



*Addis Ababa University  
School of Graduate Studies*

*Policies, Programmes and Practices of Gender Mainstreaming  
and Women Empowerment in Dilla University*

*By:  
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*June, 2014  
Addis Ababa, Ethiopia*



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*Policies, Programmes and Practices of Gender Mainstreaming  
and Women Empowerment in Dilla University*

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**A Thesis Submitted to the School of Graduate Studies in Partial  
Fulfillment of the Requirements for the Masters Degree of Public  
Management and Policy Specialization in Development Management**

**June, 2014**  
**Addis Ababa, Ethiopia**

## ***Declaration***

I hereby declare that the thesis entitled as “***Policies, Programmes and Practices of Gender Mainstreaming and Women Empowerment in Dilla University***” has been carried out by me under the guidance of Dr. Filmon Hadaro as part of Master Degree in Public Management and Policy specialized in Development Management.

I further declare that this thesis is my original work and has not been submitted to any other University or Institution for the award of any degree or diploma and all sources of material used for this thesis have been dully acknowledged.

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This is to certify that the thesis prepared by Daniel Amente, entitled: Policies and Practices of Mainstreaming Gender Equality and Women Empowerment in Higher Educational Institutions: The case of Dilla University is Submitted in Partial Fulfillment for the Degree of Arts (Public Management and Policy, Development Management Stream) complies with the regulations of the University and meets the expected standards with respect to originality and quality.

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## *Acronyms*

AS	Academic Staff
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
DU	Dilla University
EC	Ethiopian Calendar
EFA	Education for All
ESDP IV	United Nations Development Program IV
FAWE	Forum for African Women Educationalists
FDRE	Federal Democratic Republic of Ethiopia
GAD	Gender and Development
GDI	Gender-related Development Index
GDP	Gross Domestic Product
GEM	Gender Empowerment Measure
GER	Gross Enrollment Ratio
GER	Gross Enrollment Ratio
GID	Gender in Development
GPI	Gender Parity Index
HDI	Human Development Index
HEIs	Higher Educational Institutions
ILO	International Labor Organization
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NER	Net Enrollment Ratio
NGOs	Non-Governmental Organizations
NIR	Net Intake Rate
OECD	Organization for Economic Cooperation and Development

SPSS	Statistical Package for Social Sciences
SRH	Sexual and Reproductive Health
STDs	Sexually Transmitted Diseases
SWOT	Strengths, Weaknesses, Opportunities and Threats
UN	United Nations
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNFPA	United Nations Populations Fund
UNICEF	United Nations Children’s Emergency Fund
UNIFEM	United Nations Development Funds for Women
UNMP	United Nations Millennium Project
UPCD	University Partnership in Cooperation and Development
USAID	United States Agency for International Development
WAO	Women’s Affairs Office
WB	World Bank
WID	Women in Development

## ***Abstract***

*The main purpose of this study was to find out whether DU has mainstreamed gender into its systems to contribute towards the attainment of gender equality and women empowerment. It was, therefore, the objective of the research to assess and analyze the policies, programmes, and practices of the University in order to examine the extent to which gender issues are integrated as part and parcel of the overall system. It was also important to evaluate the gender-related perceptions and attitudes of the members of the academic community to determine the orientation of key players in the University with regards to gender perspectives and the implementation of policies and programs. The research is also aimed at identifying areas of achievements in the University towards gender equality. At the same time, this research also aspired to identify gaps in mainstreaming gender by analyzing both qualitative and quantitative data acquired through different means.*

*To this end, a significant number of policy and legislative documents were reviewed. High level officials of the University and representatives of special interest groups were interviewed, using semi-structured questions. Attitude survey was also conducted on 636 randomly selected academic staff and students who responded to pre-designed questionnaires. The respondents had diverse demographic backgrounds in terms of sex, academic qualification, and years of stay in the University. For the sake of validity and reliability, the data analysis was triangulated using qualitative and quantitative analytical tools.*

*The findings show that, in spite of some commendable but limited efforts, the University lacks the level of commitment, understanding, capacity and operational institutional framework which is necessary for proper gender mainstreaming. In addition, gender inequality was not seen as a major factor underpinning the policies and strategies of the University. There is the huge gender disparity across most of the human resource dimensions, particularly among students and academic staff. In addition, the research also revealed the qualitative inequality aspects of gender. The data acquired from the research participants implies that the attitude and perceptions of the University community members are a replica of the Ethiopian society at large though progress are being made. Based on these findings, the research has concluded that DU has not yet sufficiently mainstreamed gender to contribute towards gender equality and the empowerment of women. To create gender-equitable academic environment, the researcher provided the following recommendations based on the findings of the study. The University management should lead by example by showing commitment to gender mainstreaming, treat gender equality as a cross-cutting as well as a specific goal, build on the modest foundation and strengthen Gender Office's infrastructure in terms of resource and conduct continuous awareness creation sessions in collaboration with the Gender Office. Moreover, the Gender Office of the University should utilize an effective advocacy approach and expand strategic partnerships with the stakeholders.*

# CHAPTER ONE: INTRODUCTION

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## 1.1. Background of the Study

The debate on gender and development has grown enormously in the last thirty years and has emerged as an academic discipline, as a job position and work unit in organizations, and as a training program in institutions (Cornwall, Harrison & Whitehead, 2004). Contemporary establishments, international and national agencies, governments and civil societies have been operationalizing and adopting the concepts at every level. Despite the vast quantity of literatures and academic materials published on the positive relationship between gender equality and development, 'gender' as a concept remains elusive, misunderstood, politicized, and at times indivisible across the spectrum of society (Jaquette & Summerfield, 2006).

Gender can be defined as a set of characteristics, roles, and behaviour patterns that distinguish women from men socially and culturally and mediate the relations of power and labour between them (Women Information Centre, 2005). These characteristics, roles, behaviour patterns and power relations are dynamic; they vary over time and between different cultural groups because of the constant shifting and variation of culture and subjective meanings of gender (Hirut, 2004). The difference in power relations between men and women results in different gender roles, social roles and socially assumed appropriate characteristics and behaviors. All are culture-specific and can change; thus gender is a policy concern of justice and equality.

For Kabeer (2003), gender equality means both equality of treatment under the law and equality of opportunity in the socio-economy and polity. However, she cautions that such definitions usually do not take structural inequality into account, but rather include substantive equality and that of agency. Kabeer (2003) 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". Gender equality requires adapting equally to the needs and interests of girls and boys and creating an environment that is friendly to both sexes and ensuring that

women are equally represented in teaching, administrative & educational leadership roles including in Higher Educational Institutions (HEIs).

Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Almaz, 1991; Hirut, 2004; Mekuria et al., 2005). Such gender gap between men and women in socio-economic indicators has negative impact on the overall development of the country in general and on the educational sector in particular. Ethiopia is a patriarchal society that keeps women in a subordinate position (Haregewoin and Emebet, 2003). There is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification (Hirut, 2004). The socialization process, which determines gender roles, is partly responsible for the subjugation of women in the country. Ethiopian society is socialized in such a way that girls are held inferior to boys. In the process of upbringing, boys are expected to learn and become self-reliant, major bread winners, and responsible in different activities, while girls are brought up to conform, be obedient and dependent, and specialize in indoor activities like cooking, washing clothes, fetching water, caring for young siblings, etc. (Haregewoin and Emebet, 2003; Hirut, 2004).

The process of correcting such gender disparity in a society leads us to improving the condition and status of women in all spheres (household as well as community level) which is also termed as women empowerment. Kabeer (2005) 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 in institutions and policies (Kabeer, 2005).

Increase in education has often been cited as one of the major avenues through which women are empowered. Improving women’s access to education, with the goal of attaining gender equality, is a critical component of promoting development and meeting the Millennium Development Goals (MDGs) in Ethiopia. Educating women is essential to economic development and poverty reduction. World Bank research (2001) shows that countries with smaller gaps between women and men in areas such as education, employment and property rights not only have lower child malnutrition and mortality but also more transparent business and government and faster

economic growth, which in turn helps to further narrow the gender gap. In order for new knowledge societies not to recreate and reinforce systemic social inequalities, gender mainstreaming in HEIs is important.

Gender gap in access to education is more pronounced at secondary and higher education levels. According to UN (2013), in most developing countries, gender disparities in access to education increase with increasing level of education. Among 65 developing countries for which the required data were available, about half have achieved gender parity in primary education, 20% of them achieved gender parity in secondary education, and only 8% of them in higher education (UNFPA, 2008). Surprisingly only two out of 130 countries with available data have achieved the target of gender parity at all levels of education (UN, 2013).

Higher education is repeatedly positioned by the international community as central site for facilitating the skills, knowledge and the expertise that are essential to economic and social development in low income countries (UNESCO, 1998; World Bank, 2005; Economic Commission for Africa, 2005). Higher educational institutions are pivotal in the globalised knowledge economy through the initial and continuing training of professionals, national wealth creation, international competitiveness and innovation in science and technology. Additionally gender equality is often an essential strategy of poverty reduction goals (Shabaya and Agyemang, 2004). Macro level research stresses the links between girls' and women's education and economic development. Nations with higher levels of female enrolment in higher education in general have higher over all levels of economic productivity (Klasen, 2002).

As Barbour (1997) stated, females learning in higher educational institution is greatly affected by the attitudes, values and actions emanates from home, school, and communities in addition to the conduciveness of the policy environment in the institutions. He also emphasized that management commitment and orientation is important in mainstreaming gender issues in different operations of institutions. Moreover, according to MoE (2013) the goal to produce highly qualified, motivated and innovative human resource and transfer of advanced and relevant knowledge for socio-economic development and poverty reduction with a view to turning people of the country into middle-income society is impossible without targeting both men and women equally in higher education. Therefore, the research was aimed at assessing the policies and

practices of gender mainstreaming for gender equality and women empowerment in higher educational institutions particularly in the case of Dilla University.

## **1.2. Problem Statement**

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 the leaders of the world to the common goal in 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, enshrined in the adoption of eight MDGs and 18 targets (Tilahun, 2010; UN, 2008).

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). Taking cognizance 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). 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 underutilized, their aspirations are undermined and their rights to access opportunities is marginalized mainly due to problems associated with policy implementation, unfriendly policy environment, inadequate support, low management commitment and orientation, and various socio-cultural challenges including biased attitude and perceptions. In terms of many economic, social and political indicators, there are massive gender gaps, mostly to the detriment of women and girls.

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, 2011). 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” (ESDP IV, 2010). In other words, the condition of the Ethiopian economy is significantly one of subsistence partly because women are less literate, discriminated in productive activities, engaged in 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).

In this respect, “education which is viewed as human capital formation, is one of the most important factors in marching towards gender equality” (ESDP IV, 2010). 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). Illiteracy, which remains a global disgrace, keeps one in five adults (one in four women) on the margins of poverty (UNESCO, 2008). Poverty elimination can only be realized by addressing, among other factors, the lack of access to education services. The key to the attainment of this goal lies in educating women (MoE, 2010). Most of educated women are afforded better opportunities to earn higher wages, participate actively in community life and engage in decision-making processes. Gourley (2004) 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.

Due to the prominence that gender issues have gained over the last few decades, many institutions including Dilla University 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. Gender equality requires adapting equally to the needs and interests of girls and boys and creating an

environment that is friendly to both sexes and ensuring that women are equally represented in teaching, administrative and educational leadership roles in HEIs. Moreover, HEIs are expected to avail gendered academic environment to obtain decent employment and participate equally in decision-making in the political, economic and social areas. Unfortunately, the overall enrolment rate of the higher education in Ethiopia is very low with a gross enrolment ratio (GER) 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). Out of the total teaching staff in 2007/08, only 8.4% and 14% were women in government and private institutions respectively (MoE 2012:10; 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, 2012). The situation is even worse in Dilla University where female academic staffs constitute only 7.4% of the total teaching staff. Moreover, out of the 4,423 graduates from Dilla University in 2012/13 academic year, the share of female graduate is only 17% which is quite below the national average of 29.7%. In addition, the gender parity index (GPI) at enrollment was 0.78 in 2008/09 academic year in Dilla University however it continuously declined in the coming years to be 0.29 in 2012/13 academic year. The GPI differential which measures the success rate of male and female students also indicates that female students in Dilla University had relatively low success rate as compared with their male counterparts in the past five years.

In addition to the glaring quantitative imbalances, female students in the University 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 University level with a purposeful and critical review of all the variables affecting women's productivity.

A group of scholars from Norway (Soyland, et al., 2000) 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". Therefore, in order to contribute towards the national goal of gender equality and women empowerment, Dilla University community need to possess the understanding, will and resources to change and mainstream gender in all aspects of the work of the University.

USAID-IQPEP (2012) made an attempt to explore policy-practice gaps of female leadership in the Ethiopian education system. The research concludes that the extent of implementation of the policy provisions with respect to encouraging females both at regional and wereda levels seems to be less gravitating towards standardization; thus, demonstrating disparity in the levels of implementation. Moreover, it finds out that females are confronted with multi-faceted challenges which hinder them from assuming and sustaining leadership positions. Although such attempts are made, there is no specific research output which thoroughly targeted at assessing the policies, programmes and practices of mainstreaming gender equality and women empowerment in HEIs particularly in Dilla University. Therefore, this research mainly aims at investigating the problems associated with policy implementation, the conduciveness of policy environment in the institution as well as identifying gaps in integrating gender issues in the operations of the University since an institution is not believed to contribute effectively to the national development effort without mandating the integration of gender into its operations.

### **1.3. Research Objective**

The main objective of the study is to analyze the gender mainstreaming at Dilla University in terms of gender equality and empowerment policy and implementation. The specific objectives are to:

- ✓ Assess the conduciveness of policy environment to gender equality in Dilla University
- ✓ Analyze the gender-related perceptions and attitudes of the members of the academic community
- ✓ Explore the achievements registered towards gender equality and empowerment of women in the University
- ✓ Identify gaps in integrating gender issues in the programs of the University
- ✓ Provide entry options for gender equality on the basis of identified good practices and areas of improvement.

## **1.4. Research Questions**

The main research question was ‘Did Dilla University mainstreamed gender in its policies, programmes and practices so as to contribute towards gender equality and women empowerment?’ The study was also tried to address the following specific research questions:

- ✓ Is the policy environment in the institution conducive to contribute towards gender equality?
- ✓ What are the perceptions and attitudes of the academic community towards gender equality and women empowerment?
- ✓ What achievements the University has already registered in terms of gender equality and women empowerment?
- ✓ What are the gaps in integrating gender issues in the program of the University?

## **1.5. Scope and Theoretical Demarcation of the Study**

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 equality and empowerment of women. 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 didn’t go deeply into analyzing 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 was concentrated mainly on review and analysis of factors internal to the University, such as:

- Gender sensitivity of the internal policy or regulatory documents of the institution,
- 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 University.

From amongst the abundant literature, working documents and research materials, it was a challenge to formulate a theoretical boundary. The scholastic demarcation of this study could be

viewed in terms of timeframe and source. The main aim with regards to literature reference is 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. Appropriate works of international development agencies, such as United Nations and its specialized agencies were extensively used.

### **1.6. Significance of the Study**

Education is a tool that enhances social, economic and political development in a society by enabling the society to develop its human resources. The educational level of a population has direct relationship with development of a given nation as education plays a major role in poverty reduction. However, girls' education has multiple obstructs in most developing countries like Ethiopia. Therefore, 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 institutional level. The recommendation of this study, should they be executed properly, could also inform decision makers to readjust the objectives of gender programmes in adopting the appropriate strategies for implementation.

Moreover, the finding 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. This thesis may also encourage other researchers and practitioners to conduct in-depth study on the issue that might be expanded to the national context through examining the experience of other higher education institutions in the country.

In short, the significance of this research is to:

- ✚ Reveal key areas of gender inequality, which would enables policy makers to identify immediate and progressive interventions to bridge the gaps;
- ✚ Provide feedback to the University on the effectiveness of the existing gender related programmes and projects;

- ✚ Enable the management of the University to compare the real and perceived gender issues and take appropriate action;
- ✚ Make recommendations which the stakeholders could use to ensure gender equality in the academy, thereby contributing their own share towards the attainment of the MGDs at the national level.

### **1.7. Limitations of the Study**

“The discrepancy between recorded responses and the corresponding true value is called response errors or measurement errors” (Chaudhuri & Strenger, 2005). 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 didn’t represent other potential sources of error 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 and the like.

In order to minimize the shortcoming, the researcher himself collected the data. Moreover, the researcher also employed triangulation by applying multiple data collection methods, data sources, and analysis in order to mitigate the inherent shortcoming of the research methodology and to check the validity of the findings. According to Hunter (2004), 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) 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 minimize the impact of research errors as halo error (researcher’s bias), causal error, general analytical and interpretative error 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.

One of the main limitations the researcher faced was the misconception and lack of awareness with regards to gender related issues among the interviewees and survey participants. Accordingly, the researcher had to elaborate the basic concepts to the interviewees and survey participants in order to extract the appropriate information in the process. Moreover, obtaining

data and documents and securing audience with identified interviewees was not easy. The initial responses that the researcher had received include, ‘too busy for an interview or questionnaire’; ‘go to the Gender Office’; and the like. Absence of readily available and organized data to some extent has also made the data collection process very daunting and time consuming.

### **1.8. Organization of the Thesis**

The thesis is organized into Five Chapters. The First Chapter introduce background, problem statement, objective, research question, significance, scope and theoretical demarcation, shortcomings, errors and mitigating mechanisms and organization of the thesis. Chapter Two is dedicated to review literature which covers issues related to gender equality and empowerment, higher education, and development including empirical experiences on themes. The final sections of this chapter zooms gender and development from global perspectives into the local contexts. It also discusses educational policy environment of the country in particular so as to situate the research gap in the social and institutional context. Chapter Three presents research design and methodology which consists of the approach, design, data types and sources, sample design and sampling methods, methods and instruments of data collection and analysis, methods of data capturing and storing as well as ethical considerations in the study. Chapter Four thematically present the data results of the study. It also includes discussion of the key findings. The Fifth chapter contains the summary, conclusion, recommendations as well as area of further study.

# CHAPTER TWO: REVIEW OF RELATED LITERATURES

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## 2.1. Introduction

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 organizations is also briefly documented. The last section brings the issues down to the local context. It includes the policy initiatives taken by the Government of Ethiopia to advance the status of women. It 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.

## 2.2. Concepts and Definitions of Key Terms

Terminology such as gender, gender equity and equality, women empowerment, and gender mainstreaming appears frequently in the subsequent parts. Therefore, this section deals with the definition of the terms in order to lay proper perspective for subsequent discussion.

**Gender:** Brett (1991) stated that the conceptual distinction between sex and gender was developed by Anne Oakley in 1972. According to Oakley (cited in Brett, 1991), 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) 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) 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.

Societies determine what resources men and women will assess jointly or separately, what work men and women shall perform and for what rewards, what types of knowledge are appropriate for men and women and how and where this knowledge is acquired. Gender is about relationships and these relationships change overtime, space and circumstances. Gender relationships are different because cultures, religions, ethnicities and classes that men and women belong to are different. [Therefore], each institution has its own culture, that is relationships between men and women. For example, who holds the more powerful positions has access to resources, has stronger networks which they can appropriate to their own ends (Bret, 1991).

**Gender equality and equity:** For Kabeer (2003), 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) 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):

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), 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) 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) 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).

**Gender awareness and sensitivity:** According to Klein et al. (2007), gender awareness refers to the situation where all players in an organization or institution recognize the importance of gender and its effects on their objectives, plans and programs. Gender awareness may or may not be translated into practice so that a gender-aware institution may not progress to develop gender-sensitive policies and programs. On the other hand gender sensitivity is the translation of awareness into practices, which result in changes in the perceptions, plans and activities of institutions and organizations. A gender aware institution is not necessarily a gender sensitive one because awareness might not necessarily generate any will or resolve to act on the basis of the gender awareness. In fact, it is possible for gender awareness to generate resistance, obstruction and other practices that make gendering an institution difficult (Leo-Rhynie, 1999). In attempting to make the institutions more gender sensitive, gender policies are usually developed in order to guide action and ensure that the stated objectives of the policy are realized.

