

INNOVATIONS

Gender Responsiveness of Jimma University Organizational Culture vs. JU Community Acknowledgment

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Abstract

This project looked into the gender responsiveness of Jimma University organizational culture vs. the community Acknowledgment. It employed the Participatory Method of Gender Audit which is an insider self-assessment design that provides rooms for quantitative and qualitative data sources. The study employs students and staff survey, document analysis and observation to collect primary and secondary data. Survey findings showed that half to two-thirds of the participants have positive attitudes towards the gender responsiveness of the university organizational culture. However, documents and observation data revealed that only 32% of the students and 18% of the instructors were females; while, 64% of the admin staff was females. This reflected the imbalance access and the stereotypical gender roles effects in the university, since most of those admin females were labored and less paid cooks and cleaners. Besides, only 15.5% of the leaders and 11% of the mega researchers were females. The team analyzed the internal community survey, observations, as well as document analysis findings, and concluded that the university organizational culture responded gender inadequately. Thus the team recommended Jimma University legislation should be revised as much it can equally recognize both the male and female members, so that it can avoid systemic and hidden causes of gender gaps before designing the coming Strategic Plan.

Key terms: 1. Bottom-up gender audit 2. organizational culture 3. Access 4. control 5. Perceptions 6. practice

Introduction

Universities perform gender issues in the mainstream of the core functions of teaching and learning, research and community service as well as good governance sectors. They implemented this through the Gender Management Systems/(GMS) that approach two main concerns in the quest to achieve gender equity and equality. One is the technical task of engendering policy, programs, projects and the day-to-day operations of universities. The other is employing a change management strategy that would create an enabling environment for gender mainstreaming in the sectors, and commit all the relevant stakeholders to effective implementation (Williams and Harvey, 1998 cited in UNESCO 2002, p. 77).

A team at Jimma University intended a demand-driven gender audit project to check how this enables gender mainstreaming experienced in grassroots/bottom-up situations phase by phase. They carried out the preliminary and pilot phases that focused on gender statistics to identify the gender representation among students and employees to assess access provided in the academic and admin fields of the university. Thus results are recorded below in Table 1.1.

Table 1: Jimma University Gender Statistics of Enrolment, Staffing and Leadership in the Year 2015/2016

Gender Statistic	Students Enrolment			Academic Staffs			Admin Staffs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
No	14625	4949	19,574	1472	215	1687	2098	2870	4968
%	75	25	100	87	13	100	42%	58%	100
Leadership	Higher			Middle			Lower		
Gender Stat	Male	Female	Total	Male	Female	Total	Male	Female	Total
No	5	0	5	52	5	57	179	18	197
%	100	0	100	91	9	100	91	9	100

Developed by the Principal investigator as of 2015/2016 academic year according to the Plan and Program and Human Resource Documents

Normalizing such imbalance gender statistics requires Jimma University to facilitate better gender mainstreaming schedules. To this end a bottom-up audit was intended to check how much the mass has been involved in gender mainstreaming activities. This is because working on gender issues obliges organizations to set their own houses to change aspects of the organizational culture which discriminates against women staff and women beneficiaries (Sweetman 1997, p. 2). Therefore, gender equality must be integrated into the organization's programs and practices toward achieving equality and to facilitate sustainable changes in the institutional progress.

Thus, this demand-driven gender audit was aimed to check how such imbalance social representation affected Jimma University community institutional 'gender perspectives'. So, the purpose of this paper was to continue the main phase of the audit at Jimma University that upholds the philosophy of "We Are in the Community". It specifically looked in to the perceptions of the internal community on the university organizational culture vs. the practices. Hence, it presented answers for the questions on the perceptions of the university community about gender responsiveness of Jimma University Organizational Culture. It also reflected the practical situations based on Enrolment, Staffing and Leadership statistical differences in the years 2017 – 2019.

Universities Communities Acknowledgement of Gender Equality

Universities are paradox regarding gender along with their acknowledgements, developed as of their innate and nurtured background (Demuth, 2013). For instance Cotteirll, Jackson and Letherby, (2007) illustrate that universities are organized in males' standard, and that they underestimate females. Besides, gender stereotype enormously hinder girls achievements in Ethiopian universities, not just in the mind, but they have perfect material and social reality (Lemessa 2012; and Anteneh, 2017). Moreover, the remedial Affirmative Action programs conducted at universities conversely

perceived as if girls do not deserve to be in the classroom alongside boys. Three fundamental reasons are provided for the pervasive gender disparity in favor of boys:

1. The challenge of translating policies into practice,
2. Gender factors outside of education that affect household decisions, such as perceptions about earning potential; and
3. Favoritism of boys (World Bank, 2012 as cited in Abraha Asfaw November, 2012).

