethiopia is predominantly a conservative, patriarchal society. Although participants did not agree on everything, they generally perceived AAU as a gender fair institution in offering opportunities equally for both women and men (see Table 5.5). Figure 5.13 illustrates the respondents' overall perception of AAU's environment in terms of conduciveness to women or men. The finding was in conformity with the literatures reviewed that the AAU is more conducive for men than women. A gender-insensitive culture that does not respect women but rather espouses metaphorical language that perpetuates the political, economic and social marginalisation of women is a fertile ground for sexual harassment. AAU has not devised a well articulated sexual harassment prevention policy. The survey participants also expressed their dissatisfaction with the inadequacy of the attempts to enforce the encouragement of gender sensitive behaviour and to address sexual harassment issues.

### **6.1.2 Summary of findings: Unity University**

Section 5.3 dealt with the research findings from Unity University. The Senate legislation of UU allows for very limited gender related provisions; most notably the right of organisation on the basis of gender and that sex is not a permissible discriminatory factor (see section 5.3.1). The legislation should, however, be commended for its well detailed

and broad definition of sexual harassment and the possible punitive actions against offenders (see Box 5.2). Although access to other important policy instruments was denied, a quick review of the human resources (HR) policy undertaken with the Vice President of UU (Asfaw 2010) hinted that the policy was prepared with little gender awareness. The HR policy does not make clear policy statements to address the existing gender inequality at the University. The management also acknowledged that integration of gender in the programmes was not mandated as a matter of policy (Bisrat 2010).

Following the transfer of ownership and management in early 2009, UU is still in the process of transition. It was learned that the new management has been revising policies, strategies and programmes without espousing gender as one of the planning elements. UU partly blames the stringent curriculum design criteria set out by Ministry of Education which does not allow much flexibility for modification, even if the University plans to incorporate gender into the design process.

The GEP is the most remarkable gender related project that UU has undertaken (see Section 5.3.2). The GEP made available an opportunity for higher education to 207 underprivileged female students. Over the period of nine years, 82% of the beneficiaries have graduated, which is a relatively good success rate. In a country with a staggering rate of gender inequity, the modest initiative by Unity should be supported by all the stakeholders. The project intends to increase the number of beneficiaries if resources permit (Hiruy 2010). Although UU did not design and run other projects from a gender perspective, the members of the University, particularly the females, value the existing projects/programmes that are beneficial to them while males seemed less enthusiastic about the said projects / programmes (see Table 5.7).

As a business oriented private institution, UU appears to be focused primarily on how to attract as many clients as possible. Although private HEIs in Ethiopia are generally believed to be more accessible to female students due to their flexible admission criteria, the statistics covering the said five year period at UU revealed a different picture with an average enrolment GPI of 0.61 (see Figure 5.16). As portrayed by Figure 5.18, the success rate of students from a gender parity point of view was rather erratic and low

although the overall success rate of female students was found to be better than that of the males. The management of the UU attribute the low success rate of students in general to a poor educational background.

The 2008/09 data revealed a huge gender inequality among the academic staff with only 10% of them being females. Figure 5.19 illustrates that the higher the qualification, the lower the proportion of the female academic staff. The management cites the reason as being a shortage of qualified female intellectuals in the supply market. In the meantime, the management's commitment to promote female representation at senior levels was not satisfactory, especially for female survey participants. With regards to administrative staff, although gender equality is well met in terms of the numbers, with females constituting 50.5%, a closer look at the breakdown indicated that females dominate the lowest ranks and are among those who hold the lowest academic qualifications (see Table 5.8). It was also alarming to note that none of the six top management positions is occupied by a female.

Unity does not possess technical expertise in the field of gender related issues. The Director and the rest of the staff assigned to the GEP were not specifically trained to handle such projects (Hiruy 2010). The University did not organise any deliberate gender related training or orientation for any of its members (Asfaw 2010). On a positive note, the survey participants expressed the view that they do possess some level of knowledge and skills regarding gender related issues that they could use to perform their duties with gender awareness (see Table 5.9).

If at all, Unity intends to plan, monitor and evaluate the gender implication of its programmes and projects; however, such an effort is futile without maintaining gender disaggregated data. It was observed that Unity operates a poor data management system in general, particularly with regard to the maintenance of gender disaggregated data. The University does not evaluate its projects from a gender perspective. However, as outlined by Table 5.10, the majority of the survey participants felt that the existing programmes/projects, to varying degrees, contributed to the empowerment of women and the improvement of unequal gender relations. The University should take note of which

aspects of the projects/programmes the respondents prioritised as having contributed towards the improvement of gender equity (Figure 5.22) and the obstacles identified by the respondents as being hindrances to gender programming (Figure 5.23).

It is good to note that Unity has access to various media outlets through which to convey its messages. Unfortunately, the facilities had not been tapped to convey gender related messages. The management also admitted that literally no effort had been made to conduct an advocacy campaign to promote the causes of gender equality and women empowerment in the University (Bisrat 2010).

As regards organisational culture, perception and attitude, most of the interviewees concurred that Unity is not immune to the generally backward cultural beliefs, biases and prejudices against gender. Although it is difficult to assess the true attitude of the University community towards gender (Hiruy 2010, Asfaw 2010), most of the survey participants accorded high scores to UU in terms of availing opportunities fairly (see Tables 5.11 & 5.12). The survey participants' overall assessment of the University environment as regards women and men was generally positive. Furthermore, the students overall assessment of the environment was generally less passionate than that of the academic staff (see Figures 5.24 & 5.25). The female academic staff felt that the environment generally favours men while male respondents expressed mixed reactions. Another interesting finding was that, despite the obvious gender inequality against females, the concept of affirmative action did not gain stronger support, especially from the male respondents.

As stated earlier, Unity possesses a well articulated definition of sexual harassment in its Senate legislation (see Box 5.2). The gap in this regard was that these provisions were not effectively communicated, especially to the students, as 89% or 39/44 of females and 80% or 48/60 of males responded that there were none or that they did not know if there was any policy related to sexual harassment.

## **6.2 CONCLUSIONS**

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In the midst of criticism, the MDGs still continue to be championed by the development partners and governments as powerful development indicators and measurements.

Several studies have revealed that women empowerment and gender equality are not only goals in their own right but also a means to achieving the other MDGs. Studies have supported the notion that development efforts in nations, like Ethiopia, are incomplete and difficult to achieve without ensuring gender equality and empowering women. Ethiopia has endorsed the MDGs and aligned the indicators and milestones of the MDGs with its national development plan.

Higher education institutions (HEIs) are critical in transforming the national development agenda into reality. They produce tomorrow's politicians, academics, entrepreneurs, or civil rights advocates. HEIs are, therefore, the powerhouses and strategic entry points through which the required paradigm shift can be instilled and cultivated. Gendered HEIs breed generations which believe that accelerated and sustainable economic development can be achieved by ensuring gender equality and the empowerment of women who have been marginalised for as long as history document.

AAU and UU, as the oldest and largest Ethiopian public and private institutions respectively, are uniquely positioned to directly and positively impact the development efforts of the country. Are AAU and UU putting any effort into addressing gender issues? The answer is 'yes', although to a limited extent at AAU and to a very limited extent at UU. In many instances the study revealed that gaps between facts and opinions do exist. This was even more evident in the responses of the top management which contradicted the findings from the document review and the attitude surveys. The researcher observed that a limited degree of management conviction was manifested in some policy provisions, such as the formation of the Gender Office or the GEP and the allocation of the limited resources. This researcher therefore gathered that both AAU and UU have attempted to address some gender issues, but in a fragmented fashion. The notion that gender issues should be everyone's business does not seem to be more than just rhetoric. The institutions seem to be content with this limited scope of intervention in addressing gender issues. The plan and conviction to mainstream gender does not appear to be achievable in the very near future.

The cover page of the AAU five year strategic document reads: ‘Shaping the future of flourishing higher education for a regenerating nation’. It is true that AAU, being one of the oldest African HEIs, could greatly contribute to Ethiopia’s renaissance. However, this vision cannot be realised without placing both women and men on an even playing field by creating a conducive environment and empowering the underprivileged group.

UU’s motto reads: ‘Creating opportunities through education’. If this motto is to be effectively translated into action, the very low level of awareness and appreciation to promote gender equality and women empowerment needs to be reversed. The aggressive marketing strategy to attract students to join the University should be sustained throughout society in order to nurture and produce confident and capable female and male graduates whose skills are demanded in the labour market. This should be incorporated in the broad definition of opportunity which is equitable for both women and men.

The ultimate answer to the core research question as to whether **Addis Ababa University and Unity University have mainstreamed gender to contribute towards gender equality and women empowerment** is, ‘**not yet**’. The overall finding of this research is that the two Universities are ‘**gender-blind**<sup>49</sup>’ in their policies and practices. If gender equity had been a ‘mission accomplished’ in the country, gender neutrality<sup>50</sup> could constitute a fairer strategy to adopt since both genders would be on the same footing. However, it is well documented that women are grossly underprivileged and suffer from gender-related prejudices in most facets of life in the country. Gender-blindness can only perpetuate the status quo, which is not a favourable scenario, not only for women but also for the nation as a whole.

In short, in spite of some commendable but limited efforts, both Universities lack the level of commitment, understanding, capacity, and institutional framework which is necessary for proper gender mainstreaming.

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<sup>49</sup> “‘Gender neutral’ is when an action or policy has no discernible impact on men or women.” (Cornwell, L.)

<sup>50</sup> “‘Gender blind’ means without taking into account any possible difference(s) in the way an action or policy impacts on men and/or women.” (Cornwell, L.)

The following recommendations are, therefore, advanced to ensure that tangible progress could be made in mainstreaming gender, leading towards a gender-equitable academic environment which would ultimately contribute towards the attainment of gender equality and women empowerment.

### **6.3 RECOMMENDATIONS**

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#### **1- Lead by example – gender the leadership and show commitment to gender mainstreaming**

The managements of the two Universities should first of all be convinced that gendering the institutions not only complements the mission and vision of the Universities, but also aligns with the development effort of the nation as a whole. Their Senates should, therefore, mandate that gender takes priority in the works of the Universities. The managements must make clear policy statements, and communicate their orientation that gender mainstreaming is the way forward in the policies and practices of the institutions. The statement should be followed by detailed action plans, institutional targets with set timeframes, incentives and accountability. Such strategic orientations should be matched with commitment in terms of providing adequate human, financial and logistical resources for the implementation of gender mainstreaming.

Drawing from the gender strategic policy and action plan, faculty deans, department heads, directors of administrative units and other supervisors should prepare detailed gender commitments and continuously set targets in their work plans. Gender related achievements should be used as performance evaluation criteria. Those faculty/department heads with gender coordinators should tap their expertise and hold them accountable for results. It should be ensured that those departments without a gender focal point should have one.

#### **2- Put in place enforcement mechanisms for gender mainstreaming**

Unless gender is perceived as everyone's business, it is difficult to achieve any meaningful result. It is, therefore, recommended that gender mainstreaming performance targets are included as assessment parameters for supervisors. The human resources policies in general and job descriptions of all staff and performance evaluation forms, in

particular, should also be reviewed so as to render them gender responsive. This will send the strong message that good performance in gender is rewarded professionally and financially.

The management should closely monitor the gender balance targets, analyse the obstructions and take corrective action to nurture a gender sensitive culture.

### **3- Treat gender equality as a cross cutting as well as a specific goal**

Mainstreaming gender as a cross cutting issue is important for the success of gender equality throughout each organisation. At the same time, this poses a risk of invisibility, as a well known saying has it that ‘everyone’s business is nobody’s business’. Therefore, the two Universities should retain both options. On the one hand, there should be specific gender related targets which can be monitored clearly, while on the other, gender analysis should be integrated in the design of all policies and programmes to ensure that gender concerns are really mainstreamed.

### **4- Set up and sustain an institutional framework for gender mainstreaming**

AAU has had a central Gender Office but without a Director since its revitalisation in 2008. The current Gender Office suffers from a lack of resources, voice and capacity to effectively discharge its responsibility. AAU should nonetheless build on this modest foundation and strengthen this office’s infrastructure in terms of mandate and resources. The process to fill the Director’s portfolio should be expedited and the appointee should be a senior officer equipped with gender expertise and respected by the University community. Unity should also create the same incumbency and fill it with a person who possesses a similar profile, as well as make available all the necessary tools at her/his disposal. The responsibility of leading the Gender Office should not be an add-on arrangement. It should, rather, be a full time job on which the head is fully focused and can be held accountable.

The Gender Office should possess the capacity to broaden its functional horizon to cover the administrative, monitoring and university-wide strategic functions necessary to systematically mainstream gender throughout the institution. To carry out such a core



function, the Office would require the placement of well trained gender experts in every feasible work unit, receiving sustainable funding from regular budgetary sources.

#### **5- Build gender analytical capacity and conduct continuous gender awareness sessions**

The researcher gathered that AAU and UU are not very familiar with the concept of gender mainstreaming. The attitude surveys have also indicated the presence of major gaps at the level of gender awareness. The officers in charge of gender related functions are not experts on gender. These are serious hurdles that need to be overcome if gender is to be mainstreamed effectively. The following generic training scheme is, therefore, recommended:

- **For all staff and students:** Basic sensitisation regarding gender issues in the context of the University's mission and its implications at the personal level and with respect to the attainment of MDGs as a whole. Assertiveness and sexual harassment awareness workshops for students should be revitalised and sustained at AAU and introduced at UU.
- **For academic department and low level administrative section heads:** Development of competence in gender and development; department-specific gender analysis, and familiarity in using gender analytical, planning and monitoring tools.
- **Faculty Deans and middle level administrative managers:** Acquisition of competence in organisational gender mainstreaming; gender issues in management and gender-responsive leadership, including identifying and dealing with sexual harassment; competence development in gender and development issues specific to the division.
- **Senior managers:** Inculcation of competence regarding the gender implications of the University mandate, targets and functioning, with the emphasis falling on setting agendas, accountability, leadership and advocacy for gender equality.

Training on gender related issues must not constitute once off activities. Instead, it should constitute a sustained part of the training scheme for all staff at administrative, academic and higher decision-making levels. A detailed gender mainstreaming toolkit should be prepared and disseminated to augment the training process. It is advisable

for the toolkit to incorporate thorough guidelines, case studies, examples, suggestions, and the presentation of gender related information pertaining to the institution.

#### **6- Employ an effective advocacy approach and expand strategic partnerships**

Gender is an issue that has gained much prominence in development partnership circles. The gender equality concept resonates well with academic principles and development goals. Therefore, it is not difficult to sell gender equality as an idea. The challenge is in convincing donors whether there is adequate return on their investment. The Universities should, therefore, build donor confidence by demonstrating high levels of commitment, the presentation of well articulated gender mainstreaming proposals, and submitting timely technical and financial reports. Since gender is embraced by the UN agencies as one of the core goals of the Millennium Declaration, the Universities should forge partnerships with agencies such as UNESCO, UNIFEM (now UN-Women), ILO, UNDP, and WB for technical and financial assistance. The Gender Offices should also be empowered to expand their network of partnership and advocacy with international and local organisations that share the same vision.

On a final note, it is recommended that the two Universities constitute a task force represented by key internal stakeholders that could employ this study as a foundation to embark on an extensive gender audit in preparation for gender mainstreaming. The national authorities should also furnish the necessary policy, mandate, and resource support to the Universities in their quest to fulfil the objectives of harnessing gender equality and women empowerment in their operations. The national impact of the gendering of the two Universities can only be meaningfully felt if government and development partners are also committed engendering the supply and demand factors affecting the tertiary education sector in Ethiopia.

Should the above recommendations be implemented, the researcher believes that the Universities will be in a much better position to contribute towards the empowerment of this nature-blessed country to escape from the poverty quagmire by generating gender-sensitive knowledge and power.

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## Appendix - I

# QUESTIONNAIRE FOR ACADEMIC STAFF

### Background:

United Nations (UN) defines gender mainstreaming as “a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally.” Various studies have concluded that ensuring gender equality contributes to national economic development. “Gender equality is not only a goal in its own right, but an essential ingredient for achieving all Millennium Development Goals” (UN).

### Objective:

In an aim for the fulfilment of the requirements for the Degree of Master of Arts in the subject of Development Studies at the University of South Africa, the study will attempt to analyze and document any planned action, including legislation, policies, programmes, and practices at all levels of the University pertaining to gender issues. With your active participation, the outcome of this research will lead to recommendations that, should they be implemented, will benefit the various stakeholders in making informed decision regarding the status of gender mainstreaming in the University.

### Confidentiality:

The anonymity of your response is guaranteed and no attempt will be made to match the respondent’s identity to the questions.

### Contact address:

For any clarification on the questionnaire, please contact the researcher Yared Gettu Yehualashet via e-mail: [yagetye@gmail.com](mailto:yagetye@gmail.com) or phone no.: +251911621687/+2348034020828

### Due date:

Please return the completed questionnaire within five days.

### General information on the respondents

1. Sex: \_\_\_\_\_ Age (in years)  below 30  31-40  41-50  above 50
2. University \_\_\_\_\_ Years of stay in the University \_\_\_\_\_
3. Faculty \_\_\_\_\_ Department \_\_\_\_\_
4. Position in the University \_\_\_\_\_  
\_\_\_\_\_
5. Level of education \_\_\_\_\_

---

THANK YOU VERY MUCH FOR VOLUNTEERING TO COMPLETE THIS QUESTIONNAIRE.

