

Addis Ababa University

Gender Policy



Addis Ababa
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ACRONYMS AND ABBREVIATIONS

AAU	Addis Ababa University
AAUGP	Addis Ababa University Gender Policy
AAiT	Addis Ababa Institute of Technology
EiABC	Ethiopian Institute of Architecture, Building Construction and City Development
AC	Academic Commission
BPA	Beijing Platform for Action
CEDAW	Convention for the Elimination of Discrimination Against Women
CERTWID	Center for Research, Training and Information on Women in Development
DAC	Department Academic Council
ESDP	Education Sector Development Program
EJDR	Ethiopian Journal of Development Research
EJOSSAH	Ethiopian Journal of Social Sciences and Humanities
FAWE	Forum for African Women Educationalists
FDRE	Federal Democratic Republic of Ethiopia
GRP	Gender Responsive Pedagogy
GTP	Growth and Transformation Plan
HLIs	Higher Learning Institutions
IES	Institute of Ethiopian Studies
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
OGEE	Office of Gender and Educational Equity
RPC	Research and Publication Committee
SRAPC	Staff Recruitment, Appointment and Promotions Committee
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Training and Education
UN	United Nations
UNDP	United Nations Development Program

GLOSSARY OF TERMS

Community service- as per the AAU Legislation means working for the community of the university and for the national level beneficiaries.

Curriculum- refers to the planned interaction of students with instructional content. The content of a curriculum includes objective of the course, contents to be covered with in the given time, the methods of teaching, and profile of the graduates. It also includes activities to be performed by the learners with in classes, labs and fields.

Gender- can be defined as the socially constructed attributes, opportunities and relationships associated with being male and female, which vary from culture to culture and change over time.

Gender based violence- is a violation of the rights and fundamental freedoms of women and girls.

Gender disaggregated database/Sex-disaggregated data- refers to the collection and separation of statistics and data by sex in order to see the different figures for males and females and make comparisons between them.

Gender equality- is about equality between males and females and it refers to the equal enjoyment by males and females of rights, opportunities, resources and rewards. It is

based on the premise that males and females should be treated equality.

Gender mainstreaming- is a globally recognized strategy which aims to bring about gender equality and advance women's rights. The Economic and Social Council of the United Nations defined gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislations, policies or programs, in all areas and at all levels.

Gender focal person- is responsible to assess the current gender mainstreaming process in the university. The focal person also provides inputs to review the activities of the university from gender perspective.

1. POLICY OVERVIEW

This policy document assesses opportunities and challenges in promoting gender equality at Addis Ababa University (AAU) and provides strategies for addressing the challenges. This Gender Policy (hereafter AAU GP) has been developed in conformity with various national policies, AAU's Senate Legislation and Strategic Plan.

This policy will contribute its share to promote gender justice by mainstreaming gender in all aspects of the University's activities. Its framework goes in line with the AAU's vision for gender equality and women's empowerment.

2. INTRODUCTION

The Federal Democratic Republic of Ethiopia (FDRE) is explicitly committed to promote gender equality. The 1993 National Policy on Ethiopia Women, the 1995 FDRE Constitution, the Revised Family Law (FDRE, 2000), and the Revised Criminal Code (FDRE, 2004) are among the major national policies and legal frameworks promoting gender equality. Furthermore, the Ethiopian Training and Education Policy (TGE, 1994) and Higher Education

Proclamation (FDRE, 2009) promote gender equality in education and training at all levels. Despite these opportunities, there are still challenges constraining women and girls' equal participation in the social, economic and political spheres of the country. This is also reflected in the higher learning institutions of the country.

Addis Ababa University (AAU), established in the 1950s, is one of the largest and oldest higher learning institutions in Ethiopia. AAU is guided by major national policy documents, such as the Education and Training Policy, Education Sector Strategy, Education Sector Development Programs (ESDPs), the Ethiopian Higher Education Proclamation (2009), and the National Growth and Transformation Plans (GTPs).