**Gender mainstreaming:** Gender mainstreaming is a process of consistently incorporating sensitivity to gender differences in governance, decision-making, policy, needs analysis, institutional offices and mechanisms, planning, training, budgeting, implementation, monitoring and evaluation in institutions so as to create an organization that is gender equitable or equal. It is founded on equal opportunities, representation and participation of men and women (Wickramasinghe, 2007). In universities, it includes teaching, researching and other university activities and practices so as to eliminate inequalities and inequities between men and women academic and administrative staff and male and female students. It may involve affirmative action of quotas and targets to rectify historical inequalities. Thus the goal of gender mainstreaming is gender equity and equality.

**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) 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).

## **2.3. Millennium Development Goals: An Overview**

### **2.3.1. 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). 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” (Tilahun, 2010; UN, 2008).

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. Recognizing 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). Four new targets agreed to by member states at the 2005 World Summit with additional indicators, were included (UN, 2009).

Specialized 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.

### **2.3.2. 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. 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; Barton, 2005). Ohno (2002) 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).

Some of the scholars trace their pessimistic view towards the MDGs back to the promises made and dishonored in the past. For Vandemoortele (2002) "none of the agreed targets for the year 2000 was met at the global level". Vandemoortele (2002) 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) 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). 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). Contrary to such arguments, Vandemoortele (2002) 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).

A further argument concerns the clarity of the goals. Vandemoortele (2002) and the New Internationalist (2005) agreed that the MDGs were not clear as to how the targets were to be met. In other words, the mechanisms to mobilize 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) criticizes 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). In fact, some authors, such as Painter (2004), 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) 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.

### **2.3.3. Achievements and Challenges**

The UN holds the authority to compile and publish official progress reports on the MDGs submitted to it by its respective specialized 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 2013. As expected, it included mixed findings. The report portrayed the remarkable achievements made in the effort to achieve the MDGs (UN, 2013):

- ✚ The proportion of people living in extreme poverty has been halved at the global level: The world reached the poverty reduction target five years ahead of schedule. In developing regions, the proportion of people living on less than \$1.25 a day fell from 47 per cent in 1990 to 22 per cent in 2010. About 700 million fewer people lived in conditions of extreme poverty in 2010 than in 1990 (UN, 2013:4).
- ✚ Over 2 billion people gained access to improved sources of drinking water: Over the last 21 years, more than 2.1 billion people gained access to improved drinking water sources. The proportion of the global population using such sources reached 89 per cent in 2010, up from 76 per cent in 1990. This means that the MDG drinking water target was met five years ahead of the target date, despite significant population growth (UN, 2013:4).
- ✚ Remarkable gains have been made in the fight against malaria and tuberculosis: Between 2000 and 2010, mortality rates from malaria fell by more than 25 per cent globally. An estimated 1.1 million deaths from malaria were averted over this period. Death rates from tuberculosis at the global level and in several regions are likely to be halved by 2015, compared to 1990 levels. Between 1995 and 2011, a cumulative total of 51 million tuberculosis patients were successfully treated, saving 20 million lives (UN, 2013:5-6).
- ✚ Developing regions have made impressive strides in expanding access to primary education, with the adjusted net enrolment rate growing from 83 per cent in 2000 to 90 per cent in 2011. Over the same period, the number of children out of school worldwide declined by almost half—from 102 million to 57 million (UN, 2013: 14-15).

The report also presented the challenges in mitigating MDGs at global level which is presented as follows:

Gender-based inequalities in decision-making power persist: Whether in the public or private sphere, from the highest levels of government decision-making to households, women continue to be denied equal opportunity with men to participate in decisions that affect their lives (UN,

2013:4). Moreover, there is a high gender disparity in education. Gender disparities are more marked in secondary education. Girls continue to be at a disadvantage to boys in Sub-Saharan Africa, Western and Southern Asia. However, the latter two regions are made substantial gains, with GPI in Southern Asia rising from 0.59 to 0.92 between 1990 and 2011. In Western Asia, the index rose from 0.66 to 0.90. The rate of change has been much slower in Sub-Saharan Africa, with GPI rising from 0.76 to 0.83 over the same period. Exceptions include Gambia, Ghana, Malawi and Senegal, which have made exceptional progress between 1990 and 2011, their GPI rose from 0.5 to 0.9 (UN, 2013:19).

According to UN (2013:19), disparities are much greater at the tertiary level compared to lower levels of education. More women than men are enrolled in tertiary education in Latin America and the Caribbean, the Caucasus and Central Asia, Eastern Asia, Northern Africa and South-West Asia. In contrast, young women are less likely than young men to pursue tertiary education in Western and Southern Asia, with GPI of 0.89 and 0.77, respectively. The situation is most extreme in Sub-Saharan Africa, where the gender gap has actually widened, with the GPI falling from 0.66 to 0.61 between 2000 and 2011 (UN, 2013:20).

In addition, the poorest children are most likely to be out of school (UN, 2013:5). Children and adolescents from the poorest households are at least three times more likely to be out of school than children from the richest households. Girls are more likely to be out of school than boys among both primary and lower secondary age groups, even for girls living in the richest households (UN, 2013:5). Moreover, too many children are still denied their right to primary education (UN, 2013:4). Between 2000 and 2011, the number of children out of school declined by almost half—from 102 million to 57 million. However, progress in reducing the number of children out of school has slowed over time considerably. Stalled progress means that the world is unlikely to meet the target of universal primary education by 2015 (UN, 2013:4). Globally, the maternal mortality ratio declined by 47 per cent over the last two decades, from 400 maternal deaths per 100,000 live births to 210 between 1990 and 2010. Meeting the MDG target of reducing the ratio by three quarters will require accelerated interventions and stronger political backing for women and children (UN, 2013:5).

Further to this, environmental sustainability is under severe threat, demanding a new level of global cooperation. The growth in global emissions of carbon-dioxide (CO<sub>2</sub>) is accelerating, and emissions today are more than 46 per cent higher than their 1990 level. Forests continue to be lost at an alarming rate. Overexploitation of marine fish stocks is resulting in diminished yields. More of the earth's land and marine areas are under protection, but birds, mammals and other species are heading for extinction at an ever faster rate, with declines in both populations and distribution (UN, 2013:4).

In order to achieve the MDGs as targeted, the UN report identified the following areas require renewed commitment and vigor:

1. Providing productive and decent employment for all, including women and young people, especially in Sub-Saharan Africa (UN, 2013:21).
2. Fighting hunger to avoid a long lasting food crisis, especially in the interests of children (UN, 2013:11-12).
3. Intensifying effort to enroll all children into school and eliminate inequalities in education based on gender and other factors (UN, 2013:23-24). In 2011, 57 million children of primary school age were out of school, down from 102 million in 2000. More than half of out-of-school children live in Sub-Saharan Africa (UN, 2013:14).
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, 2013:31-32).
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, 2013:45).
6. Improving the living conditions of the urban poor. By 2005, 36% of the world urban population lived with gender deprivations (UN, 2013:47).
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, 2013:41).

Turquet, Watt, & Sharman (2007) attribute the unsatisfactory progress of the MDGs mostly to the failure to recognize and act on addressing the gender inequality and discrimination against women, which are pervasive across the globe. Hayes (2005) 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” (Turquet, Watt & Sharman, 2007). One of the most pervasive sources of inequality is that of gender, as the next section elaborates.

## **2.4. Gender Equality and Women Empowerment**

### **2.4.1. Historical and Theoretical Perspectives**

The ongoing struggle for equality can be traced to many decades of hard work by women’s rights advocates, humanitarian organizations, 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 50 years” (UNDP, 2013).

Women’s involvement in development during the post 2<sup>nd</sup> World War era until the 1970s was characterized by what is known as a ‘welfare approach’ (UNDP, 2003 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). Brett (1991) 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 emphasize the differential impact of development on women and men was pioneered by Ester Boserup in the 1970s (Leo-Rhynie, 1999; UNDP, 2003). 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; Leo-Rhynie, 1999). 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). 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 organizations to undertake advocacy, lobbying, research, and outreach activities that have pushed governments and organizations to be more responsive to women’s needs (Neuhold, 2005; UNDP, 2003). 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).

Notwithstanding its significant contributions, with the passage of time, the WID approach was criticized for being ineffective in terms of fostering improvement in women’s lives (Leo-Rhynie, 1999). In fact, according to Leo-Rhynie (1999), although the world had experienced over two decades of modernization, the position of women actually declined in some sectors. As the UNDP (2003) reported, “in many cases, the very act of separating women’s programming from the central, mainstream programming which involved men, resulted in increased marginalization of women and their roles – precisely the opposite effect from that which was intended”. Razavi and Miller (1995) 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). 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). 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). The UNDP (2003) 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 emphasizes 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 recognize 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), 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 organizations 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). The main challenges that the transformative approach faces are the lack of gender mainstreaming capacity, ineffective organization structure (Fukuda-Parr, Lopez & Malik, 2002), a lack of conceptual clarity and of management commitment, unmatched by adequate resource allocation to implement a gender mainstreaming strategy (UNDP, 2003; Mukhopadhyay, 2004).

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 concretize some of the goals of CEDAW (Molyneux & Razavi, 2005; Mukhopadhyay, 2004; Neuhold, 2005).

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 criticized 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). 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 is 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.

#### **2.4.2. 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). 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; Abu-Ghaida & Klasen, 2003). The United Nations Millennium Project report (UNMP, 2005) and United Kingdom Department for International Development (DFID, 2006) 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). 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 and managers.

Turquet, Watt & Sharman (2007), in the document they authored for Action Aid, 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 1.2 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 unrecognized (UN, 2013).

Table 2.1: Assessing MDGs from gender perspectives

MDGs	Gender ramification of MDGs (UNDP, 2005)	Analyzing 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 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).</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).</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).</li> <li>✚ The gender dimension of poverty is missing (Hayes, 2005)</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>✚ 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 favor of sons and other male relatives (Neuhold, 2005).</li> <li>✚ Globally, 10 million more girls are out of school than boys (Turquet, Watt &amp; Sharman, 2007).</li> </ul>

<p>3. Promote gender equality and women empowerment</p>	<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).</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).</li> <li>✚ Data on key aspects of women's empowerment is available in approximately a quarter of countries (Turquet, Watt &amp; Sharman, 2007).</li> </ul>
<p>4. Reduce child mortality</p>	<ul style="list-style-type: none"> <li>✚ A mother's education, income, and empowerment have a significant impact on lowering child and maternal mortality</li> </ul>	<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).</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).</li> </ul>
<p>5. Improve maternal health</p>		<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).</li> <li>✚ Only one third of births in the poorest countries are attended by skilled health personnel (Turquet, Watt &amp; Sharman, 2007).</li> </ul>
<p>6. Combat HIV/AIDS, malaria and other diseases</p>	<ul style="list-style-type: none"> <li>✚ 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 is essential for halting and reversing the spread of</li> </ul>	<ul style="list-style-type: none"> <li>✚ Women account for a growing number of people with HIV and AIDs. (Turquet, Watt &amp; Sharman, 2007). Three women to one man are living with HIV in sub-Saharan Africa (DFID, 2006).</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</li> </ul>

	HIV/AIDS and other epidemics.	<p>constitution (Neuhold, 2005).</p> <ul style="list-style-type: none"> <li>All these findings should have led to the formulation of a new target addressing women (Neuhold, 2005).</li> </ul>
7. Ensure environmental sustainability	<ul style="list-style-type: none"> <li>Gender equitable property and resource ownership policies enable women (often as primary users of these resources) to manage in a more sustainable manner.</li> </ul>	<ul style="list-style-type: none"> <li>African women and children spend 40 billion hours fetching water every year (Turquet, Watt &amp; Sharman, 2007).</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).</li> <li>Both the impact of climate change and adaptive capacities differ among women and men (DFID, 2006)</li> </ul>
8. Develop a global partnership for development	<ul style="list-style-type: none"> <li>Greater gender equality in the political sphere may lead to higher investments in development cooperation.</li> </ul>	<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 neoliberal 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).</li> <li>To meet the first seven MDGs, a true global partnership for development must priorities women's rights (Turquet, Watt &amp; Sharman, 2007).</li> </ul>

Source: compiled by the researcher from various authors (2014)

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

Target	Indicators
<ul style="list-style-type: none"> <li>Eliminate gender disparities in primary and secondary education preferably by 2005, and at levels of education no later than 2015</li> </ul>	<ol style="list-style-type: none"> <li>Ratio of girls to boys in primary, secondary, and tertiary education</li> <li>Ratio of literate women to men, 15-24 years old</li> <li>Share of women in wage employment in the non-agricultural sector</li> <li>Promotion of seats held by the women in national parliament</li> </ol>

Source: UN official website (2014)

Table 2.1 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).

Painter (2004) 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; Neuhold, 2005). 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). 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).

As Barton (2005) 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), 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) also agreed with Grown that MDGs constitute a “powerful tool for progress on development and human rights on which women human rights groups should recognize and build on”. Sweetman (2005) well summarized the conclusion drawn by scores of authors stating that the MDGs are “necessary but not sufficient to address gender-equality concerns”.

UNIFEM (2008) 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.

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. Moreover, many authors agree that for the desired outcome to materialize 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. This is a necessity as the world is struggling to meet the indicators of Goal 3 within the deadline.

## **2.5. Gender Equality and Education: Reciprocal Impact**

### **2.5.1. 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” (UNESCO, 2012). 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) emphasizes 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; Blackden et al., 2006; UNMP, 2005).

Assie-Lumumba (2007) 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, 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). Blackden et al. (2006), 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; Blackden et al., 2006). However, the challenge of achieving universal education even at the primary level remains difficult, with strong gender ramifications (UN, 2013). According to UN, over 57 million children of school age in the developing world are growing up without access to basic education, out of which 67% are girls (UN, 2013). Many countries have failed with respect to their commitment to eliminate gender disparity in primary and secondary education by 2005 (UN, 2009). 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” (UN, 2013).

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.

### **2.5.2. Gender Perspectives 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 favor 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), as illustrated below.

Table 2.2: Factors affecting gender equality in education

<b>Demand</b>	<b>Supply</b>
<p><b>Socio-economic factors</b></p> <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> <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>	<p><b>Political/institutional factors</b></p> <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> <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> </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 sensitized to gender issues</li> </ul>

<ul style="list-style-type: none"> <li>✓ Early marriages and pregnancies</li> <li>✓ Role of the girl/woman as a wife and mother</li> <li>✓ Skeptical attitudes towards the benefits and outcomes of educating girls</li> </ul>	<ul style="list-style-type: none"> <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)

Authors, such as Blackden et al. (2006), 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), 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) 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). According to Kabeer (2005), in societies characterized 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.

### **2.5.3. Gender Equality and Higher Education**

As University Partnerships in Cooperation and Development (UPCD, 2004) stated, it is difficult to imagine the realization of the MDGs without higher education. Higher education institutions (HEIs) are recognized as a key force for modernization and development, especially in developing countries (Tefera & Altbach, 2004). HEIs are the major means of empowerment through which both men and women could realize their potential (Grunberg, 2001). As Assie-Lumumba (2007) 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 specialized 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.

Lack of access to higher education deprives young women of an opportunity to optimize their self-realization and full participation in the development process (Meena, 2007; Assie-Lumumba 2007). Daddieh (2007) 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 today's very competitive world, the role of HEIs is being underpinned by the increasing dominance of an economic ideology (Wilton, 2007). According to Wilton (2007), 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, UN (2013) stated, "gender remains the most widespread and persistent facet of inequality, especially at the higher education level". According to Assie-Lumumba (2007), the history of women's engagement with the academy has been characterized by exclusion and inequality in almost all parts of the world ranging from the most developed nations such as Finland to the deserts of Negev in Israel and all the way down to the least developed ones, such as Ethiopia. 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.

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). Mlama (2007), however, criticized 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).

Grunberg (1999) 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 specialties; 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; ILO, 2009).

The best approach to systematically solve gender issue 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 since injecting change is not easy, even for the higher institutions in arguably advanced (progressive) societies.

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

## **2.6. Concepts and International Experiences in Gender Mainstreaming**

As cited in Kabeer (2003), 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 organizations to endorse and adopt the strategy of gender mainstreaming (Verloo, 2007). As Tiessen (2007) noted, a wide spectrum of organizations 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).

It is important to assess the successes or weaknesses of other organizations 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).

This research project revolves around the themes of gender, education, and development. It is, therefore, logical to learn from those organizations 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 UNESCO, UNDP and WB. The researcher could not obtain as many independent evaluation documents as desired with regards to the gender mainstreaming experiences of these organizations. Therefore, the review was obliged to rely heavily on the internal or official documents released by the organizations themselves.

### **2.6.1. 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, 2013).

Between 1948 and 2003, UNESCO passed 139 resolutions in favor of gender equality and the advancement of women and girls (UNESCO, 2003a). An evaluation of UNESCO’s actions concerning women and gender equality between 1988 and 1993 was later carried out (Verloo, 2007). 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). This finding prompted UNESCO to mandate gender mainstreaming.

In the 1995 Beijing Conference, the Director General of UNESCO presented the Organization’s agenda for gender equality which included UNESCO’s commitment to mainstream gender (UNESCO, 2000). The General Conference of UNESCO subsequently adopted a strategy in order to implement the Beijing Declaration and its Platform for Action (Verloo, 2007). The revised UNESCO’s gender mainstreaming policy is guided by its medium term strategy which states (UNESCO, 2005):

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 organization'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):

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 summarized below:

UNESCO published a detailed guideline on gender neutral languages to mitigate behaviour & attitudes that legitimize and perpetuate the moral and social exclusion of women (Verloo, 2007). It also established the Section for Women and Gender Equality under the Bureau of Strategic Planning to promote 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 organization that gender equality should be taken with the seriousness it deserves (UNESCO, 2006). In addition, it conducts gender analysis periodically by publishing detailed gender aggregated data and enacted gender mainstreaming policy along with the development of a five year gender mainstreaming implementation framework (UNESCO, 2003b). Moreover, UNESCO put in place a network of Gender Focal Points which is guided by a well articulated handbook published in 2005. Verloo (2007), 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). UNESCO also

Collaborated with UNIFEM and UNAIDS 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).

In summary, UNESCO has put in place the necessary tools and frameworks to mainstream gender. As Verloo (2007) 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 or social norms was also identified by Verloo (2007) who advised that such programmes should be designed in a culturally context-specific manner.

### **2.6.2. 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). 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 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 (2008) 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, 2008).

However, UNDP concedes that development agencies experience limitations as regards promoting structural change in power relationships between men and women (UNDP, 2008). 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 organizational culture and practice, as well as individual attitudes

and behaviors” (UNDP, 2008). The main lessons learned from a review of the UNDP documents are summarized 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). The main findings of the evaluation are (UNDP, 2006):

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 criticized UNDP for not effectively analyzing 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. Moreover, the 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. 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, 2006). UNDP also capitalized on its mandate to engage stakeholders in policy dialogue with governments on gender (UNDP, 2006). After a review of the contemporary

approaches, experiences and tools in gender mainstreaming being applied within the organization 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, 2006).

UNDP attempted to address some of the gaps identified by the evaluation team by undertaking the following major activities:

UNDP developed a very comprehensive gender mainstreaming toolkits 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). Customizing 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. In addition, UNDP 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 organization, 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). The organization also put in place a mechanism to mobilize more resources and track the allocations and expenditure for gender related activities (UNDP, 2008:44-45). Moreover, it 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 will have to be assessed periodically in order to ascertain whether the renewed policy statements are being practiced or not.

### **2.6.3. Gender Mainstreaming in WB**

According to its official website, the WB 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 summarized 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 analyzed 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 recognized 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 organizations, 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). According to Tembon (2008), 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). 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). Verloo (2007) 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 practice 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) and the elusiveness of its impact (Mukhopadhyay, 2004), 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). As Mukhopadhyay (2004) cautioned, "gender mainstreaming in the absence of accountability becomes merely a technical exercise without political outcomes". Heyzer (2005) also warned that governments and organizations 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.

## **2.7. Localizing Issues: Gender, Development and Education in Ethiopia**

In the previous sections, general issues with regards to gender, education and development was discussed. This section brings the issues down to the local context. It 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 greater emphasis on gender disaggregated data.

### **2.7.1. Women and Development in Ethiopia**

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, 2011). 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, 2011). Ethiopia is a signatory to global agreements on women’s rights such as CEDAW which guarantees women equal rights and protection from discrimination (WAO, 2011). 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).