---

1. Are gender equity goals and objectives included in general in University programme/project designs?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
2. Are gender questions or criterion included in your programme/project proposal approval process?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
3. Does the University use participatory methods to incorporate the views and preferences of both male and female community members in project design?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
4. Does the implementation plan for the University's programmes/projects include activities that strengthen skills and provide men and women with equal access to services and training?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
5. Female beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
6. Male beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
7. Is there assigned staff responsible for gender integration in different departments/programmes?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
8. Is there a person or a division within the University who is responsible for gender programming?  
 Yes     No     I don't know
9. If yes to question no. 8, does the University consistently seek technical support from a person or division within the organisation who is responsible for gender programming?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
10. Do the University staff have the necessary knowledge, skills and attitude to carry out their work with gender awareness?  
 not at all                       to a limited extent                       to a moderate extent



to a great extent       to the fullest extent       do not know

11. Have you received training in gender planning and analysis?

not at all       to a limited extent       to a moderate extent

to a great extent       to the fullest extent       do not know

12. Is the gender impact of University's projects and programmes monitored and evaluated?

not at all       to a limited extent       to a moderate extent

to a great extent       to the fullest extent       do not know

13. Is the gender disaggregated data collected and compiled in the University?

not at all       to a limited extent       to a moderate extent

to a great extent       to the fullest extent       do not know

14. Gender disaggregated data provides useful information for programme/project evaluation and subsequent programme/project design

Strongly Agree     Agree     No Opinion       Disagree     Strongly Disagree

15. The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.

Strongly Agree     Agree     No Opinion       Disagree     Strongly Disagree

16. The University's programmes/projects contribute to increased gender equity in the following areas:

Access to resources       YES       NO       Don't Know

Access to training       YES       NO       Don't Know

Participation in decision-making     YES       NO       Don't Know

17. What are some of the obstacles to incorporating gender analysis in programme/project planning, implementation and evaluation in the University? Please tick all that apply.

staff size

office culture/environment

lack of financial resources for gender programming

lack of staff training on gender

lack of gender analysis tools

lack of support from senior management

low organizational priority for gender issues

other, please specify \_\_\_\_\_

18. Is there any policy related to gender in the University?  
 Yes  No  I don't know
19. If yes to question no. 18, does the policy affirms a commitment to gender equity?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
20. If yes to question no. 18, is staff in the University committed to the implementation of a gender policy?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
21. If yes to question no. 18, everyone in the University feels ownership over the gender policy.  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree
22. Are there proactive strategies implemented to recruit or promote women into senior management positions?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
23. Does management show respect for diversity in work and management styles between women and men in the University?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
24. Do you participate in formulating the curriculum with which you are involved?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
25. Is gender awareness included in your job description?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
26. Is gender awareness included in the University's staff performance & development review criteria?  
 not at all  to a limited extent  to a moderate extent  
 to a great extent  to the fullest extent  do not know
27. The University promotes teamwork, involving both men and women as equal partners  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree

28. Management is committed to promoting female representation at senior levels of the University.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

29. There has been a gradual increase of gender expertise among staff members in the University.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

30. Good performance in the field of gender is rewarded in the University.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

31. What are the problems faced in attracting and retaining:  
• qualified women to work in the University? \_\_\_\_\_

---

• qualified men to work in the University? \_\_\_\_\_

---

32. Is a gender perspective reflected in the University's publications, for example books, brochures, newsletters?  
 not at all    to a limited extent    to a moderate extent  
 to a great extent    to the fullest extent    do not know

33. Does the University budget adequate financial resources to support its gender integration work?  
 not at all    to a limited extent    to a moderate extent  
 to a great extent    to the fullest extent    do not know

34. Does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?  
 not at all    to a limited extent    to a moderate extent  
 to a great extent    to the fullest extent    do not know

35. Are gender issues taken seriously and discussed openly by men and women in the University?  
 not at all    to a limited extent    to a moderate extent  
 to a great extent    to the fullest extent    do not know

36. There is a gap between how men and women in the University view gender issues  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

37. To what extent do you perceive the provision of the following opportunities to be gender-fair? (*The following items have three possible responses: W = women mainly; M = men mainly; E = women and men equally. Tick the response which best reflects your views on the particular item*)

a. education and training opportunities    W    M    E

- b. recognition for good work  W  M  E
- c. participation in decision-making  W  M  E
- d. freedom to use one's own initiative  W  M  E
- e. opportunities to exercise leadership in one's workgroup  W  M  E
- f. opportunities to exercise leadership within the University  W  M  E
- g. authority over resources  W  M  E
- h. on-the- job challenges for which one has responsibility  W  M  E
- i. career development  W  M  E

38. The following pairs of adjectives describe extreme views. *Five points have been inserted between these extremes. Assess the University in terms of its attitude to women and men using these adjective pairs and the five intervening points as a continuum. Circle the number which indicates your opinion of where you think the University falls on this continuum, in terms of its attitude to women and men.*

**Attitudes to women**

Empowering	1	2	3	4	5	Hostile
Respectful	1	2	3	4	5	Disrespectful
Confidence-building	1	2	3	4	5	Repressive
Progressive	1	2	3	4	5	Conservative
Friendly	1	2	3	4	5	Unfriendly

**Attitudes to men**

Empowering	1	2	3	4	5	Hostile
Respectful	1	2	3	4	5	Disrespectful
Confidence-building	1	2	3	4	5	Repressive
Progressive	1	2	3	4	5	Conservative
Friendly	1	2	3	4	5	Unfriendly

39. The University could do much more than it is currently doing to institutionalize gender equity.

- Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree

40. The culture of the University places a higher value on the ways males tend to work and less value on the ways females tend to work.

- Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree

41. Meetings in the University tend to be dominated by male staff.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

42. The overall environment in the University has improved for women over the past two years.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

43. It is unfair to promote women more than men in the University programmes/projects.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

44. What constraints and problems do:  
• men face in the University? \_\_\_\_\_

\_\_\_\_\_

• women face in the University? \_\_\_\_\_

\_\_\_\_\_

45. What do you think the University should do to take action on gender integration?  
\_\_\_\_\_

\_\_\_\_\_

46. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the University.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THANK YOU ONCE AGAIN!

## Appendix – II

# QUESTIONNAIRE FOR STUDENTS

### Background:

United Nations (UN) defines gender mainstreaming as “a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally.” Various studies have concluded that ensuring gender equality contributes to national economic development. “Gender equality is not only a goal in its own right, but an essential ingredient for achieving all Millennium Development Goals” (UN).

### Objective:

In an aim to the fulfil the requirements for the Degree of Master of Arts in the subject of Development Studies at the University of South Africa, the study will attempt to analyze and document any planned action, including legislation, policies, programmes, and practices at all levels of the University pertaining to gender issues. With your active participation, the outcome of this research will lead to recommendations that, should they be implemented, will benefit the various stakeholders in making informed decision regarding the status of gender mainstreaming in the University.

### Confidentiality:

The anonymity of your response is guaranteed and no attempt will be made to match the respondents to these forms.

### Contact address:

For any clarification on the questionnaire, please contact the researcher Yared Gettu Yehualashet via e-mail: yagetye@gmail.com or phone no.: +251911621687/+2348034020828

### Due date:

Please return the completed questionnaire within five days.

### General information on the respondents:

1. Sex: \_\_\_\_\_ Age (in years)  below 20  21-30  31-40  above 40
2. University \_\_\_\_\_ Years of stay in the University \_\_\_\_\_
3. Faculty \_\_\_\_\_ Department \_\_\_\_\_
4. Level of education \_\_\_\_\_

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THANK YOU VERY MUCH FOR VOLUNTEERING TO COMPLETE THIS QUESTIONNAIRE.

---

1. Does the University use participatory methods to incorporate the views and preferences of both male and female students in planning?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
2. Female beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
3. Male beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
4. Is there a person or division responsible for gender in the University?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
5. Do you have the necessary knowledge, skills and attitude to carry out your future work with gender awareness?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
6. Have you received orientation on gender related issues?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
7. The University's programmes and policies contribute to the empowerment of women and the changing of unequal gender relations.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
8. The University's programmes contribute to increased gender equity in the following areas:  
Access to resources                       YES                       NO                       Don't Know  
Access to training                       YES                       NO                       Don't Know  
Participation in decision-making     YES                       NO                       Don't Know  
Control over resources                       YES                       NO                       Don't Know
9. Is there any policy related to gender in the University?  
 Yes                       No                       I don't know
10. If yes to question no. 10, does the policy affirm a commitment to gender equity?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know

11. If yes to question no. 10, is staff in the University committed to the implementation of a gender policy?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
12. If yes to question no. 10, everyone in the University feels ownership over the gender policy.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
13. Is there a written equal opportunity policy in the University?  
 Yes                       No                       I don't know
14. The University promotes teamwork, involving both men and women as equal partners  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
15. Is a gender perspective reflected in the University's publications, for example books, brochures, newsletters?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
16. Does the University encourage a gender sensitive behaviour, for example in terms of language used, jokes and comments made?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
17. Does a sexual harassment policy exist?  
 Yes                       No                       I don't know
18. Does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
19. Are gender issues taken seriously and discussed openly by men and women in the University?  
 not at all                       to a limited extent                       to a moderate extent  
 to a great extent                       to the fullest extent                       do not know
20. Addressing gender issues should be one of the top priorities of the University.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
21. The staff in the University are enthusiastic about the gender work they do.  
 Strongly Agree     Agree     No Opinion                       Disagree     Strongly Disagree
22. To what extent do you perceive the provision of the following opportunities to be gender-fair? (*The following items have three possible responses: W = women mainly; M = men mainly; E = women and men equally. Tick the response which best reflects your views on the particular item*)
- a. education and training opportunities                       W     M     E



- b. participation in decision-making       W     M     E
- c. freedom to use one's own initiative     W     M     E
- d. up-to-date technology                     W     M     E

23. The following pairs of adjectives describe extreme views. *Five points have been inserted between these extremes. Assess the University in terms of its attitude to women and men using these adjective pairs and the five intervening points as a continuum. Circle the number which indicates your opinion of where you think the University falls on this continuum, in terms of its attitude to women and men.*

**Attitudes to women**

Confidence-building	1	2	3	4	5	Repressive
Friendly	1	2	3	4	5	Unfriendly

**Attitudes to men**

Confidence-building	1	2	3	4	5	Repressive
Friendly	1	2	3	4	5	Unfriendly

24. The University could do much more than it is currently doing to institutionalize gender equity.  
 Strongly Agree     Agree     No Opinion       Disagree     Strongly Disagree

25. The overall environment in the University has improved for women over the past two years.  
 Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree  
 I don't know (I am new to the University)

26. It is unfair to promote women more than men in the University programmes/projects.  
 Strongly Agree     Agree     No Opinion       Disagree     Strongly Disagree

27. What constraints and problems do (especially arising from their gender):  
 • men face in the University? \_\_\_\_\_

\_\_\_\_\_

• women face in the University? \_\_\_\_\_

\_\_\_\_\_

28. What do you think the University should do to take action on gender integration?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

THANK YOU ONCE AGAIN!

**Appendix - III**

**ADDIS ABABA UNIVERSITY  
RESPONSES TO THE QUESTIONNAIRES FOR ACADEMIC STAFF**

**Policy environment**

Sex	Frequency and percentage of responses for the questions:						
	1. Is there any policy related to gender in the University?		2. If yes to question no. 1, does the policy affirm a commitment to gender equity?		3. If yes to question no. 1, is staff in the University committed to the implementation of a gender policy?		4. If yes to question no. 1, everyone in the University feels ownership over the gender policy.
	Response		Response			Response	
Female	Yes	12 (57.1%)	Not at all	1 (8.3%)		Strongly Agree	
	No	1 (4.8%)	To a limited extent	3 (25.0%)	5 (35.7%)	Agree	4 (28.6%)
	Don't know	8 (38.1%)	To a moderate extent	3 (25.0%)	6 (42.9%)	No opinion	7 (50.0%)
			To a great extent	4 (33.3%)		Disagree	3 (21.4%)
			To the fullest extent			Strongly Disagree	
			Do not know	1 (8.3%)	3 (21.4%)		
	<b>Total</b>	21 (100.0%)	<b>Total</b>	12 (100.0%)	14 (100.0%)	<b>Total</b>	14 (100.0%)
Male	Yes	27 (44.3%)	Not at all	2 (5.4%)		Strongly Agree	2 (6.3%)
	No	4 (6.6%)	To a limited extent	2 (5.4%)	5 (15.2%)	Agree	12 (37.5%)
	Don't know	30 (49.2%)	To a moderate extent	5 (13.5%)	7 (21.2%)	No opinion	10 (31.3%)
			To a great extent	14 (37.8%)	8 (24.2%)	Disagree	8 (25.0%)
			To the fullest extent	5 (13.5%)	2 (6.1%)	Strongly Disagree	
			Do not know	9 (24.3%)	11 (33.3%)		
	<b>Total</b>	61 (100.0%)	<b>Total</b>	37 (100.0%)	33 (100.0%)	<b>Total</b>	32 (100.0%)

<b>Programme Planning and Design</b>				
<b>Frequency and percentage of responses for the questions:</b>				
<b>Sex</b>	<b>Responses</b>	<b>5. Are gender equity goals and objectives included in general in the University's programme/project designs?</b>	<b>6. Are gender questions or criterion included in your programme/project proposal approval process?</b>	<b>7. Does the University use participatory methods to incorporate the views and preferences of both male and female community members in project design?</b>
<b>Female</b>	Not at all	1 (4.8%)	1 (4.8%)	1 (4.8%)
	To a limited extent	6 (28.6%)	5 (23.8%)	11 (52.4%)
	To a moderate extent	6 (28.6%)	6 (28.6%)	4 (19.0%)
	To a great extent	3 (14.3%)	4 (19.0%)	4 (19.0%)
	To the fullest extent	1 (4.8%)	1 (4.8%)	1 (4.8%)
	Do not know	4 (19.0%)	4 (19.0%)	0 (0%)
	<b>Total</b>	<b>21 (100.0%)</b>	<b>21 (100.0%)</b>	<b>21 (100.0%)</b>
<b>Male</b>	Not at all	3 (4.7%)	11 (17.2%)	7 (10.9%)
	To a limited extent	14 (21.9%)	12 (18.8%)	11 (17.2%)
	To a moderate extent	23 (35.9%)	21 (32.8%)	18 (28.1%)
	To a great extent	6 (9.4%)	5 (7.8%)	5 (7.8%)
	To the fullest extent	6 (9.4%)	3 (4.7%)	7 (10.9%)
	Do not know	12 (18.8%)	12 (18.8%)	16 (25.0%)
	<b>Total</b>	<b>64 (100.0%)</b>	<b>64 (100.0%)</b>	<b>64 (100.0%)</b>

<b>Programme Implementation</b>					
<b>Frequency and percentage of responses for the questions:</b>					
<b>Sex</b>	<b>Responses</b>	<b>8. Does the implementation plan for the University's programmes/projects include activities that strengthen skills and provide men and women with equal access to services and training?</b>	<b>Beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.</b>		
			<b>Response</b>	<b>Frequency and percentage</b>	
			<b>9. Female Beneficiaries</b>	<b>10. Male Beneficiaries</b>	
<b>Female</b>	Not at all	1 (5.0%)	Strongly Agree	8 (38.1%)	3 (14.3%)
	To a limited extent	6 (30.0%)	Agree	5 (23.8%)	7 (33.3%)
	To a moderate extent	5 (25.0%)	No opinion	6 (28.6%)	9 (42.9%)
	To a great extent	5 (25.0%)	Disagree	2 (9.5%)	2 (9.5%)
	To the fullest extent	3 (15.0%)	Strongly Disagree	0 (0.0%)	0 (0.0%)
	Do not know	0 (0.0%)			
	<b>Total</b>	<b>20 (100.0%)</b>	<b>Total</b>	<b>21 (100.0%)</b>	<b>21 (100.0%)</b>
<b>Male</b>	Not at all	2 (3.2%)	Strongly Agree	14 (22.2%)	5 (7.9%)
	to a limited extent	17 (27.4%)	Agree	16 (25.4%)	30 (47.6%)
	to a moderate extent	13 (21.0%)	No opinion	27 (42.9%)	21 (33.3%)
	to a great extent	10 (16.1%)	Disagree	5 (7.9%)	2 (3.2%)
	to the fullest extent	9 (14.5%)	Strongly Disagree	1 (1.6%)	5 (7.9%)
	do not know	11 (17.7%)			
	<b>Total</b>	<b>62 (100.0%)</b>	<b>Total</b>	<b>63 (100.0%)</b>	<b>63 (100.0%)</b>