The establishment of the Center for Gender Studies, an academic unit that carries out graduate teaching and research on gender issues, and the Gender Office as a university organ indicates the University's commitment to address gender issues. Since 2010, the University has established female scholarship program for outstanding female candidates in the Master's degree programs. Furthermore, the University's research priority policy has identified gender as one of its priority thematic areas.

Besides, , the University has recently developed an anti-harassment policy.

AAU, in its revised Senate Legislation (April 2013) Article 165 (1 & 2), clearly states that:

- *The University shall have the Office of Gender and Educational Equity (OGEE) that shall cater to issues pertaining to the creation of a University community sensitive to gender equality within and outside the University by working to create an environment where no gender stereotype exists and where all females are fairly represented in all areas of the University's activities.*
- *The OGEE shall: (a) mainstream gender in the teaching-learning, training, research activities, and community service of the University; (b) identify challenges faced by female students of the University and provide solution; (c) follow-up and coordinate supports provided to female students by the University and other stakeholders; (d) raise the awareness of the University community on existing gender issues within the University in collaboration with other offices; (d) establish linkage with national and international governmental or non-governmental stakeholders working on gender issues; (e) initiate and/or strengthen services to groups with special needs; (f) establish and/or strengthen networking, partnership and think tank group on gender; (g) create networking with other similar offices in higher education institutions for experience sharing and other collaborative initiatives; and others.*

AAU, through its Gender Office, is striving to implement the above duties and responsibilities since its establishment in 2008. However, such interventions are not supported by a responsive gender policy with its own implementation strategies.

- *The legislation also states that gender shall be taken into account in constituting the various standing committees of the Senate (Article 9.4.2). Article 4:15 of the legislation clearly states that: "Members...shall be selected on the basis of gender parity, and membership of the Senate in general shall, to the extent possible, ensure gender mix and balance." The senate legislation further states that the Staff Recruitment, Appointment and Promotions Committee (SRAPC) shall: "formulate policies and devise strategies to enhance diversity of staff through affirmative recruitment system for applicants from disadvantaged groups, such as women..." (Article 18.1.7). The legislation also clearly states that the College/Institute's gender and educational equity officer is member of the college managing council (Article 106.1.5).*

Despite the above opportunities, there are challenges in addressing gender equality in all the activities of the University. More specifically, there are gender gaps in students' enrolment, performance and retention. There

are also gender gaps in academic promotion, leadership and research and publication.

The number of female students who join the University is increasing from time to time. However, the gender-gap in enrolment is still wide, female students' performance rate is relatively lower, and their attrition rate is almost double to that of their male counterparts. For instance, according to the 2013/14 data obtained from AAU Registrar Office, the number of female student population admitted to the University is 25% in undergraduate programs, 17% in graduate MA/MSc programs, and only 4.7% in PhD programs. According to the same source, female students' attrition rate in 2012/13 academic year was 6%, while that of males' was 2.04% in undergraduate and 3.3% for females and 1.9% for males in graduate programs. Moreover, the AAU's curricula have not given due attention to gender issues except the MA program in gender studies hosted by the Center for Gender Studies (CGS) and a few courses offered in other departments.

A huge gap has been observed between men's and women's participation in AAU's academic staff profile. According to the 2013/14 data, the total number of academic staff members at Addis Ababa University is

around 2,449, of which females account only 13.76% (including the expatriate female staff members). A large number of female academic staff are in the rank of lecturer, whereas only 9.52% are assistant professors, 3.27% are associate professors and 4.87% full professors (AAU Staff Profile, July 2014: xix).

Higher Learning Institutions in Ethiopia, including AAU, suffer from low participation of females in academic leadership though the Ethiopian Higher Education Proclamation states that, "*the universities should include in their five years strategic plan measures to increase the ... proportion of senior positions held by women ...*" (2009, Article 65: 2, e). In the case of AAU, the academic leadership is still highly male-dominated although a remarkable progress has been made in females' participation in the decision-making positions in the support staff wing. So far in its history, AAU hardly has female presidents, vice-presidents, deans, directors and department heads. For instance, if we look at the participation of females at the top management level, over the last 6 decades of AAU's history, only one female Vice-President has been attested. Obviously, AAU has no single female president so far.