These lead to emerge two fold effects of perception on gender in higher education. On one hand, it is acknowledged that higher education institutes reproduce gender differences via their internal structures and everyday practices "because of the cultural perceptions which determine the attitudes and behaviors of individual men and women and form barriers to the equal participation of women in senior management"(Smulders, 1998). On the other hand, the students', especially the females', lack of information or having unclear information about the university programs forces them to perceive wrongly. Consequently, scholars perceive that gender equality should worry:

... leader and local counterpart behind the design of the stock assessment protocols and participation of local scientists, it should be in the mind of the legal expert who may spot loopholes or discrimination in existing ... laws, and in the minds of all those who are involved as managers, scientists, advisors etc ... (Brugere, 2015 p18).

University Organizational Culture Vs Gender and Leadership

Organizational culture is a pattern of shared values and assumptions about how things are done within the organization. This pattern is learned by the employees of the organization as they cope with internal and external problems and taught to new members as the correct way to perceive, think and feel (Gulshan and Capoor, 2008). The call for the global knowledge economy on the one hand and guarantee social justice on the other necessitated to transform from elitist to inclusive higher education system (Tesfaye Semela, 2006). Thus, there is a need for higher education reform regarding gender equality via increasing access to higher education in Ethiopia (Habtamu, 2004).

On the other hand, the inherent traditions make prejudice within the leadership, since both of them were gendered concepts. Workplace culture reflects the ways in which gender is understood and enacted on a day-to-day basis. It either enhances or impinges academic performance since peoples' performance in academics is fed by their culture and perceptions. Matthews et al. (2000) add that education and other essential parts of peoples' culture explicitly value-successful performance. Although universities signify themselves as gender-neutral meritocracies, they are consisted of male dominating gendered backgrounds. Especially, in less industrial countries it is normal to see only men presidents and their executives in universities (USAID, 2013). This is because it is already marked by a gender bias, masculine ways of 'doing leadership' are typically viewed as normative (Schnurr, 2009 p.4).

Organizations define the notions of 'effective' leadership and 'leaders discourse' needs to be understood against this background.

...the organization of academic work is ... allowing the academic freedom to work long and continuous hours and to have an uninterrupted employment career ... examples of this underlying ideology [are] the competitive 'publish or perish' culture in many departments ... and the lesser value given to family commitments. ... in academic organizations; the definition of success has developed around a concept of masculinity, which is individualistic and competitive (McDowell, 1990 cited in Cotterill, Jackson and Letherby, 2007, p. 34).

This male bias is not only reflected in hegemonic discourses of leadership, but may also impact leaders' everyday discourse (Schnurr, 2009 p.4). Therefore, university organizational culture is

always dominated and led by men, while women/girls are expected to struggle more with family, society and cultural preconceptions.