**Technical Expertise**

Sex	Responses	Frequency and percentage of responses for the questions:		
		11. Is there assigned staff responsible for gender integration in different departments/programmes?	12. Is there a person or a division within the University who is responsible for gender programming?	
			Responses	Frequency and percentage
Female	Not at all	4 (20.0%)	Yes	15 (71.4%)
	To a limited extent	2 (10.0%)	No	1 (4.8%)
	To a moderate extent	5 (25.0%)	Don't know	5 (23.8%)
	To a great extent	4 (20.0%)		
	To the fullest extent	0 (0.0%)		
	Do not know	5 (25.0%)		
	<b>Total</b>	<b>20 (100.0%)</b>	<b>Total</b>	<b>21 (100.0%)</b>
Male	Not at all	13 (20.6%)	Yes	38 (60.3%)
	to a limited extent	13 (20.6%)	No	4 (6.3%)
	to a moderate extent	19 (30.2%)	Don't know	21 (33.3%)
	to a great extent	8 (12.7%)		
	to the fullest extent	1 (1.6%)		
	do not know	9 (14.3%)		
	<b>Total</b>	<b>63 (100.0%)</b>	<b>Total</b>	<b>63 (100.0%)</b>

Sex	Responses	Frequency and percentage of responses for the questions:	
		13. If yes to question no. 8, does the University consistently seek technical support from a person or division within the organisation who is responsible for gender programming?	14. Do University staff have the necessary knowledge, skills and attitude to carry out their work with gender awareness?
Female	Not at all	1 (5.9%)	1 (5.0%)
	To a limited extent	6 (35.3%)	7 (35.0%)
	To a moderate extent	4 (23.5%)	5 (25.0%)
	To a great extent	2 (11.8%)	4 (20.0%)
	To the fullest extent		
	Do not know	4 (23.5%)	3 (15.0%)
	<b>Total</b>	<b>17 (100.0%)</b>	<b>20 (100.0%)</b>
Male	Not at all	2 (4.3%)	3 (4.8%)
	to a limited extent	13 (28.3%)	23 (37.1%)
	to a moderate extent	5 (10.9%)	12 (19.4%)
	to a great extent	6 (13.0%)	12 (19.4%)
	to the fullest extent	3 (6.5%)	4 (6.5%)
	do not know	17 (37.0%)	8 (12.9%)
	<b>Total</b>	<b>46 (100.0%)</b>	<b>62 (100.0%)</b>

**Monitoring and Evaluation**

Sex	Responses	Frequency and percentage of responses for the questions:		
		15. Have you received training in gender planning and analysis?	16. Is the gender impact of University's projects and programmes monitored and evaluated?	17. Is the gender disaggregated data collected and compiled in the University?
Female	Not at all	9 (40.9%)	3 (13.6%)	3 (13.6%)
	To a limited extent	7 (31.8%)	7 (31.8%)	5 (22.7%)
	To a moderate extent	5 (22.7%)	4 (18.2%)	3 (13.6%)
	To a great extent	1 (4.5%)	1 (4.5%)	
	To the fullest extent			
	Do not know		7 (31.8%)	11 (50.0%)
	<b>Total</b>	22 (100.0%)	22 (100.0%)	22 (100.0%)
Male	Not at all	43 (68.3%)	11 (17.5%)	4 (6.5%)
	to a limited extent	9 (14.3%)	9 (14.3%)	8 (12.9%)
	to a moderate extent	6 (9.5%)	5 (7.9%)	7 (11.3%)
	to a great extent	1 (1.6%)		
	to the fullest extent	1 (1.6%)		1 (1.6%)
	do not know	3 (4.8%)	38 (60.3%)	42 (67.7%)
	<b>Total</b>	63 (100.0%)	63 (100.0%)	62 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:	
		18. Gender disaggregated data provides useful information for programme/project evaluation and subsequent programme/project design	19. The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.
Female	Strongly agree	7 (31.8%)	5 (25.0%)
	Agree	8 (36.4%)	6 (30.0%)
	No opinion	7 (31.8%)	6 (30.0%)
	Disagree		2 (10.0%)
	Strongly disagree		1 (5.0%)
	<b>Total</b>	22 (100.0%)	20 (100.0%)
Male	Strongly agree	9 (14.5%)	13 (21.3%)
	Agree	25 (40.3%)	22 (36.1%)
	No opinion	24 (38.7%)	20 (32.8%)
	Disagree	3 (4.8%)	6 (9.8%)
	Strongly disagree	1 (1.6%)	
	<b>Total</b>	62 (100%)	61 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:		
		20. The University's programmes/projects contribute to increased gender equity in the following areas:		
		Access to resources	Access to training	Participation in decision making
Female	Yes	12 (54.5%)	11 (50.0%)	11 (50.0%)
	No	5 (22.7%)	6 (27.3%)	6 (27.3%)
	Don't know	5 (22.7%)	5 (22.7%)	5 (22.7%)
	<b>Total</b>	22 (100.0%)	22 (100.0%)	22 (100.0%)
Male	Yes	39 (61.9%)	38 (61.3%)	26 (41.9%)
	No	6 (9.5%)	7 (11.3%)	12 (19.4%)
	Don't know	18 (28.6%)	17 (27.4%)	24 (38.7%)
	<b>Total</b>	63 (100.0%)	62 (100.0%)	62 (100.0%)

Sex	Frequency and percentage* of responses for the questions:						
	21. What are some of the obstacles to incorporating gender analysis in programme/project planning, implementation and evaluation in the University?						
	Staff Size	office culture/ environment	lack of financial resources for gender programming	lack of staff training on gender	lack of gender analysis tools	lack of support from senior management	low organizational priority for gender issues
<b>Female</b>	9 (41.0%)	11 (50.0%)	15 (68.0%)	18 (82.0%)	12 (55.0%)	13 (59.0%)	14 (64.0%)
<b>Male</b>	3 (5.0%)	4 (6.0%)	4 (6.0%)	3 (5.0%)	4 (6.0%)	3 (5.0%)	2 (3.0%)

NB- \* percentage calculated out of 22 female respondents and 64 male respondents who completed the questionnaire.

**Human Resources**

Sex	Responses	Frequency and percentage of responses for the questions:				
		22. Are there proactive strategies implemented to recruit or promote women into senior management positions?	23. Does management show respect for diversity in work and management styles between women and men in the University?	24. Do you participate in formulating the curriculum with which you are involved?	25. Is gender awareness included in your job description?	26. Is gender awareness included in the University's staff performance & development review criteria?
Female	Not at all	1 (4.5%)	2 (9.1%)	6 (27.3%)	9 (40.9%)	4 (18.2%)
	To a limited extent	6 (27.3%)	4 (18.2%)	6 (27.3%)	5 (22.7%)	4 (18.2%)
	To a moderate extent	8 (36.4%)	8 (36.4%)	5 (22.7%)	4 (18.2%)	4 (18.2%)
	To a great extent		6 (27.3%)	3 (13.6%)	1 (4.5%)	2 (9.1%)
	To the fullest extent		1 (4.5%)	1 (4.5%)	1 (4.5%)	1 (4.5%)
	Do not know	7 (31.8%)	1 (4.5%)	1 (4.5%)	2 (9.1%)	7 (31.8%)
	<b>Total</b>	22 (100.0%)	22 (100.0%)	22 (100.0%)	22 (100.0%)	22 (100.0%)
Male	Not at all	6 (10.2%)	2 (3.3%)	20 (32.8%)	30 (50.0%)	10 (16.4%)
	to a limited extent	12 (20.3%)	17 (28.3%)	13 (21.3%)	10 (16.7%)	9 (14.8%)
	to a moderate extent	16 (27.1%)	17 (28.3%)	7 (11.5%)	7 (11.7%)	8 (13.1%)
	to a great extent	5 (8.5%)	11 (18.3%)	12 (19.7%)	2 (3.3%)	3 (4.9%)
	to the fullest extent	2 (3.4%)	3 (5.0%)	5 (8.2%)	3 (5.0%)	3 (4.9%)
	do not know	18 (30.5%)	10 (16.7%)	4 (6.6%)	8 (13.3%)	28 (45.9%)
	<b>Total</b>	59 (100.0%)	60 (100.0%)	61 (100.0%)	60 (100.0%)	61 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:			
		27. The University promotes teamwork, involving both men and women as equal partners	28. Management is committed to promoting female representation at senior levels of the University.	29. There has been a gradual increase of gender expertise among staff members in the University.	30. Good performance in the field of gender is rewarded in the University
Female	Strongly agree	2 (9.1%)	1 (4.5%)	3 (13.6%)	1 (4.5%)
	Agree	14 (63.6%)	11 (50.0%)	14 (63.6%)	6 (27.3%)
	No opinion	5 (22.7%)	8 (36.4%)	3 (13.6%)	9 (40.9%)
	Disagree	1 (4.5%)	2 (9.1%)	2 (9.1%)	4 (18.2%)
	Strongly disagree				2 (9.1%)
	<b>Total</b>	22 (100.0%)	22 (100.0%)	22 (100.0%)	22 (100.0%)
Male	Strongly agree	18 (29.0%)	8 (13.1%)	17 (28.3%)	6 (10.0%)
	Agree	22 (35.5%)	22 (36.1%)	19 (31.7%)	17 (28.3%)
	No opinion	16 (25.8%)	25 (41.0%)	16 (26.7%)	28 (46.7%)
	Disagree	5 (8.1%)	5 (8.2%)	5 (8.3%)	8 (13.3%)
	Strongly disagree	1 (1.6%)	1 (1.6%)	3 (5.0%)	1 (1.7%)
	<b>Total</b>	62 (100.0%)	61 (100.0%)	60 (100.0%)	60 (100.0%)

31. What are the problems faced in attracting and retaining:

- qualified women to work in the University? \_\_\_\_\_
- qualified men to work in the University? \_\_\_\_\_



### Advocacy and Communications

Sex	Responses	Frequency and percentage of responses for the questions:
		32. Is a gender perspective reflected in the University's publications, for example books, brochures, newsletters?
Female	Not at all	4 (18.2%)
	To a limited extent	8 (36.4%)
	To a moderate extent	5 (22.7%)
	To a great extent	1 (4.5%)
	To the fullest extent	
	Do not know	4 (18.2%)
	<b>Total</b>	22 (100.0%)
Male	Not at all	4 (6.6%)
	to a limited extent	18 (29.5%)
	to a moderate extent	18 (29.5%)
	to a great extent	2 (3.3%)
	to the fullest extent	1 (1.6%)
	do not know	18 (29.5%)
	<b>Total</b>	61 (100.0%)

### Financial Resources

Sex	Responses	Frequency and percentage of responses for the questions:
		33. Does the University budget adequate financial resources to support its gender integration work?
Female	Not at all	5 (22.7%)
	To a limited extent	8 (36.4%)
	To a moderate extent	2 (9.1%)
	To a great extent	
	To the fullest extent	
	Do not know	7 (31.8%)
	<b>Total</b>	22 (100.0%)
Male	Not at all	4 (.7%)
	to a limited extent	11 (18.3%)
	to a moderate extent	11 (18.3%)
	to a great extent	2 (3.3%)
	to the fullest extent	
	do not know	32 (53.3%)
	<b>Total</b>	60 (100.0%)

**Organizational Culture, perceptions and attitudes**

Sex	Responses	Frequency and percentage of responses for the questions:			
		34. Does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?	35. Are gender issues taken seriously and discussed openly by men and women in the University?	36. There is a gap between how men and women in the University view gender issues	
				Responses	Frequency and percentage
Female	Not at all	2 (9.1%)	2 (9.1%)	Strongly Agree	5 (22.7%)
	To a limited extent	5 (22.7%)	10 (45.5%)	Agree	10 (45.5%)
	To a moderate extent	5 (22.7%)	4 (18.2%)	No opinion	3 (13.6%)
	To a great extent	5 (22.7%)	5 (22.7%)	Disagree	2 (9.1%)
	To the fullest extent	1 (4.5%)		Strongly Disagree	2 (9.1%)
	Do not know	4 (18.2%)	1 (4.5%)		
	<b>Total</b>	22 (100.0%)	22 (100.0%)	<b>Total</b>	22 (100.0%)
Male	Not at all	4 (6.6%)	9 (15.3%)	Strongly Agree	14 (23.0%)
	to a limited extent	19 (31.1%)	20 (33.9%)	Agree	17 (27.9%)
	to a moderate extent	14 (23.0%)	5 (8.5%)	No opinion	16 (26.2%)
	to a great extent	9 (14.8%)	14 (23.7%)	Disagree	11 (18.0%)
	to the fullest extent		3 (5.1%)	Strongly Disagree	3 (4.9%)
	do not know	15 (24.6%)	8 (13.6%)		
	<b>Total</b>	61 (100.0%)	59 (100.0%)	<b>Total</b>	61 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:								
		37. To what extent do you perceive the provision of the following opportunities to be gender-fair?								
		Education and training opportunities	recognition for good work	participation in decision-making	freedom to use one's own initiative	opportunities to exercise leadership in one's workgroup	opportunities to exercise leadership within the University	authority over resources	on-the- job challenges for which one has responsibility	career development
Female	Women Mainly		2 (9.5%)			2 (9.5%)	2 (10.0%)	1 (5.0%)	3 (15.0%)	3 (15.0%)
	Men Mainly	5 (23.8%)	7 (33.3%)	5 (23.8%)	2 (9.5%)	5 (23.8%)	9 (45.0%)	4 (20.0%)	3 (15.0%)	3 (15.0%)
	women and men equally	16 (76.2%)	12 (57.1%)	16 (76.2%)	19 (90.5%)	14 (66.7%)	9 (45.0%)	15 (75.0%)	14 (70.0%)	14 (70.0%)
	<b>Total</b>	21 (100%)	21 (100%)	21 (100%)	21 (100.0%)	21 (100.0%)	20 (100.0%)	20 (100.0%)	20 (100.0%)	20 (100.0%)
Male	Women Mainly	4 (7.0%)	5 (8.3%)	4 (6.9%)	3 (5.2%)	3 (5.1%)	3 (5.4%)	5 (8.9%)	9 (15.5%)	8 (13.6%)
	Men Mainly	8 (14.0%)	7 (11.7%)	21 (36.2%)	13 (22.4%)	16 (27.1%)	15 (26.8%)	11 (19.6%)	5 (8.6%)	8 (13.6%)
	women and men equally	45 (78.9%)	48 (80.0%)	33 (56.9%)	42 (72.4%)	40 (67.8%)	38 (67.9%)	40 (71.4%)	44 (75.9%)	43 (72.9%)
	<b>Total</b>	57 (100.0%)	60 (100.0%)	58 (100%)	58 (100.0%)	59 (100.0%)	56 (100.0%)	56 (100.0%)	58 (100.0%)	59 (100.0%)

Sex	Assessment parameter	Frequency and percentage of responses for the questions:											
		38. Assess the University's environment in terms of its attitude towards:											
		Women					Men						
		Very high	High	In between	Low	Very low	Total	Very high	High	In between	Low	Very low	Total
Female	Empowerment	4 (20.0%)	3 (15.0%)	8 (40.0%)	3 (15.0%)	2 (10.0%)	20 (100%)	8 (13.8%)	13 (22.4%)	28 (48.3%)	6 (10.3%)	3 (5.2%)	58 (100%)
	Respectfulness	3 (15.0%)	9 (45.0%)	5 (25.0%)	1 (5.0%)	2 (10.0%)	20 (100%)	10 (17.2%)	15 (25.9%)	17 (29.3%)	13 (22.4%)	3 (5.2%)	58 (100%)
	Confidence-building	3 (15.0%)	4 (20.0%)	9 (45.0%)	2 (10.0%)	2 (10.0%)	20 (100%)	10 (17.5%)	19 (33.3%)	20 (35.1%)	5 (8.8%)	3 (5.3%)	57 (100%)
	Progressiveness	3 (15.0%)	4 (20.0%)	9 (45.0%)	2 (10.0%)	2 (10.0%)	20 (100%)	10 (17.5%)	19 (33.3%)	20 (35.1%)	5 (8.8%)	3 (5.3%)	57 (100%)
	Friendliness	2 (10.5%)	6 (31.6%)	8 (42.1%)	1 (5.3%)	2 (10.5%)	19 (100%)	12 (21.1%)	19 (33.3%)	19 (33.3%)	4 (7.0%)	3 (5.3%)	57 (100%)
Male	Empowerment	6 (30.0%)	6 (30.0%)	6 (30.0%)		2 (10.0%)	20 (100%)	14 (24.1%)	21 (36.2%)	13 (22.4%)	6 (10.3%)	4 (6.9%)	58 (100%)
	Respectfulness	7 (35.0%)	5 (25.0%)	4 (20.0%)	2 (10.0%)	2 (10.0%)	20 (100%)	13 (22.4%)	22 (37.9%)	14 (24.1%)	5 (8.6%)	4 (6.9%)	58 (100%)
	Confidence-building	6 (30.0%)	5 (25.0%)	6 (30.0%)	2 (10.0%)	1 (5.0%)	20 (100%)	17 (29.3%)	20 (34.5%)	11 (19.0%)	4 (6.9%)	6 (10.3%)	58 (100%)
	Progressiveness	4 (20.0%)	6 (30.0%)	4 (20.0%)		6 (30.0%)	20 (100%)	12 (20.7%)	23 (39.7%)	14 (24.1%)	5 (8.6%)	4 (6.9%)	58 (100%)
	Friendliness	6 (30.0%)	5 (25.0%)	5 (25.0%)	2 (10.0%)	2 (10.0%)	20 (100%)	18 (31.0%)	19 (32.8%)	13 (22.4%)	4 (6.9%)	4 (6.9%)	58 (100%)