Various research findings identified different barriers to females' low participation in leadership. The limited number of women academic staff in the University, the negative attitude of some colleagues and the time limitation to balance private and leadership roles are some of the factors. Moreover, absence of a gender policy and subsequent strategies to enhance the number of female academic staff in the University is one of the fundamental contributing factors for maintaining the *status-quo* of the gender imbalance. There is no mechanism that encourages females to take leadership positions; hence, females tend to stick to their personal and professional roles. Lack of women's networks was also mentioned as a contributing factor for females' lower participation in leadership. The University has very few female academic staff with high qualification levels to act as role models (Yania, 2008; Meskerem, 2009).

What is more, females' participation in research and publication activities is very minimal. Lack of access to networks and research grants are the main reasons attributed to this disparity. Since research experience is the major criterion for winning research grants, women especially at the lower academic rank are automatically left out. Other contributing factors include heavy family

responsibility, and social obligations (Tigist, 2010). Females' lower research effectiveness makes it difficult for them to promote to higher academic ranks. According to AAU's current Legislation (article 32), research effectiveness is one of the fundamental criterion for academic promotion.

Thus, this Gender Policy is necessitated to address the above gender gaps at AAU.

3. RATIONALE

Education is a fundamental tool that enables a society to achieve socio-economic development. It is now a well-established fact that gender equality is central to sustainable development where every member of society is treated with respect and dignity, affording them equal opportunity to realize their full potential. Due to long dating cultural, economic and political reasons, the roles and rights of women in the country have been undermined. As a result, development efforts in the country have now started to take series of measures of correcting past injustices and wrong doings.

It has been attested that enhancing gender equality especially in the educational sector will help to ensure

rapid achievement of the society's development. In connection to that, efforts have been made to advance gender equality throughout Ethiopia's education and training sector. As a result, improving girls' enrolment, retention and achievement rates at all levels have been made.

Higher education in Ethiopia has witnessed a series of policy reforms and rapid expansion (Semela, 2011, in Tebeje & Gale 2014). However, the current reality in higher education including in Addis Ababa University still shows the need for further policy intervention. Even though, the number of female students who join the university is increasing from time to time, ensuring gender equality and empowerment of female students and female staff has still been a great challenge. Proportions of female students, particularly in Masters and PhD programs, are still substantially lower. Gender inequality also continues in the high attrition rate among female students.

This situation demands a collaborative effort of all concerned bodies of the University and a clear strategic intervention. There is a greater need of capacitating and empowering of female students and staff. There is also a demand for creating a gender responsive environment in

the University. The exiting situation at the University has necessitated framing this Addis Ababa University Gender Policy (AAUGP).

This Policy has been designed based on the following specific rationales.

3.1 Human Rights

The attainment of equity and gender equality is regarded as absolutely essential from a human rights perspective. AAU takes into account the rights of all its members, irrespective of gender. Accordingly, the AAUGP will confirm and institutionalize the rights, responsibilities and duties of all the University community members.

3.2 A Prerequisite for Sustainable Development

It is now a well-established fact that gender equality is central to sustainable development where every member of society is treated with respect and dignity, affording them equal opportunity to realize their full potential. Education is an empowering force to support sustainable development and therefore, AAU, as a leading higher education institution of the country, has a crucial role to play in contributing to the broader societal goal of gender equality. This can only be achieved by the University

investing in eliminating all the social and structural impediments that stand in the way of women's full participation in higher education.

3.3 A Standard for Institutional Advancement

Gender equality has become one of the most important areas by which the quality and effectiveness of an academic institution is judged. This Gender Policy provides an institutional framework within which actions on gender can be taken at all levels. It further provides a framework that enables the University and all its stakeholders to undertake initiatives that are mutually beneficial and lead to the promotion of gender justice and equity.