Gender Audit: Conceptual and Theoretical Basis

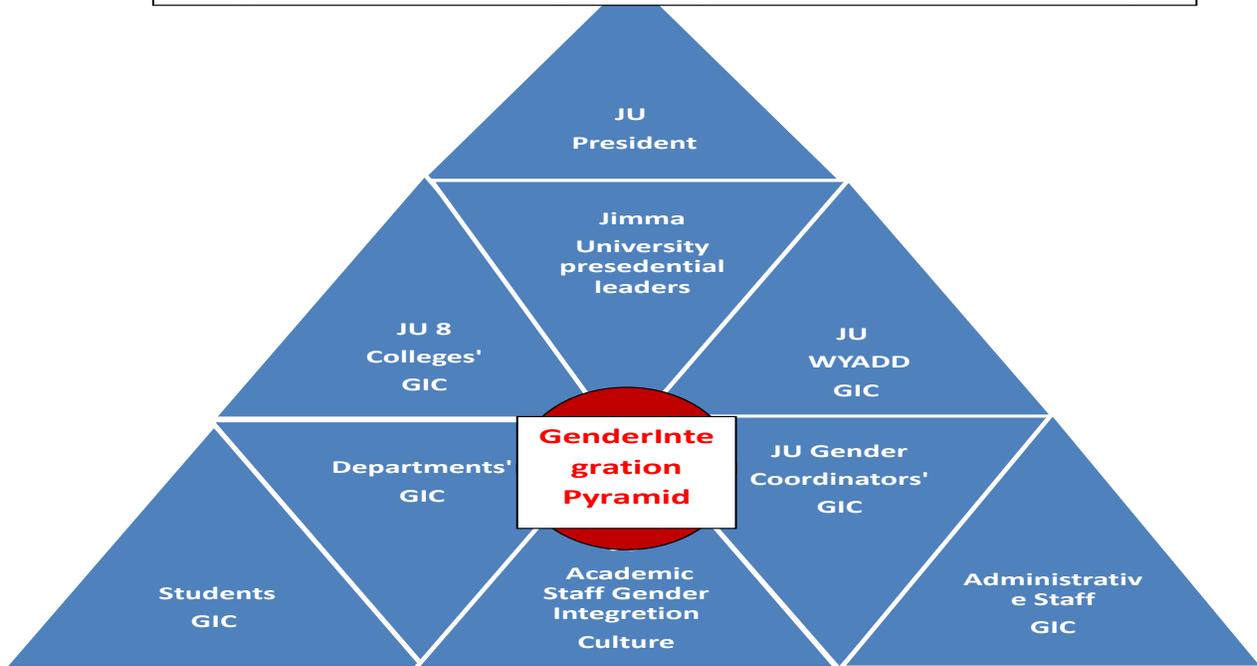
Gender audit is the process of assessing an organization's or program's internal systems and policies in how gender is addressed and identifying gaps as well as offering recommendations for improvement (Lensay, 2013, p 8; Harvey, 2010, p1). It evaluates how gender considerations are being integrated into programs and policies by an organization, department or office. Wide in scope audits assess gender approaches and policies, staff capacity, tools and resources, gender mainstreaming in programs and projects, organizational culture and workplace issues (Meyers, 2012, p4). Gender auditing can reveal gaps in gender integration at universities so that the normalization process can be meaningfully achieved. Such a gender audit is conducted either as an organizational self-assessment or by an external consultant; finally it would result in a remedial aspect to design an inclusive action plan for the organization where the audit is carried on. (Harvey, 2010: 12).

The project prefers participatory gender audit (PGA) that employs an action-research methodology which helps to "mapping" an organization from the gender equality perspective. Participatory gender audit combines the objective observation of facts and data with a more in-depth and qualitative reflection on individual and collective rules, behaviors and beliefs, and their impact on gender equality. For this reason, the team of the PGA is made of "facilitators" rather than "auditors". Gender Audit provides organizations with three useful outputs:

- A reflection of the status of gender equality within the organization
- A baseline for collective discussion and analysis
- A participatory process that builds organizational ownership for the agency's gender equality initiatives and ongoing gender action planning

To show how the actual gender-responsive organizational culture has been facilitated, the team integrates gender issues at JU by the pyramid below.

Figure 1: Gender Integration Pyramid in Jimma University



Audit Methodologies

The Audit Design

This project employed the Participatory Gender Audit process which is an insider self-assessment survey tool (Harvey, 2010). It allowed the team to collect information from Jimma University staff and students beneficiaries to assess perceptions of individuals about the status of gender equality in the university. In addition, the method enabled the team to examine gender responsiveness of the university organizational culture. Accordingly, the audit made use of students and staff survey, document analysis, and observational information. It computed the quantitative data statistically and narrated the qualitative data thematically. Finally, it presented them in graphs/tables and descriptions respectively.

Audit Sample Method and Size

Stratified random and purposeful sampling methods were employed, to obtain strata of male and female: students and employees in the eight colleges in the university. Hence, totally 420 students +174 academic staffs +343 admin staffs +3 higher level +2 middle-level managers = 942/nine hundred forty-two respondents had participated in the audit process.