Sex	Responses	Frequency and percentage of responses for the questions:				
		39. The University could do much more than it is currently doing to institutionalize gender equity.	40. The culture of the University places a higher value on the ways males tend to work and less value on the ways females tend to work.	41. Meetings in the University tend to be dominated by male staff.	42. The overall environment in the University has improved for women over the past two years.	43. It is unfair to promote women more than men in the University programmes/projects.
Female	Strongly Agree	10 (47.6%)	3 (15.0%)	10 (50.0%)	3 (15.8%)	1 (5.3%)
	Agree	10 (47.6%)	10 (50.0%)	7 (35.0%)	8 (42.1%)	5 (26.3%)
	No opinion	1 (4.8%)	3 (15.0%)	1 (5.0%)	5 (26.3%)	3 (15.8%)
	Disagree		4 (20.0%)	2 (10.0%)	3 (15.8%)	6 (31.6%)
	Strongly					4 (21.1%)

	Disagree					
	<b>Total</b>	21 (100.0%)	20 (100.0%)	20 (100.0%)	19 (100.0%)	19 (100.0%)
<b>Male</b>	Strongly Agree	17 (27.9%)	7 (11.5%)	16 (26.7%)	10 (16.7%)	5 (8.3%)
	Agree	34 (55.7%)	17 (27.9%)	22 (36.7%)	27 (45.0%)	13 (21.7%)
	No opinion	9 (14.8%)	14 (23.0%)	8 (13.3%)	19 (31.7%)	20 (33.3%)
	Disagree	1 (1.6%)	17 (27.9%)	11 (18.3%)	4 (6.7%)	16 (26.7%)
	Strongly Disagree		6 (9.8%)	3 (5.0%)		6 (10.0%)
	<b>Total</b>	61 (100.0%)	61 (100.0%)	60 (100.0%)	60 (100.0%)	60 (100.0%)

**Appendix - IV**

**ADDIS ABABA UNIVERSITY**  
**ANSWERS TO THE QUESTIONNAIRES FOR STUDENTS**

**Policy environment**

Sex	Frequency and percentage of responses for the questions:						
	1. Is there any policy related to gender in the University?		2. If yes to question no. 10, does the policy affirm a commitment to gender equity?		3. If yes to question no. 10, is staff in the University committed to the implementation of a gender policy?	4. If yes to question no. 10, everyone in the University feels ownership over the gender policy.	
	Response		Response		Response		
Female	Yes	17 (37.0%)	Not at all	4 (10.8%)	4 (11.8%)	Strongly Agree	2 (5.6%)
	No	6 (13.0%)	To a limited extent	16 (43.2%)	19 (55.9%)	Agree	11 (30.6%)
	Don't know	23 (50.0%)	To a moderate extent	2 (5.4%)	3 (8.8%)	No opinion	12 (33.3%)
			To a great extent	4 (10.8%)	2 (5.9%)	Disagree	8 (22.2%)
			To the fullest extent	2 (5.4%)	1 (2.9%)	Strongly Disagree	3 (8.3%)
			Do not know	9 (24.3%)	5 (14.7%)		
	<b>Total</b>	<b>46</b> <b>(100.0%)</b>	<b>Total</b>	<b>37</b> <b>(100.0%)</b>	<b>34 (100.0%)</b>	<b>Total</b>	<b>36</b> <b>(100.0%)</b>
Male	Yes	16 (31.4%)	Not at all	4 (10.8%)	5 (14.7%)	Strongly Agree	
	No	6 (11.8%)	To a limited extent	13 (35.1%)	14 (41.2%)	Agree	17 (50.0%)
	Don't know	29 (56.9%)	To a moderate extent	5 (13.5%)	5 (14.7%)	No opinion	8 (23.5%)
			To a great extent	2 (5.4%)	3 (8.8%)	Disagree	6 (17.6%)
			To the fullest extent	2 (5.4%)		Strongly Disagree	3 (8.8%)
			Do not know	11 (29.7%)	7 (20.6%)		

	<b>Total</b>	51 (100.0%)	<b>Total</b>	37 (100.0 %)	34 (100.0%)	<b>Total</b>	34 100.0%)
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**Programme Planning and Design**

<b>Sex</b>	<b>Responses</b>	<b>Frequency and percentage of responses for the questions:</b>
		5. Does the University use participatory methods to incorporate the views and preferences of both male and female students in planning?
<b>Female</b>	Not at all	6 (12.2%)
	To a limited extent	24 (49.0%)
	To a moderate extent	7 (14.3%)
	To a great extent	1 (2.0%)
	To the fullest extent	5 (10.2%)
	Do not know	6 (12.2%)
	<b>Total</b>	49 (100.0%)
<b>Male</b>	Not at all	1 (2.0%)
	to a limited extent	29 (58.0%)
	to a moderate extent	8 (16.0%)
	to a great extent	6 (12.0%)
	to the fullest extent	1 (2.0%)
	do not know	5 (10.0%)
	<b>Total</b>	50 (100.0%)

## Programme Implementation

Sex	Frequency and percentage of responses for the questions:		
	Beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.		
	Response	Frequency and percentage	
6. Female Beneficiaries		7. Male Beneficiaries	
Female	Strongly Agree	7 (14.3%)	7 (14.6%)
	Agree	26 (53.1%)	27 (56.3%)
	No opinion	11 (22.4%)	10 (20.8%)
	Disagree	4 (8.2%)	3 (6.3%)
	Strongly Disagree	1 (2.0%)	1 (2.1%)
	<b>Total</b>	49 (100.0%)	48 (100.0%)
Male	Strongly Agree	10 (19.6%)	6 (11.8%)
	Agree	23 (45.1%)	25 (49.0%)
	No opinion	15 (29.4%)	14 (27.5%)
	Disagree	3 (5.9%)	6 (11.8%)
	Strongly Disagree		
	<b>Total</b>	51 (100.0%)	51 (100.0%)

### Technical Expertise

Sex	Responses	Frequency and percentage of responses for the questions:		
		8. Is there a person or division responsible for gender in the University?	9. Do you have the necessary knowledge, skills and attitude to carry out your future work with gender awareness?	10. Have you received orientation on gender related issues?
Female	Not at all	3 (6.1%)	4 (8.2%)	8 (16.3%)
	To a limited extent	25 (51.0%)	21 (42.9%)	17 (34.7%)
	To a moderate extent	6 (12.2%)	10 (20.4%)	13 (26.5%)
	To a great extent	1 (2.0%)	8 (16.3%)	9 (18.4%)
	To the fullest extent	6 (12.2%)	6 (12.2%)	2 (4.1%)
	Do not know	8 (16.3%)		
	<b>Total</b>	49 (100.0%)	49 (100.0%)	49 (100.0%)
Male	Not at all	2 (4.0%)	3 (5.9%)	5 (9.8%)
	to a limited extent	24 (48.0%)	18 (35.3%)	21 (41.2%)
	to a moderate extent	10 (20.0%)	14 (27.5%)	15 (29.4%)
	to a great extent	2 (4.0%)	9 (17.6%)	4 (7.8%)
	to the fullest extent	5 (10.0%)	6 (11.8%)	3 (5.9%)
	do not know	7 (14.0%)	1 (2.0%)	3 (5.9%)
	<b>Total</b>	50 (100.0%)	51 (100.0%)	51 (100.0%)



### Monitoring and Evaluation

Sex	Responses	Frequency and percentage of responses for the questions:	
		11. The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.	
Female	Strongly agree	6 (12.2%)	
	Agree	22 (44.9%)	
	No opinion	12 (24.5%)	
	Disagree	9 (18.4%)	
	Strongly disagree		
	<b>Total</b>	49 (100.0%)	
Male	Strongly agree	8 (16.0%)	
	Agree	23 (46.0%)	
	No opinion	13 (26.0%)	
	Disagree	5 (10.0%)	
	Strongly disagree	1 (2.0%)	
	<b>Total</b>	50 (100.0%)	

Sex	Responses	Frequency and percentage of responses for the questions:			
		12. The University's programmes/projects contribute to increased gender equity in the following areas:			
		Access to resources	Access to training	Participation in decision making	Control over resources
Female	Yes	27 (55.1%)	33 (68.8%)	27 (56.3%)	20 (41.7%)
	No	6 (12.2%)	5 (10.4%)	10 (20.8%)	9 (18.8%)
	Don't know	16 (32.7%)	10 (20.8%)	11 (22.9%)	19 (39.6%)
	<b>Total</b>	49 (100.0%)	48 (100.0%)	48 (100.0%)	48 (100.0%)
Male	Yes	27 (55.1%)	33 (66.0%)	28 (57.1%)	23 (46.0%)
	No	6 (12.2%)	11 (22.0%)	10 (20.4%)	12 (24.0%)
	Don't know	16 (32.7%)	6 (12.0%)	11 (22.4%)	15 (30.0%)
	<b>Total</b>	49 (100.0%)	50 (100.0%)	49 (100.0%)	50 (100.0%)

### Human Resources

Sex	Frequency and percentage of responses for the questions:			
	13. Is there a written equal opportunity policy in the University?		14. The University promotes teamwork, involving both men and women as equal partners.	
	Response		Response	
Female	Yes	14 (29.2%)	Strongly Agree	6(12.5%)
	No	10 (20.8%)	Agree	27 (56.3%)
	Don't know	24 (50.0%)	No opinion	8 (16.7%)
			Disagree	7 (14.6%)
			Strongly Disagree	
	<b>Total</b>	<b>48 (100.0%)</b>	<b>Total</b>	<b>48 (100.0%)</b>
Male	Yes	20 (39.2%)	Strongly Agree	7 (13.7%)
	No	6 (11.8%)	Agree	23 (45.1%)
	Don't know	25 (49.0%)	No opinion	14 (27.5%)
			Disagree	6 (11.8%)
			Strongly Disagree	1 (2.0%)
	<b>Total</b>	<b>51 (100.0%)</b>	<b>Total</b>	<b>51 (100.0%)</b>

### Advocacy and Communications

Sex	Responses	Frequency and percentage of responses for the questions:
		15. Is a gender perspective reflected in the University's publications, for example books, brochures, newsletters?
Female	Not at all	10 (20.8%)
	To a limited extent	22 (45.8%)
	To a moderate extent	3 (6.3%)
	To a great extent	3 (6.3%)
	To the fullest extent	3 (6.3%)
	Do not know	7 (14.6%)
	<b>Total</b>	<b>48 (100.0%)</b>
Male	Not at all	9 (17.6%)
	to a limited extent	26 (51.0%)
	to a moderate extent	4 (7.8%)
	to a great extent	2 (3.9%)
	to the fullest extent	2 (3.9%)
	do not know	8 (15.7%)
	<b>Total</b>	<b>51 (100.0%)</b>

### Organizational Culture, perceptions and attitudes

Sex	Responses	Frequency and percentage of responses for the questions:		
		16. Does the University encourage a gender sensitive behaviour, for example in terms of language used, jokes and comments made?	17. Does a sexual harassment policy exist?	
			Responses	Frequency and percentage
<b>Female</b>	Not at all	16 (32.7%)	Yes	18 (36.7%)
	To a limited extent	14 (28.6%)	No	10 (20.4%)
	To a moderate extent	3 (6.1%)	Don't know	21 (42.9%)
	To a great extent	2 (4.1%)		
	To the fullest extent	2 (4.1%)		
	Do not know	12 (24.5%)		
	<b>Total</b>	49 (100.0%)	<b>Total</b>	49 (100.0%)
<b>Male</b>	Not at all	11 (21.6%)	Yes	15 (29.4%)
	to a limited extent	18 (35.3%)	No	20 (39.2%)
	to a moderate extent	5 (9.8%)	Don't know	16 (31.4%)
	to a great extent	1 (2.0%)		
	to the fullest extent	2 (3.9%)		
	do not know	14 (27.5%)		
	<b>Total</b>	51 (100.0%)	<b>Total</b>	51 (100.0%)

Sex	Frequency and percentage of responses for the questions:								
	18. Does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?		19. Are gender issues taken seriously and discussed openly by men and women in the University?		20. Addressing gender issues should be one of the top priorities of the University.		21. The staff in the University are enthusiastic about the gender work they do.		
	Response			Response					
Female	Not at all	5 (10.4%)	8 (16.3%)	Strongly Agree	12 (24.5%)	3 (6.4%)			
	To a limited extent	21 (43.8%)	20 (40.8%)	Agree	19 (38.8%)	17 (36.2%)			
	To a moderate extent	5 (10.4%)	4 (8.2%)	No opinion	11 (22.4%)	21 (44.7%)			
	To a great extent	8 (16.7%)	7 (14.3%)	Disagree	4 (8.2%)	4 (8.5%)			
	To the fullest extent	1 (2.1%)	5 (10.2%)	Strongly Disagree	3 (6.1%)	2 (4.3%)			
	Do not know	8 (16.7%)	5 (10.2%)						
	<b>Total</b>	48 (100.0%)	49 (100.0%)	<b>Total</b>	49 (100.0%)	47 (100.0%)			
Male	Not at all	9 (17.6%)	9 (17.6%)	Strongly Agree	11 (22.0%)	2 (4.0%)			
	To a limited extent	26 (51.0%)	21 (41.2%)	Agree	19 (38.0%)	21 (42.0%)			
	To a moderate extent	3 (5.9%)	7 (13.7%)	No opinion	8 (16.0%)	15 (30.0%)			
	To a great extent	5 (9.8%)	7 (13.7%)	Disagree	9 (18.0%)	7 (14.0%)			
	To the fullest extent	4 (7.8%)	5 (9.8%)	Strongly Disagree	3 (6.0%)	5 (10.0%)			
	Do not know	4 (7.8%)	2 (3.9%)						
	<b>Total</b>	51 (100.0%)	51 (100.0%)	<b>Total</b>	50 (100.0%)	50 (100.0%)			

Sex	Responses	Frequency and percentage of responses for the questions:			
		22. To what extent do you perceive the provision of the following opportunities to be gender-fair?			
		education and training opportunities	participation in decision-making	freedom to use one's own initiative	up-to-date technology
Female	Women mainly	4 (8.3%)	8 (17.4%)	6 (13.0%)	1 (2.2%)
	Men mainly	9 (18.8%)	8 (17.4%)	11 (23.9%)	18 (40.0%)
	women and men equally	35 (72.9%)	30 (65.2%)	29 (63.0%)	26 (57.8%)
	<b>Total</b>	48 (100.0%)	46 (100.0%)	46 (100.0%)	45 (100.0%)
Male	Women mainly	5 (9.8%)	2 (4.0%)	2 (4.1%)	2 (4.1%)
	Men mainly	12 (23.5%)	17 (34.0%)	12 (24.5%)	8 (16.3%)
	women and men equally	34 (66.7%)	31 (62.0%)	35 (71.4%)	39 (79.6%)
	<b>Total</b>	51 (100.0%)	50 (100.0%)	49 (100.0%)	49 (100.0%)

Sex	Assessment parameter	Frequency and percentage of responses for the questions:											
		23. Assess the University's environment in terms of its attitude towards:											
		Women						Men					
		Very high	High	In between	Low	Very low	Total	Very high	High	In between	Low	Very low	Total
Female	Confidence-building	2 (5.3%)	13 (34.2%)	12 (31.6%)	9 (23.7%)	2 (5.3%)	38 (100.0%)	7 (14.6%)	11 (22.9%)	16 (33.3%)	10 (20.8%)	4 (8.3%)	48 (100.0%)
	Friendliness	6 (15.8%)	12 (31.6%)	8 (21.1%)	11 (28.9%)	1 (2.6%)	38 (100.0%)	9 (18.8%)	5 (10.4%)	17 (35.4%)	11 (22.9%)	6 (12.5%)	48 (100.0%)
Male	Confidence-building	4 (11.1%)	13 (36.1%)	4 (11.1%)	12 (33.3%)	3 (8.3%)	36 (100.0%)	11 (22.9%)	10 (20.8%)	11 (22.9%)	6 (12.5%)	10 (20.8%)	48 (100.0%)
	Friendliness	4 (10.8%)	9 (24.3%)	10 (27.0%)	10 (27.0%)	4 (10.8%)	37 (100.0%)	8 (17.0%)	8 (17.0%)	15 (31.9%)	10 (21.3%)	6 (12.8%)	47 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:		
		24. The University could do much more than it is currently doing to institutionalize gender equity.	25. The overall environment in the University has improved for women over the past two years.	26. It is unfair to promote women more than men in the University programmes/projects.
Female	Strongly Agree	17 (35.4%)	5 (10.4%)	6 (12.5%)
	Agree	17 (35.4%)	19 (39.6%)	13 (27.1%)
	No opinion	6 (12.5%)	16 (33.3%)	5 (10.4%)
	Disagree	5 (10.4%)	6 (12.5%)	18 (37.5%)
	Strongly Disagree	3 (6.3%)	1 (2.1%)	6 (12.5%)
	Don't know		1 (2.1%)	
	<b>Total</b>	48 (100.0%)	48 (100.0%)	48 (100.0%)
Male	Strongly Agree	11 (22.0%)	2 (4.1%)	7 (14.0%)
	Agree	23 (46.0%)	21 (42.9%)	13 (26.0%)
	No opinion	10 (20.0%)	12 (24.5%)	9 (18.0%)
	Disagree	5 (10.0%)	6 (12.2%)	17 (34.0%)
	Strongly Disagree	1 (2.0%)	4 (8.2%)	4 (8.0%)
	Don't know		4 (8.2%)	
	<b>Total</b>	50 (100.0%)	49 (100.0%)	50 (100.0%)