The Organization 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). For instance, the OECD report (2009) rates Ethiopia top out of 122 countries with respect to the "son preference index". According to the OECD (2009) 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). 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, 2007).

In its Human Development Index (HDI), UNDP's (2009) report 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). In simpler terms, "GEM aims to measure the extent to which women have access to certain levels of power" (Permanyer, 2008). 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; Permanyer, 2008). "The greater the gender disparity in basic human development, the lower is a country's GDI relative to its HDI" (UNDP, 2009). Empirical results and studies conducted by researchers such as Permanyer (2008) and Schuler (2006) 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<sup>th</sup> out of 182 with a value of 0.403 respectively (UNDP, 2009). 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 2.3).

Table 2.3: The GDI compared to the HDI - a measure of gender disparity

GDI as % of HDI	Life expectancy at birth(years) 2004 (Female as % male)	Adult literacy rate (% ages 15 and older) 2004 (Female as % male)	Combined primary, secondary and tertiary gross-enrolment ratio2004 (Female as % male)
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 Africa (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%)
135. Guinea (97.3%)	133. Vietnam (105.3%)	144. Niger (35.1%)	159. Pakistan (78.3%)
155. Afghanistan (88%)	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 recognized 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, 2011). Although they represent 49.8% of the population (CSA, 2009), 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). As a result, most women are compelled to use marriage as a means of access to resources including land (OECD, 2009).

Meeting the third MDG is crucial for Ethiopia not only from a human rights standpoint but also from an economic development perspective. The 2011 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, 2011). The following section discusses and displays the latest figures with regards to the progress towards Goal-3.

### **2.7.2. Education and Gender Equality in Ethiopia**

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, 2011). As stated previously, 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, 2011). 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, 2011).

The Ethiopian late Prime Minister, Meles Zenawi, in his opening remark 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). 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).

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.

## **Primary and Secondary Education**

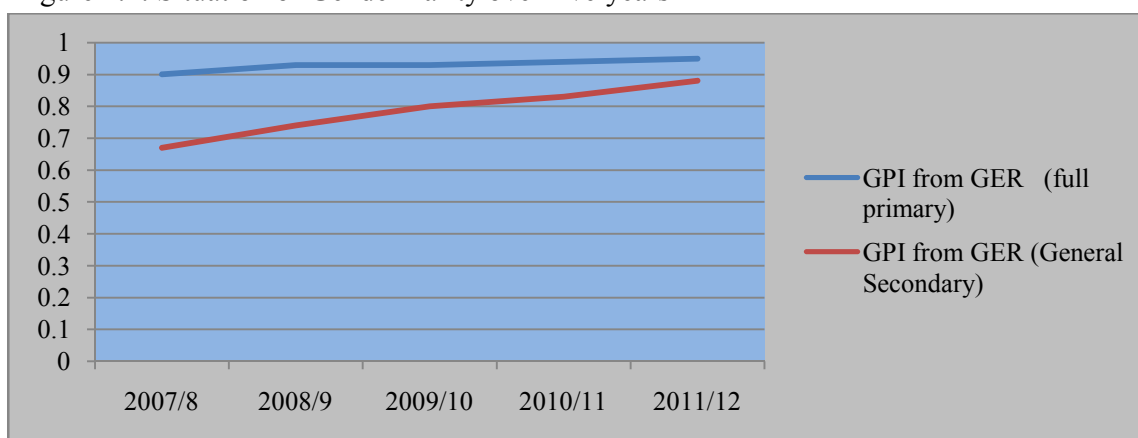
The Ethiopian government has made the achievement of universal primary education a ‘central plank’ of public policy (MoFED, 2008). Provision of primary education is crucial not only because it is the right of every citizen, but also is the chief instrument to socio-economic and socio-cultural growth and development (MoE, 2013). It empowers citizens, and particularly girls and women, to exercise their rights and to fulfil their duties. Besides being every citizen’s right, quality and equitable provision of primary education is essential especially for girls and women to increase human capital; improve their productivity and enhance per capita income for ultimate reduction of poverty.

There has been a significant stride towards achieving gender parity in the primary education. During the current sector plan (ESDP IV), net intake ratio (NIR) has grown to 92.2% (2011/12) from 76.7% (in 2009/10). The target for 2011/12 was 89.5%, whereas it surpassed by 15.5 percentage points. Gender wise, the gender disparity was managed to remain 0.95 as NIR increased to 94.6. Even if it was lower by 6% against the ESDP IV target, the net enrolment ratio (NER) has shown progress to reach 83.9 per cent for girls (MoE, 2013).

NER in the 1<sup>st</sup> cycle of primary education improved to 94.4% (in 2011/12) with a 6.2% increase from the base year. That was surpassed by 0.7 percentage points from the target. Females’ NER has also increased by 4.9% to 89.8% but still with a 2.2% achievement gap against the targeted 92.0%. In the 2<sup>nd</sup> cycle of primary education, boys’ NER improved by 1% to 47%, while girls’ NER improved by 2.3% to reach 49.2% during the same period (MoE, 2013).

Even though the country is showing progress in terms of reducing gender disparity in primary education, there is still critical gap in admission of school age girls i.e. 10% of girls that joined primary education were consistently over-aged compared to 5.4% of boys over 5 years (2008-12) (MoE, 2013). Moreover, according to MoE (2013), primary school completion rates for girls continued to be lower than boys (44.6 against 50.7 on average). Out of 1.7 million children aged between 11 and 14 years (i.e. 2<sup>nd</sup> cycle primary education age) that were excluded from school, 52% were girls (MoE, 2013).

Figure 2.1: Situation of Gender Parity over five years

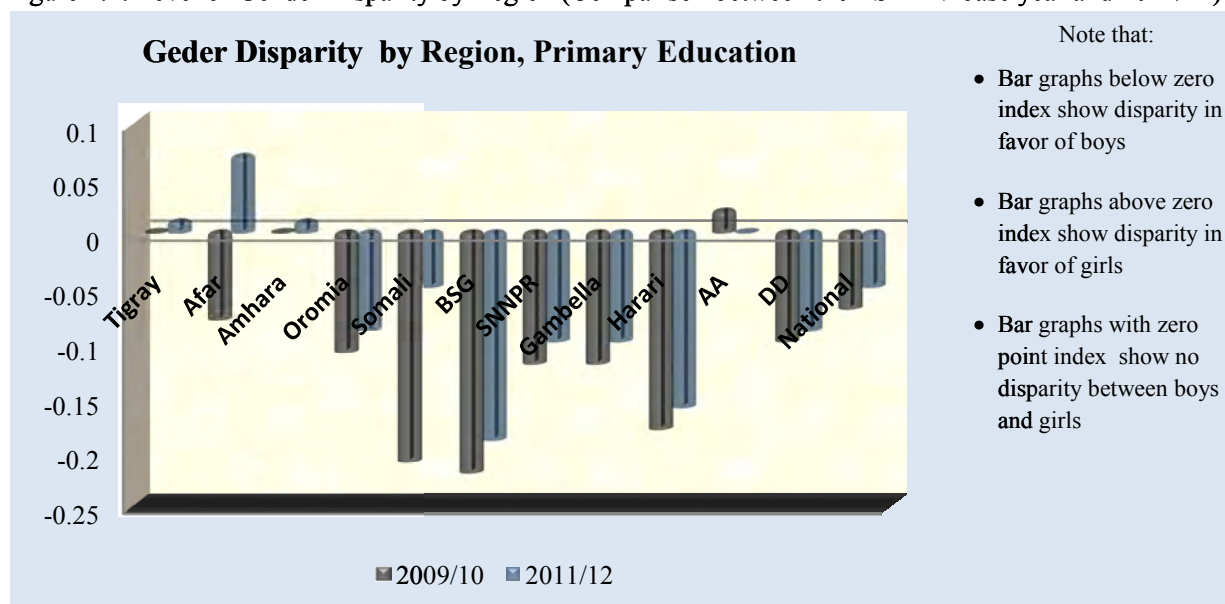


Source: Education annual abstract (MoE, 2011/12)

Gender parity at primary school has shown improvement in five years period. Calculated from the gross enrolment, the gender parity has increased by 5%. Yet, there are still only 95 girls in the school for every 100 corresponding number of boys. GPI in the 2<sup>nd</sup> cycle of primary has improved to 0.99 parity index. According to MoE (2013), this may be attributed to the relatively better survival rate of girls to grade 5 over the past five years (51.2%) compared to boys' lower survival rate (47.8%).

If girls manage to proceed to secondary education, the benefits will multiply. Researchers have confirmed that girls get higher returns from secondary education compared to boys (18% versus 14%): they can go on to earn higher incomes, assume roles outside of the home or farm (MoE, 2013). Educational attainment of girls has a strong effect on reproductive behaviour, fertility, infant and child mortality and morbidity, and attitude and awareness related to health, use of family planning and sanitation. In Ethiopia, child mortality is very low for children born to mothers with secondary education. The ratio is 24 deaths per 1000 live births compared with 121 deaths per 1000 for those mothers without education (DHS, 2011). The purpose of secondary education is to meet the demand for trained middle and higher level human power and to provide potential learners to tertiary level, while at the same time ensuring more equity of access particularly for girls and youngsters from rural areas (ESDP IV, 2010). In the secondary education, the NER has grown to 17.3% in 2011/12 from 13.8% in 2009/10. Enrolment in preparatory has increased for both boys and girls. Female enrolment increased by 7.9% in 2011/12 from the base year (2009/10). The GER for girls sharply increased in the last three years reducing the gender disparity to 0.24 from 0.44 (MoE, 2013).

Figure 2.2: Level of Gender Disparity by Region (Comparison between the ESDPIV base year and 2011/12)



Source: Education annual abstract; MoE 2011/12

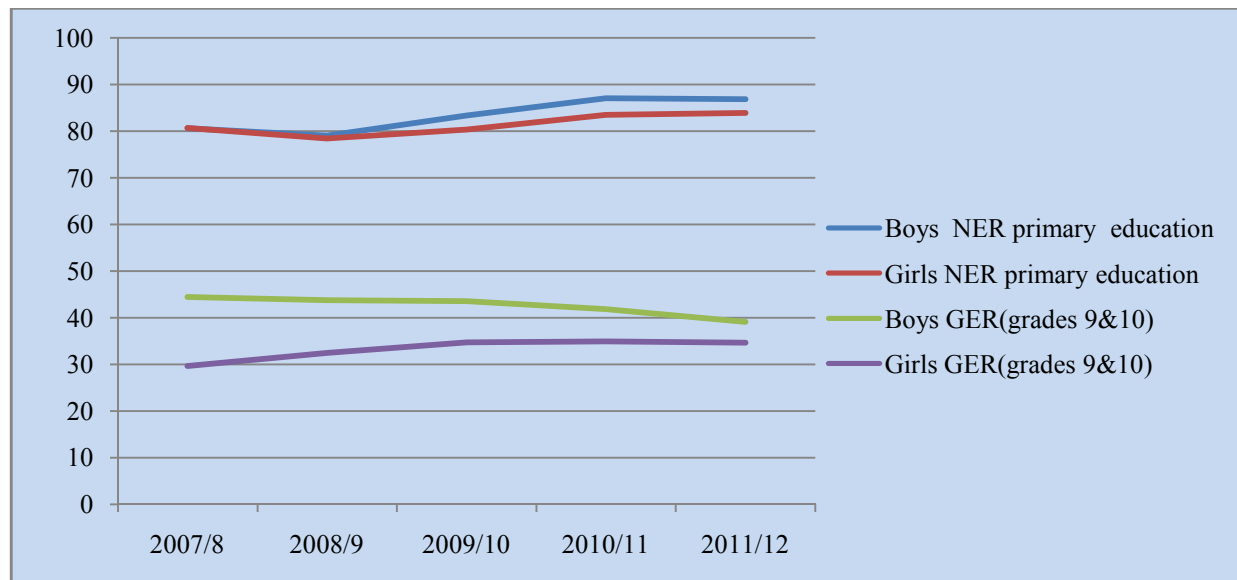
In general secondary education, the GER declined from the base year achievement. It failed to attain the targeted 47.2% for boys and 44.1% for girls. A large discrepancy exists between GER (36.9%) and NER (17.3%) implying high demand for secondary education by over-aged and out-of-school girls and boys.

Study by UNICEF shows that sixty percent of children who completed grade eight dropped before or after joining secondary education, before they sit for the national secondary school completion examination. The barriers are much more pronounced for girls than boys as witnessed in lower primary education completion rate and low gross enrolment ratio at secondary school (34.6 percent for girls and 36.9% for boys). Late entry and completion from primary school; dropout followed by later re-entry during transition to secondary education are the major gaps to secondary education (MoE, 2012).

In preparatory education, the ratio is at a very low stage. GER for both girls and boys has not yet moved beyond a single digit (8.8%). Girls are disfavoured not only in enrolment but also in learning performance. Results over the last five years of the general education national examination (grade 10) show that only one-third of girls who sat for the examination managed to score 2.00 and above points. This was far less than the fifty percent of boys who recorded 2.00

point and above. The national learning assessment result also indicated that girls achieved far less than boys in subjects as Mathematics and natural Sciences (MoE, 2013).

Figure 2.3: Five years Trends in NER for primary education and GER for General Secondary Education by Sex



Source: Education annual abstract; MoE 2011/12

Also at preparatory level, increase in crude number of girls was not accompanied by improved national examination results. The number of students who achieved greater than the average composite score (>350) tertiary education entrance examination in 2011/12 declined compared to the base year. Calculated against the total number of girls who took the examination, the proportion of girls who scored more than the average composite score dropped from 27.7 per cent to 19 per cent. Though the proportion of boys also declined (42.3% to 38.9%), the deterioration is more distinct among girls (MoE, 2013).

Studies, mid-term review and monitoring and evaluation reports and national education abstract were consulted to identify challenges that may have acted as causes to gaps identified above. A number of factors have been identified as contributing to the girls' low primary and secondary education, including: socio-economic and cultural; infrastructural; and institutional factors (MoE, 2013).

## **Higher Education**

Higher education in Ethiopia includes institutions with 3-6 years undergraduate programmes, as well as those offering the two years Masters and three year PhD level (MoE, 2009). It is apparent that the goal to produce highly qualified, motivated and innovative human resources and transfer advanced and relevant knowledge for socio-economic development and poverty reduction with a view to turning Ethiopia into a middle-income country by the year 2025 is impossible without targeting both women and men equally in higher education. To this end, improved access to and success in higher education to disadvantaged groups of the society including females is underlined in ESDP IV. A balanced distribution of higher education opportunities throughout the country, focusing on science and technology in particular is being envisaged.

In light of this, the number of higher learning institutions increased by one-third from ESDP IV base year, reaching 31 in 2011/12. Access to the HE has been accompanied by some of the noticeable initiatives to support female students through tutorial classes, regular forum attended by University presidents on girls' education, the launching of code of conduct to eliminate sexual violence and introduction of life skill module in university resource pack. Expansion of universities to underprivileged regions and zones, affirmative action or quota systems to enrol more girls in higher education and the establishment of gender offices in HEIs confirms government's commitment to advance girls education targeting gender equity (MoE, 2013).

However, according to a study of higher education in Ethiopia, the admission rate for women has been only about 15% for the past several years (MoE, 2009). 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). This rate of growth is the highest of all educational levels in Ethiopia (MoE, 2009). Quite a number of new universities have been opened throughout the country. This has greatly improved the intake capacity of the higher institutions. 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 only 20% were female (MoE, 2009). Of the total number of teaching staff in 2007/08, only 9% and 14% were women in government and private institutions respectively (MoE, 2009).

### **2.7.3. Key Challenges in Higher Education in Ethiopia**

Whilst, the enrolment of female students has improved, gender equality in higher education is far from being achieved. Data indicates a need for increased female student enrolment, retention and achievement. The increase has been characterized by irregularities in the proportion of female graduates. Gender parity is challenged at higher education due to very high difference in the enrolment level of girls against boys. Various factors have been forwarded as causes for the low enrolment rate, retention and achievement of female student in HEIs ranging from individual, family, and community to institutional paradigms. The challenges can be seen from various perspectives including institutional, socio-cultural and socio-economic factors (Bahir Dar University, 2007/8 cited in MoE, 2013). The factors are discussed below:

#### **i. Institutional Challenges**

The major institutional factors which are currently hindering the process of achieving gender parity in higher educational institutions includes problem associated with policy implementation, unfriendly physical environment and inadequate academic support. Each of them is briefly discussed as follows:

##### **a) Problem Associated with Policy Implementation**

Gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and activities to the expected level. Gender mainstreaming is weak owing to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate, functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates.

##### **b) Unfriendly Physical Environment**

Most higher education institutions lack friendly infrastructure and basic services. Problems related to infrastructure and facilities include shortage of dormitories, unsafe and insecure toilet facilities, unfenced compounds and insufficient light within and around, poor accessibility of basic services like banking and stationary materials. Gender based violence within and outside the HEIs compounds caused by unfriendly learning and residential environment is found out to

be common and major problem of students especially girls are confronted with. In addition, low levels of awareness on GBV amongst students, staff and the law enforcement bodies on campuses and the surrounding communities and weak enforcement of GBV laws and policies worsens the problem. The limited understanding of the extent and different forms of sexual, physical and psychological violence increases the vulnerability of females in HEIs.

In parallel, lack of awareness as well as inadequate access to comprehensive medical and sexual and reproductive health (SRH) services risk students particularly girls to heightened sexual violence. Even where the services are available, the quality is generally poor.

#### c) Inadequate Academic Support

When students are placed in field of study outside their competitive choice or interest, it poses a challenge to their future motivation and academic success. However, the placement of most students particularly girls in the fields of study is undertaken without appropriate orientation and guidance. Once they begin classes their confidence and self-esteem will suffer if they are not well informed for the expectations of higher education.

Lack of gender responsive pedagogy that will enable instructors to mainstream gender into teaching and learning processes, little need based academic tutorial support program including training related to life skills and study skills, all contributed to an environment that led to poor academic performance and ultimate dismissal as well as social and economic crisis. Generally, gender based academic support programs are not systematic and consistent. The education system has also been reported to have fallen short of providing efficient gender oriented guidance and counselling.

#### ii. Socio-Cultural Challenges

Female students arrive at the universities facing a number of socio-cultural challenges. A biased attitude of the society towards girls' education remains prevalent. In some instances, teachers have unsupportive attitude towards female students. Even if affirmative action is meant to address the gender inequalities persisting in the society, some staff and management members consider the affirmative action for entry as rather a cause for low academic achievement of the beneficiaries. Widespread gender based violence both on campus and in the surrounding

community represents a real threat to their health and safety and they are at high risk of sexual exploitation. Some academic staff and other university community members use low learning performance as a means of sexual exploitation in exchange for grade points. When students live away from family control and supervision, they may experience homesickness and, in trying to adjust will develop new friends from the university and around. Some of them ended up with new friends that are engaged in unwanted social behaviours including abusive practices which ultimately affect their social, economic and academic successes.

### **iii. Socio-economic Challenges**

Students from economically weak families suffer from financial constraints in fulfilling basic and material needs like food, clothing, sanitary pad, educational materials and miscellaneous expenses. This has led them to engage in undesirable practices such as transactional sex which not only affects their academic achievement but also can endanger their health, increasing the risks of contracting sexually transmitted diseases (STDs) including HIV/AIDS and unwanted pregnancy.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

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This chapter describes the area in which the study was conducted, approach, design, data types and sources, sample design and sampling methods, method and instruments of data collection and analysis, methods of data capturing and storing as well as ethical considerations in the study.

### **3.1. Description of the Study Area**

Dilla University was first established as Dilla College of Teacher Education and Health Science. It had 2 faculties: Faculty of Education and Faculty of Health. In 2001 it was made part of the newly emerging University-Debu University. In 2004 it sprung to a full-fledged University as per the declaration of the council of ministers regulation number 129/2004. Later it was re-established by the council of ministers regulation number 238/2011. Currently the University has six colleges: College of Engineering and Technology, College of Natural and Computational Science, College of Health and Medical Science, College of Agriculture and Natural Resource, College of Business and Economics, College of Social Science and Humanities as well as two schools: School of Law and School of Graduate Studies. Furthermore, there are two other institutes: Institute of Indigenous Studies and Institute of Education and Behavioral Science.