Results and Discussions

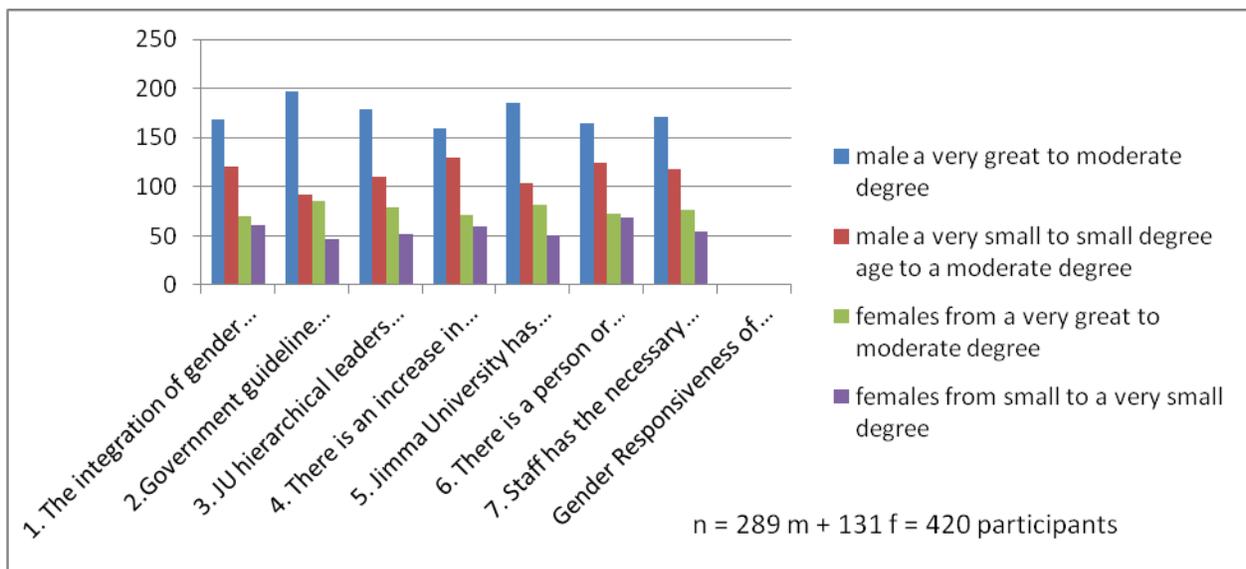
Students' acknowledgement about Gender Responsiveness of JU Organizational Culture

Four hundred twenty (289 male 131 female) students' samples of dormitory representatives participated in the audit survey. They responded for the seven quantitative and three qualitative/narrative questions. Among the four hundred twenty participants, one hundred sixty eight (58.13%) of the males and seventy (53.44%) of the female students responded, the first item, gender issue was integrated into Jimma University projects and programs from moderate to a very great

degree. In the second item they were asked if Jimma University implements the government affirmative action guidelines; thus, one hundred ninety seven (68.17%) of the male and eighty five (64.89%) of the female students responded they feel that the university implements the government affirmative action guidelines from moderate to a very great degree while the rest negated. One hundred seventy nine (61.94%) of the males and seventy nine (60.31%) of the female students responded the third item that the senior management actively participate and take responsibilities to implement policies for promoting gender equality.

One hundred fifty nine (55.02%) of the male and seventy one (54.20 %) of the female students agree about the fourth item, that there is an increase in females representation in leadership as they choose from a moderate degree – a very great degree. Concerning budget allotment (fifth item) also one hundred eighty five (64.01%) male, and eighty one (61.83%) of the female students responded positively. Hundred sixty five (57.09%) of the male and seventy two (54.96%) of the female students reflected on item six that they knew that there are responsible persons for gender in Jimma University. In the seventh item, the respondents finally reflected their perceptions about the knowledge and skills of the university staff to carry out their work. Hence, one hundred seventy one (59.17%) of the male and seventy six (58.02%) of the female students responded moderate to a very great degree, and the rest said that it was from very small to small degree. The graph below reveals the responses of the students.

Figure 2: Students Acknowledgements on Gender Responsiveness of JU Organizational Culture



Hence, the results revealed that both the male and female students scored greater points on questions: 2, 3, 5, and 7 than in the rest items.

Students' perceptions for some of the items were less recognized. Schnurr, (2009) express that masculine ways of 'doing leadership' are typically viewed as normative. The result regarding the responsible person or division for gender at Jimma University reflected the respondents' dissatisfaction; this shows that the students were not well informed or they did not count the bureau as a responsible division as there were not any male representatives. Therefore, the audit team suggests that the respondents' perceptions and the actual practices performed in the university positively correspond. Traditionally, female and male students in universities had different access and control

over resources. Especially in the evening study session, the female students suffer from harassment in places that lack electrical light. According to Lemessa both the male and female students have negated the affirmative policy measure suggesting that it “has no leg and head” to mean that female student was not being benefited from this policy package at pre-high school and post-high school levels of education (Lemessa, 2012, p 88). Unlikely, both the quantitative and qualitative responses revealed that ‘affirmative action’ is audibly implemented in the university to fulfill the academic, economic and psychological gaps among the male and the female students and to facilitate their practical and/or strategic needs. Thus, as analyzed from documents and observed from facts and contexts the university markedly carried out sort of actions to fill such differences; some among those practices were:

- 25% privilege is offered for female students’ during the registration period,
- Economic and material supports are provided for the needy female students,
- The female students’ educational process is followed by a female students’ education forum.
- Tutorial classes are conducted by subject teachers.
- The female students are given training in various livelihood and educational skills (like self-esteem development, communication, study, health, and life care, leadership and conflict resolution skills ...).
- The female students are highly Motivated through yearly and semester awards,
- The female students are privileged through the less hiring minima (by 0.25 score difference and 10% addition in the final result), and finally
- The female students who scored higher results are hired as staff in the first degree by departments in the university.

