JIMMA UNIVERSITY
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Gender Policy
JU WCYAD Policy No. 1

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ACKNOWLEDGEMENTS

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Acronyms and Abbreviations

AIDS: Acquired immune deficiency syndrome
CEDAW: Convention on elimination of discrimination against women
FDRE: Federal Democratic Republic of Ethiopia
GO: Governmental
HIV: Human immune deficiency Virus
ICESCR: International Covenant of Educational, Social and Cultural Rights
JU: Jimma University
JUGP   Jimma University Gender Policy
Laser   Light amplification by stimulated emission of radiation
MSU's   Managements of Specified Units
NGO: Non-governmental
SDG   Sustainable Development Goal (Agenda 2020-2030)
UDHR: Universal Declaration of Human Rights
UNESCO: United Nations Educational Scientific and Cultural Organization
WCYAD: Women Children and Youth Affair Directorate

Preface

Gender is a societal state of affairs that classifies people on the basis of their being male or female and assigns roles accordingly. Especially in less developed countries, this stereotypical assignment provides women with only fewer opportunities in social, economic, and political affairs. It shuns them away from decision-making and leadership responsibilities; it denies their equality to men especially at the grassroots. Conversely, human beings, both men and women, are born equal in dignity and rights, and all human beings have to be treated with equal concern and respect. Hence, gender issues should be responded to by all people elsewhere to eliminate discrimination and bring radical changes in parity and sustainable development among humans. This gender-responsive approach facilitates respect: protection and fulfillment of the male and female peoples' human and civil rights.

Gender is both a global and local agenda of justice. To begin with, Gender equality is one among the Sustainable Development Goals (SDG) of the Global Agenda 2030. Goal 5 of the 17 SDGs emphasizes the objective to "achieve gender equality and empower all women and girls". Besides, the Universal Declaration Of Human Rights (UDHR) under article 20 and article 23 states that everyone has the right to education and employment, respectively. Similar provisions are incorporated under articles 13 and 14 of the International Covenant of Educational, Social, and Cultural Rights (ICESCR) with reference to a right to education. Article 7 of the ICESCR recognizes the right of everyone to work. Convention on the Elimination of Discrimination against Women (CEDAW) provides the basis for realizing equality between women and men through ensuring women's equal access to and equal opportunities in political and public life.

The government of Ethiopia accepts the conventions on discrimination on the basis of gender and designs various rules and regulations that assist to abolish the prejudicial attitude prevalent in the country's socio-cultural, economic, and political milieu. Besides, the State Parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms. Finally, the government gives responsibilities for universities to uncover the ways; to eliminate discrimination against women and to mainstream gender issues in plans and programs of all units of the universities (Mitiku and Seleshi, 2011; Harvey, 2010; Cotteirll, Jackson and Letherby, 2007).

Introduction

Policy Background

Ethiopia is a country of various ethnic and cultural diversities. Gender roles and relations widely vary across these groups, cultures, and regions. Consequently, women in Ethiopia have experienced a diverse set discrimination, including discrimination against education and employment. Their diverse roles in society are little recognized and their role in some key areas especially in community leadership and institutional decision-making are limited (Lensay, 2013; Helina, 2015). Women and girls are rather loaded with domestic tasks like cooking, family feeding, childbearing and rearing, farming as well as caring for the sick throughout their lives. Their roles and socio-economic status are firmly embedded in structural forces that assign higher rewards and prestige usually to males. Besides, most women have been conditioned into holding the same discriminatory views about themselves. As a result, the status of Ethiopian women in society is low (Mitiku and Seleshi, 2011).