The Gender Office of Dilla University was established in 1996 E.C. The Office is fully responded and accountable to the President of the University. Currently the Office is in progress to work in decentralized manner by enhancing its capacity to coordinate program and activities of the Office. The Office has five staff members namely office head, three experts, one secretary and messenger.

The Office is operating aiming at effectively addressing gender issues and creating friendly teaching and learning environment in the University. In addition, the Office has also the goal of ensuring gender equality, enhancing the academic performance of female students, creating well qualified and competent female professionals in different fields, and creating conducive learning environment for the full participation of female students.

### **3.2. Approach of the Study**

According to Creswell (2009), there are three approaches in conducting scientific research, i.e., qualitative, quantitative and mixed approach. Burns and Grove (2005) say research can be qualitative, if it describes events and persons scientifically without the use of numerical data while quantitative research consist of research in which data can be analyzed in terms of numbers. Mixed approach is an approach, which combines both qualitative and quantitative approaches.

The nature of the objectives sought to be achieved and the problems to be investigated in this study dictates the use of both quantitative and qualitative approach. On the one hand, quantitative data is required to understand the current status of female in the University. On the other hand, qualitative data is required to assess the extent to which available policies are being utilized by the implementers. The study was also involved exploration and analysis of peoples' attitude, perceptions and understanding about the issue of mainstreaming gender equality and empowerment of women. Using mixed approach help to minimize the weakness of single approach and ensure the validity of gathered data. Moreover, using combination of qualitative and quantitative approach helps for the purpose of gathering extensive data from various sources.

### **3.3. Design of the Study**

Babbie & Mouton (2001) defines research design as “plan or a blueprint of how one intends conducting the research”. Research design focuses more on the end product and dwells more on the research problem (Babbie & Mouton, 2001). Therefore, the research design which was used in this research emanates from the necessity to achieve the main objective of the study.

By objective, this study fits into the descriptive study design. Descriptive research provides an accurate account of characteristics of a particular individual, event or a group in real-life situations (Polit & Humger, 1999). Therefore, this study is descriptive because gender mainstreaming policies and practices can be described in terms of conduciveness of the overall environment to gender mainstreaming, management and university community attitude, perceptions, and commitment towards gender mainstreaming in the University. Further, most of the ramifications of gender policies and practices are real and described in a sense that they can be experienced and observed affecting different facets of life.

This research also employed “interpretive research tradition”; research that uses interviews to help to understand the issue in greater depth (UNISA, 2009). The qualitative interview is one of the major tools adopted in this research to collect data from purposely selected respondents and use triangulation in data sets and comparison of responses.

### **3.4. Sample Design and Sampling Methods**

A research study should aim to gather data from a sample that is representative of the whole population (Babbie & Mouton, 2001; Bartlett, et al., 2001). The total size of the University is too large to consider as a whole. Accordingly, the population under study is divided into three strata: academic staff, students and administrative staff. Academic staff and students were addressed through questionnaires while administrative staffs were addressed through interview. For the purpose of administering the attitude survey questionnaires, among the students, only regular and undergraduate ones are targeted as sampling elements, because the extension and postgraduate programme students are not easy to reach owing the academic schedule. Besides, the regular students represent the lion’s share in terms of number, as well as being the central focus of major development policies and practices. The other major category of target groups comprises the full time, active academic staffs of the University. Non-active academic staffs are left out for reasons similar to those non-regular students.

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 3.1: Scenario analysis to determine sample size

A. Scenario I, margin of error 0.05

Population category	Target population	Z=Z value (e.g. 1.96 for 95% confidence interval)	P=Percentage of picking choice	Margin of error	Sample size for undefined population size	Final corrected sample size for target population
Academic Staff	857	1.96	0.5	0.05	384	265
Students	11,262	1.96	0.5	0.05	384	371
Total	12,119					636
Pros and cons of the sample size			Statistically the most desirable but operationally difficult			

B. Scenario II, margin of error 0.07

Population category	Target population	Z=Z value (e.g. 1.96 for 95% confidence interval)	P=Percentage of picking choice	Margin of error	Sample size for undefined population size	Final corrected sample size for target population
Academic Staff	857	1.96	0.5	0.07	196	160
Students	11,262	1.96	0.5	0.07	196	193
Total	12,119					353
Pros and cons of the sample size			Statistically acceptable and operationally manageable			

C. Scenario III, margin of error 0.10

Population category	Target population	Z=Z value (e.g. 1.96 for 95% confidence interval)	P=Percentage of picking choice	Margin of error	Sample size for undefined population size	Final corrected sample size for target population
Academic Staff	857	1.96	0.5	0.10	96	86
Students	11,262	1.96	0.5	0.10	96	94
Total	12,119					180
Pros and cons of the sample size			Statistically the least desirable but operationally the easiest			

The larger the sample size, the more confident one can be that the answers truly reflect the population. This premise favours scenario I as the most desirable, with margin of error of 0.05. Operationally scenario III is the easiest to manage and the least costly in terms of resources. Nevertheless, the margin of error of 0.10 is so wide that it detracts from the credibility of the outcome. Although scenario I posed some operational challenges, the researcher utilized it for improving the representativeness of the sample size.

Note: Simple random formula is used to calculate:

**Sample Size (SS) for Infinite Population Size:**

$$SS = \frac{Z^2 (P)(1-p)}{c^2} \quad \text{Whereas;}$$

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

P = Percentage of picking a choice, expressed as decimal (0.5 is used for sample size needed)

C = Margin of error, expressed as decimal

**Correction for Finite Population:**

$$\text{New } SS = \frac{SS^{-1}}{1 + \frac{SS^{-1}}{POP}} \quad \text{Whereas;}$$

Pop = Target population

$SS^{-1}$  = Sample size for infinite population

### 3.5. Data Sources and Collection Instruments

#### 3.5.1. Data Sources and Collection Methods

The researcher used both primary and secondary data sources and types to gather qualitative and quantitative data. The research employed data collection methods that generate both qualitative and quantitative data sets. Primary data was collected through formal interviews using pre-designed questions from purposely selected administrative staff of the University and gender experts while informal interactions and structured questionnaires were used to gather data from students and academic staff. Document review was made in order to augment evidence from the primary sources. In addition, other secondary data were collected through review of relevant literatures from possible sources and formats, including books, articles and other related research documents.

### 3.5.2. Data Collection Instruments

The primary data employed for the study were collected using the following instruments or tools:

#### Questionnaires

Two sets of questionnaire were designed and administered: one for students and another for the academic staff of the University. The questions were designed in line 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 University. In order to make sure that the respondents understand the questions in the questionnaire in the same way the research intended, pilot-testing was undertaken. Pilot-testing serves as a mechanism to make sure that question in the questionnaire make the respondents feel comfortable. Moreover, it helps to determine how long it takes to complete the data gathering process (Babbie & Mouton, 2001). Therefore, before administering the questionnaire to the respondents on a full scale, a pre-test was carried out on a few students and staff for comprehensibility. Experts and literatures were consulted and appropriate adjustments and modifications were made accordingly. According to Hunter (2004), the key to the validity of any survey is randomness. Therefore, the questionnaire was distributed to the respondents who were selected randomly with the assistance of the respective registrar's offices. There was a very good success rate regarding completion of the questionnaires, as far as the total sample size in each category is concerned. The response rate of survey participant is summarized in the following table:

Table 3.2: Survey questionnaire response rate

Category of the respondents	Sample size	Number of questionnaires collected	Number of questionnaires with missing variables	Number of complete questionnaires	Response rate
Academic staff	265	241	5	236	89.1%
Students	371	359	19	340	91.6%

Source: Own Survey Result (2014)

Although it was not intentionally targeted as such, it is important to note that the respondents come from diverse backgrounds. This is believed to accord the sample more credibility with respect to representing the orientations and perceptions of various members of the University community.

### **Oral Interview**

Oral interviews were conducted with purposefully selected interviewees from diverse administrative roles and responsibilities. Purposive sampling technique is selected for interview because it helps to identify the participants whose lives are closely related with the issues which was raised in this study and are believed to have rich and firsthand information. The interviews were guided by semi-structured questions. Most of the interview questions were open ended so as to capture a wide range of answers from the respondents. The interview was conducted with the president & vice-presidents of the University, gender focal point, human resource development and management head and staff association representative. The researcher explained the purpose of the interview to the interviewees so as to avoid any kind of misconception. For the sake of confidentiality, the researcher used coding in the analysis.

The specific topics raised with the interviewees varied from each other depending on the roles and the mandate each group had been given within the University. 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 on their perceptions and roles in the context of policy and the actual environment.

### **Document Review**

To supplement the data gathered through 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 University. Accordingly, relevant policy documents and administrative guidelines, reports of the University, records of the MoE, the University legislation and other important documents were reviewed to enrich the analysis.

### **3.6. Methods of Data Capturing and Storing**

Since what people keep in their minds tends to be forgotten quickly, it was found to be very important to use data capturing and storing mechanisms during an interviews. Accordingly, attempts were made to capture data using audio recording devise. However, sometimes interviewees were not willing and do not feel comfortable to be recorded. For these reasons the information obtained from such categories of the interviewees were captured mainly through note-taking.

### **3.7. Methods of Data Presentation and Analysis**

The data gathered for this study was coded and entered into the computer software known as Statistical Package for Social Science (SPSS). The result of the SPSS analysis is summarized and presented in a form of table, bar-graphs, and pie-chart. In addition to these, qualitative data gathered from the interviews and document review is thematically presented and discussed thoroughly using descriptive analysis method.

### **3.8. Ethical Considerations**

In the process of the study, the following ethical issues were considered. Before starting to undertake the study, a permit from the University had been obtained. Furthermore, in order to get an informed consent from the respondents, the purpose of the study was explained clearly to students, academic and administrative staff and experts in the gender office: to entire sample respondents. They were asked to give their informed consent orally before filling the questionnaire and conducting an interview. Moreover, they were informed and promised that any information which will be obtained from them are kept confidential and only will be used for academic purpose. Moreover, the identities of interviewees were kept confidential through coding mechanism.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

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### 4.1. Introduction

This chapter presents the data results, analysis and discussion of findings. Data gathered through interviews and questionnaires were analyzed. Decision-makers and special interest groups were included in the interview schedule. The survey questionnaires were administered for respondents with diverse demographic backgrounds. Secondary data was also reviewed among the several related documents i.e. policy and scholarly works. The data collected were examined, compiled and evaluated in view of addressing the research problems identified at the beginning of the study and answer the general and specific questions. Data was presented in the form of tables, bar-graphs and pie-charts in the patter that can provide the best interpretation of the results. The data is presented and analyzed thematically; the data is categorized into nine themes.

### 4.2. The University's Policy Environment

This section reviews the conduciveness of the policy environment to address gender issues. It also explores how the policy environment is perceived by the stakeholders and how it is being effectively utilized.

In supplementary to the relevant constitutional and national educational policy provisions, the revised Senate Legislation, which comes into effect in 2013, is the most important instrument in providing the policy and strategic platform for running the efforts at the University. The legislation communicates the University's mandate and provides a policy framework to govern the relationships among the University's community. A review of the legislation from gender perspective demonstrate some degree of gender sensitivity by making provisions as stated in the following paragraphs:

- ✚ Under article 5, regarding the membership of the Senate, clearly states that the Director of Gender Office is a voting member of the Senate (DU, 2013).
- ✚ Article 57 articulates the University's policy on affirmative action. It reads: "...the Senate or the President may issue guideline on special admission criteria that would enable

disadvantaged group [including female students] to enroll in the programmes of the University...” (DU, 2013).

- ✚ Article 63 mentions that the academic staff member should treat his or her students equally, irrespective of age, sex, nationality, or personal bias (DU, 2013). The legislation also made it clear that failure to do so is subjected to disciplinary measures including dismissal from the University.
- ✚ To a certain extent, recognition for gender representation in important entities of the University is also made under article 97 which concerns the composition of the academic commission established for each College or Institute. The academic commission, among other members, is supposed to include two elected student representatives, one of whom shall be a female student (DU, 2013).
- ✚ Article 112 makes general provision for student organization, which includes the right to organize and promote interests of disadvantaged groups, female students, and students with disabilities, or students from emerging cultural communities (DU, 2013).

Such gender-sensitive provisions are required in order to mainstream gender issues into different operations of the University’s activities. As a result, the existing provisions should be considered as an important milestone in the process of ensuring gender equality in the University. As far as the implementation of such provision is concerned, a lot of effort is still needs to be in place to achieve the required outcome. For instance, even though female students have established Female Students Union as per the legislation, the union is currently suffering from financial constraints as well as lack technical support from University’s management. It is important to understand that the establishment of Female Students Union is just a means to achieve the goal i.e. bringing gender equality. Therefore, the entire community of the University including top management is expected to contribute their part to achieve the intended objective.

The staffs’ of Dilla University are federal public civil servants. The terms and conditions of their engagement are governed by the amended Federal Civil Servant Proclamation No. 515/2007. A review of the proclamation’s articles revealed that there are limited gender considerations provided:

- ✚ 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).
- ✚ 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).
- ✚ Article 41 details the conditions under which maternity leave should be administered. For the first time, the proclamation provided five days for paternity leave (FDRE, 2007). 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). 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 carried out with ‘Interviewee 6’, the researcher come to understand that although Dilla University is yet to compile a fully-fledged Gender Policy, others such as National Education Policy, the National Policy on Women, the Senate Legislation and other policy and strategy documents touch upon some aspects of gender issues such as availing opportunities equally and the empowerment of women. Questionnaire was administered on this specific point for the University academic staff; the result revealed that slightly more than one in two (53% or 18/34) of the female academic staff that participated to responding to the questionnaire believed that Dilla University has some sort of policy related to gender. Out of the male academic staff that participated in responding to the questionnaire, slight more than two in five (41.5% or 83/202) believed that Dilla University has some sort of policy related to gender. This result indicates that there is a low level of awareness concerning the existence of any gender policy, particularly among the male academic staff. Among those who believed that there was a gender policy, slightly more than four in five (83.3% or 15/16) of female academic staff and three in four (73.5% or 61/83) of male academic staff believed that the policy affirms a commitment to gender equity. From the survey, one can understand that there is a positive attitude which the University could use 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. Out of the students that participated in responding to the questionnaire, sight more than three in five (65% or 79/122) of female and seven in ten (71% or 155/218) of male respondents responded that there was no gender policy or that they did not know if there was one after all.

‘Interviewee 1’ said that “the University believes that the integration of gender equity in programmes and projects is mandated”. According to him, “this is manifested by way of affording priority to women or girls whenever opportunities are available”. For instance, whenever there are scholarships and internal vacant positions, one of the criteria for evaluation is sex. He believes that such measures by the University encourage their participation and ultimately contribute towards bridging the gender gaps. He further contended that the policy environment in the University is conducive to gender mainstreaming, and further stated that gender mainstreaming is taken care of in the new reform the University is currently undertaking. Unfortunately, the researcher was not afforded an opportunity to ask a follow up question regarding this owing to the busy schedule of the President. However, according to a number of reports, working dissertations and draft policy documents that emerged from the planning of the on-going reform and those that were 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 utilization of resources.

### **4.3. Program Planning and Design**

The University Strategic Planning Committee which conducted SWOT (strengths, weaknesses, opportunities and threats) analysis regarding its undergraduate programmes identified that the teaching-learning process is not gender sensitive. The strengths and weaknesses of gender-related tasks of the University are presented in Table 4.1 below as per the study conducted by Dilla University Strategic Planning Committee (DU, 2011):

Table 4.1: Strengths and weaknesses of gender-related tasks of Dilla University

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>✚ Establishment of the Gender Office</li> <li>✚ Student population with diverse cultural background</li> <li>✚ Affirmative action for admission of female students</li> </ul>	<ul style="list-style-type: none"> <li>✚ No programmes for mainstreaming gender and multiculturalism</li> <li>✚ Gender inequality with regards to access, success, academic staff positions, and managerial staff positions</li> <li>✚ Absence of University-wide gender focal point</li> <li>✚ Lack of multicultural tolerance among students</li> <li>✚ Lack of protection of female students from sexual harassment</li> </ul>

Source: Dilla University (2011b)

The strategic plan sets out a number of broad objectives and specific goals. The plan also itemizes a detailed action plan to meet these goals. Table 4.2 is a compilation of gender-related goals and action plans extracted from the various sections of the strategic plan (DU, 2011a).

Table 4.2: Dilla University gender-related goals and action plans

Goal	Action plan (current status of implementation)
<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 the 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 considerations to gender, and other diversities to give priority for academic career/recruitment and admission to programmes (partially implemented).</li> <li>✚ Strengthen the Gender Office (partially implemented).</li> <li>✚ Hold University-wide and, then college specific seminars to mainstream gender and multiculturalism in the curricula (not implemented).</li> <li>✚ Develop &amp; enforce University-wide 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 database of resource people and institutions involved in gender issues (partially implemented)</li> <li>✚ Design programme for periodical training: conduct training (partially implemented)</li> </ul>

Source: Dilla University (2011a)

Note: 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. An update on the status of implementation was obtained from the Gender Office of the University.

While the above provisions in the strategic plan are indeed admirable and need to be capitalized upon, a critical review of the strategic plan revealed that the Director of Gender Office was not on the original list of the Strategic Planning Committee members. The Director of Gender Office was chosen onto the Strategic Planning Committee towards the final stage of the strategic plan's development. This late inclusion not only undermines the contribution that Gender Office 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. Before developing the strategic plan, the University conducted a series of strategic planning workshops. 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 in order to check if gender had featured as a sub-topic in the course of the workshops, in detailed agenda of the events, gender was not included as a discussion item. Moreover, apart from this, the Director of Gender Office mentioned that the Office has not been involved in any other strategic programme planning and design since the late participation in the design of the University-wide strategic plan.

One of the main indicators of gender sensitive programme planning and design is maintaining and disseminating gender disaggregated data. While reviewing the documents, the researcher observed that the University attempted to maintain gender disaggregated data on students, academic and administrative staff to a reasonable extent. 'Interviewee 3' stated that all University data are classified based on sex. However, the training and staff development records were not gender disaggregated. Following the discussion with the researcher, the human resource management and development office mentioned that the office intends to maintain gender disaggregated data henceforth.

The response 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 4.3). About four in five (79.4% or 27/34) of female academic staff and slight more than three in four (76.2% or 154/202) of male academic staff replied that gender equity goals and objectives were generally included in the University's programmes or projects designs. On the other hand, in spite of limited female representation in major project designs, the majority of the female (95% or 32/34) and of male (64% or 129/202) academic staff respondents believed that

the University employed participatory methods to incorporate the views and preferences of both male and female community members in project designs. The student respondents also share the view of the academic staff in the sense that three in four (76% or 93/122) of female and almost nine in ten (88% or 192/218) of male students expressed the opinion that the University employs participatory method to incorporate the views and preferences of both male and female students in its planning. Through informal interaction with the students and academic staff, the researcher comes to understand that they perceived the process as participatory due to their participation in different workshops organized by the University in strategic plan development process. However, ‘Interviewee 6’ didn’t hide her feeling that such kinds of participation in different workshops are not sufficient to call the process as entirely participatory.

Table 4.3: Survey participants view on programme Planning and design from a gender perspective

Responses		Are gender equity goals and objectives included in general in the University’s Programme or Project designs?		Does the University use participatory methods to incorporate the views and preferences of both male and female community members in project design?	
		Academic Staff	Students	Academic Staff	Students
Female	Not at all	2(5.9%)	10(8.2%)	2(5.9%)	15(12.2%)
	To a limited extent	10(29.4%)	42(34.4%)	18(52.8%)	60(49.2%)
	To a moderate extent	10(29.4%)	29(23.8%)	6(17.7%)	17(13.9%)
	To a great extent	5(14.7%)	12(9.8%)	6(17.7%)	3(2.4%)
	To the fullest extent	2(5.9%)	8(6.6%)	2(5.9%)	13(10.6%)
	Do not know	5(14.7%)	21(17.2%)	0(0%)	14(11.7%)
	<b>Total</b>	<b>34(100%)</b>	<b>122(100%)</b>	<b>34(100%)</b>	<b>122(100%)</b>
Male	Not at all	10(4.9%)	28(12.8%)	22(10.9%)	9(4.1%)
	To a limited extent	44(21.8%)	81(37.2%)	35(17.3%)	126(57.8%)
	To a moderate extent	72(35.6%)	37(17.0%)	56(27.7%)	35(16.1%)
	To a great extent	19(9.4%)	12(5.5%)	16(7.9%)	26(11.9%)
	To the fullest extent	19(9.4%)	16(7.3%)	22(10.9%)	1(0.5%)
	Do not know	38(18.8%)	44(20.2%)	51(25.3%)	21(9.6%)
	<b>Total</b>	<b>202(100%)</b>	<b>218(100%)</b>	<b>202(100%)</b>	<b>218(100%)</b>

Source: Own Survey Result (2014)

The researcher interviewed ‘Interviewee 5’ in order to understand the activities and current status of Teachers Association of the University. According to him, even though the University provided the Association with office facilities, there is no institutional framework that can enable the association to participate in different endeavors of the University including the policy designs. As a result, the Association was not able to make its own contribution in the formulation of policies and project designs. However, ‘Interviewee 5’ 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 towards its achievement.