Appendix - V

UNITY UNIVERSITY

ANSWERS TO THE QUESTIONNAIRES FOR ACADEMIC STAFF

Policy environment

Sex	Frequency and percentage of responses for the questions:							
	1. Is there any policy related to gender in the University?		2. If yes to question no. 18, does the policy affirm a commitment to gender equity?		3. If yes to question no. 18, is staff in the University committed to the implementation of a gender policy?		4. If yes to question no. 18, everyone in the University feels ownership over the gender policy.	
	Response		Response			Response		
Female	Yes	3 (25.0%)	Not at all	1 (33.3%)	1 (33.3%)	Strongly Agree	3 (75.0%)	
	No	2 (16.7%)	To a limited extent		1 (33.3%)	Agree		
	Don't know	7 (58.3%)	To a moderate extent		1 (33.3%)	No opinion	1 (25.0%)	
			To a great extent			Disagree		
			To the fullest extent	2 (66.7%)		Strongly Disagree		
			Do not know					
	<b>Total</b>	<b>12 (100.0%)</b>	<b>Total</b>	<b>3 (100.0%)</b>	<b>3 (100.0%)</b>	<b>Total</b>	<b>4 (100.0%)</b>	
Male	Yes	16 (30.2%)	Not at all	2 (9.5%)	3 (15.0%)	Strongly Agree	3 (15.0%)	
	No	3 (5.7%)	To a limited extent	4 (19.0%)	6 (30.0%)	Agree	6 (30.0%)	
	Don't know	34 (64.2%)	To a moderate extent	7 (33.3%)	4 (20.0%)	No opinion	11 (55.0%)	
			To a great extent	3 (14.3%)		Disagree		
			To the fullest extent	1 (4.8%)		Strongly Disagree		
			Do not know	4 (19.0%)	7 (35.0%)			
	<b>Total</b>	<b>53 (100.0%)</b>	<b>Total</b>	<b>21 (100.0%)</b>	<b>20 (100.0%)</b>	<b>Total</b>	<b>20 (100.0%)</b>	



### Programme Planning and Design

Sex	Responses	Frequency and percentage of responses for the questions:		
		5. Are gender equity goals and objectives included in general in the University's programme/project designs?	6. Are gender questions or criterion included in your programme/project proposal approval process?	7. Does the University use participatory methods to incorporate the views and preferences of both male and female community members in project design?
Female	Not at all	1 (9.1%)	2 (18.2%)	
	To a limited extent	2 (18.2%)	2 (18.2%)	2 (18.2%)
	To a moderate extent	3 (27.3%)	1 (9.1%)	4 (36.4%)
	To a great extent	2 (18.2%)	1 (9.1%)	2 (18.2%)
	To the fullest extent	2 (18.2%)	1 (9.1%)	2 (18.2%)
	Do not know	1 (9.1%)	4 (36.4%)	1 (9.1%)
	<b>Total</b>	11 (100.0%)	11 (100.0%)	11 (100.0%)
Male	Not at all	2 (4.1%)	5 (10.6%)	4 (8.2%)
	To a limited extent	6 (12.2%)	7 (14.9%)	7 (14.3%)
	To a moderate extent	14 (28.6%)	8 (17.0%)	12 (24.5%)
	To a great extent	8 (16.3%)	5 (10.6%)	8 (16.3%)
	To the fullest extent	6 (12.2%)	3 (6.4%)	6 (12.2%)
	Do not know	13 (26.5%)	19 (40.4%)	12 (24.5%)
	<b>Total</b>	49 (100.0%)	47 (100.0%)	49 (100.0%)

## Programme Implementation

Sex	Responses	Frequency and percentage of responses for the questions:			
		8. Does the implementation plan for the University's programmes/projects include activities that strengthen skills and provide men and women with equal access to services and training?	Beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.	Frequency and percentage	
				9. Female Beneficiaries	10. Male Beneficiaries
Response					
Female	Not at all		Strongly Agree	5 (45.5%)	4 (50.0%)
	To a limited extent	4 (36.4%)	Agree	3 (27.3%)	1 (12.5%)
	To a moderate extent	3 (27.3%)	No opinion	2 (18.2%)	2 (25.0%)
	To a great extent	2 (18.2%)	Disagree	1 (9.1%)	1 (12.5%)
	To the fullest extent	2 (18.2%)	Strongly Disagree		
	Do not know				
	<b>Total</b>	<b>11 (100.0%)</b>	<b>Total</b>	<b>11 (100.0%)</b>	<b>8 (100.0%)</b>
Male	Not at all	2 (4.0%)	Strongly Agree	22 (44.0%)	17 (32.1%)
	to a limited extent	3 (6.0%)	Agree	10 (20.0%)	16 (30.2%)
	to a moderate extent	10 (20.0%)	No opinion	17 (34.0%)	20 (37.7%)
	to a great extent	14 (28.0%)	Disagree		
	to the fullest extent	16 (32.0%)	Strongly Disagree	1 (2.0%)	
	do not know	5 (10.0%)			
	<b>Total</b>	<b>50 (100.0%)</b>	<b>Total</b>	<b>50 (100.0%)</b>	<b>53 (100.0%)</b>

### Technical Expertise

Sex	Responses	Frequency and percentage of responses for the questions:		
		11. Is there assigned staff responsible for gender integration in different departments/programmes?	12. Is there a person or a division within the University who is responsible for gender programming?	
			Responses	Frequency and percentage
Female	Not at all	7 (58.3%)	Yes	3 (25.0%)
	To a limited extent	2 (16.7%)	No	6 (50.0%)
	To a moderate extent	1 (8.3%)	Don't know	3 (25.0%)
	To a great extent			
	To the fullest extent			
	Do not know	2 (16.7%)		
	<b>Total</b>	<b>12 (100.0%)</b>	<b>Total</b>	<b>12 (100.0%)</b>
Male	Not at all	15 (28.3%)	Yes	24 (45.3%)
	to a limited extent	5 (9.4%)	No	7 (13.2%)
	to a moderate extent	4 (7.5%)	Don't know	22 (41.5%)
	to a great extent	3 (5.7%)		
	to the fullest extent	6 (11.3%)		
	do not know	20 (37.7%)		
	<b>Total</b>	<b>53 (100.0%)</b>	<b>Total</b>	<b>53 (100.0%)</b>

Sex	Responses	Frequency and percentage of responses for the questions:	
		13. If yes to question no. 8, does the University consistently seek technical support from a person or division within the organisation who is responsible for gender programming?	14. Do the University staff have the necessary knowledge, skills and attitude to carry out their work with gender awareness?
Female	Not at all	2 (50.0%)	3 (25.0%)
	To a limited extent		3 (25.0%)
	To a moderate extent		1 (8.3%)
	To a great extent	1 (25.0%)	1 (8.3%)
	To the fullest extent	1 (25.0%)	4 (33.3%)
	Do not know		
	<b>Total</b>	4 (100.0%)	12 (100.0%)
Male	Not at all		2 (3.8%)
	to a limited extent	7 (28.0%)	8 (15.1%)
	to a moderate extent	3 (12.0%)	8 (15.1%)
	to a great extent	6 (24.0%)	11 (20.8%)
	to the fullest extent	4 (16.0%)	7 (13.2%)
	do not know	5 (20.0%)	17 (32.1%)
	<b>Total</b>	25 (100.0%)	53 (100.0%)

## Monitoring and Evaluation

Sex	Responses	Frequency and percentage of responses for the questions:		
		15. Have you received training in gender planning and analysis?	16. Is the gender impact of University's projects and programmes monitored and evaluated?	17. Is the gender disaggregated data collected and compiled in the University?
Female	Not at all	9 (75.0%)	4 (33.3%)	4 (33.3%)
	To a limited extent	2 (16.7%)	3 (25.0%)	1 (8.3%)
	To a moderate extent		1 (8.3%)	
	To a great extent		1 (8.3%)	1 (8.3%)
	To the fullest extent	1 (8.3%)		
	Do not know		3 (25.0%)	6 (50.0%)
	<b>Total</b>	12 (100.0%)	12 (100.0%)	12 (100.0%)
Male	Not at all	41 (77.4%)	10 (19.2%)	7 (13.5%)
	to a limited extent	5 (9.4%)	2 (3.8%)	4 (7.7%)
	to a moderate extent	3 (5.7%)	5 (9.6%)	4 (7.7%)
	to a great extent		6 (11.5%)	2 (3.8%)
	to the fullest extent	1 (1.9%)		1 (1.9%)
	do not know	3 (5.7%)	29 (55.8%)	34 (65.4%)
	<b>Total</b>	53 (100.0%)	52 (100.0%)	52 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:	
		18. Gender disaggregated data provides useful information for programme/project evaluation and subsequent programme/project design	19. The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.
Female	Strongly agree	3 (27.3%)	3 (25.0%)
	Agree	2 (18.2%)	5 (41.7%)
	No opinion	5 (45.5%)	2 (16.7%)
	Disagree	1 (9.1%)	1 (8.3%)
	Strongly disagree		1 (8.3%)
	<b>Total</b>	11 (100.0%)	12 (100.0%)
Male	Strongly agree	14 (26.4%)	15 (28.3%)
	Agree	16 (30.2%)	19 (35.8%)
	No opinion	21 (39.6%)	15 (28.3%)
	Disagree	1 (1.9%)	1 (1.9%)
	Strongly disagree	1 (1.9%)	3 (5.7%)
	<b>Total</b>	53 (100.0%)	53 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:		
		20. The University's programmes/projects contribute to increased gender equity in the following areas:		
		Access to Resources	Access to training	Participation in decision making
Female	Yes	9 (75.0%)	11 (91.7%)	10 (83.3%)
	No	1 (8.3%)		
	Don't know	2 (16.7%)	1 (8.3%)	2 (16.7%)
	<b>Total</b>	12 (100.0%)	12 (100.0%)	12 (100.0%)
Male	Yes	32 (62.7%)	34 (66.7%)	28 (52.8%)
	No	1 (2.0%)	2 (3.9%)	2 (3.8%)
	Don't know	18 (35.3%)	15 (29.4%)	23 (43.4%)
	<b>Total</b>	51 (100.0%)	51 (100.0%)	53 (100.0%)

Sex	Frequency and percentage* of responses for the questions:						
	21. What are some of the obstacles to incorporating gender analysis in programme/project planning, implementation and evaluation in the University?						
	Staff Size	office culture/ environment	lack of financial resources for gender programming	lack of staff training on gender	lack of gender analysis tools	lack of support from senior management	low organizational priority for gender issues
<b>Female</b>	3 (25%)	5 (42%)	7 (58%)	8 (67%)	5 (42%)	6 (50%)	5 (42%)
<b>Male</b>	17 (32%)	23 (43%)	18 (34%)	32 (60%)	20 (38%)	13 (25%)	13 (25%)

NB- \* percentage calculated out of 12 female respondents and 53 male respondents who completed the questionnaire.

## Human Resources

Sex	Responses	Frequency and percentage of responses for the questions:				
		22. Are there proactive strategies implemented to recruit or promote women into senior management positions?	23. Does management show respect for diversity in work and management styles between women and men in the University?	24. Do you participate in formulating the curriculum with which you are involved?	25. Is gender awareness included in your job description?	26. Is gender awareness included in the University's staff performance & development review criteria?
Female	Not at all	4 (33.3%)	2 (16.7%)	6 (54.5%)	7 (58.3%)	4 (33.3%)
	To a limited extent	3 (25.0%)	3 (25.0%)	4 (36.4%)	2 (16.7%)	1 (8.3%)
	To a moderate extent		2 (16.7%)		1 (8.3%)	
	To a great extent	1 (8.3%)	2 (16.7%)			
	To the fullest extent	1 (8.3%)	2 (16.7%)	1 (9.1%)	1 (8.3%)	1 (8.3%)
	Do not know	3 (25.0%)	1 (8.3%)		1 (8.3%)	6 (50.0%)
	<b>Total</b>	12 (100.0%)	12 (100.0%)	11 (100.0%)	12 (100.0%)	12 (100.0%)
Male	Not at all	5 (9.4%)	2 (3.8%)	12 (23.1%)	26 (51.0%)	19 (36.5%)
	to a limited extent	11 (20.8%)	8 (15.1%)	14 (26.9%)	9 (17.6%)	7 (13.5%)
	to a moderate extent	5 (9.4%)	9 (17.0%)	6 (11.5%)	3 (5.9%)	4 (7.7%)
	to a great extent	3 (5.7%)	14 (26.4%)	4 (7.7%)	4 (7.8%)	2 (3.8%)
	to the fullest extent	3 (5.7%)	10 (18.9%)	11 (21.2%)	2 (3.9%)	3 (5.8%)
	do not know	26 (49.1%)	10 (18.9%)	5 (9.6%)	7 (13.7%)	17 (32.7%)
	<b>Total</b>	53 (100.0%)	53 (100.0%)	52 (100.0%)	51 (100.0%)	52 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:			
		27. The University promotes teamwork, involving both men and women as equal partners	28. Management is committed to promoting female representation at senior levels of the University.	29. There has been a gradual increase of gender expertise among staff members in the University.	30. Good performance in the field of gender is rewarded in the University
Female	Strongly agree	7 (58.3%)	3 (27.3%)	2 (16.7%)	2 (18.2%)
	Agree	3 (25.0%)	1 (9.1%)	3 (25.0%)	1 (9.1%)
	No opinion	1 (8.3%)	4 (36.4%)	4 (33.3%)	6 (54.5%)
	Disagree	1 (8.3%)	3 (27.3%)	3 (25.0%)	2 (18.2%)
	Strongly disagree				
	<b>Total</b>	12 (100.0%)	11 (100.0%)	12 (100.0%)	11 (100.0%)
Male	Strongly agree	21 (41.2%)	10 (19.6%)	8 (15.7%)	3 (5.9%)
	Agree	21 (41.2%)	21 (41.2%)	22 (43.1%)	11 (21.6%)
	No opinion	6 (11.8%)	16 (31.4%)	11 (21.6%)	28 (54.9%)
	Disagree	2 (3.9%)	3 (5.9%)	9 (17.6%)	7 (13.7%)
	Strongly disagree	1 (2.0%)	1 (2.0%)	1 (2.0%)	2 (3.9%)
	<b>Total</b>	51 (100.0%)	51 (100.0%)	51 (100.0%)	51 (100.0%)

31. What are the problems faced in attracting and retaining:

- qualified women to work in the University? \_\_\_\_\_
- qualified men to work in the University? \_\_\_\_\_



## Advocacy and Communications

Sex	Responses	Frequency and percentage of responses for the questions:
		32. Is a gender perspective reflected in the University's publications, for example books, brochures, newsletters?
Female	Not at all	4 (36.4%)
	To a limited extent	1 (9.1%)
	To a moderate extent	1 (9.1%)
	To a great extent	1 (9.1%)
	To the fullest extent	
	Do not know	4 (36.4%)
	<b>Total</b>	11 (100.0%)
Male	Not at all	5 (9.6%)
	to a limited extent	17 (32.7%)
	to a moderate extent	8 (15.4%)
	to a great extent	3 (5.8%)
	to the fullest extent	
	do not know	19 (36.5%)
	<b>Total</b>	52 (100.0%)

## Financial Resources

Sex	Responses	Frequency and percentage of responses for the questions:
		33. Does the University budget adequate financial resources to support its gender integration work?
Female	Not at all	3 (27.3%)
	To a limited extent	3 (27.3%)
	To a moderate extent	1 (9.1%)
	To a great extent	4 (36.4%)
	To the fullest extent	
	Do not know	
	<b>Total</b>	11 (100.0%)
Male	Not at all	2 (3.9%)
	to a limited extent	11 (21.6%)
	to a moderate extent	9 (17.6%)
	to a great extent	3 (5.9%)
	to the fullest extent	1 (2.0%)
	do not know	25 (49.0%)
	<b>Total</b>	51 (100.0%)