The government of Ethiopia strives to shun this discriminatory approach and to equalize the male and female persons in getting opportunities and responsibilities in communities they dwell. It designs various rules and regulations that assist to abolish the prevalent prejudicial attitudes toward gender issues in the communities in political, social, and economic spheres. Formulated in 1993 and renewed under the 1995 FDRE constitution, the Gender Policy of Ethiopia

interestingly overlaps with, if not preceding, the historical global landmark of Beijing Declaration and The Platform For Action, a resolution adopted by the UN on its Fourth World Conference on Women, held September 4-15, 1995. The resolution aimed to promulgate a set of principles guiding action to promote the equality of men and women. Adopted by 189 member states, the Declaration notes that all states are determined to advance the goals of equality, development, and peace for all women everywhere in the interest of all humanity. Ratified by the House of Peoples' Representatives (HPR) and implemented through the institutional architecture of the Ministry of Women's Affairs (with flexible conjunctions with such close affairs as youth and children at times), Ethiopia's leap forward can be considered one-of-a-kind in institutionalizing the promotion of gender equality and the protection of the rights of women and that of girls. Other regulatory instruments pertaining to gender issues include, but not limited to, the Training and Education Strategy of Ethiopia formulated in 1994, Revised Family Law enacted in 2000, Revised Criminal Code enacted in 2004, and proclamations of higher education enacted in 2003, 2009, and 2019. Accordingly, efforts have been made to:

- Incorporate women's affairs into the government structure to promote women's interests;
- Establish women's affairs bureau in all regions at the zonal, woreda, and kebele level and in all Universities.
- Introduce changes in the law and legislation to allow women access to credit and to own property
- Encourage the participation of girls in elementary, secondary, and tertiary level education.
- Develop life skills training manuals which can be used by females in groups or individual basis.

Despite these endeavors, the experiential reality reveals that there are still challenges constraining women and girls' equality to men and boys in the social, economic, and political spheres especially at the grassroots communities and the various learning as well as working institutions of the country (UN, 2002; Lensay, 2013; Helina, 2015; AAUGP, 2015). Therefore, schools and universities are found to be 'preferable strategic centers' to show the way to eliminating the daunting stereotypical traditions of gender and to lead societies towards normalization.

Methodology

The gender policy preparation team used both qualitative and quantitative methods and techniques to set this policy document. First, the team undertook SWOT Analysis, reviewed and analyzed countrywide related policies, and JU's legislation and strategic plan documents; and developed ideas from other international and national related literature. Second, they analyzed the actual gender statistics and representation in the university hierarchy through observation, document analysis and interviews. Third, they surveyed the gender status among the university community through questionnaires. Finally, they organized ideas, facts, and figures, to come up with the policy document according to the empirical results from the data and reviewed theoretical backups. Therefore, the team employed the mixed method approach to assessing JU's organizational gender state of affairs while developing this policy.

In addition, this gender policy is going to be implemented in Jimma University where the following Strengths, Weaknesses, Opportunities, and Threats exist /SWOT analysis/:

Internal Environment

Strengths

Jimma University has the following notable strengths that need to be maintained:

Governance: representation of the gender office in the senate, recruitment and other standing committees and presence of democratic, committed, and supportive top management;

Management: the presence of Gender Office in the University, gender issues mentioned in the strategic plan document of the University and presence of various supportive measures for female students;

Human Resources: the presence of committed office staff and female academic staff. Availability of educated and highly qualified human power;

Financial Resources: Jimma University is gender-sensitive to facilitate and respond to the need with the allocated two percent/2%/ budget.

Physical Facilities: the presence of furnished and equipped gender office with communication facilities; availability of well furnished libraries, projects like internet, photocopy and printer to facilitate female students' academic activities;

Service Delivery: the presence of different services like counseling, tutorial, and training are enabling opportunities.

Organizational Sustainability: presence of accessible organizational culture, Gender Office and Girls Club in the University structure that enables the facilitators to accomplish their tasks easily.

Weaknesses

The following are weaknesses that need to be improved:

No culture of using sex-disaggregated data;

Absence of gender-sensitive rules and regulations;

No culture of monitoring and evaluating for the implementation of gender strategic plan;

The low number of female staff;

Lack of professionals on gender;

Lack of attention on gender focal points;

Presence of high female staff turnover;

Unattractive working and living environment;

Weak relations with GOs and NGOs, and that

There is less income-generating schemes.