#### **4.4. Program Implementation**

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

As indicated in Table 4.2 earlier, most of the gender-related goals stated in the five year strategic plan have been partially implemented. In order to identify whether the University is integrating gender issues in to the programmes and projects implementation, the researcher conducted an interview with senior officials of the University. Accordingly, the management of the University informed the researcher that Dilla University 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 ('Interviewee 1', 2014; 'Interviewee 2', 2014; 'Interviewee 3', 2014). The Gender Office on the other hand revealed that gender questions or criterion has not been factored into programme implementation process in any significant way ('Interviewee 6', 2014). According to the Director of Gender Office, 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 taken into account while major strategic issues are discussed by the University Senate.

A question was forwarded to the academic staff regarding whether or not the implementation plan for the University's programmes or projects are included in the activities that strengthen skills and provide men and women with equal access to service and training. Accordingly, 94.1% (32/34) of female survey respondents and 97% (196/202) of male ones responded that the implementation plan, to varying degrees, strengthens their skills and provide them with equal access to services and training. This enhance the participation of female academic staff in the implementation of various programmes and projects in the University which is expected to contribute positively towards bridging the gender gaps in the implementation process that comes due to lack of skills.

Table 4.4: Assessment of the value of DU's programmes or projects to the beneficiaries

Responses		Beneficiaries of the University's programmes or projects who value and see programmes or projects as beneficial to their lives			
		Academic Staff		Students	
		Female Beneficiaries	Male Beneficiaries	Female Beneficiaries	Male Beneficiaries
Female	Strongly agree	16(47.1%)	17(50.0%)	38(31.1%)	23(18.9%)
	Agree	9(26.5%)	4(11.8%)	52(42.6%)	51(41.8%)
	No opinion	6(17.6%)	9(26.5%)	26(21.3%)	43(35.2%)
	Disagree	3(8.8%)	4(11.8%)	3(2.5%)	5(4.1%)
	Strongly disagree	0(0%)	0(0%)	3(2.5%)	0(0%)
	<b>Total</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>122(100%)</b>	<b>122(100%)</b>
Male	Strongly agree	89(44.1%)	66(32.7%)	65(29.8%)	37(17.0%)
	Agree	40(19.8%)	60(29.7%)	103(47.3%)	109(50.0%)
	No opinion	69(34.1%)	76(37.6%)	29(13.3%)	41(18.8%)
	Disagree	0(0%)	0(0%)	14(6.4%)	14(6.4%)
	Strongly disagree	4(2.0%)	0(0%)	7(3.2%)	17(7.8%)
	<b>Total</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>218(100%)</b>	<b>218(100%)</b>

Source: Own Survey Result (2014)

As seen from Table 4.4, all the survey participants, to a great extent, agreed that both male and female value and see the University's programmes or projects as being beneficial to their lives. A close look at the statistics of the responses revealed that more female academic staff respondents (73.6% or 25/34) expressed that female beneficiaries value the benefits of the projects than the same group of female respondents (61.8% or 21/34) who thought that male beneficiaries value the benefits of the projects. On the other hand, a slight majority (63.9% or 129/202) of male academic staff respondents thought that female beneficiaries value the University's projects or programmes as being beneficial to their lives, a figure more than those (63.4% or 126/202) 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 or programmes as being useful to their lives.

Female student survey participants shared the view of the female academic staff respondent in that slightly less than three in four (73.7% or 90/122) of the respondents thought that female beneficiaries value the University's projects or programmes as being beneficial to their lives while slightly more than three in five (60.7% or 74/122) thought that male beneficiaries find them valuable. The pattern of the response from the male student was found to be similar to that of the female students. Of the male students, slightly more than three in four (77.1% or 168/218) thought female beneficiaries value the benefits of the projects or programmes while fewer

respondents (67% or 146/218) expressed the opinion that male beneficiaries value them as advantageous. From this finding (Table 4.4), the conclusion can be drawn that although the University did not design and run most projects from a gender perspective, the members of the University, particularly the females, value the existing projects or programmes as being beneficial to their lives while males are relatively less passionate about them. Of course, individual perceptions may not be the same. And yet, this finding begs for further investigation into how valuable the projects and programmes are to males and female students and how effectively the impacts of the projects and programmes was communicated to the intended beneficiaries.

#### **4.5. Human Resources**

This section profiles the gender composition of members of the institution, 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.

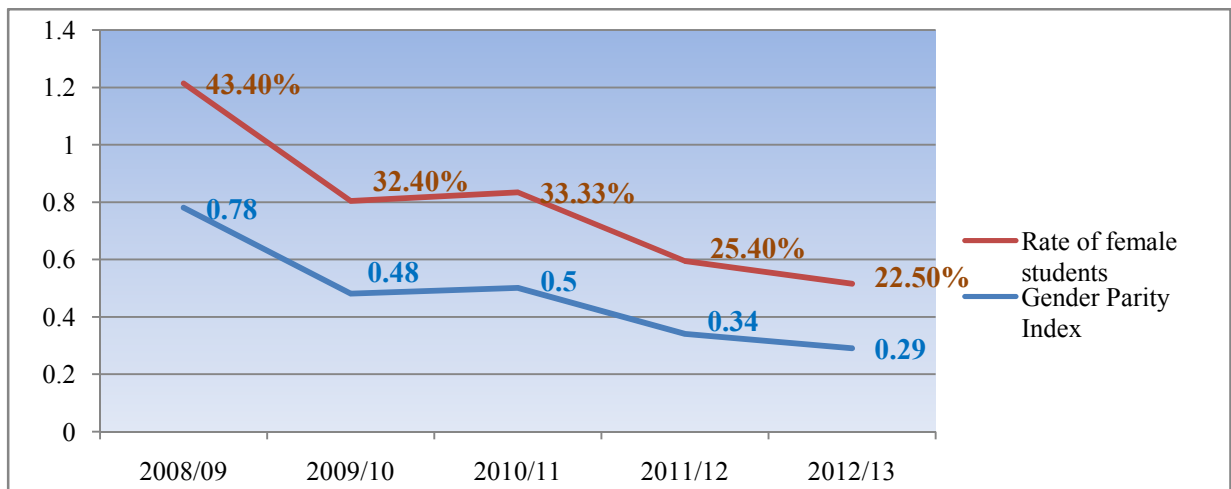
It is obvious that the success and failure of an institution is highly dependent upon effective and efficient utilization of resources such as human, material, financial and information resources. However, the human element is the most crucial of all resources for the survival and prosperity of an organization since the human element of an organization has a lot to contribute to institutions performance. In this section, for analytical convenience, the University's human resources are grouped into three main categories: students, academic staff, and administrative staff. The 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 and administrative staff over the period of five years.

##### **4.5.1. Students**

As Mingat, Tan and Tamayo (2003) stated, when it comes to students, "equity in educational opportunity influences the future distribution of income, wealth and status in society". This is mainly because most of educated women are afforded better opportunities to earn higher wages, participate actively in community life and engage in decision-making processes among others.

Gender equity is served better if equality is achieved since equity is the outcome of equality (Leo-Rynnie, 1999). The most commonly used gender equality indicator amongst many researchers is the Gender Parity Index (GPI). The “GPI is the ratio of female to male enrollment, graduation...etc. A GPI of 1 indicates perfect equality between male and females, while a GPI closer to zero indicates high disparity between the participation of females as compared to males. In a class of 100 students, if 50 are female, then the GPI is 1” (MoE, 2010).

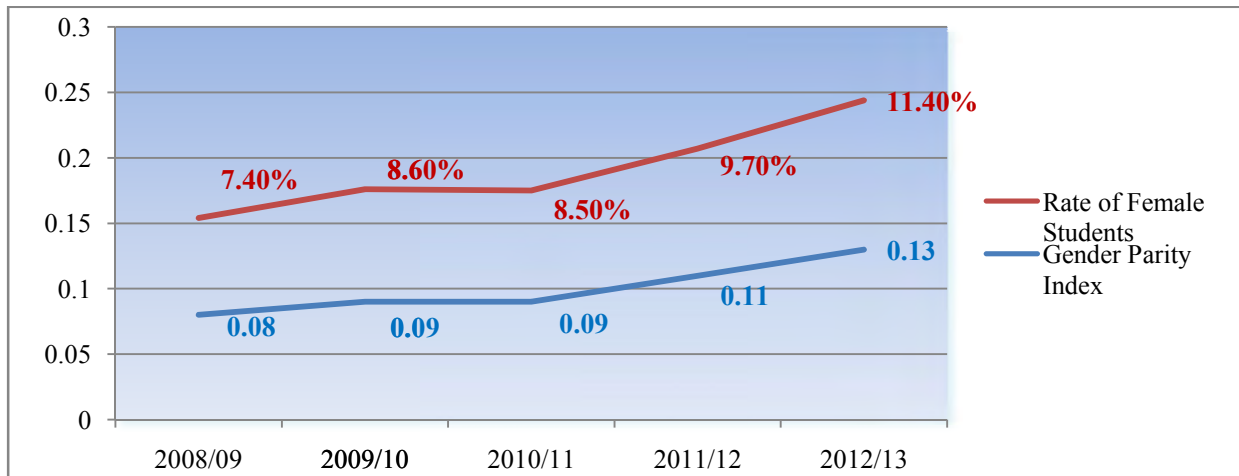
Figure 4.1: Dilla University GPI for regular undergraduate students at enrollment (2008/09-2012/13)



Source: Constructed by the researcher on the basis of data obtained from DU Registrar Office (2014)

As depicted in figure 4.1, there has not been any significant improvement in terms of achieving gender equity in the enrollment of regular undergraduate students through the years of 2008/09 to 2012/13. Instead, the Gender Parity Index for regular undergraduate student is showing continuous decline except in 2010/11 where the GPI increased to 0.50 from the previous year of 0.48. The University registered the worst GPI in the academic year 2012/13, from the five years under review, which is 0.29. This means that for every four male students, there was only one female counterpart during the same period. The enrollment rate of female undergraduate students was 43.4% of all students in 2008/09. In 2009/10 academic year the rate was slid back by 11%. It indicated slight increment of 0.9% from the previous year in 2010/11. In the next two academic years the rate was further slid back by 8.8% to be 22.5% in 2012/13. Furthermore, in any one of the departments, female students did not constitute even half of the student population.

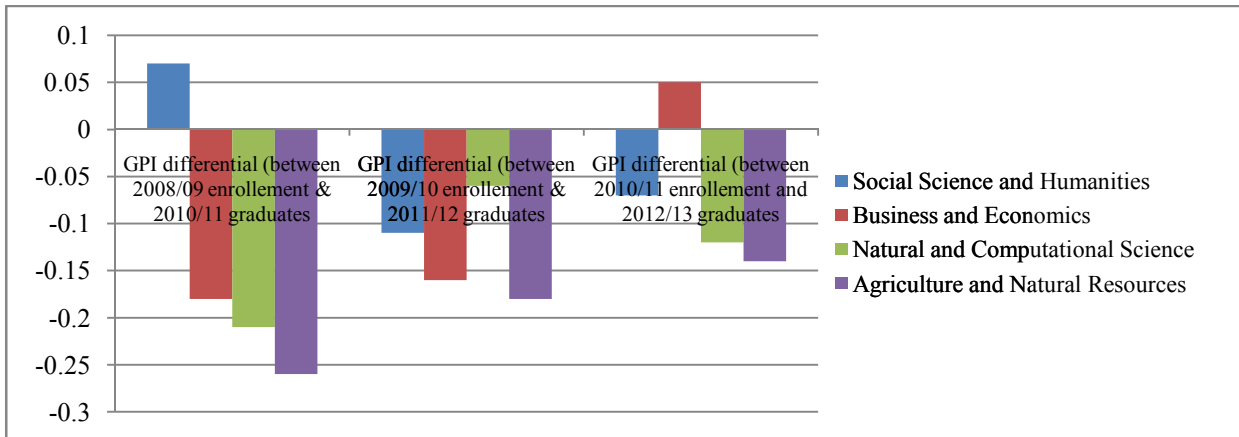
Figure 4.2: Dilla University GPI for regular postgraduate students at enrollment (2008/09-2012/13)



Source: Constructed by the researcher on the basis of data obtained from DU Registrar Office (2014)

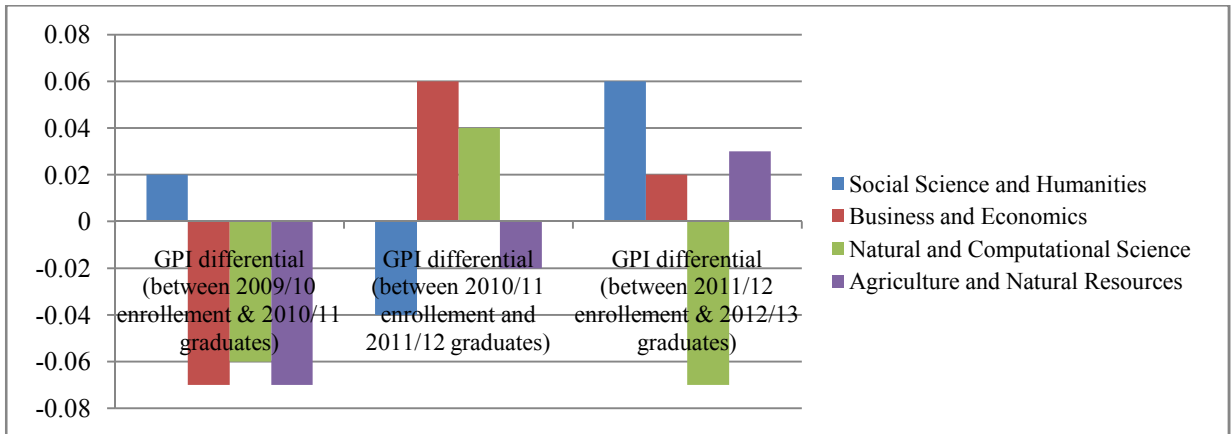
The situation in postgraduate programmes was found to be worse as far as gender equality is concerned. During the five years under review, the maximum share of enrollment reached by the female students was 11.4% in 2012/13. The average female students' share of the total postgraduate students over five years (2008/09-2012/13) was only 9%. In terms GPI, for every 1 female student, there had been 10 male students on average (see figure 4.2).

Figure 4.3: GPI differential between enrollment and graduation rates (undergraduate students)



Source: Dilla University Registrar Office (2014)

Figure 4.4: GPI differential between enrollment and graduation rates (graduate students)



Source: Dilla University Registrar Office (2014)

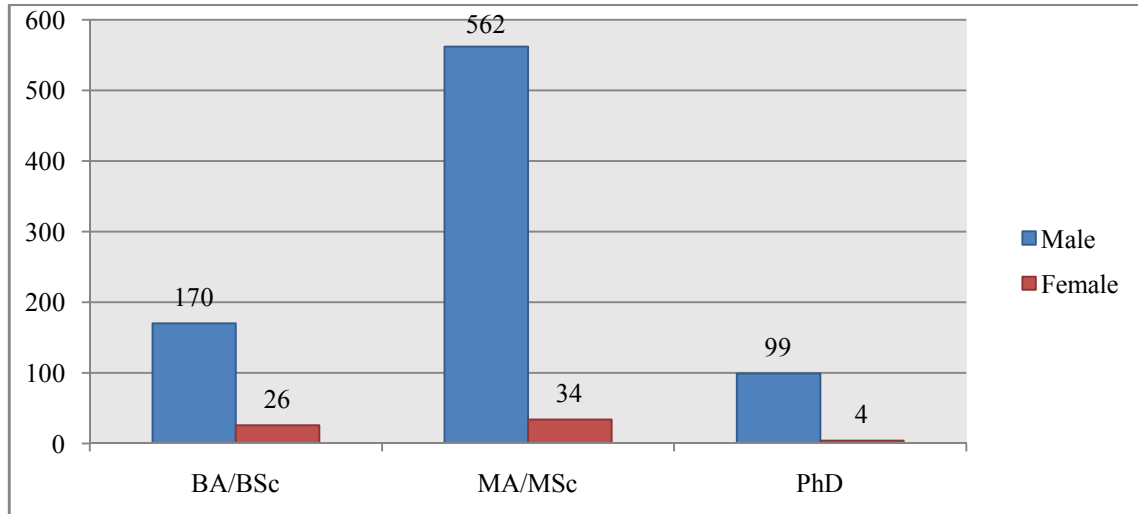
Figure 4.3 and Figure 4.4 summarizes the GPI differential in terms of enrollment (access) vis-à-vis graduation (success) rates. The bar graphs in the negative axis represent the success rate of female students, which was less than that of male students. As the size of the graphs diminish, the GPI differential 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 in Figure 4.3, the success rate of 2008/09 and 2010/11 female enrollees was less than that of their male counterparts except for the Social Science and Humanities and Business and Economics College respectively. While the entire success rate of 2009/10 female enrollees was less than that of their male counterparts in all Colleges considered for this analysis. From this one may conclude that the University didn't translate the existing policies into bridging the gender gaps in any significant way.

Coming to Figure 4.4, the average success rate of female graduate students was the lowest for 2009/10 enrollees, improved for 2010/11 enrollees and even more improved for 2011/12 enrollees, where female graduates recorded an unfavorable success rate only in Natural and Computational Science College. In this GPI differential, it should be noted that what is favorable for one sex is not favorable to the opposite sex. Therefore, the University needs to look deeply into the factors that contributed to the adverse attrition rates for both female and male students in all programmes.

#### 4.5.2. Academic Staff

According to ‘Interviewee 2’, the number of female academic staff in 2012/13 was very low as it comprised only 7.4% of the total academic staff of the University. For broader and deeper analysis of gender equality in this category of human resources, gender disaggregated data was obtained and analyzed.