### Organizational Culture, perceptions and attitudes

Sex	Responses	Frequency and percentage of responses for the questions:			
		34. Does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?	35. Are gender issues taken seriously and discussed openly by men and women in the University?	36. There is a gap between how men and women in the University view gender issues	
				Responses	Frequency and percentage
Female	Not at all	3 (25.0%)	3 (25.0%)	Strongly Agree	2 (16.7%)
	To a limited extent	5 (41.7%)	6 (50.0%)	Agree	6 (50.0%)
	To a moderate extent	1 (8.3%)		No opinion	3 (25.0%)
	To a great extent		2 (16.7%)	Disagree	
	To the fullest extent	2 (16.7%)	1 (8.3%)	Strongly Disagree	1 (8.3%)
	Do not know	1 (8.3%)			
	<b>Total</b>	12 (100.0%)	12 (100.0%)	<b>Total</b>	12 (100.0%)
Male	Not at all	5 (9.8%)	6 (11.5%)	Strongly Agree	1 (1.9%)
	to a limited extent	7 (13.7%)	9 (17.3%)	Agree	11 (21.2%)
	to a moderate extent	7 (13.7%)	11 (21.2%)	No opinion	26 (50.0%)
	to a great extent	6 (11.8%)	9 (17.3%)	Disagree	7 (13.5%)
	to the fullest extent	9 (17.6%)		Strongly Disagree	7 (13.5%)
	do not know	17 (33.3%)	17 (32.7%)		
	<b>Total</b>	51 (100.0%)	52 (100.0%)	<b>Total</b>	52 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:								
		37. To what extent do you perceive the provision of the following opportunities to be gender-fair?								
		education and training opportunities	recognition for good work	participation in decision-making	freedom to use one's own initiative	opportunities to exercise leadership in one's workgroup	opportunities to exercise leadership within the University	authority over resources	on-the-job challenges for which one has responsibility	career development
Female	Women Mainly	1 (8.3%)	2 (16.7%)		1 (8.3%)	1 (8.3%)	1 (8.3%)	1 (9.1%)	2 (16.7%)	2 (16.7%)
	Men Mainly	2 (16.7%)	2 (16.7%)	4 (36.4%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	3 (27.3%)		
	women and men equally	9 (75.0%)	8 (66.7%)	7 (63.6%)	10 (83.3%)	9 (75.0%)	9 (75.0%)	7 (63.6%)	10 (83.3%)	10 (83.3%)
	<b>Total</b>	12 (100.0%)	12 (100.0%)	11 (100.0%)	12 (100.0%)	12 (100.0%)	12 (100.0%)	11 (100.0%)	12 (100.0%)	12 (100.0%)
Male	Women Mainly	6 (12.5%)	3 (6.1%)	2 (4.1%)	2 (4.1%)	2 (4.2%)	2 (4.1%)	2 (4.1%)	4 (8.2%)	1 (2.0%)
	Men Mainly	4 (8.3%)	2 (4.1%)	7 (14.3%)	3 (6.1%)	6 (12.5%)	8 (16.3%)	8 (16.3%)	6 (12.2%)	6 (12.2%)
	women and men equally	38 (79.2%)	44 (89.8%)	40 (81.6%)	44 (89.8%)	40 (83.3%)	39 (79.6%)	39 (79.6%)	39 (79.6%)	42 (85.7%)
	<b>Total</b>	48 (100.0%)	49 (100.0%)	49 (100.0%)	49 (100.0%)	48 (100.0%)	49 (100.0%)	49 (100.0%)	49 (100.0%)	49 (100.0%)

Sex	Assessment parameter	Frequency and percentage of responses for the questions:											
		38. Assess the University's environment in terms of its attitude towards:											
		Women						Men					
		Very high	High	In between	Low	Very low	Total	Very high	High	In between	Low	Very low	Total
Female	Empowerment	2 (20.0%)	2 (20.0%)	3 (30.0%)	3 (30.0%)		10 (100.0%)	18 (40.9%)	6 (13.6%)	10 (22.7%)	8 (18.2%)	2 (4.5%)	44 (100.0%)
	Respectfulness	3 (30.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)	1 (10.0%)	10 (100.0%)	17 (38.6%)	7 (15.9%)	12 (27.3%)	5 (11.4%)	3 (6.8%)	44 (100.0%)
	Confidence-building	3 (30.0%)	1 (10.0%)	3 (30.0%)	3 (30.0%)		10 (100.0%)	13 (29.5%)	8 (18.2%)	13 (29.5%)	6 (13.6%)	4 (9.1%)	44 (100.0%)
	Progressiveness	1 (10.0%)	3 (30.0%)	2 (20.0%)	4 (20.0%)		10 (100.0%)	15 (33.3%)	9 (20.0%)	11 (24.4%)	8 (17.8%)	2 (4.4%)	45 (100.0%)
	Friendliness	3 (30.0%)	3 (30.0%)	1 (10.0%)	1 (10.0%)	2 (20.0%)	10 (100.0%)	16 (35.6%)	9 (20.0%)	12 (26.7%)	6 (13.3%)	2 (4.4%)	45 (100.0%)
Male	Empowerment	3 (42.9%)	2 (28.6%)	1 (14.3%)	1 (14.3%)		7 (100.0%)	22 (48.9%)	4 (8.9%)	12 (26.7%)	2 (4.4%)	5 (11.1%)	45 (100.0%)
	Respectfulness	3 (42.9%)		3 (42.9%)	1 (14.3%)		7 (100.0%)	21 (47.7%)	4 (9.1%)	11 (25.0%)	4 (9.1%)	4 (9.1%)	44 (100.0%)
	Confidence-building	2 (28.6%)	1 (14.3%)	2 (28.6%)	2 (28.6%)		7 (100.0%)	18 (40.0%)	7 (15.6%)	11 (24.4%)	5 (11.1%)	4 (8.9%)	45 (100.0%)
	Progressiveness	2 (33.3%)	2 (33.3%)		2 (33.3%)		6 (100.0%)	17 (37.8%)	6 (13.3%)	14 (31.1%)	4 (8.9%)	4 (8.9%)	45 (100.0%)
	Friendliness	2 (28.6%)	2 (28.6%)	2 (28.6%)		1 (14.3%)	7 (100.0%)	19 (42.2%)	5 (11.1%)	11 (24.4%)	7 (15.6%)	3 (6.7%)	45 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:				
		39. The University could do much more than it is currently doing to institutionalize gender equity.	40. The culture of the University places a higher value on the ways males tend to work and less value on the ways females tend to work.	41. Meetings in the University tend to be dominated by male staff.	42. The overall environment in the University has improved for women over the past two years.	43. It is unfair to promote women more than men in the University programmes/projects.
Female	Strongly Agree	6 (50.0%)		5 (41.7%)	1 (9.1%)	
	Agree	3 (25.0%)	1 (9.1%)		5 (45.5%)	2 (18.2%)
	No opinion	2 (16.7%)	3 (27.3%)	1 (8.3%)	3 (27.3%)	2 (18.2%)
	Disagree	1 (8.3%)	4 (36.4%)	3 (25.0%)	2 (18.2%)	2 (18.2%)
	Strongly Disagree		3 (27.3%)	3 (25.0%)		5 (45.5%)
	<b>Total</b>	12 (100.0%)	11 (100.0%)	12 (100.0%)	11 (100.0%)	11 (100.0%)
Male	Strongly Agree	18 (34.6%)	5 (9.6%)	10 (19.6%)	3 (6.1%)	6 (12.0%)
	Agree	18 (34.6%)	6 (11.5%)	21 (41.2%)	23 (46.9%)	11 (22.0%)
	No opinion	13 (25.0%)	16 (30.8%)	6 (11.8%)	17 (34.7%)	9 (18.0%)
	Disagree	2 (3.8%)	16 (30.8%)	9 (17.6%)	6 (12.2%)	14 (28.0%)
	Strongly Disagree	1 (1.9%)	9 (17.3%)	5 (9.8%)		10 (20.0%)
	<b>Total</b>	52 (100.0%)	52 (100.0%)	51 (100.0%)	49 (100.0%)	50 (100.0%)

Appendix - VI

UNITY UNIVERSITY  
ANSWERS TO THE QUESTIONNAIRES FOR STUDENTS

**Policy environment**

Sex	Frequency and percentage of responses for the questions:							
	1. Is there any policy related to gender in the University?		2. If yes to question no. 10, does the policy affirm a commitment to gender equity?		3. If yes to question no. 10, is staff in the University committed to the implementation of a gender policy?		4. If yes to question no. 10, everyone in the University feels ownership over the gender policy.	
	Response		Response		Response		Response	
Female	Yes	8 (18.2%)	Not at all	4 (13.8%)	2 (7.4%)	Strongly Agree	2 (8.3%)	
	No	11 (25.0%)	To a limited extent	5 (17.2%)	5 (18.5%)	Agree	6 (25.0%)	
	Don't know	25 (56.8%)	To a moderate extent	2 (6.9%)	2 (7.4%)	No opinion	10 (41.7%)	
			To a great extent	1 (3.4%)	2 (7.4%)	Disagree	3 (12.5%)	
			To the fullest extent	3 (10.3%)	1 (3.7%)	Strongly Disagree	3 (12.5%)	
			Do not know	14 (48.3%)	15 (55.6%)			
	<b>Total</b>	44 (100.0%)	<b>Total</b>	29 (100.0%)	27 (100.0%)	<b>Total</b>	24 (100.0%)	
Male	Yes	13 (20.6%)	Not at all	5 (10.9%)	7 (15.6%)	Strongly Agree	2 (4.9%)	
	No	14 (22.2%)	To a limited extent	7 (15.2%)	10 (22.2%)	Agree	7 (17.1%)	
	Don't know	36 (57.1%)	To a moderate extent	8 (17.4%)	4 (8.9%)	No opinion	23 (56.1%)	
			To a great extent	3 (6.5%)	3 (6.7%)	Disagree	8 (19.5%)	
			To the fullest extent	2 (4.3%)	1 (2.2%)	Strongly Disagree	1 (2.4%)	
			Do not know	21 (45.7%)	20 (44.4%)			
	<b>Total</b>	63 (100.0%)	<b>Total</b>	46 (100.0%)	45 (100.0%)	<b>Total</b>	41 (100.0%)	

### Programme Planning and Design

Sex	Responses	Frequency and percentage of responses for the questions:	
		5. Does the University use participatory methods to incorporate the views and preferences of both male and female students in planning?	
Female	Not at all	4 (9.8%)	
	To a limited extent	9 (22.0%)	
	To a moderate extent	11 (26.8%)	
	To a great extent	9 (22.0%)	
	To the fullest extent	4 (9.8%)	
	Do not know	4 (9.8%)	
	<b>Total</b>	41 (100.0%)	
Male	Not at all	5 (7.8%)	
	to a limited extent	16 (25.0%)	
	to a moderate extent	23 (35.9%)	
	to a great extent	7 (10.9%)	
	to the fullest extent	5 (7.8%)	
	do not know	8 (12.5%)	
	<b>Total</b>	64 (100.0%)	

### Programme Implementation

Sex	Frequency and percentage of responses for the questions:		
	Beneficiaries of the University's programmes/projects value and see the programmes/projects as beneficial to their lives.		
	Response	Frequency and percentage	
6. Female Beneficiaries		7. Male Beneficiaries	
Female	Strongly Agree	13 (31.0%)	8 (18.6%)
	Agree	18 (42.9%)	18 (41.9%)
	No opinion	9 (21.4%)	15 (34.9%)
	Disagree	1 (2.4%)	2 (4.7%)
	Strongly Disagree	1 (2.4%)	
	<b>Total</b>	42 (100.0%)	43 (100.0%)
Male	Strongly Agree	18 (29.5%)	11 (17.2%)
	Agree	29 (47.5%)	32 (50.0%)
	No opinion	8 (13.1%)	12 (18.8%)
	Disagree	4 (6.6%)	4 (6.3%)
	Strongly Disagree	2 (3.3%)	5 (7.8%)
	<b>Total</b>	61 (100.0%)	64 (100.0%)

### Technical Expertise

Sex	Responses	Frequency and percentage of responses for the questions:		
		8. Is there a person or division responsible for gender in the University?	9. Do you have the necessary knowledge, skills and attitude to carry out your future work with gender awareness?	10. Have you received orientation on gender related issues?
Female	Not at all	11 (25.6%)	4 (9.1%)	20 (45.5%)
	To a limited extent	10 (23.3%)	5 (11.4%)	10 (22.7%)
	To a moderate extent	3 (7.0%)	9 (20.5%)	3 (6.8%)
	To a great extent	1 (2.3%)	12 (27.3%)	4 (9.1%)
	To the fullest extent		7 (15.9%)	4 (9.1%)
	Do not know	18 (41.9%)	7 (15.9%)	3 (6.8%)
	<b>Total</b>	43 (100.0%)	44 (100.0%)	44 (100.0%)
Male	Not at all	14 (21.9%)	6 (9.4%)	24 (38.1%)
	to a limited extent	15 (23.4%)	16 (25.0%)	15 (23.8%)
	to a moderate extent	7 (10.9%)	16 (25.0%)	8 (12.7%)
	to a great extent	6 (9.4%)	14 (21.9%)	8 (12.7%)
	to the fullest extent	2 (3.1%)	10 (15.6%)	5 (7.9%)
	do not know	20 (31.3%)	2 (3.1%)	3 (4.8%)
	<b>Total</b>	64 (100.0%)	64 (100.0%)	63 (100.0%)

### Monitoring and Evaluation

Sex	Responses	Frequency and percentage of responses for the questions:
		11. The University's programmes/projects contribute to the empowerment of women and the changing of unequal gender relations.
Female	Strongly agree	5 (11.6%)
	Agree	10 (23.3%)
	No opinion	19 (44.2%)
	Disagree	8 (18.6%)
	Strongly disagree	1 (2.3%)
	<b>Total</b>	43 (100.0%)
Male	Strongly agree	6 (9.4%)
	Agree	27 (42.2%)
	No opinion	19 (29.7%)
	Disagree	10 (15.6%)
	Strongly disagree	2 (3.1%)
	<b>Total</b>	64 (100.0%)



Sex	Responses	Frequency and percentage of responses for the questions:			
		12. The University's programmes/projects contribute to increased gender equity in the following areas:			
		Access to resources	Access to training	Participation in decision making	Control over resources
Female	Yes	26 (63.4%)	19 (46.3%)	24 (57.1%)	18 (43.9%)
	No	6 (14.6%)	6 (14.6%)	6 (14.3%)	7 (17.1%)
	Don't know	9 (22.0%)	16 (39.0%)	12 (28.6%)	16 (39.0%)
	<b>Total</b>	41 (100.0%)	41 (100.0%)	42 (100.0%)	41 (100.0%)
Male	Yes	29 (49.2%)	28 (45.9%)	29 (48.3%)	17 (29.8%)
	No	16 (27.1%)	18 (29.5%)	8 (13.3%)	12 (21.1%)
	Don't know	14 (23.7%)	15 (24.6%)	23 (38.3%)	28 (49.1%)
	<b>Total</b>	59 (100.0%)	61 (100.0%)	60 (100.0%)	57 (100.0%)

### Human Resources

Sex	Frequency and percentage of responses for the questions:			
	13. Is there a written equal opportunity policy in the University?		14. The University promotes teamwork, involving both men and women as equal partners.	
	Response		Response	
Female	Yes	13 (31.0%)	Strongly Agree	19 (43.2%)
	No	1 (2.4%)	Agree	21 (47.7%)
	Don't know	28 (66.7%)	No opinion	3 (6.8%)
			Disagree	
			Strongly Disagree	1 (2.3%)
	<b>Total</b>	42 (100.0%)	<b>Total</b>	44 (100.0%)
Male	Yes	19 (31.7%)	Strongly Agree	18 (31.0%)
	No	6 (10.0%)	Agree	26 (44.8%)
	Don't know	35 (58.3%)	No opinion	4 (6.9%)
			Disagree	6 (10.3%)
			Strongly Disagree	4 (6.9%)
	<b>Total</b>	60 (100.0%)	<b>Total</b>	58 (100.0%)

## Advocacy and Communications

Sex	Responses	Frequency and percentage of responses for the questions:
		15. Is a gender perspective reflected in the University's publications, for example books, brochures, newsletters?
Female	Not at all	12 (27.3%)
	To a limited extent	8 (18.2%)
	To a moderate extent	3 (6.8%)
	To a great extent	3 (6.8%)
	To the fullest extent	2 (4.5%)
	Do not know	16 (36.4%)
	<b>Total</b>	44 (100.0%)
Male	Not at all	16 (26.7%)
	to a limited extent	8 (13.3%)
	to a moderate extent	10 (16.7%)
	to a great extent	3 (5.0%)
	to the fullest extent	1 (1.7%)
	do not know	22 (36.7%)
	<b>Total</b>	60 (100.0%)

## Organizational Culture, perceptions and attitudes

Sex	Responses	Frequency and percentage of responses for the questions:		
		16. Does the University encourage a gender sensitive behaviour, for example in terms of language used, jokes and comments made?	17. Does a sexual harassment policy exist?	
			Responses	Frequency and percentage
Female	Not at all	13 (30.2%)	Yes	5 (11.4%)
	To a limited extent	11 (25.6%)	No	13 (29.5%)
	To a moderate extent	2 (4.7%)	Don't know	26 (59.1%)
	To a great extent	3 (7.0%)		
	To the fullest extent	2 (4.7%)		
	Do not know	12 (27.9%)		
	<b>Total</b>	43 (100.0%)	<b>Total</b>	44 (100.0%)
Male	Not at all	22 (36.7%)	Yes	12 (20.0%)
	to a limited extent	12 (20.0%)	No	17 (28.3%)
	to a moderate extent	4 (6.7%)	Don't know	31 (51.7%)
	to a great extent	3 (5.0%)		
	to the fullest extent	1 (1.7%)		
	do not know	18 (30.0%)		
	<b>Total</b>	60 (100.0%)	<b>Total</b>	60 (100.0%)