4. METHODOLOGY

This policy document was prepared using primary and secondary sources of information. The policy drafting team has conducted group discussions and interviews with some selected Addis Ababa University academic and administrative staff as well as MA/MSc and PhD students to gather relevant information. The team has also reviewed relevant policy documents, research reports (from government and NGOs), journal articles, MA/MSc

and PhD theses. The AAU curricula were also reviewed to examine their gender responsiveness. The team further made personal observations of the university environment. The team has also conducted a validation workshop and collected feedbacks from the University community, the Federal Ministry of Education, the Federal Ministry of Women, Children and Youth Affairs, and other stakeholders. Finally, the draft policy document has been finalized and fine tuned based on feedbacks and comments from the workshop.

5. POLICY ENVIRONMENT

Ethiopia has formulated policies and ratified major international conventions and treaties that promote gender equality. In this section, the international, regional and national policy environment will be reviewed.

5.1 International and Regional Policy Environments

Some of the major regional and international instruments Ethiopia has ratified include: The Convention for the Elimination of Discrimination Against Women (CEDAW), the Beijing Platform for Action (BPA), the Millennium

Development Goals (MDGs) and the Protocol to the African Charter on Human and People's Rights on the rights of Women in Africa (Maputo Protocol).

CEDAW deals with human rights of women and commits states to incorporate the principle of equality of men and women in their legal systems. It consolidated gender-related laws scattered in various UN instruments. Specifically article 10 states that "*States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women*". CEDAW was the basis for the formulation of the National Policy on Ethiopian Women.

The Beijing Platform for Action (BPA) showed a renewed commitment to the goal of equality, development and peace for all women in the 1995 World Conference on Women. It identified 12 critical areas that must be addressed to ensure equality. These critical areas are poverty, education and training, health, violence, armed conflict, the economy, decision making, institutional mechanisms for the advancement of women, human rights, mass media, the environment and the girl child.

The Millennium Development Goals (2000-2015) is a global consensus in poverty reduction and the improvement of human well-being and is expected to enhance the commitment of nations to fight poverty. The goals have been commonly accepted as a framework for measuring development progress by 2015. Goal 3 of the MDGs specifically addresses gender equality and women's empowerment focusing on eliminating gender disparity at all levels of education. The MDGs support the implementation of women's policy and action plan by promoting gender equality.

The **Protocol to the African Charter on Human and People's Rights on the rights of Women in Africa (Maputo Protocol)** calls on all State Parties to eliminate any discrimination against women and to ensure the protection of the rights of women as stipulated in international declarations and conventions. According to the Protocol, state parties shall take measures to eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training. It also promotes the organization of programs for women who leave school prematurely.

Currently, the Protocol is under discussion¹ in the parliament to be ratified by Ethiopia.

5.2. National Policy Instruments

With the announcement of the National Policy of Women in 1993 and the promulgation of the new Constitution in 1995, the Ethiopian Government declared its commitment to the equitable socio-economic development of women. The National Policy on Ethiopian Women aims to institutionalize the political, economic and social rights of women by creating appropriate structures in government offices and institutions so that public policies and interventions become gender-responsive in order to ensure equitable development for all Ethiopians.

The FDRE Constitution in Article 35 provides that women are entitled to equal rights with men. This Article 35 (3) states that

In recognition of the history of inequality and discrimination suffered by women in Ethiopia, women are entitled to remodel and take affirmative measures. The purpose of such measures shall be to enable women to compete and participate on the

¹ By the time this policy document was in preparation.

basis of equality with men in political, economic and social life, and to gain access to opportunities and positions in public and private institutions.

With regard to gender disparities in education, Ethiopian Government's Education and Training Policy has the following specific objective: "to gear education towards reorienting society's attitude and value pertaining to the role and contribution of women in development" (TGE, 1994:11).

The Higher Education Proclamation (No. 650/2009, Article 39.6) also indicates that the Ethiopian Government, as an affirmative action, set up a new cut-off point for students' enrolment into higher education institutions that gives special consideration of female students among other disadvantaged groups. Furthermore, the FDRE Ministry of Education Action Plan of the Education Sector Development Program (ESDP IV) integrates gender issues across all levels of education system. Accordingly, the global goal for gender equality under ESDP IV is to promote equal access and success in education and training for women and girls.