Figure 4.5: Number of Dilla University academic staff by academic qualification



Source: Dilla University Human Resource Development and Management Office (2014)

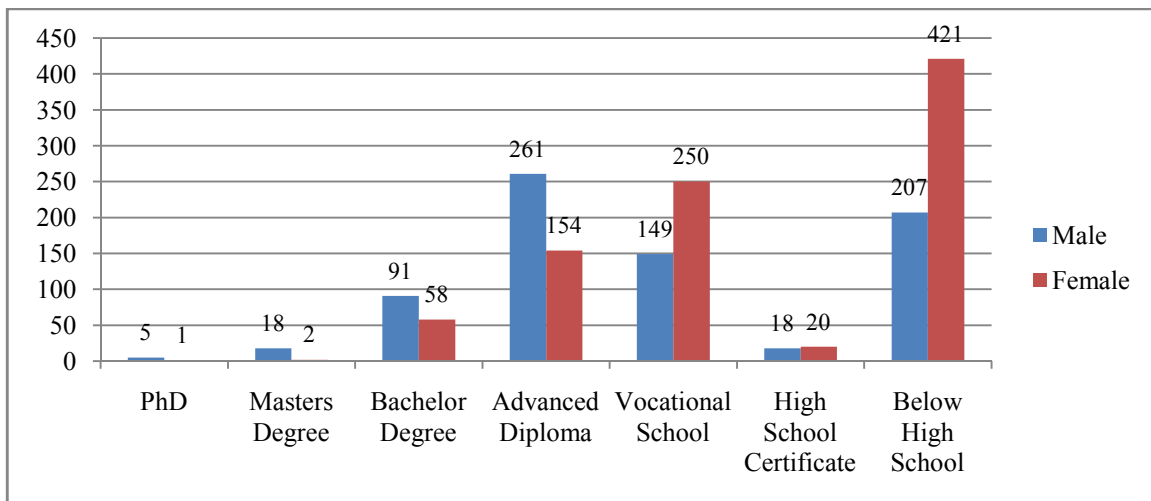
In terms of qualification, as indicated in the previous chart, most of female academic staff held Master’s Degree. According to ‘Interviewee 6’ (2014), the qualification profile of the female academic staff did not demonstrate any significant changes over the past five years when compared with their male counterparts. Using 2008/09 as a base year female, female Masters Degree holders indicated an increment 13% while their male counterparts showed an increment of 37%. The highest growth rate was registered among Bachelor Degree holders which showed an increment of 17%. During the same year an increment was 31.6% for their male counterparts. The majority of the management team members who were contacted (‘Interviewee 1’, 2014; ‘Interviewee 2’, 2014; ‘Interviewee 5’, 2014; ‘Interviewee 6’, 2014), indicated that the most formidable challenge that the University faces in bringing about gender equality in the academic staff category is the shortage of qualified female intellectuals who are available and willing to pursue a teaching profession. ‘Interviewee 1’ (2014) further emphasized 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 eight less than two in five (38% or 13/34) agreed that the management is committed to promoting female representation at senior levels of the University. On the other hand, among the male instructors, about three in five of the respondents (59.9% or 121/202) 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, 55.9% (19/34) and of the male instructors, 58.9% (119/202) responded as ‘not at all’ or ‘don’t know’. This finding could imply that either there was 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 schemes.

### 4.5.3. 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. As of February 2014, female employees constitute 55% of the total administrative staffs of the University. While this looks encouraging, further investigation revealed women made up the majority in the lowest administrative ranks and academic qualification (See Figure 4.6). The researcher’s intention to conduct a trend analysis of the administrative staff gender parity over a period of time did not materialize due to the unavailability of data. ‘Interviewee 4’, however, disclosed that the staff composition and strength has been quite stable over years.

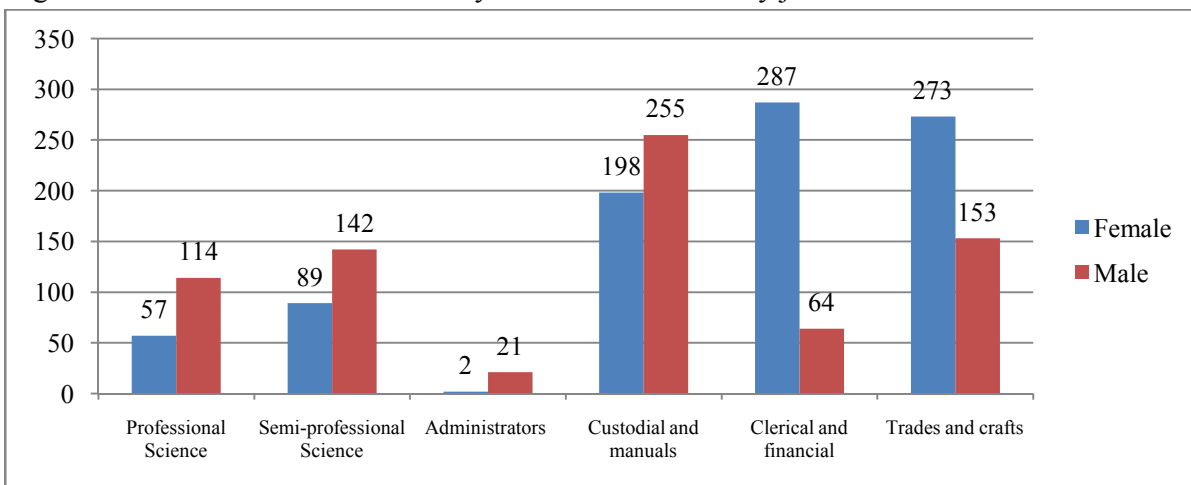
Figure 4.6: Number of Dilla University administrative staff by academic qualification



Source: Dilla University Human Resource Development and Management Office (2014)

According to the report obtained from the Gender Office of the University, the inventory of female who held a high level managerial portfolio indicates only two female Directors i.e. Gender Office and Office of Continuous and Distance Education. ‘Interviewee 1’ mentioned that the University planned to increase this low level of female representation in high managerial position to 50%. Again most of the interviewees including the President blame the lack of qualified and competent female professionals available to promote to higher managerial ranks to narrow the gender gaps at all levels in the institution. According to ‘Interviewee 1’, 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. This top management claim was not supported by a significant majority of female academic staff respondents (56% or 19/34) who responded that the management is not committed to promoting female representation at senior levels of the University while 52% (105/202) of males disagreed or expressed no opinion about it. Moreover, 91.2% (31/34) of the female and 96.5% (195/202) 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 disadvantaged position to make their voices heard as well as influences the outcome of the decisions.

Figure 4.7: Number of Dilla University administrative staff by job classification



Source: Dilla University Human Resource Development and Management Office (2014)

Although the 'Interviewee 1' stated that the job descriptions, staff performance and development criteria were revised to be gender sensitive, a review of few job descriptions, informal interaction with some staff members and staff performance evaluation team, did not confirm his statement in any significant way. Further to the document review and informal interaction, one in two (50% or 17/34) of female and slight more than three in five (64.4% or 130/202) 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.

It is apparent that motivation is a vital element of human resources management. The majority of student respondents (69.7% or 85/122 of females and 60.1% or 131/218 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 incentives to perform well in promoting gender cases in the University. As to whether good performance in the field of gender is rewarded in the University, 67.7% (23/34) of female academic staff and 61.9% (125/202) of male academic staff respondents disagreed or expressed no opinion. Therefore, the University is expected to design different motivational mechanisms in order to encourage those individuals or group individuals whose performance brings significant change in terms of ensuring gender equality in the institution.

#### **4.6. 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 institutional reform that the University has been undergoing. The financial draft manual did not clearly mention whether gender issues at all are one of the parameters against which resource allocation could be based or not.

The Gender Office informed the researcher that since 2010/11 the University had commenced allocating an overhead budget to run the Office. Furthermore, the Office received limited logistics and material support from Non-Governmental Organizations (NGOs). According to 'Interviewee 6', the fund allocated is too small at times as compared with the required ones even

to cover the basic office supplies. ‘Interviewee 6’ further complained that due to a lack funds, the annual orientation workshop planned for 2013’s new students did not take place. Moreover, she informed the researcher that due to lack of funds, the Office was forced to narrow the scope of some training programs which were designed to create awareness among the University community about gender issues. The Vice President for Administration and Development also admitted that the resources committed by the University are limited. He, however, mentioned that the University is currently planning to increase the allocation of financial resources to Gender Office in order to increase the effectiveness of the Office to discharge its activities properly to bring the desired goal. ‘Interviewee 6’ also stated that they plan to lobby with the University’s top management and to mobilize resources from external sources so as to enable them to discharge their basic duties effectively.

#### **4.7. Technical Expertise**

The researcher attempted to conduct an inventory of the staff responsible for gender related matters in the University. Moreover, the researcher also examines the actual effort in place to build in-house capacity to create gender-sensitive community in the institution. According to ‘Interviewee 6’ most of the employees that work in the Gender Office are not trained in gender related fields of study. Moreover, she acknowledged that the Office is understaffed and not well capacitated to realize its mission of “moving the University towards being an institution where both genders are fairly represented in all areas of the University’s activities”. ‘Interviewee 1’ also affirmed that the University’s level of technical expertise to design, implement and evaluate gender mainstreaming is ‘not satisfactory’. ‘Interviewee 6’ made it clear that the Office is currently in the way to hire additional gender experts and to upgrade the gender-related skills and knowledge of the existing staffs through participating them in different gender-related training programmes carried out at national and regional levels.

According ‘Interviewee 6’, the Office is not sufficiently empowered to function effectively. She also clearly mentioned that gender issues are not sufficiently integrated into different operations of the University. The question was also posed to survey participants to determine whether they were aware that there was a staff responsible for gender integration in the different departments or programmes. The responses from the survey participants validated the argument of the Gender

Office to a certain extent in that slight more than one in two (53% or 8/34) of female and slight less than three in five (56% or 113/202) of male academic staff respondents responded that they were either not aware or the gender issues are integrated into different operations of the University to a very limited extent.

Table 4.5: Students' assessment of technical expertise of the University

Sex	Responses	Do you have necessary knowledge, skills and attitude to carry out your future work with gender awareness?	Have you received orientation on gender related issues?
Female	Not at all	10(8.2%)	20(16.4%)
	To a limited extent	53(43.4%)	43(35.2%)
	To a moderate extent	24(19.7%)	32(26.3%)
	To a great extent	19(15.6%)	22(18.0%)
	To the fullest extent	16(13.1%)	5(4.1%)
	Do not know	0(0%)	0(0%)
	<b>Total</b>	<b>122(100%)</b>	<b>122(100%)</b>
Male	Not at all	13(6.0%)	22(10.1%)
	To a limited extent	76(34.8%)	89(40.8%)
	To a moderate extent	58(26.6%)	63(28.9%)
	To a great extent	37(17.0%)	18(8.2%)
	To the fullest extent	27(12.4%)	13(6.0%)
	Do not know	7(3.2%)	13(6.0%)
	<b>Total</b>	<b>218(100%)</b>	<b>218(100%)</b>

Source: Own Survey Result (2014)

Notwithstanding the constraints, according to 'Interviewee 6', the Gender Office had accomplished activities such 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 122 female students that participated in responding to the questionnaire, slight more than three in ten (35.2%) of them responded that they had received orientation to a limited extent, slight more than two in ten (26.3%) to a moderate extent, slight less than two in ten (18%) to a great extent, and 5 (4.1%) to the fullest extent. Similarly, of 218 male students that participated in responding to the questionnaire, about two in five (40.8%) responded that they had received the gender related training to a limited extent, slight less than three in ten (28.9%) to a moderate extent, slight less than one in ten (8.2%) 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.

- ✚ The Gender Office of the University also conducted management training for selected University staff. However, the staff members felt that the training which they had received was adequate only to a limited or moderate extent. It is obvious that if gender is to be mainstreamed at Dilla University, a larger group of academic staff are supposed to have acquainted a basic skill with regards to gender planning and analysis. This precondition was not fulfilled satisfactorily as per the survey findings. Out of 34 female and 202 male academic staff, slight more than two in five (41.2%) of females and eight less than seven in ten (68.3%) of males responded that they had received any such training while slight less than three in ten (29.4%) of females and slight less than two in ten (17.8%) of males mentioned that they had received such training to a limited extent. Moreover, ‘Interviewee 5’ also conceded that the leadership of the Association had not received any gender related training.

Table 4.6: Academic staff evaluation of technical expertise of the University

Sex	Responses	Have you received training on gender planning and analysis?	Is there a person or division responsible within the University who is responsible for gender programming?		If “Yes”, does the University seek technical support from a person or division?
			Responses	Frequency	
Female	Not at all	14(41.2%)	Yes	25(73.5%)	2(8.0%)
	To a limited extent	10(29.4%)	No	2(5.9%)	8(32.0%)
	To a moderate extent	8(23.5%)	Don’t know	7(20.6%)	6(24.0%)
	To a great extent	2(5.9%)			3(12.0%)
	To the fullest extent				0(0%)
	Do not know				6(24.0%)
	<b>Total</b>	<b>34(100%)</b>	<b>Total</b>	<b>34(100%)</b>	<b>25(100%)</b>
Male	Not at all	138(68.3%)	Yes	123(60.9%)	5(4.1%)
	To a limited extent	36(17.8%)	No	12(5.9%)	35(28.4%)
	To a moderate extent	22(10.9%)	Don’t know	67 (33.2%)	14(11.4%)
	To a great extent	3(1.5%)			16(13.0%)
	To the fullest extent	3(1.5%)			7(5.7%)
	Do not know				46(37.4%)
	<b>Total</b>	<b>202(100%)</b>		<b>202(100%)</b>	<b>123(100%)</b>

Source: Own Survey Result (2014)

As it can be observed from Table 4.5, slight less than seven in ten (68% or 17/25) of female and slight less than three in five (58.5% or 72/123) of male academic staff that participated in responding to the questionnaire responded that the University sought technical support from a

person or division within the University responsible for gender programming to a various extent. While this is a positive development, the researcher on the other hand observed a tendency to direct all issues pertaining to gender to 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 to 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 of gender equality and equity, should be everyone's business and concern. This may also be one of the manifestations of the fact that the University community might not have sufficient awareness about gender issues.

#### **4.8. Monitoring and Evaluation**

For the purpose of monitoring and evaluating the gender impact of a plan and programme, gender disaggregated data is crucial. In other words, in the absence of such basic data, it would be difficult for the University to monitor and evaluate its programmes and projects from a gender point of view. As mentioned earlier in this chapter, Dilla University mostly follows the good practice of maintaining and disseminating gender disaggregated data on students, academic and administrative staff. The question now is whether the University uses this data to plan, monitor and evaluate the outcome of its programmes and projects from a gender perspective.

'Interviewee 1' contended that Dilla University monitors and evaluates the gender dimension of the implementation of the University's policy and operational interventions. According to him, the University applied gender as one of the selection parameters when filling the vacant positions in the University. On the other hand, the Gender Office disclosed that their respective Office was not involved in the monitoring and evaluation of the gender impact of the University's projects and programmes. The majority of male academic staff (58.4% or 118/202) 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 (52.9% or 18/34) of the female academic staff expressed their awareness that the University evaluates and monitors the gender impact of its projects and programmes. These findings from various sources indicate that there is a disconnection between the management's argument and the perception of the staff members,

especially among male academic staff, regarding the monitoring and evaluation of the gender impact of University's projects and programmes.

Table 4.7: Participants' evaluation of DU's programmes or projects from a gender perspective

Responses		The University's programmes or projects contribute to the empowerment of women and the changing of unequal gender relations.	
		Academic Staff	Students
Female	Strongly Agree	8(23.5%)	13(10.6%)
	Agree	11(32.3%)	28(23.0%)
	No opinion	9(26.5%)	54(44.3%)
	Disagree	4(11.8%)	22(18.0%)
	Strongly Disagree	2(5.9%)	5(4.1%)
	<b>Total</b>	<b>34(100%)</b>	<b>122(100%)</b>
Male	Strongly Agree	41(20.3%)	21(9.6%)
	Agree	75(37.1%)	94(43.1%)
	No opinion	63(31.2%)	64(29.4%)
	Disagree	23(11.4%)	33(15.1%)
	Strongly Disagree	0(0%)	6(2.8%)
	<b>Total</b>	<b>202(100%)</b>	<b>218(100%)</b>

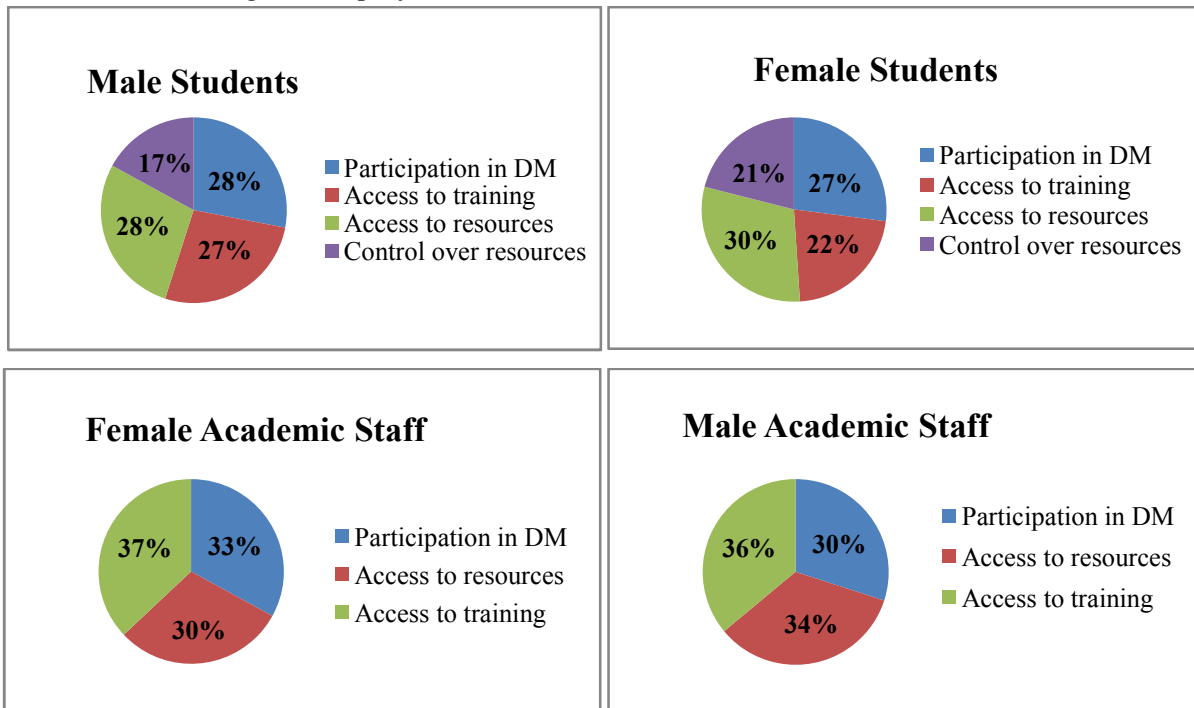
Source: Own Survey Result (2014)

It is worthwhile to investigate whether the implementation of any of the programmes or projects of the University could contribute towards gender equality and women empowerment. Accordingly, the researcher tried to assess the perception of the major stakeholders (students and academic staff). As portrayed in Table 4.7, the majority of the academic staff respondents (55.8% or 19/34 of females and 57.4% or 116/202 of males) thought that the University programmes or 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 slight more than three in ten (33.6% or 41/122) of female students and slight more than one in two (52.7% or 115/218) of male students agreed with the statement. The finding indicates that most of the projects or programmes might have benefited the academic staff more than the students.

The survey participants prioritized which aspects of the University's projects or programmes contributed to better gender equity. As depicted in Figure 4.8, 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 the 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 4.8: Participants’ prioritization of the University’s programmes or projects contribution towards increased gender equity

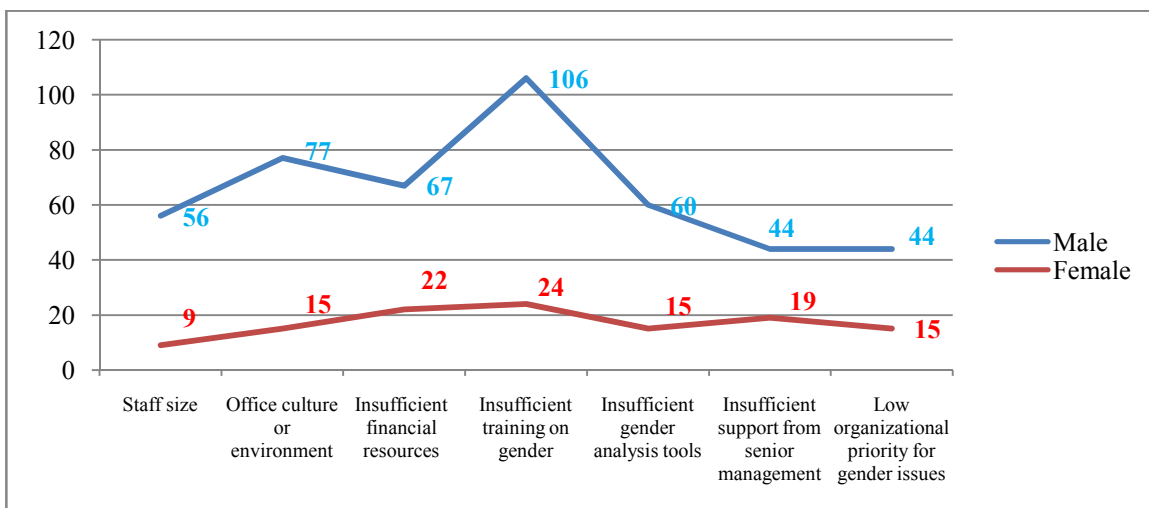


Source: Own Survey Result (2014)

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 programmes or projects planning and its implementation and evaluation in the University except for the fact that both placed ‘insufficient training on gender’ at the top of their list (see Figure 4.9). First of all female provide on average 3.5 obstacles while their male counterparts mentioned only 2.25 obstacles on average. This could demonstrate that female respondents are more concerned about the problems than their male counterparts. For female academic staff, ‘insufficient financial resources’ is the second factor followed by ‘insufficient support from senior management’ of the University. 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 problem

hindering the gender factor from being integrated into the University’s system is ‘office culture or environment’ followed by ‘insufficient financial resources’. ‘Insufficient support from senior management’ and ‘low organizational priority for gender issues’ were placed equally voted for by the male academic staff as being the least of all the given obstacles. Generally, the fact that female academic staff provided more obstacle than the male one 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 4.9: Factors preventing the University from integrating gender into its programmes and projects



Source: Own Survey Result (2014)

#### 4.9. Advocacy and Communication

From the research findings thus far, gaps between realities on the ground and perceptions are closely noted, either positively or negatively. Gaps in perception could usually be narrowed if there is effective advocacy and communication mechanism in place. The Gender Office of the University informed the researcher that it has no formal and regular media through which it conveys its messages. 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 2014 World Women’s Day celebrated on March 8. The President of the University after admitting that no extensive advocacy campaign had been undertaken to promote the causes 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.