Hierarchical Management’s active participation in taking responsibility to implement policies for promoting gender equality is also observably conducted. All gender referring activities are easily facilitated due to the Senior Management uninterrupted leadership and supports. This means the academic, the admin, the research and community affairs, the business are governed by the virtue of the university president and the respective vice presidents including the college deans, directors, department heads, coordinators and the various lower-level leaders’ political wills in the university. Third, gender budget allotment is another issue implemented by the goodwill of senior management. Thus, the result shows, in the actual practice, gender budget is allotted every year. JUWCYAD bureau is structured as any of the university sectors to integrate gender mainstreaming in the university routines. Fourth, preference also seems to be reasonable because the university staff carries out their works with the virtue of their appropriate knowledge and skills needed to accomplish the various institutional issues.

Academic Staff Acknowledgement on Gender Responsiveness of JU Organizational Culture

One hundred forty six male and twenty eight female (146m +28f = n = 174) active academic staff members participated in the survey. Hence, regarding the integration of gender issues in Jimma University’s projects and programs, ninety three (63.69%) of the male participants indicated that it is from a moderate to a very great degree, while the females who rated it in the same scale were eighteen (64.28%). Second, for the question, to what extent Jimma University makes use of Government Guideline Documents which affirm commitment to gender equality; 98 (67.12%) of them responded from a moderate to a very great degree, twenty (71.42%) of the females also strengthen the same issue. Regarding the senior management support and responsibility for the implementation of the policy for promoting gender equality, one hundred thirteen (77.39%) of the males and twenty

one (75%) of the females responded positively, while the rest sounded negatively. The fourth item requested about the increment of women leaders in senior management positions in the past three years in the university. Hence, the result shows that seventy five (51.36%) of the male and ten (35.71%) of the female academician responded that it is from moderate to a very great degree while the rest preferred the lesser alternatives.

Fifth, requests on JU adequate budgets allotment to support gender integrated work. The result shows: one hundred eight (73.97%) of the male and fifteen (53.57%) of the female participants chose from moderate – a very great degree, while the rest indicated that it is from a very small degree – small degree. The sixth question dealt with the presence of a person or any division responsible for gender in Jimma University. Hence, the result shows that one hundred fourteen (78.08%) of the male and 22 (78.57%) of the female participants responded positively while the rest suggested that it is from a very small degree – small degree. Finally the audit queried about the extent of gender awareness of Jimma University supportive staffs while performing their duties. The result shows that one hundred eight (73.97%) of the male and 20 (71.42%) of the female participants respond positively while the rest suggest that it is from a very small degree – small degree.

This group positively responded to the six questions except for one, about the increment of women in the university senior management positions in the past three years. Hence, the result shows that seventy-one (48.64%) of the male and eighteen (64.29%) of the female academician responded that it is from a very small to small degree. They chose the least alternatives may be due to the real situation in the university leadership. During piloting phase, all of the five higher-level leaders were males; now there are seven higher-level leaders among which one is a lady. Observing this, most of them deny the increment.

Perceptions of Admin Staff's about Gender Responsiveness of JU Organizational Culture

One hundred forty-seven (147) males and one hundred ninety-six (196) females, a total of three hundred forty-three (147m + 196 f) n=343) administrative staff participated in this audit group. The findings showed that the admin group was highly satisfied with the 1st, 5th, and 6th items. Accordingly, one hundred three (70.06%) of the male and one hundred thirty (66.32 %) of the female respondents suggested that gender issues are integrated within the normal day – to – day activities of the university. The fifth issue queried if Jimma University allotted adequate amount of gender integration budget. Thus, one hundred (68.03%) of the males and one hundred forty-two (72.45%) of the females replied positively. The sixth issue checked the respondents' knowledge about the presence of a responsible person or division regarding gender in Jimma University. Hence, one hundred eleven (75.51%) of the males and one hundred fifty-three (78.06%) of the females responded that there is the responsible unit/division for gender affairs.