<b>Frequency and percentage of responses for the questions:</b>						
<b>Sex</b>	18. Does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?		19. Are gender issues taken seriously and discussed openly by men and women in the University?		20. Addressing gender issues should be one of the top priorities of the University.	
	<b>Response</b>		<b>Response</b>		<b>Response</b>	
<b>Female</b>	Not at all	8 (18.2%)	18 (40.9%)	Strongly Agree	10 (22.7%)	4 (10.0%)
	To a limited extent	3 (6.8%)	7 (15.9%)	Agree	12 (27.3%)	11 (27.5%)
	To a moderate extent	2 (4.5%)	2 (4.5%)	No opinion	12 (27.3%)	19 (47.5%)
	To a great extent	3 (6.8%)	4 (9.1%)	Disagree	6 (13.6%)	3 (7.5%)
	To the fullest extent	2 (4.5%)	3 (6.8%)	Strongly Disagree	4 (9.1%)	3 (7.5%)
	Do not know	26 (59.1%)	10 (22.7%)			
	<b>Total</b>	44 (100.0%)	44 (100.0%)	<b>Total</b>	44 (100.0%)	40 (100.0%)
<b>Male</b>	Not at all	16 (26.7%)	18 (30.0%)	Strongly Agree	12 (20.7%)	5 (8.6%)
	To a limited extent	3 (5.0%)	14 (23.3%)	Agree	23 (39.7%)	13 (22.4%)
	To a moderate extent	10 (16.7%)	11 (18.3%)	No opinion	12 (20.7%)	34 (58.6%)
	To a great extent	3 (5.0%)	5 (8.3%)	Disagree	9 (15.5%)	3 (5.2%)
	To the fullest extent	1 (1.7%)	3 (5.0%)	Strongly Disagree	2 (3.4%)	3 (5.2%)
	Do not know	27 (45.0%)	9 (15.0%)			
	<b>Total</b>	60 (100.0%)	60 (100.0%)	<b>Total</b>	58 (100.0%)	58 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:			
		22. To what extent do you perceive the provision of the following opportunities to be gender-fair?			
		education and training opportunities	participation in decision-making	freedom to use one's own initiative	up-to-date technology
Female	Women mainly	1 (2.5%)	2 (4.7%)	3 (7.1%)	
	Men mainly	3 (7.5%)	3 (7.0%)	3 (7.1%)	4 (9.8%)
	women and men equally	36 (90.0%)	38 (88.4%)	36 (85.7%)	37 (90.2%)
	<b>Total</b>	40 (100.0%)	43 (100.0%)	42 (100.0%)	41 (100.0%)
Male	Women mainly	12 (20.0%)	8 (12.9%)	6 (9.7%)	3 (4.9%)
	Men mainly	4 (6.7%)	13 (21.0%)	12 (19.4%)	8 (13.1%)
	women and men equally	44 (73.3%)	41 (66.1%)	44 (71.0%)	50 (82.0%)
	<b>Total</b>	60 (100.0%)	62 (100.0%)	62 (100.0%)	61 (100.0%)

Sex	Assessment parameter	Frequency and percentage of responses for the questions:											
		23. Assess the University's environment in terms of its attitude towards:											
		Women						Men					
		Very high	High	In between	Low	Very low	Total	Very high	High	In between	Low	Very low	Total
Female	Confidence-building	5 (15.6%)	3 (9.4%)	8 (25.0%)	6 (18.8%)	10 (31.3%)	32 (100.0%)	7 (14.3%)	7 (14.3%)	13 (26.5%)	13 (26.5%)	9 (18.4%)	49 (100.0%)
	Friendliness	6 (18.8%)	2 (6.3%)	4 (12.5%)	7 (21.9%)	13 (40.6%)	32 (100.0%)	9 (19.1%)	7 (14.9%)	8 (17.0%)	12 (25.5%)	11 (23.4%)	47 (100.0%)
Male	Confidence-building	7 (21.9%)	1 (3.1%)	5 (15.6%)	6 (18.8%)	13 (40.6%)	32 (100.0%)	9 (18.8%)	7 (14.6%)	13 (27.1%)	6 (12.5%)	13 (27.1%)	48 (100.0%)
	Friendliness	8 (25.0%)	1 (3.1%)	5 (15.6%)	8 (25.0%)	10 (31.3%)	32 (100.0%)	9 (18.8%)	8 (16.7%)	7 (14.6%)	14 (29.2%)	10 (20.8%)	48 (100.0%)

Sex	Responses	Frequency and percentage of responses for the questions:		
		24. The University could do much more than it is currently doing to institutionalize gender equity.	25. The overall environment in the University has improved for women over the past two years.	26. It is unfair to promote women more than men in the University programmes/projects.
Female	Strongly Agree	13 (31.7%)	4 (10.0%)	4 (10.3%)
	Agree	14 (34.1%)	8 (20.0%)	9 (23.1%)
	No opinion	12 (29.3%)	12 (30.0%)	6 (15.4%)
	Disagree		5 (12.5%)	16 (41.0%)
	Strongly Disagree		1 (2.5%)	4 (10.3%)
	Don't know	2 (4.9%)	10 (25.0%)	
	<b>Total</b>	41 (100.0%)	40 (100.0%)	39 (100.0%)
Male	Strongly Agree	17 (27.9%)	8 (13.1%)	8 (13.3%)
	Agree	23 (37.7%)	22 (36.1%)	16 (26.7%)
	No opinion	18 (29.5%)	13 (21.3%)	13 (21.7%)
	Disagree	3 (4.9%)	4 (6.6%)	17 (28.3%)
	Strongly Disagree		2 (3.3%)	6 (10.0%)
	Don't know		12 (19.7%)	
	<b>Total</b>	61 (100.0%)	61 (100.0%)	60 (100.0%)

**Appendix – VII**

**Interview Questions  
for Top Management**

Name of Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

**1. Policy Environment**

1.1. Is the integration of gender equity in programmes/projects mandated in the university?

If yes, how is it manifested?

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1.2. How conducive is the policy environment in the university with respect to gender mainstreaming? What plan is in place to improve it, if any?

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**2. Programme Planning and Design**

2.1. What provisions are made in the strategic plan of the university to institutionalize gender issues in the university?

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2.2. Is the curriculum design process gender sensitive? Please explain.

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3. Programme Implementation

3.1. What form of support are you providing for strategic integration of gender issues into the university's operations, if any? (Training/capacity building, development of operational tools/good practice models,...)

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4. Human Resources

4.1. What is the management plan to achieve gender balance at various levels and to ensure fair representation of women in key strategic/influential positions in the university?

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5. Financial Resources

5.1. How committed has the university been in terms of allocating adequate financial resources to promote and implement gender mainstreaming? Please explain.

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6. Technical Expertise

6.1. Does the university have competent technical expertise to design, implement and evaluate gender mainstreaming? Please explain.

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7. Monitoring and Evaluation

7.1. Do you monitor and evaluate the gender dimension of the implementation of the university's policy and operational interventions? If yes, please give some examples.

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8. Advocacy and Communications

8.1. What advocacy and lobbying campaigns/ initiatives have been undertaken to promote the cause of gender equality and women empowerment in the university? Please describe.

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8.2. Have you attempted to forge partnership with government, civil society, and other donors to support gender related initiatives? Please give examples.

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9. Organisational Culture, perceptions and attitudes

9.1. What has been done to nurture organisational culture sensitive to gender issues?

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9.2. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the university.

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**Appendix - VIII**

**Interview Questions  
For Gender Focal Point**

Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

1. Background check:

1.1. When was the office established? \_\_\_\_\_

1.2. What are the terms of reference? (Try to obtain hard copy of the ToR) \_\_\_\_\_  
\_\_\_\_\_

1.3. How is it structured within the university? \_\_\_\_\_  
\_\_\_\_\_

2. Policy Environment

2.1. Do you believe your office has the management commitment and clear policy provisions to discharge its responsibilities effectively? If yes, what are the policy documents? If not, what aspects of gender issues would you like to see in the policy document? How do you expect top management to express its commitment to address gender issues?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Programme Planning and Design

3.1. To what extent is your office involved in strategic programme planning and design? What pressure do you apply on the management to actively involve you in such strategic issues?

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Programme Implementation

4.1. Do you get involved in evaluation of programme implementation from gender perspective?

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4.2. Are gender questions or criteria included in your programme/project proposal approval process? If not, what do you do in your capacity to ensure that this is the case?

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5. Human Resources

5.1. Do you believe gender equity is achieved in various aspects of human resources management (recruitment, training, promotion,...)? If yes, what is the success story? If not, where are the gaps and what needs to be done?

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6. Financial Resources

6.1. Where do you get the financial and material resources or support to run your projects? Are the resources adequate? How do you strive to narrow the resources gap? What aspects of your responsibilities have been affected due to the shortage of resources?

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7. Technical Expertise

7.1. Do you believe your office has the right quality and quantity of technical expertise on gender matters? If not, what is your optimal requirement?

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7.2. What have you accomplished so far to build the capacity of top management, academic staff, administrative staff and the students with the aim of mainstreaming gender issues across the university community?

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7.3. What challenges have you faced so far in accomplishing this role? What is the way forward?

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7.4. Does the university consistently seek technical support from your office? Please explain.

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8. Monitoring and Evaluation

8.1. To what extent are you involved in monitoring and evaluation the gender impact of the university's projects and programmes? Which areas need improvement?

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9. Advocacy and Communications

9.1. To what extent have you been effective in sensitising the leadership and other management members to advance and promote gender causes?

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9.2. Have you attempted to forge partnership with government, civil society, and other donors to support gender related initiatives? Please describe.

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10. Organisational Culture, perceptions and attitudes

10.1. In your opinion, what is the attitude of the whole university community members towards gender issues? What are the opportunities and challenges in this regard?

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10.2. What do you think the university should do to implement gender mainstreaming?

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10.3. In your opinion, what has the situation for women been like in the university over the past two years?

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10.4. What constraints and problems do:

• men face in the university? \_\_\_\_\_

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• women face in the university? \_\_\_\_\_

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**Appendix – IX**

**Interview Questions  
For Administration/Human Resources Manager**

Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

**1. Policy Environment**

1.1. Do you believe the human resources and financial policy documents are gender sensitive? If not, what is the plan to review and revise these policy documents to provide framework for addressing gender gaps at various levels of the university?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Programme Planning and Design**

2.1. Do you maintain and use sex disaggregated statistics/ data in programme planning and design? Please give practical examples.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Programme Implementation**

3.1. How do you monitor and evaluate the gender impact of the university's projects and programs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Human Resources

4.1. What challenges does the university face to narrow the gender gap in terms of quality and quantity of human resources at all levels of the organisation?

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4.2. What is the university doing or planning to do to address these challenges?

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4.3. To what extent are women represented in senior management positions? What is the plan to change the situation?

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4.4. Are the job descriptions, staff performance and development review criteria in the university gender sensitive? Please explain.

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5. Financial Resources

5.1. Does the university commit financial and material resources specifically to operationalise a gender perspective at various levels of the university?

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6. Technical Expertise

6.1. What training activities have been conducted to build in-house technical expertise on gender issues? What is the future plan?

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7. Monitoring and Evaluation

7.1. How do you monitor/evaluate the utilisation of resources allocated for gender related activities?

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7.2. Do you monitor and evaluate any of the university's projects from a gender point of view. Please explain.

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8. Advocacy and Communications

8.1. What is being done to promote gender issues through the university's publications, for example books, brochures, newsletters?

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9. Organisational Culture, perceptions and attitudes

9.1. In your opinion, what is the attitude of the university community towards gender issues?  
What could be done to bring about change in favour of gender sensitive organizational culture?

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9.2. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the university.

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9.3. How does the university reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?

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**Annex X**

**Interview Questions  
For Staff Association Representative**

Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

**1. Background check:**

1.1. When was the office established? \_\_\_\_\_

1.2. What are the terms of reference? (Try to obtain hard copy of the ToR) \_\_\_\_\_

\_\_\_\_\_

1.3. How is it structured within the university? \_\_\_\_\_

\_\_\_\_\_

**2. Policy Environment**

2.1. To what extent does “gender” feature in university policies? Please explain instances, if any.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Programme Planning and Design**

3.1. Are you represented in the strategic policy design of the university? If yes, what contribution have you made to ensure gender issues are factored in the programme planning and design?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Programme Implementation**

\_\_\_\_\_

\_\_\_\_\_

4.1. Are gender questions or criteria included in your programme/project proposal approval process? If not, what do you do in your capacity to ensure that this is the case?

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5. Human Resources

5.1. Do you believe gender equity is achieved in various aspects of human resources management (recruitment, training, promotion,...)? If yes, what is the success story? If not, where are the gaps and what needs to be done?

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6. Technical Expertise

6.1. Have your members received any sensitisation training on gender issues? If not, do you feel the need to have one? What about the leadership of the association?

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7. Monitoring and Evaluation

7.1. To what extent are you involved in monitoring and evaluation the gender impact of the university's projects and programmes? Which areas need improvement?

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8. Advocacy and Communications

8.1. To what extent have you been effective in sensitising your members to advance and promote gender causes?

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9. Organisational Culture, perceptions and attitudes

9.1. How do you assess the attitude of the whole university community members towards gender issues? What are the opportunities and challenges in this regard?

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9.2. Have you received any particular gender related complaint from members of your association, for example, harassment and discrimination? If yes, how did you resolve the matter with the member and management?

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9.3. What do you think the university should do to implement gender mainstreaming?

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9.4. How do you assess the overall environment for women in the university over the past two years?

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9.5. What constraints and problems do:

- men face in the university? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- women face in the university? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix – XI AAU academic staff-five year statistics**

**Academic staff by educational level**

Year	3rd Degree				2nd Degree				1st Degree				Total			
	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%
2005/06	20	342	362	6	59	491	550	11	20	236	256	8	99	1069	1168	8
2006/07	16	319	335	5	53	428	481	11	22	191	213	10	91	938	1029	9
2007/08	19	326	345	6	56	478	534	10	27	218	245	11	102	1022	1124	9
2008/09	22	346	368	6	64	551	615	10	74	362	436	17	160	1259	1419	11
2009/10	32	390	422	8	67	634	701	10	124	422	546	23	223	1446	1669	13
	6				10				14				10			

**Academic staff by academic rank**

Year	Professor				Associate Professor				Assistant Professor				Lecturer				Asst. Lecturer and below				Total			
	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%
2005/06	0	24	24	-	8	131	139	6	18	261	279	6	56	467	523	11	48	311	359	13	130	1,194	1324	10
2006/07	0	28	28	-	3	120	123	2	15	248	263	6	55	358	413	13	54	279	333	16	127	1,033	1160	11
2007/08	0	27	27	-	6	129	135	4	16	265	281	6	51	405	456	11	58	279	337	17	131	1,105	1236	11
2008/09	0	21	21	-	6	119	125	5	24	311	335	7	55	508	563	10	339	444	783	43	424	1,403	1827	23
2009/10	1	22	23	4	7	124	131	5	30	366	396	8	70	593	663	11	76	333	409	19	184	1,438	1622	11

**Academic staff-new emoloyment**

	2005/06				2006/07				2007/08				2008/09				2009/10							
	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%				
Academic Staffs					3	16	19	16		19	19	-	13	63	76	17	46	65	111	41	7	44	51	14

NB. 'F' - Female, 'M'- Male, 'FM'-Female and Male

Source: AAU registrar. Statistical analysis by the researcher.

## Appendix – XII AAU administrative staff-five year statistics

### Administrative staffs by educational level

Year	2nd Degree				1st Degree				Advanced Diploma				College drop outs				Vocational school diploma				High school certificate				Below high school				Total			
	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%
2005/06	0	1	1	-	12	13	25	48	126	107	233	54	54	52	106	51	195	86	281	69	19	5	24	79	683	631	1314	52	1089	895	1984	55
2006/07	0	3	3	-	13	25	38	34	139	106	245	57	64	56	120	53	229	120	349	66	24	13	37	65	595	560	1155	52	1064	883	1947	55
2007/08	2	5	7	29	22	25	47	47	136	110	246	55	64	54	118	54	241	135	376	64	22	13	35	63	584	526	1110	53	1071	868	1939	55
2008/09		6	6	-	30	48	78	38	163	137	300	54	65	57	122	53	297	165	462	64	24	20	44	55	1073	731	1804	59	1652	1164	2816	59
2009/10	2	6	8	25	71	68	139	51	254	141	395	64	29	35	64	45	250	149	399	63	20	18	38	53	1124	621	1745	64	1750	1038	2788	63
Five years average																												57				

### Administrative staffs by job classification

Year	Professional Science				Semi-Professionals				Administrators				Custodial & Manual				Clerical & Financial				Trades & Crafts				Total			
	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%
2005/06	10	13	23	43	134	158	292	46	19	33	52	37	250	350	600	42	351	97	448	78	212	175	387	55	976	826	1802	54
2006/07	9	12	21	43	134	150	284	47	20	32	52	38	245	339	584	42	343	92	435	79	214	178	392	55	965	803	1768	55
2007/08	16	20	36	44	162	167	329	49	22	34	56	39	210	274	484	43	338	119	457	74	217	170	387	56	965	784	1749	55
2008/09	21	31	52	40	173	189	362	48	23	34	57	40	251	305	556	45	385	139	524	73	242	209	451	54	1095	907	2002	55
2009/10	22	21	43	51	165	164	329	50	16	41	57	28	246	223	469	52	356	136	492	72	253	171	424	60	1058	756	1814	58

### Administrative staff-new emolument

	2005/06				2006/07				2007/08				2008/09				2009/10			
	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%	F	M	FM	F%
Administrative Staffs	18	68	86	21	15	27	42	36	55	131	186	30	8	47	55	15	31	50	81	38

NB. 'F' - Female, 'M'- Male, 'FM'-Female and Male

Source: AAU registrar. Statistical analysis by the researcher.