The Ethiopian Growth and Transformation Plan (2010/11-2014/15) ensures gender and youth equitable benefits by scaling up its efforts to implement the Women's and

Youth Policies. One of the implementation strategies of the GTP (2010) is to increase women's participation in all educational levels.

In general, despite various policy reforms, gender inequalities in Ethiopian higher education persist due to hidden structures that restrict the access and participation of marginalized groups, including girls and women.

6. POLICY STATEMENT

Improving diversity management and enhancing the mainstreaming of gender are among the strategic objectives of AAU. The University is committed to attain gender equality among all its community members. To this end, the current policy will reinforce major interventions to be undertaken by AAU.

6.1. Policy Vision

AAU aspires to be an institution where gender equality is realized and women's/girls' empowerment is attained within the coming decade.

6.2 Policy Mission

AAU is committed to establish institutional culture that ensures gender equality among students, academic and administrative staff members.

6.3 Objectives

The overall objective of this policy is to address gender imbalances in all areas of the University, such as academic, research, community services, and decision-making bodies so that gender responsive environment could be guaranteed or secured. The specific policy objectives are to:

- ensure friendly environment for women/girls;
- increase women's participation in decision-making bodies;
- institutionalize gender mainstreaming in all university activities;
- create awareness of AAU staff and students on gender issues' and
- ensure women's/girls' access to institutional resources.

7. GUIDING PRINCIPLES

In line with the National Constitution (1995) and the National Women's Policy (1993), which addresses gender equality and equity, affirmative action, women's

empowerment, gender as a cross-cutting issue in all sectors and levels, the guiding principles for AAUGP are:

- women/girls and men/boys in the University are not a homogenous group as a result of diverse socio-economic and cultural background;
- gender equality means that the different behavior, aspirations and needs of women and men are considered, valued and favored equally;
- transformation in individual consciousness about gender equality and women's rights as well as organizational culture and governance are a prerequisite for gender equality and women's empowerment; and
- sustainable development and institutional transformation is possible only if based on equal partnership and mutual respect between women and men.

8. POLICY MEASURES

8.1. Engendering the Curriculum

AAU shall integrate gender issues in its curricula so that students could gain a better understanding of gender issues.

Strategies

- Create framework of engendering the curricula by:
 - providing a common course on gender issues to all undergraduate students, and
 - incorporating gender issues in graduate modular syllabi.
- Ensure the professional qualification of instructors assigned to teach courses on gender issues.
- Establish a gender resource center, committed to provide free space for female students and staff to support research, discussion forum and trainings on gender issues.

8.2. Staff Recruitment, Training, Scholarship and Promotion

AAU shall put in place gender-responsive staff recruitment, training, scholarship and promotion.

Strategies:

- Ensure that the University has gender-responsive staff recruitment, training, scholarship, promotion and recognition guidelines and procedures for both academic and administrative female staff members.
- As part of staff development plan, every academic unit in the University should have a separate plan for female staff recruitment, training, scholarship and promotion.
- Consider carrier gaps for women in maternity leave and women/men with multiple responsibilities.

8.3 Research, Publication and Dissemination

AAU shall take all necessary steps to promote the participation of female academic staff in research, publication and dissemination.

Strategies:

- Establish special research grant for female academic staff at AAU to conduct research and disseminate their research outputs.
- Design programs to enhance female staff members' research and presentation skills.
- Provide special legislative consideration to female academics engaged in research projects/activities by minimizing teaching and advising loads.

- Provide special legislative framework of research leave (longer duration and lower frequency) for female researchers.
- Establish joint academic female staff networks within and outside the University.
- Encourage senior and junior female academic staff to conduct collaborative research.
- Recognize and reward female staff for their achievement in research, teaching and administrative activities to motivate them and enhance role modeling.
- Develop guidelines to ensure that all research projects of the University consider gender as an important analytical element.
- Avail special research grant and encourage staff members to conduct research on gender issues.