The admin staff perceived that gender issues are practiced with the allotted adequate budget, and that the responsible unit interactively facilitated their day to day gender routines in the university. They also narrated their hesitations that they were not provided with waiting rooms, sanitation materials and even respects. They supported the scholarship opportunities provided, and they indicated that the relation between leaders and employees should be legal and respectful.

Document Analysis and Observational Results

As emerged in the survey discussions documents and observation data reflected most of the JU organizational cultures regarding gender. For instance, the following table reveals how much the male and female access and control differ; as the students' enrollment, employees' staffing and leadership Gender Statistics are set.

Table 2: Jimma University 2018/19 Enrollment, Staffing and Leadership Gender Representations Documents

Gender Statistics	Students Enrollment			Academic Staffs			Admin Staffs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
No	15716	7617	23,333	1571	345	1916	2266	4042	6308
%	67.36	32.64	100	81.99	18.01	100	35.92	64.08	100%
Leadership	Higher			Middle			Lower		
No	6	1	7	52	10	62	227	53	280
%	85.71	14.29	100	83.87	16.13	100	81.07	18.93	100

Computed by the principal investigator based on plan and program documents

Conclusion

More than half of the students, the academicians and the admin staff responses revealed positive consideration on Jimma University gender functional schedules. However, documents and observation results showed, all of those efforts could not bring about any additive values rather than a bit numerical increments. For instance, Table 2 showed that none of the categories fulfilled the expected gender ratio of the Growth Transformational Plan II in 2020. Although, only 11% of the mega researchers were females, there are not any systems arranged to motivate female researchers so far. On the other hand, 'publish or perish' culture governed both the university academic and leadership promotion profiles (McDowell, 1990). Moreover, the amount of the admin staff (64.08% females) reflected that females were: educated a little, allocated in hardships and earned fewer payments. These are evidences for what Lemessa (2012) indicated, that even university education was suffered from 'gender stereotypes and the traditional socio-cultural state of affairs'.

On the other hand, Jimma University does not have any readiness to improve these situations since 'gender' is not visibly explained in the university legislation except as terms 'cross cutting' and 'female' only once or twice. Therefore, to fill the institutional culture gaps between the male and female beneficiaries, the team have recommended as listed below.

Recommendations

First of all, the university should transform its Organizational Culture so that gender issues could be managed in equity and equality. Therefore, the organizational culture should be revised and facilitated before the coming strategic plan is designed. Along with that, the university legislation should be analyzed and redesigned to equally fulfilling the practical and strategic needs of both male and female beneficiaries at the university. This can be put into practice by performing the following gender activities:

Gender issues should be described in the university legislation as human affair not as a word or phrase concerned with only 'women' to:

- Reflect the equality of the male and female members of the university students and employees.
- Develop a gender inclusive profile for hiring academic staffs;
- Facilitate research gate or academic network for both instructors and students.
- Enable the university to deliver skilled and knowledgeable male and female instructors' profile for the national and international labour markets.

JU is expected to transform influences of the patriarchal culture through gender awareness conferences both for staff and students to:

- Inform what and why affirmative action and other policy matters were designed, so that they could be implemented accordingly.
- Introduce new policies among the university community.
- Update the learners' excellence.
- Introduce the update regular library audit report, input factors like: hard, soft academic and/or vocational reading materials;
- Arrange inspiring systems and opportunities in each campus to capacitate both male and female learners' reading routines.

Leadership imbalance was the other observable gap in the university. Thus, the university is expected to:

- Deliver an appointment system that represents the university male and female community proportionally in: the 'senior, middle and lower' levels of the management.
- Improve the student union election criteria so that both the male and female students are represented in the union for decision making and exercising leadership while studying.
- Develop transparent, legal and polite 'Leaders and employees' relationship;
- Facilitates JU community working culture and provide employees with transparent job description that informs their rights, duties and responsibilities.
- Provide special supports for those who work in risk areas like laboratory, duplicating rooms in the university.
- Provide feedbacks, about the people who are engaged with highest labor but with the least payment that cannot fulfill even their basic necessities, for the responsible bodies out of the university.

To improve students' and employees working capacities:

- Arrange waiting rooms services and sanitation materials with bathrooms, especially for those who deal with hard labors as cooks and cleaners;
- Offer scholarship opportunities for admin employees, who are below diploma level;
- Facilitate daycare services to ease employees additional reproductive duties;
- Facilitate house renting or building possibilities collaborating with Jimma Municipality and banks for those who are designated by Ministry of Education (MoE).

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