Appendix – XIII (A)-Enrolment statistics of AAU regular under-graduate students (as of 1st semester of each year)

College/School/Faculty	2005/06					2006/07					2007/08					2008/09					2009/10				
	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI
Social Science	407	898	1,305	31	0.45	447	680	1,127	40	0.66	394	637	1,031	38	0.62	298	753	1,051	28	0.40	382	975	1,357	28	0.39
Business and Economics	486	1,049	1,535	32	0.46	619	1,026	1,645	38	0.60	559	1,070	1,629	34	0.52	619	1,371	1,990	31	0.45	492	1,512	2,004	25	0.33
Natural Science	367	1,222	1,589	23	0.30	364	1,062	1,426	26	0.34	260	944	1,204	22	0.28	391	1,489	1,880	21	0.26	397	1,316	1,713	23	0.30
Technology	437	1,433	1,870	23	0.30	379	1,417	1,796	21	0.27	211	1,457	1,668	13	0.14	1,097	3,164	4,261	26	0.35	839	2,647	3,486	24	0.32
Education	942	3,664	4,606	20	0.26	1,325	3,791	5,116	26	0.35	1,277	3,133	4,410	29	0.41	918	2,422	3,340	27	0.38	735	1,603	2,338	31	0.46
Law	253	372	625	40	0.68	282	332	614	46	0.85	265	263	528	50	1.01	273	330	603	45	0.83	249	305	554	45	0.82
Medicine	451	879	1,330	34	0.51	554	1,071	1,625	34	0.52	-	1,504	1,504	-	-	617	1,027	1,644	38	0.60	762	1,160	1,922	40	0.66
Pharmacy	131	225	356	37	0.58	137	196	333	41	0.70	98	229	327	30	0.43	118	176	294	40	0.67	122	174	296	41	0.70
Language Studies	370	915	1,285	29	0.40	419	960	1,379	30	0.44	556	1,049	1,605	35	0.53	531	1,349	1,880	28	0.39	853	1,760	2,613	33	0.48
Informatics	172	242	414	42	0.71	147	217	364	40	0.68	-	381	381	-	-	350	533	883	40	0.66	175	612	787	22	0.29
Veterinary Medicine	50	353	403	12	0.14	72	347	419	17	0.21	81	302	383	21	0.27	59	340	399	15	0.17	73	357	430	17	0.20
Yared Music Schoold	36	100	136	26	0.36	33	91	124	27	0.36	29	84	113	26	0.35	17	90	107	16	0.19	25	96	121	21	0.26
Fine Arts and Design	14	94	108	13	0.15	20	91	111	18	0.22	18	93	111	16	0.19	17	96	113	15	0.18	18	99	117	15	0.18
Commerce	1,428	3,332	4,760	30	0.43	1,399	3,056	4,455	31	0.46	-	3,905	3,905	-	-	1,268	2,324	3,592	35	0.55	1,443	1,979	3,422	42	0.73
Journalism and Communication	31	69	100	31	0.45	90	254	344	26	0.35	61	215	276	22	0.28	66	225	291	23	0.29	134	391	525	26	0.34
Social Work*															12	69	81		0.17	26	108	134		0.24	
<b>Total</b>	<b>5,575</b>	<b>14,847</b>	<b>20,422</b>	<b>27</b>	<b>0.38</b>	<b>6,287</b>	<b>14,591</b>	<b>20,878</b>	<b>30</b>	<b>0.43</b>	<b>3,809</b>	<b>15,266</b>	<b>19,075</b>	<b>20</b>	<b>0.25</b>	<b>6,651</b>	<b>15,758</b>	<b>22,409</b>	<b>30</b>	<b>0.42</b>	<b>6,725</b>	<b>15,094</b>	<b>21,819</b>	<b>31</b>	<b>0.45</b>

NB. \* Social work undergraduate programme commenced since 2008/09 academic year

Source: AAU registrar. Statistical analysis by the researcher.

Appendix – XIII (B)-Graduation statistics of AAU regular under-graduate students (as of 1st semester of each year)

College/School/Faculty	2004/05					2005/06					2006/07					2007/08					2008/09				
	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI
Social Science	71	358	429	17	0.20	90	371	461	20	0.24	73	270	343	21	0.27	94	210	304	31	0.45	121	156	277	44	0.78
Business and Economics	82	263	345	24	0.31	68	185	253	27	0.37	62	285	347	18	0.22	123	351	474	26	0.35	131	166	297	44	0.79
Natural Science	48	661	709	7	0.07	59	401	460	13	0.15	39	281	320	12	0.14	43	287	330	13	0.15	77	224	301	26	0.34
Technology	19	250	269	7	0.08	33	292	325	10	0.11	65	310	375	17	0.21	43	221	264	16	0.19	85	298	383	22	0.29
Education	45	246	291	15	0.18	76	909	985	8	0.08	114	911	1,025	11	0.13	210	1,129	1,339	16	0.19	329	848	1,177	28	0.39
Law	10	30	40	25	0.33	33	80	113	29	0.41	19	99	118	16	0.19	25	77	102	25	0.32	80	89	169	47	0.90
Medicine	34	109	143	24	0.31	66	225	291	23	0.29	107	245	352	30	0.44	205	215	420	49	0.95	150	261	411	36	0.57
Pharmacy	16	47	63	25	0.34	23	56	79	29	0.41	33	76	109	30	0.43	24	40	64	38	0.60	26	30	56	46	0.87
Language Studies	80	391	471	17	0.20	90	189	279	32	0.48	51	197	248	21	0.26	65	179	244	27	0.36	109	234	343	32	0.47
Informatics	34	94	128	27	0.36	18	104	122	15	0.17	29	64	93	31	0.45	30	68	98	31	0.44	31	76	107	29	0.41
Veternary Medicine	1	45	46	2	0.02	-	46	46	-	0.00	5	74	79	6	0.07	12	96	108	11	0.13	12	54	66	18	0.22
Yared Music Schoold	7	15	22	32	0.47	6	16	22	27	0.38	11	13	24	46	0.85	3	14	17	18	0.21	1	6	7	14	0.17
Fine Arts and Design	3	20	23	13	0.15	1	16	17	6	0.06	5	27	32	16	0.19	2	21	23	9	0.10	6	24	30	20	0.25
Commerce	-	-	-			117	621	738	16	0.19	216	870	1,086	20	0.25	434	946	1,380	31	0.46	238	434	672	35	0.55
Journalism and Communication		-					-				27	56	83			15	59	74			23	66	89	26	0.26
																						-			
<b>Total</b>	<b>450</b>	<b>2,529</b>	<b>2,979</b>	<b>15</b>	<b>0.18</b>	<b>680</b>	<b>3,511</b>	<b>4,191</b>	<b>16</b>	<b>0.19</b>	<b>856</b>	<b>3,778</b>	<b>4,634</b>	<b>18</b>	<b>0.23</b>	<b>1,328</b>	<b>3,913</b>	<b>5,241</b>	<b>25</b>	<b>0.34</b>	<b>1,419</b>	<b>2,966</b>	<b>4,385</b>	<b>32</b>	<b>0.48</b>

Source: AAU registrar. Statistical analysis by the researcher.



Appendix – XIV (B)-Graduation statistics of AAU regular post-graduate students

College/Schoold/Faculty	2004/05					2005/06					2006/07					2007/08					2008/09				
	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI
Social Science	8	88	96	8	0.09	10	88	98	10	0.11	9	154	163	6	0.06	11	99	110	10	0.11	15	154	169	9	0.10
Business and Economics	14	85	99	14	0.16	12	97	109	11	0.12	23	185	208	11	0.12	17	123	140	12	0.14	12	135	147	8	0.09
Natural Science	10	194	204	5	0.05	12	252	264	5	0.05	16	460	476	3	0.03	29	377	406	7	0.08	24	407	431	6	0.06
Technology	2	78	80	3	0.03	3	57	60	5	0.05	1	145	146	1	0.01	14	133	147	10	0.11	1	82	83	1	0.01
Education	13	102	115	11	0.13	27	192	219	12	0.14	33	445	478	7	0.07	17	257	274	6	0.07	22	323	345	6	0.07
Law	-	10	10	-	-	1	32	33	3	0.03	1	30	31	3	0.03	2	31	33	6	0.06	1	40	41	2	0.03
Medicine	14	117	131	11	0.12	16	135	151	11	0.12	27	185	212	13	0.15	23	171	194	12	0.13	45	175	220	20	0.26
Pharmacy	2	18	20	10	0.11	1	16	17	6	0.06	3	11	14	21	0.27	2	28	30	7	0.07	2	16	18	11	0.13
Language Studies	5	80	85	6	0.06	14	109	123	11	0.13	38	177	215	18	0.21	21	174	195	11	0.12	22	188	210	10	0.12
Informatics	3	35	38	8	0.09	3	10	13	23	0.30	3	59	62	5	0.05	10	55	65	15	0.18	11	71	82	13	0.15
Veternary Medicine	-	21	21	-	-	1	19	20	5	0.05	7	44	51	14	0.16	5	51	56	9	0.10	3	32	35	9	0.09
Yared Music Schoold	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33	138	171	-	-
Fine Arts and Design	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ethiopian Studies	-	-	-	-	-	-	-	-	-	-	1	5	6	-	-	1	17	18	-	-	5	10	15	-	-
Journalism and Communication	-	-	-	-	-	5	18	23	22	0.28	7	14	21	33	0.50	8	22	30	27	0.36	4	10	14	29	0.40
Development Studies	8	17	25	32	0.47	16	101	117	14	0.16	36	119	155	23	0.30	40	134	174	23	0.30	-	-	-	-	-
Social Work	-	-	-	-	-	8	31	39	21	0.26	4	30	34	12	0.13	6	14	20	30	0.43	16	13	29	55	1.23
<b>Total</b>	<b>79</b>	<b>845</b>	<b>924</b>	<b>9</b>	<b>0.09</b>	<b>129</b>	<b>1,157</b>	<b>1,286</b>	<b>10</b>	<b>0.11</b>	<b>209</b>	<b>2,063</b>	<b>2,272</b>	<b>9</b>	<b>0.10</b>	<b>206</b>	<b>1,686</b>	<b>1,892</b>	<b>11</b>	<b>0.12</b>	<b>216</b>	<b>1,794</b>	<b>2,010</b>	<b>11</b>	<b>0.12</b>

Source: AAU registrar. Statistical analysis by the researcher.

Appendix- XV-A Enrolment statistics of UU regular undergraduate students (as of the 2nd semester of each year)

College/School/Faculty	2003/04					2004/05					2005/06					2006/07					2007/08				
	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI
Accounting	103	318	421	24	0.32	121	161	282	43	0.75	394	637	1,031	38	0.62	298	753	1,051	28	0.40	382	975	1,357	28	0.39
Economics	9	16	25	36	0.56	28	84	112	25	0.33	84	91	175	48	0.92	120	119	239	50	1.01	103	27	130	79	3.81
Law	7	8	15	47	0.88	58	114	172	34	0.51	68	88	156	44	0.77	54	64	118	46	0.84	59	48	107	55	1.23
Management	52	58	110	47	0.90	85	100	185	46	0.85	72	138	210	34	0.52	66	97	163	40	0.68	47	59	106	44	0.80
Management Information Sys.	64	119	183	35	0.54	51	107	158	32	0.48	85	97	182	47	0.88	91	86	177	51	1.06	54	41	95	57	1.32
Marketing Mangement	27	23	50	54	1.17	53	64	117	45	0.83	48	49	97	49	0.98	37	36	73	51	1.03	11	23	34	32	0.48
Architecture	-	-	-	-	-	5	36	41	12	0.14	54	44	98	55	1.23	103	59	162	64	1.75	55	40	95	58	1.38
Networking & Data comm.	-	-	-	-	-	9	23	32	28	0.39	26	50	76	34	0.52	54	115	169	32	0.47	35	60	95	37	0.58
Software Development	-	-	-	-	-	9	20	29	31	0.45	1	21	22	5	0.05	14	37	51	27	0.38	6	14	20	30	0.43
Computer Science	-	-	-	-	-	-	-	-	-	-	2	10	12	17	0.20	-	1	1	-	-	-	-	-	-	-
Networking & Telecomm.	-	-	-	-	-	-	-	-	-	-	2	3	5	40	0.67	25	60	85	29	0.42	17	36	53	32	0.47
Human Resoruce Mang.	-	-	-	-	-	-	-	-	-	-	2	-	2	100	-	-	-	-	-	-	-	-	-	-	-
Information Technology	6	14	20	30	0.43	37	91	128	29	0.41	1	10	11	9	0.10	-	-	-	-	-	-	-	-	-	-
Marketing and Salesmanship	54	48	102	53	1.13	22	12	34	65	1.83	23	49	72	32	0.47	24	45	69	35	0.53	14	34	48	29	0.41
Medical Laboratory Technology	-	-	-	-	-	7	16	23	30	0.44	18	26	44	41	0.69	21	22	43	49	0.95	28	17	45	62	1.65
Pharmacy Technician	-	-	-	-	-	9	15	24	-	-	1	19	20	5	0.05	14	33	47	30	0.42	-	-	-	-	-
Secretarial Science & off.Mang.	3	-	3	-	-	30	1	31	-	-	15	30	45	33	0.50	27	41	68	40	0.66	15	18	33	45	0.83
Clinical Nursing	-	-	-	-	-	27	8	35	-	-	16	1	17	94	16.00	-	-	-	-	-	-	-	-	-	-
Purchasing & Salesmanship	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	53	34	87	61	1.56	42	17	59	71	2.47
Jornalism	4	10	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>329</b>	<b>614</b>	<b>943</b>	<b>35</b>	<b>0.54</b>	<b>551</b>	<b>852</b>	<b>1,403</b>	<b>39</b>	<b>0.65</b>	<b>912</b>	<b>1,363</b>	<b>2,275</b>	<b>40</b>	<b>0.67</b>	<b>1,001</b>	<b>1,602</b>	<b>2,603</b>	<b>38</b>	<b>0.62</b>	<b>868</b>	<b>1,409</b>	<b>2,277</b>	<b>38</b>	<b>0.62</b>

Source: UU registrar. Statistical analysis by the researcher.

Appendix- XV-B- Graduation statistics of UU regular undergraduate students

College/School/Faculty	2003/04					2004/05					2005/06					2006/07					2007/08				
	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI	Female	Male	Total	F%	GPI
Accounting	71	81	152	47	0.88	92	92	184	50	1.00	88	72	160	55	1.22	77	96	173	45	0.80	97	72	169	57	1.35
Economics	7	17	24	29	0.41	19	36	55	35	0.53	5	26	31	16	0.19	36	24	60	60	1.50	54	45	99	55	1.20
Law	9	10	19	47	0.90	2	14	16	13	0.14	16	32	48	33	0.50	14	36	50	28	0.39	4	38	42	10	0.11
Management	7	24	31	23	0.29	23	11	34	68	2.09	21	13	34	62	1.62	12	20	32	38	0.60	20	27	47	43	0.74
Management Information Sys.	66	92	158	42	0.72	147	180	327	45	0.82	59	100	159	37	0.59	23	31	54	43	0.74	47	189	236	20	0.25
Marketing Mangement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4	5	20	0.25
Architecture	-	-	-	-	-	-	-	-	-	-	2	6	8	25	0.33	1	2	3	33	0.50	2	3	5	40	0.67
Networking & Data comm.	-	-	-	-	-	-	-	-	-	-	3	20	23	13	0.15	-	-	-	-	-	2	3	5	40	0.67
Software Development	-	-	-	-	-	-	-	-	-	-	47	83	130	36	0.57	16	40	56	29	0.40	-	-	-	-	-
Computer Science	-	-	-	-	-	-	-	-	-	-	35	16	51	69	2.19	7	18	25	28	0.39	-	-	-	-	-
Networking & Telecomm.	96	-	96	100	-	1	2	3	33	0.50	40	-	40	100	-	17	-	17	100	-	-	-	-	-	-
Human Resoruce Mang.	-	-	-	-	-	-	-	-	-	-	20	9	29	69	2.22	12	9	21	57	1.33	-	-	-	-	-
Information Technology	3	9	12	25	0.33	-	2	2	-	0.00	3	-	3	100	-	-	-	-	-	-	-	-	-	-	-
Marketing and Salesmanship	14	32	46	30	0.44	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medical Laboratory Technolog	-	5	5	-	0.00	1	2	3	33	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pharmacy Technician	13	20	33	39	0.65	20	23	43	47	0.87	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Secretarial Science & off.Mang	-	-	-	-	-	2	5	7	29	0.40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clinical Nursing	-	-	-	-	-	40	27	67	60	1.48	18	13	31	58	1.38	34	22	56	61	1.55	2	8	10	20	0.25
Purchasing & Salesmanship	-	-	-	-	-	-	-	-	-	-	50	28	78	64	1.79	15	21	36	42	0.71	-	-	-	-	-
Jornalism	-	-	-	-	-	-	-	-	-	-	7	18	25	28	0.39	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>286</b>	<b>290</b>	<b>576</b>	<b>50</b>	<b>0.99</b>	<b>347</b>	<b>394</b>	<b>741</b>	<b>47</b>	<b>0.88</b>	<b>414</b>	<b>436</b>	<b>850</b>	<b>49</b>	<b>0.95</b>	<b>264</b>	<b>319</b>	<b>583</b>	<b>45</b>	<b>0.83</b>	<b>229</b>	<b>389</b>	<b>618</b>	<b>37</b>	<b>0.59</b>

Source: UU registrar. Statistical analysis by the researcher.