8.4 Student Enrollment, Retention and Performance

AAU shall attain gender balance in enrolment, access, retention and performance of its students.

Strategies:

- Provide relatively longer study duration to female graduate students with justifiable reasons related with their reproductive roles.

- Ensure that the affirmative action policy is accompanied by an implementation strategy.
- Organize training programs and discussion forum on gender issues for all members of the University community.
- Recognize and award successful female students to motivate females in the faculty and enhance role modeling.
- Develop mechanisms for hiring more female academic staff who can serve as role models for female students.
- Strengthen female scholarship programs.
- Conduct periodic survey on the challenges of female students and ensure appropriate measures are taken.

8.5 Organizational Structure and Institutional Culture

AAU shall have college/institute level gender focal person who can follow-up the proper implementation of AAUGP within their respective colleges/institutes.

Strategies:

- Assign responsible gender focal person who has dual accountability to the college/institute Dean/Director and the Central Gender Office.

- Ensure the University allocates the necessary resources and facilities to the college/institute level gender offices.
- Ensure the college/institute has feasible or workable action plans (with regard to staff recruitments and development, promotion, participation in leadership, scholarship, research grants, etc).
- The college/institute gender focal person shall be member of the college/institute level AC.

8.6 Leadership and Participation in Decision-Making

AAU shall enhance the participation of women in leadership and decision-making by addressing the gender imbalance within the University.

Strategies:

- Design and implement sensitization programs to challenge the stereotypes that associate management and leadership roles with masculine domain.
- Ensure females' participation in decision-making by assigning female representative in the University Board membership, the University Senate, Senate Standing Committees, Academic Commission (AC), Department Academic Council (DAC), and Managing Council based on Article 9.4.2 of AAU Senate Legislation.

- Ensure the University's criteria for all leadership positions are gender sensitive.
- Encourage females to hold leadership positions at all levels, and enhance their managerial and leadership skills.
- Enhance females' personal strategies for balancing career and personal life, by acknowledging their multiple roles.

8.7. Ensuring Secure Environment

8.7.1. Secure Environment

The University shall create enabling environment for women/girls in order to ensure security and provision of gender responsive service delivery.

Strategies:

- Ensure that the University environment is safe and secured for all.
- Ensure equal accessibility of resources (learning materials) to both females and males especially to those with disabilities.
- Provide adequate academic and non-academic counseling services.

- Ensure that the anti-sexual harassment policy of the University is strictly implemented.
- Create awareness among women/girls of their rights to seek justice.
- Establish discussion fora to create awareness among the University community on issues pertaining to prevention of gender based violence.
- Promote males' involvement in preventing gender-based violence.
- Establish resource center for reproductive health related services for needy female students.

8.7.2. Gender Disaggregated Statistics

AAU shall generate an updated gender disaggregated data on staff and students and disseminate to all relevant stakeholders.

Strategies:

- Establish and update regularly gender disaggregated database of all staff members of AAU as per qualifications, academic ranks, experiences and leadership positions.
- Establish gender-disaggregated database of all its students as per their socio-economic and physical conditions.

- Disseminate gender disaggregated data through the website of the university and other mechanisms.

8.7.3. Gender Responsive Institutional Documents

AAU shall ensure gender equality in all its institutional documents, such as policies, strategic plans, projects, and communications at all levels.

Strategies:

- All academic units and research institutes shall have gender-responsive action plans and reports of their activities.
- Ensure that all projects and initiatives are gender responsive.
- Make sure that all communications, directives, guidelines are gender sensitive.

8.8. Resource Mobilization and Gender Budgeting

AAU shall uphold resource mobilization and gender budgeting processes to ensure adequate and sustainable budget allocations for effective institutionalization of gender mainstreaming.