‘Interviewee 6’ conceded that the Office had not been effective in sensitizing the leadership and other management to advance and promote gender issues. According to ‘Interviewee 1’ and ‘Interviewee 6’, the University has forged partnership with governmental and Civil Society Organizations 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 ‘Interviewee 1’, the Gender Office is the leading arm in lobbying and advocating the gender issues by way of teaching and research activities. ‘Interviewee 5’ 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 sensitize the members of the Association to advance and promote gender issues.

Table 4.8: Survey participants’ perspective on the University’s publications

Sex	Responses	Is a gender perspective reflected in the University’s publications i.e. in books, brochures, newsletters?	
		Academic Staff	Students
Female	Not at all	7(20.6%)	26(21.3%)
	To a limited extent	12(35.3%)	55(45.1%)
	To a moderate extent	7(20.6%)	8(6.6%)
	To a great extent	1(2.9%)	7(5.7%)
	To the fullest extent	1(2.9%)	7(5.7%)
	Don’t know	6(17.7%)	19(15.6%)
	<b>Total</b>	<b>34(100%)</b>	<b>122(100%)</b>
Male	Not at all	15(7.4%)	39(17.9%)
	To a limited extent	61(30.2%)	113(51.8%)
	To a moderate extent	62(30.7%)	16(7.3%)
	To a great extent	6(3.0%)	8(3.7%)
	To the fullest extent	2(1.0%)	9(4.2%)
	Don’t know	56(27.7%)	33(15.1%)
	<b>Total</b>	<b>202(100%)</b>	<b>218(100%)</b>

Source: Own Survey Result (2014)

The researcher visited different libraries of the University and found a number of publications. Surprisingly, there were very limited publications which are directly related with gender issues. This hampers the greater impact the research works could have to mobilize the University community at large if they were circulated widely. Another limitation of such studies is that they are often restricted to circles of academics and researchers. The researcher tried to review one of the recent study conducted by the Gender Office regarding the effectiveness of tutorial programs

arranged and managed by the Office. Though the tutorial programs contributed somewhat towards increasing the success rate of female students, the research concluded that the tutorial programs 'were not effective' as expected mainly because of its limited scope, the manner in which the tutorial programs is conducted and due to lack of commitment from the instructors that provide the tutorials. Confirming to this, as indicated in Table 4.8 below, the majority of the survey participants (55.9% or 19/34 of female academic staff, 37.6% or 76/202 male academic staff, 66.4% or 81/122 of female students and 69.7% or 152/218 of male students) responded that gender related issues are either not reflected at all in University's publication or reflected to a limited extent.

#### **4.10. Organizational Culture, Perceptions and Attitudes**

Members of the 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. As it is thoroughly discussed in the literature review part of this paper, the concept of gender refers to the socially and 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 men and women.

In the opinion of the 'Interviewee 6', the attitude of the University's community towards gender is not totally different from that of the larger community as the result of cultural influence. However, she believed that it is showing progress since the establishment of the Gender Office. In her opinion, the members of the academia possess the 'intellect to hide their true feeling' concerning such issues and can paint a positive image which may not reflect the reality. 'Interviewee 1' agreed with 'Interviewee 6' in that it is difficult to identify what the actual attitude of the whole University community is towards gender issues although it seemed to him that it is generally positive. From the outset, the survey participants confirmed that the perception is unique to each individual. Slight more than three in five (61.5% or 21/34) of female academic staff respondents 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 more than one in two (51.5% or 104/202) of male academic staff expressed their view that there is a gap between how men and

women in the University view gender issues. Survey participants were also requested to assess their own as well as the attitudes of other members of the University regarding gender related issues.

Table 4.9: Academic staff perceptions on the gender fairness of various opportunities in DU

Sex	Responses	To what extent do you perceive the provision of the following opportunities to be gender-fair?								
		Education & 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(2.9%)	4(11.8%)	0(0%)	0(0%)	3(8.8%)	4(11.8%)	2(5.9%)	5(14.7%)	5(14.7%)
	Men mainly	6(16.7%)	9(26.5%)	8(23.5%)	3(8.8%)	8(23.5%)	14(41.1%)	7(20.6%)	5(14.7%)	4(11.8%)
	Women and men equally	27(79.4%)	21(61.7%)	26(76.5%)	31(91.2%)	23(67.7%)	16(47.1%)	25(73.5%)	24(70.6%)	25(73.5%)
	<b>Total</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>	<b>34(100%)</b>
Male	Women mainly	15(7.4%)	17(8.4%)	11(5.4%)	13(6.4%)	11(5.4%)	10(5.0%)	19(9.4%)	33(16.3%)	28(13.8%)
	Men mainly	28(13.9%)	23(11.4%)	75(37.1%)	46(22.8%)	55(27.2%)	58(28.7%)	41(20.3%)	18(8.9%)	29(14.4%)
	Women and men equally	159(78.7%)	162(80.2%)	116(57.5%)	143(70.8%)	136(67.3%)	134(66.3%)	142(70.3%)	151(74.8%)	145(71.8%)
	<b>Total</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>	<b>202(100%)</b>

Source: Own Survey Result (2014)

The overall perception of the both female and male respondents among the academic staff (see Table 4.9) and students (see Table 4.10) indicates that the University is somewhat gender-fair in of availing opportunities for both women and men. However, a close look at Table 4.9 uncovers the finding that the respondents' perceptions don not necessarily tally with respect to the gender fairness of the specific opportunities offered by the University. As portrayed in Table 4.10, it is interesting to note, for instance, that what is perceived to be the most gender-fair opportunity to male students (i.e. access to up-to-date technology) is the least gender-fair for female students. Female students identified 'educational and training opportunities' as the most gender-fair while their male counterpart identified participation in decision-making as the least gender-fair opportunity (see Table 4.10). Female academic staff choose 'freedom to use one's own initiative' as the most gender-fair opportunities (by 91.5% or 31/34 respondents) in the University while they identified 'opportunities to exercise leadership within the University' as the least gender-fair opportunity (by 47.1% or 16/34 respondents). The male academic staff respondents perceived

that ‘recognition for good work’ is the most gender-fair opportunity (by 80.2% or 162/202 respondents) whereas ‘participation in decision making’ is identified as the least gender-fair opportunity within the University (by 57.5% or 116/202 respondents). Generally, it can be concluded from Table 4.9 and Table 4.10 that participation in decision making is the least gender-fair opportunity in Dilla University as compared with other opportunities.

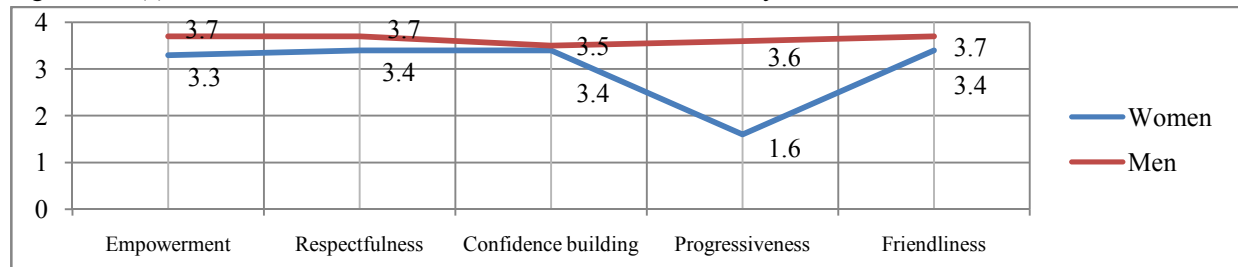
Table 4.10: Students perception on the gender fairness of various opportunities in DU

Sex	Responses	To what extent do you perceive the provisions of the following opportunities are gender-fair?			
		Education and training opportunities	Participation in decision making	Freedom to use one’s own initiatives	Up-to-date technology
Female	Women mainly	11(9.0%)	21(17.2%)	8(6.5%)	3(2.5%)
	Men mainly	23(18.9%)	22(18.0%)	29(23.8%)	50(41.0%)
	Women & men equally	88(72.1%)	79(64.8%)	85(69.7%)	69(56.5%)
	<b>Total</b>	<b>122(100%)</b>	<b>122(100%)</b>	<b>122(100%)</b>	<b>122(100%)</b>
Male	Women mainly	21(9.6%)	11(5.1%)	13(6.0%)	8(3.7%)
	Men mainly	51(23.4%)	67(30.7%)	50(22.9%)	32(14.7%)
	Women & men equally	146(67.0%)	140(64.2%)	55(25.1%)	178(81.6%)
	<b>Total</b>	<b>218(100%)</b>	<b>218(100%)</b>	<b>218(100%)</b>	<b>218(100%)</b>

Source: Own Survey Result (2014)

The survey also offered the participants with pairs of adjectives to rank their opinion 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 depicted in Figure 4.10 (‘a’ and ‘b’) and Figure 4.11 (‘a’ and ‘b’). The line graphs are constructed by calculating the average weighted score for each assessment parameter supplied by each respondent.<sup>1</sup>

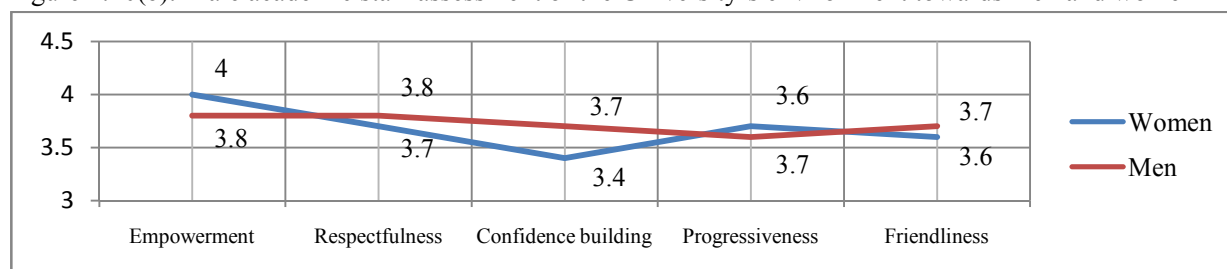
Figure 4.10(a): Female Academic staff assessment of the University’s environment towards men and women



Source: Own Survey Result (2014)

<sup>1</sup> Average weighted formula is used to calculate average score i.e.  $Average\ Score = \frac{\sum(Total\ scores)}{\sum(Number\ of\ respondents)}$  where,  $\sum(Total\ scores) = \sum(Nuber\ of\ respondents \times Assigned\ value)$

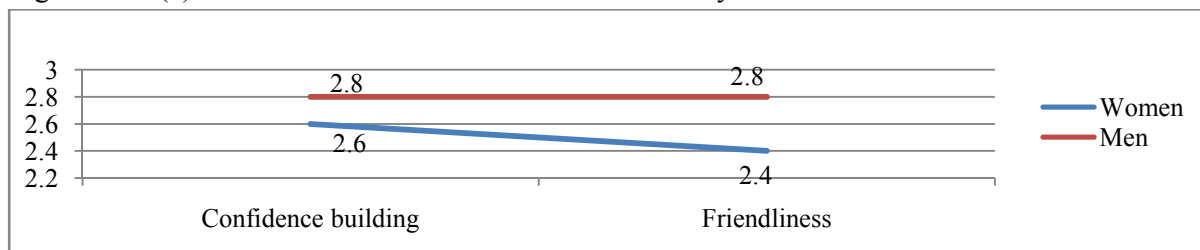
Figure 4.10(b): Male academic staff assessment of the University’s environment towards men and women



Source: Own Survey Result (2014)

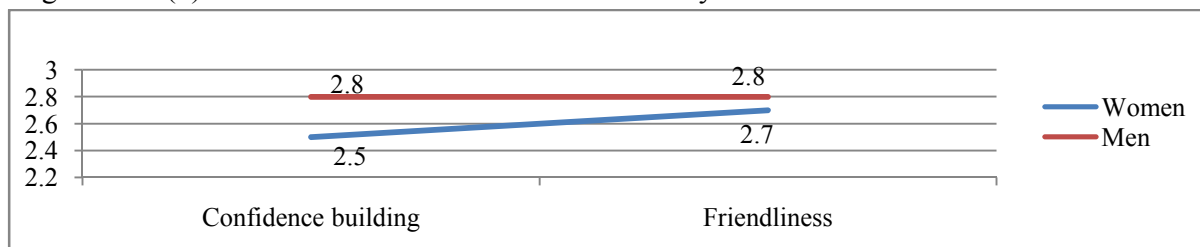
As can be discerned from Figure 4.10 (b), male academic staff generally expressed stronger feelings about the environment with respect to either women or men by giving higher scores for almost all the assessment parameters. Another general observation is that, except for the lowest assessment by the female academic staff regarding promoting ‘progressiveness’ in favour of women, all the other scores are well above average (see Figure 4.10 (a)). The low assessment point given to ‘progressiveness’ by female academic staff survey participants may be attributed to the fact that most of the University’s gender-related activities lack sustainability and carried out in ad-hoc manner. While this appears to be good news for the University, except for ‘progressiveness’, 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 (see Figure 4.10 (b)). 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 4.11 (a) and (b)). 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 favorable towards men in terms of ‘confidence building’ and ‘friendliness’.

Figure 4.11 (a): Female students' assessment of University's environment towards men and women



Source: Own Survey Result (2014)

Figure 4.11 (b): Male students' assessment of University's environment towards men and women



Source: Own Survey Result (2014)

Literature reviewed with regards to the higher education environment in Ethiopia concluded that life during their tertiary education is rather difficult for women. Hedija (2002) found that ‘the cultural barriers imposed on female students influence their performance at higher education level in different ways’. She (Hedija, 2002) cited the finding that the social training and expectation of Ethiopian female students exerts a negative impact on their level of confidence. Semela (2006) 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’. The findings from this research survey administered in January-February 2014 to selected students support the conclusions of the literature in terms of ‘friendliness’ and ‘confidence building’.

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 University's community. A larger proportion of male academic staff participants (63.9% or 129/202) thought that the environment for women has improved over the past two years than the female academic staff (55.9% or 19/34) thought. The

opposite perception was revealed among the student respondents. More female students (50% or 61/122) than their male counterparts (46.3% or 101/218) believed that the environment has improved for women over the last two years. The Gender Office indicates that the situation for women has shown some degree of improvement over the last two years.

As many interviewees agreed, the culture in the University is a reflection of the culture in the country because University students can be referred to as representatives of the diverse Ethiopian cultures by all accounts, as they come together 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. These stories and proverbs are not merely harsh words rather they are also the manifestation of the deprivation that the women of Ethiopia have been suffering.

The University students were requested to indicate whether the University encourages gender sensitive behavior, for example, in terms of language used and the jokes and comments made. The pattern of response from both female and male students was similar but not encouraging. Among the female students that participated in responding to the questionnaire, slight less than three in five (57.4% or 70/122) responded as 'don't know' or 'not at all', while slight less than one in two (49.1% or 107/218) of male students responded in a similar manner. Slight less than three in ten (28%) of female student respondents and slight more than three in ten (35%) of male student respondents answered that the University discourages such insensitive behaviour to a limited extent.

The academic staffs 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. Slight more than seven in ten (70.6% or 24/34) of female academic staff respondents and one in two (51.5% or 104/202) 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 society.

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). Legal and administrative protection is critical if this problem is to be mitigated. The Senate legislation provides the code of conduct to guard students against such acts as sexual harassment, intimidation and bullying (DU, 2013). It is also mentioned under section 5.2.1 of Federal Civil Servants Proclamation that sexual harassment is a serious offence (FDRE, 2007). Furthermore, the attitude survey conducted by the researcher on this matter identified a significant gap in the way students and academic staff perceives the regulatory enforcement of gender sensitive behaviour and procedures to prevent and address sexual harassment. Only 26.5% (9/34) of female academic staff, 31.7% (64/202) of male academic staff, 17.2% (21/122) of female students, and 23.4% (51/218) of male students felt that the University had adequately reinforced gender sensitive behaviour to address and prevent sexual harassment. DU's Vice President for Academic Affairs and Research 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 (91.2% or 31/34 of female academic staff, 86.1% or 174/202 of male academic staff, 87.7% or 107/122 of female students and 83.9% or 183/218 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 common reaction from across the spectrum of survey participants that the University could do much more than it is currently doing to institutionalize gender equality. However, the statement was more strongly supported by the female respondents than the male respondents. Nonetheless, 97.1% (33/34) of female academic staff respondents, 85.1% (172/202) of male academic staff respondents, 84.4% (103/122) of female student survey participants and 74.3% (162/218) of the male counterparts agreed with this statement. Moreover, overwhelmingly, both the female (95.5% or 117/122) and male (90.4% or 197/218) 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 totally immune from gender-related stereotypes and gender-based discrimination. 'Interviewee 2' 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. 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 organizational culture.

## CHAPTER FIVE: SUMMARY, CONCLUSION, RECOMMENDATION AND FUTURE RESEARCH AGENDA

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This chapter comprises of summary of the major findings, conclusion, recommendation and future research agenda identified in the process of conducting the research.

### **5.1. Summary of Major Findings of the Study**

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 the University is somehow 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 permanent Senate seat for Gender Office and mandating the President to exercise affirmative action to boost the female students' enrollment though a lot of efforts are still required to properly translate the existing policies into bridging the gender gaps that exist in the University. In terms of policy, the main missing issue was the lack of a fully-fledged gender policy.

With respect to programme planning and design, the situation analysis, although of limited scope, with regards to the teaching-learning process from a gender perspective is a positive development. 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, 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, proved to the huge gender disparity across most of the human resource dimensions, particularly among students and academic staff. The research unveiled a five year average enrolment GPI is continuously declining and reached 0.29 (see Figure 4.1) among undergraduate students whereas is showed an insignificant improvement to be 0.13 (see Figure 4.2) among postgraduate students. The situation is even worse as far as success rate, measured by graduation rate, is concerned.

Analysis of the data obtained with regards to academic staff revealed that female academic staff constituted only 7.4% in 2013/14 academic year. The gender inequality widens as one further investigates the higher ladders of academic qualification and rank (see Figures 4.5 & 4.6). The quantitative aspect of gender equality in the administration category tended to be dominated by females. As of February 2014, administrative staff records revealed that females constituted 55% of total administrative staff. However, analyzing the demography by academic qualifications and job classification unraveled the qualitative inequality aspect of gender. A high number of female administrative staffs were employed in lower administrative ranks and possessed low academic qualifications (see Figure 4.6 and Figure 4.7). The top official of DU, admitting limited female representation in top management positions, 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 the University. 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 realized 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 4.6). 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 establishment of Gender Office was an important milestone in the University's effort towards addressing gender issues. However, the Gender Office complained of resource constraints in terms of office, funding and human resources. As a result, the Office has not sufficiently employed its existing expertise to undertake thorough gender related research in the

University and to build the capacity of the staff. The empowerment of women, component of MDGs, is unthinkable without a well-organized and focused capacity building effort.