Strategies:

- Develop and implement a resource mobilization strategy for financing the implementation of the Gender Policy.
- Design guidelines and implement a gender budgeting training program for all relevant staff involved in the University planning and budgeting processes.
- Allocate appropriate percentage of the University's research budget for female researchers.
- Allocate appropriate percentage of the University's thematic research budget for research on gender issues.
- Allocate the University's budget for gender mainstreaming in line with MoFED Gender Budgeting.
- Mobilize resources for women/girls' empowerment programs and initiatives such as female scholarship, female research grant, female academic networks, and female social support.

8.9. Networking and Partnership

The University shall promote and support networks and partnerships that advocate gender equality within and outside the University.

Strategies:

- Encourage networking and improve accessibility to information to promote females' participation and efficiency in all arenas.
- Establish network for female academicians and researchers in higher learning institutions at national and international levels.
- Encourage and support the participation of university staff and students in national, regional and international conferences and other fora that enhance knowledge sharing on gender issues.
- Ensure females' active participation in the university community projects.
- Develop and implement collaborative programs with all educational institutions to share learning experiences and empower female students.
- Promote female students' networks.

8.10. Staff and Student Welfare

AAU shall plan and provide for the welfare of all its staff and students to achieve optimal productivity.

Strategies:

- Ensure that all newly designed buildings and facilities take into consideration special needs of females.
- Invest in childcare facilities on University campuses for the benefit of parenting staff and students.
- Ensure the University buildings and facilities are disability friendly.

9. MONITORING, EVALUATION, ACCOUNTABILITY FOR GENDER EQUALITY

Rules and regulation shall be enacted for the implementation of the Gender Policy.

The AAU community, all individuals in the University, and all those associated with the University have a responsibility to adhere to the Policy and apply it in their day-to-day activities and in all communications with, or on behalf of the institution. The overall responsibilities in relation to this Policy are as follows:

- **The University Board:** The University Board, as the supreme governing body, is responsible for ensuring that the institution fulfils its legal and fiscal responsibilities for promoting gender equality

by eliminating gender based discrimination. In order to fulfill this responsibility, the Board shall receive annual progress report on the monitoring and implementation of the Policy to enable its members to ensure that the Policy is under implementation.

- **The President:** The University President, who gives a consistent and high profile lead on gender equality issues, is responsible for ensuring that the Policy is effectively implemented and that all members of the University community are aware of their responsibilities and accountabilities; and ensuring that appropriate action is taken against AAU community members who breach the Policy.
- **Vice Presidents and other members of Top Management:** The Vice Presidents and other members of the top management take responsibility for activities of strategic importance to the University (E.g. The research agenda, health and safety, teaching and learning, human resources, support and information services planning and budgeting, etc.). In each of their respective portfolios, the University Officers and Managers shall be duty-bound to incorporate

gender equality priorities and implementation strategies. The university top management shall put in place a realistic system for the proper planning, monitoring, and implementation of the policy and reviewing of procedures to improve implementation of the policy.

- **College Level Gender Focal Person:** Every college/institute shall assign an academic staff who can follow-up the proper implementation of AAUGP within its domain.
- **Director of the Gender Office:** The director of the Gender Office shall be responsible for ensuring the proper implementation of the AAUGP. The Office shall also carry out periodic monitoring and evaluation of the implementation of this Policy.
- **Deans, Directors, and Department Heads:** These stakeholders shall be responsible for the implementation of the AAUGP within their areas of responsibility. This involves putting the policy and its strategies and procedures into practice; making sure all members of their respective college/institute/office and department are aware

of their responsibilities and shall take action against members who breach the Policy.

- **Staff and Student Councils/Associations:** All staff and student councils/associations have a role to play in promoting gender equality, and in creating and maintaining an environment where there is zero tolerance to harassment and discrimination.
- **Partners, Contractors and Service Providers:** All partners, associates, contractors, professional, statutory and accredited bodies, and those who provide services to the University are responsible for complying with the AAUGP.
- **Advisory Board/Council:** Establish Advisory Committee that would follow-up and ensure the proper implementation of the AAUGP.
- **AAU's Gender Office** shall evaluate the proper implementation of the AAUGP by setting up assessment committee, and shall report the implementation status to the AAU president in every annual report.
- This policy is liable for amendments every 5 years.

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