As far as monitoring and evaluation is concerned, the University should be somewhat praised 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 database for training and staff development, and the student and staff attrition rates. The top management contended that the University monitors and evaluates the gender implication of its programmes and projects. The Gender Office, on the other hand, disclosed that the Office had never been involved in project evaluation activities. Although the University did not undertake a deliberate project or programme evaluation from a gender perspective, the survey participants gave a slightly more than average score to the belief that the existing University's programmes or projects do contribute to the empowerment of women and the altering of unequal gender relations (see Table 4.7). The research also analyzed the survey results regarding which aspects of University's programmes or projects contributed to improved gender equity (see Figure 4.5) and the barriers that hindered gender programming at the University (see Figure 4.6).

The findings with regards to 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 often goes separate ways to engage with donors and carryout ad-hoc projects. The very limited publications issued by the Gender Office 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 primary 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 the University community members are a replica of the Ethiopian society at large even though progresses are being registered. As reported in chapter 2, Ethiopia is predominantly a conservative, patriarchal society. Although participants did not agree on everything, they

generally perceived DU as a gender fair institution in offering opportunities equally for both women and men (see Table 4.9 & 4.10). Figure 4.10 & 4.11 illustrates the respondents' overall perception of University's environment in terms of conduciveness to women or men. The finding was in conformity with the literatures reviewed that the University is more conducive for men than women. Furthermore, the students overall assessment of the environment was generally less passionate than that of the academic staff. A gender-insensitive culture that does not respect women but rather supports metaphorical language that perpetuates the political, economic and social marginalization of women is a fertile ground for sexual harassment. The University has not devised specific and 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 behavior and to address sexual harassment issues.

## **5.2. Conclusions**

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 marginalized for as long as history document.

Dilla University, as one of Ethiopian public HIE is positioned to directly and positively impact the development efforts of the country. Is DU putting any effort into addressing gender issues? The answer is 'yes', although to a limited extent. 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 sometimes 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 establishment of the Gender Office and the allocation of the limited resources. This research, therefore, identified that the University 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 vision of DU reads: 'Being one of the top ten Universities in Africa in 2022'. It is true that the University could greatly contribute to Ethiopia's renaissance. However, this vision cannot be realized without placing both women and men on an even playing field by creating conducive environment and empowering the underprivileged group. Moreover, in order to effectively translate the vision into action, the very low level of awareness and appreciation to promote gender equality and women empowerment needs to be reversed.

The ultimate answer to the main research question as to whether Dilla University have mainstreamed gender to contribute towards gender equality and women empowerment is, '**not yet**'. The overall finding of this research is that the University is 'gender-blind<sup>2</sup>' in its policies and practices. If gender equity had been a 'mission accomplished' in the country, 'gender neutrality<sup>3</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 favorable scenario, not only for women but also for the nation as a whole.

In short, in spite of some commendable but limited efforts, the University lacks the level of commitment, understanding, capacity, and operational institutional framework which is necessary for proper gender mainstreaming. Based on the findings of the study, the following section, therefore, provides recommendations that could advance progress made in

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<sup>2</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, 2004).

<sup>3</sup>'Gender neutral' is when an action or policy has no discernible impact on men or women (Cornwell, 2004)

mainstreaming gender and leads towards a gender-equitable academic environment which would ultimately contribute towards the attainment of gender equality and women empowerment.

### **5.3. Recommendations**

In order to promote and strengthen strong side and control the weaknesses, the following recommendations are provided by the researcher based on the findings of the study:

***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, analyze the obstacles and take corrective action to nurture a gender sensitive culture.

***The management of the University should lead by example by showing commitment to gender mainstreaming:*** The University management should first of all be convinced that gendering the institution not only complements the mission and vision of the University, but also aligns with the development effort of the nation as a whole. The Senates should, therefore, mandate that gender takes priority in the works of the University. The management must also make clear policy statements, and communicate their orientation that gender mainstreaming is the way forward in the policies and practices of the institution. 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.

***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 the organization. At the same time, this poses a risk of invisibility, as a well known by saying that 'everyone's business is nobody's businesses'. Therefore, the University should retain both options. On the

one hand, there should be specific gender related targets which can be monitored clearly, while on the other hand, gender should be integrated in the design of all policies and programmes to ensure that gender concerns are really mainstreamed.

***Set up and sustain institutional framework for gender mainstreaming:*** The University have Gender Office but it suffers from a lack of resources, voice and capacity to effectively discharge its responsibility. The University should nonetheless build on this modest foundation and strengthen Gender Office's infrastructure in terms of mandate and resources. Accordingly, 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 functions effectively, the Office would require the placement of well trained gender experts and sustainable funding from regular budgetary sources.

***Conduct continuous gender awareness creation sessions:*** The researcher throughout the research come to understands that some of the management members of the University are not very familiar with the concept of gender mainstreaming. The attitude surveys have also indicated the presence of major gaps. The Officers in charge of gender functions are not experts in gender. These are serious obstacles that need to overcome if gender is to be mainstreamed effectively. Accordingly, the Gender Office in collaboration with the University management should organize and conduct continuous awareness creation trainings and workshops for the University community. A detailed gender mainstreaming toolkit should be prepared and disseminated to augment the training process.

***Utilize 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 University should, therefore, build donor confidence by demonstrating high level 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

University 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 organizations that share the same vision.

The researcher firmly believes that, should the previous recommendations be implemented properly, the University will be in a much better position to contribute towards gender equality and the empowerment of women which have the potential to escape this nature-blessed country from sticky poverty situation by generating gender-sensitive knowledge and power.

#### **5.4. Future Research Agenda**

In the process of conducting this particular research, the researcher identified the following area need deep and thorough scientific research to mitigate the problem:

- ✚ Causes, Consequences and Mitigating Mechanisms of Continuously Declining Gender Parity Index (GPI) in Undergraduates Programmes of Dilla University.

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# Appendix

The word "Appendix" is rendered in a bold, sans-serif font. Each letter is filled with a different color from a rainbow spectrum: 'A' is pink, 'P' is red, 'P' is orange, 'E' is yellow, 'N' is green, 'D' is blue, 'I' is dark blue, and 'X' is purple. The letters have a white outline and are set against a white background. Below the letters, there are black, stylized shadows that suggest a 3D effect, with some shadows overlapping.

## *Appendix-1*



**Addis Ababa University**  
**College of Business and Economics**  
**Master's in Public Management and Policy (MPMP)**  
**Questionnaire for Academic Staff of Dilla University**

Dear respondents,

This questionnaire is designed for conducting thesis in the partial fulfillment of the requirements for Degree of Masters' of Art in Public Management and Policy Specialization in Development Management under the title "Policies and Practices of Mainstreaming Gender Equality and Women Empowerment in Higher Educational Institutions: The Case of Dilla University". 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.

Please take few minutes to complete this questionnaire and kindly return it as soon as possible. Your frank and honest opinion will have a positive contribution to the success of the research. I assure that any of the information you provide below will be used only for academic purpose. You are not required to write your name. Your cooperation will be greatly appreciated and I assure you that your response will be so confidential.

### **Definition of Gender Mainstreaming**

According to United Nations (UN), gender mainstreaming is "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).

## Researcher Contact Address and Due Date

Please contact the researcher for any clarification via e-mail: [danielamente25@gmail.com](mailto:danielamente25@gmail.com) or through phone@ +251-910-111-396. Please don't forget to complete the questionnaire within 2 days.

## Personal Information

1. Sex     Male    Female
2. Age (in years)    below 30    31-40    41-50    above 50
3. Years of stay in the University.....

## Specific Information on Gender Mainstreaming

1. Are gender equity goals and objectives included in general in University programme and 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. 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
3. Does the implementation plan for the University's programmes or 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
4. Female beneficiaries of the University's programmes or projects value and see the programmes or projects as beneficial to their lives.  
 Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
5. Male beneficiaries of the University's programmes or projects value and see the programmes or projects as beneficial to their lives.  
 Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

6. Is there a person or a division within the University who is responsible for gender programming?
- Yes       No       I don't know
7. If your answer to question number '6' is 'yes', does the University consistently seek technical support from a person or division within the organization 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
8. Do the University staffs have the necessary knowledge 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
9. Do the University staffs have the necessary 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
10. 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
11. 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
12. The University's programmes or projects contribute to the empowerment of women and the changing of unequal gender relations.
- Strongly Agree       Agree       No Opinion       Disagree       Strongly Disagree
13. The University's programmes or 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

14. What are some of the obstacles to incorporating gender analysis in programme or project planning, implementation and evaluation in the University? Please tick all that apply.
- Staff size       Insufficient financial resources for gender programming
  - Office culture or environment       Insufficient staff training on gender
  - Insufficient gender analysis tools       Insufficient support from senior management
  - Low organizational priority for gender issues       other, please specify \_\_\_\_\_
15. Is there any policy related to gender in the University?  Yes  No  I don't know
16. If your answer to question number '15' is 'Yes', 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
17. If your answer to question number '15' is 'Yes', 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
18. If your answer to question number '15' is 'Yes', everyone in the University feels ownership over the gender policy.
- Strongly Agree       Agree       No Opinion       Disagree       Strongly Disagree
19. 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
20. 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
21. Is gender awareness included in the University's staff performance review criteria?
- Not at all                       To a limited extent               To a moderate extent
  - To a great extent       To the fullest extent       Do not know
22. Is gender awareness included in the University's staff 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

23. The University promotes teamwork, involving both men and women as equal partners  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree
24. Good performance in the field of gender is rewarded in the University.  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree
25. What are the problems faced in attracting and retaining qualified women to work in the University \_\_\_\_\_  
 \_\_\_\_\_
26. What are the problems faced in attracting and retaining qualified men to work in the University \_\_\_\_\_  
 \_\_\_\_\_
27. 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
28. 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
29. 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
30. There is a gap of perception and attitude between how men and women in the University view gender issues  
 Strongly Agree    Agree    No Opinion    Disagree    Strongly Disagree

31. 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

32. Assess the University in terms of its attitude to women and men using these following parameters.

**Attitudes to women**

- Confidence-building     Very high     High     Medium     Low     Very low
- Empowering               Very high     High     Medium     Low     Very low
- Respectful                 Very high     High     Medium     Low     Very low
- Progressive                Very high     High     Medium     Low     Very low
- Friendly                    Very high     High     Medium     Low     Very low

**Attitudes to men**

- Confidence-building     Very high     High     Medium     Low     Very low
- Empowering               Very high     High     Medium     Low     Very low
- Respectful                 Very high     High     Medium     Low     Very low
- Progressive                Very high     High     Medium     Low     Very low
- Friendly                    Very high     High     Medium     Low     Very low

33. The University could do much more than it is currently doing to institutionalize gender equity.

- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

34. The overall University leadership culture 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

35. Meetings in the University tend to be dominated by male staff.

- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

36. The overall environment in the University has improved for women over the past two years.

- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

37. What constraints do: Men face in the University? \_\_\_\_\_

\_\_\_\_\_

Women face in the University? \_\_\_\_\_

\_\_\_\_\_

38. What prospects do: Men have in the University? \_\_\_\_\_

\_\_\_\_\_

Women have in the University? \_\_\_\_\_

\_\_\_\_\_

39. What kinds of actions should the University take to integrate gender issues into its operation? \_\_\_\_\_

\_\_\_\_\_

40. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the University. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***Thank you very much for volunteering!!***

## *Appendix-2*



**Addis Ababa University**  
**College of Business and Economics**  
**Master's in Public Management and Policy (MPMP)**  
**Questionnaire for Students of Dilla University**

Dear respondents,

This questionnaire is designed for conducting thesis in the partial fulfillment of the requirements for Degree of Masters' of Art in Public Management and Policy Specialization in Development Management under the title "Policies and Practices of Mainstreaming Gender Equality and Women Empowerment in Higher Educational Institutions: The Case of Dilla University". 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.

Please take few minutes to complete this questionnaire and kindly return it as soon as possible. Your frank and honest opinion will have a positive contribution to the success of the research. I assure that any of the information you provide below will be used only for academic purpose. You are not required to write your name. Your cooperation will be greatly appreciated and I assure you that your response will be so confidential.

### **Definition of Gender Mainstreaming**

According to United Nations (UN), gender mainstreaming is "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).

## Researcher Contact Address and Due Date

Please contact the researcher for any clarification via e-mail: [danielamente25@gmail.com](mailto:danielamente25@gmail.com) or through phone@ +251-910-111-396. Please don't forget to complete the questionnaire within 2 days.

## Personal Information

1. Sex  Male  Female
2. Age (in years)  below 20  21-30  31-40  above 40

## Specific Information on Gender Mainstreaming

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. Are gender equity goals and objectives included in general in University programme and project designs?  
 Not at all  To a limited extent  To a moderate extent  
 To a great extent  To the fullest extent  Do not know
3. Female beneficiaries of the University's programmes or projects value and see the programmes or projects as beneficial to their lives.  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree
4. Male beneficiaries of the University's programmes or projects value and see the programmes or projects as beneficial to their lives.  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree
5. 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
6. Do you have the necessary knowledge and skills 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

7. Do you have the necessary 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
8. 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
9. 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
10. 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
11. Is there any policy related to gender in the University?  Yes       No       I don't know
12. If your answer to question number '11' is 'Yes', 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
13. If your answer to question number '11' is 'Yes', 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
14. If your answer to question number '11' is 'Yes', does everyone in the University feels ownership over the gender policy?
- Strongly Agree       Agree       No Opinion       Disagree       Strongly Disagree
15. Is there a written equal opportunity policy in the University?
- Yes       No       I don't know

16. The University promotes teamwork, involving both men and women as equal partners  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree
17. 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
18. 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
19. Does a sexual harassment policy exist?  Yes  No  I don't know
20. 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
21. 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
22. Addressing gender issues should be one of the top priorities of the University.  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree
23. The staffs in the University are enthusiastic about the gender work they do.  
 Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree
24. 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 | <input type="checkbox"/> W | <input type="checkbox"/> M | <input type="checkbox"/> E |
| b) Participation in decision-making     | <input type="checkbox"/> W | <input type="checkbox"/> M | <input type="checkbox"/> E |
| c) Freedom to use one's own initiative  | <input type="checkbox"/> W | <input type="checkbox"/> M | <input type="checkbox"/> E |
| d) Up-to-date technology                | <input type="checkbox"/> W | <input type="checkbox"/> M | <input type="checkbox"/> E |

25. Assess the University in terms of its attitude to women and men using the following parameters.

**Attitudes to women**

Confidence-building  Very high  High  Medium  Low  Very low

Friendly  Very high  High  Medium  Low  Very low

**Attitudes to men**

Confidence-building  Very high  High  Medium  Low  Very low

Friendly  Very high  High  Medium  Low  Very low

26. The University could do much more than it is currently doing to institutionalize gender equity.

Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree

27. 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)

28. It is unfair to promote women more than men in the University programmes or projects?

Strongly Agree  Agree  No Opinion  Disagree  Strongly Disagree

29. What constraints do (particularly arising from their gender): Men face in the University?

\_\_\_\_\_

Women face in the University? \_\_\_\_\_

30. What prospects do (particularly arising from their gender): Men have in the University?

\_\_\_\_\_

Women have in the University? \_\_\_\_\_

31. What kinds of actions should the University take in order to integrate gender issues into its operation? \_\_\_\_\_

\_\_\_\_\_

***Thank you very much for volunteering!!!***

## ***Appendix-3***

### ***Interview Questions for Top Management***

Name of Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

#### **Policy Environment**

1. Is the integration of gender equity in programmes or projects mandated in the University? If yes, how is it manifested?
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?

#### **Programme Planning and Design**

1. What provisions are made in the strategic plan of the University to institutionalize gender issues in the university?
2. Is the curriculum design process gender sensitive? Please explain.

#### **Programme Implementation**

1. What form of support are you providing for strategic integration of gender issues into the University's operations, if any? (Training or capacity building, development of operational tools or good practice models...)

#### **Human Resources**

1. What is the management plan to achieve gender balance at various levels and to ensure fair representation of women in key strategic or influential positions in the University?
2. What kinds of trainings are conducted in the University to contribute to towards ensuring gender equity in the institution?

#### **Financial Resources**

1. What kinds of financial resources are there in the University to contribute towards increasing gender equity in the institution? If any.

2. How committed has the University been in terms of allocating adequate financial resources to promote and implement gender mainstreaming? Please explain.

#### Technical Expertise

1. Does the University have competent technical expertise to design, implement and evaluate gender mainstreaming? Please explain.

#### Monitoring and Evaluation

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.

#### Advocacy and Communications

1. What advocacy and lobbying campaigns or initiatives have been undertaken to promote the cause of gender equality and women empowerment in the university? Please describe.
2. Have you attempted to forge partnership with government, civil society, and other donors to support gender related initiatives? Please give examples.

#### Organisational Culture, perceptions and attitudes

1. What has been done to nurture organizational culture sensitive to gender issues?
2. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the University.
3. What constraints and prospects men and women face in the University particularly arising from their sex?

## *Appendix-4*

### *Interview Questions for Gender Focal Point*

Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

#### Introduction

1. When was the office established & how it is structured within the University framework?

#### Policy Environment

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?

#### Programme Planning and Design

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?

#### Programme Implementation

1. Do you get involved in evaluation of programme implementation from gender perspective?
2. Are gender questions or criteria included in your programme or project proposal approval process? If not, what do you do in your capacity to ensure that this is the case?

#### Human Resources

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?

### Financial Resources

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?

### Technical Expertise

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?
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?
3. What challenges have you faced so far in accomplishing this role? What is the way forward?
4. Does the University consistently seek technical support from your office? Please explain.

### Monitoring and Evaluation

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?

### Advocacy and Communications

1. To what extent have you been effective in sensitizing the leadership and other management members to advance and promote gender causes?
2. Have you attempted to forge partnership with government, civil society, and other donors to support gender related initiatives? Please describe.

### Organisational Culture, perceptions and attitudes

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?
2. What do you think the university should do to implement gender mainstreaming?
3. In your opinion, what has the situation for women been like in the university over the past two years?
4. What constraints and prospects do men and women face in the University particularly arising from their sex?

## *Appendix-5*

### *Interview Questions for Human Resources Manager*

Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

#### Policy Environment

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?

#### Programme Planning and Design

1. Do you maintain and use sex disaggregated statistics or data in programme planning and design? Please give practical examples.

#### Programme Implementation

1. How do you monitor and evaluate the gender impact of the University's projects and programs?

#### Human Resources

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 organization?
2. What is the University doing or planning to do to address these challenges?
3. To what extent are women represented in senior management positions? What is the plan to change the situation?
4. Are the job descriptions, staff performance and development review criteria in the University gender sensitive? Please explain.

#### Financial Resources

1. Does the University commit financial & material resources specifically to operationalize a gender perspective at various levels of the University?

### Technical Expertise

1. What training activities have been conducted to build in-house technical expertise on gender issues? What is the future plan?

### Monitoring and Evaluation

1. How do you monitor or evaluate the utilization of resources allocated for gender related activities?
2. Do you monitor and evaluate any of the university's projects from a gender point of view. Please explain.

### Advocacy and Communications

1. What is being done to promote gender issues through the university's publications, for example books, brochures, newsletters?

### Organisational Culture, perceptions and attitudes

1. In your opinion, what is the attitude of the University community towards gender issues? What could be done to bring about change in favor of gender sensitive organizational culture?
2. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in the University.
3. How does the University reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?

## ***Appendix-6***

### ***Interview Questions for Staff Association Representative***

Interviewee: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

#### **Introduction**

1. When was the office established & how it is structured within the University framework?

#### **Policy Environment**

1. To what extent does “gender” feature in University policies? Please explain instances, if any.

#### **Programme Planning and Design**

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?

#### **Programme Implementation**

1. Are gender questions or criteria included in your programme or project proposal approval process? If not, what do you do in your capacity to ensure that this is the case?

#### **Human Resources**

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?

#### **Technical Expertise**

1. Have your members received any sensitization training on gender issues? If not, do you feel the need to have one? What about the leadership of the association?

### Monitoring and Evaluation

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?

### Advocacy and Communications

1. To what extent have you been effective in sensitizing your members to advance and promote gender causes?

### Organisational Culture, perceptions and attitudes

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?
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?
3. What do you think the University should do to implement gender mainstreaming?
4. How do you assess the overall environment for women in the University over the past two years?
5. What constraints and prospects do men and women face in the University particularly arising from their sex?