External Environment

Opportunities

There are some opportunities the University shall take advantage of:

Political: the International focus on gender, Sustainable development Goals (SDG5), the presence of National Women Policy, presence of Women Affairs office at regional and sector level, presence of different women associations, the commitment of the government to reform the civil service in mainstreaming gender at all levels, high collaboration with the Ministry of Education, the commitment of international organizations in addressing gender issues and presence of HIV/AIDS National Policy;

Economy: the existence of gender-sensitive Poverty Reduction Strategy; Support of some NGOs

Social: high demand for qualified female graduates, media coverage on gender, presence of social support systems.

Technology: technological advancement like internet service;

Stakeholders/Collaborators: the existence of different organizations working on gender and reproductive health issues, availability of donor organizations favoring research activities on gender issues,

Geographic: comparatively JU has: peaceful environment, conducive climatic condition, and natural beauty.

Threats

We hesitate that the following could be obstacles in the improvisation process:

Poverty and feminization of poverty;

Policy instability and impracticality;

A **barrier of communicative**/ instructional language skills;

An insignificant number of women in the university leadership;
Unemployment and unstable labor market for graduates;
An alarming population growth rate;
Presence of harmful traditional practices, customs, discriminatory attitudes;
Spread of HIV/AIDS at an alarming rate;
Lack of appropriate training systems to gain well-qualified female role models;
Lack of qualified human power in using available technologies;
Inadequate information exchange system with different stakeholders;
Male chauvinism, and
Coved 19 and/or any emerging Epidemic

Policy Brief

JU plays a key role in the development of Ethiopia through offering relevant and innovative education for both male and female persons/students from diverse walks of life. Thus, students and staffs at JU complement work in an environment that has committed itself to excellence, one which fosters the full utilization of knowledge, skills, and talents of each member. This gender policy is intended to guide naturalization and the institutionalization of Goal 5 of the SDGs to achieve gender equality and empower all women and girls, which the government of Ethiopia has ratified in its interest and commitment to promote the same to ensure that no member of the society faces discrimination and/or harassment based on their sex, age, creed, disability, and any other marker of identity. Ultimately, it is intended that the policy will enable the university to deliver on its promises of excellence.

The overarching purpose of the gender policy is, therefore, to put gender mainstreaming into institutional practice thereby ensuring both men and women will have not only have equitable access to the tools of development but that they are also able to utilize these tools to better the institution and their own lives. It is to ensure that both men and women study and work in an environment that protects the fundamental rights and freedoms of all. It is, thus, intended to help accelerate governmental policies, procedures, and practices to facilitate gender justice, non-discrimination, and the protection and promotion of fundamental human rights through and by achieving gender parity.

Equality between women and men (gender equality) refers to 'equal rights, responsibilities, and opportunities of women and men and girls' and boys'. It does not mean that women and men will become the same but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs, and priorities of both women and men are taken into consideration while recognizing the diversity of different groups of women and men. Gender equality is not only a women's issue but should concern and fully engage women and men. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development. Therefore, any discriminatory processes on the basis of gender should be eliminated since gender equality is not only an issue of human rights but also that of the overall development of persons and societies upon which the protection and promotion of those rights would have to rest. The World Economic Forum measures gender gaps across four pillars:

- Economic opportunity
- Political empowerment
- Educational attainment
- Health and survival

Recognizing and institutionalizing these pillars, JU Gender Policy sets out with a clear vision and makes commitments to guide the process of gender mainstreaming and women empowerment in agreement with the Goal 5 of the SDGs, national policies of Ethiopia, and the University Senate Legislation and 10-years Strategic Plan for 2030. Therefore, guided by a

gender policy, JU will promote gender justice by mainstreaming gender into all programs' plans, guiding documents, implementations, and monitoring and evaluation systems of the university.

2. Policy Rationale, Purpose, Scope, and Significance

2.1. Rationale of JU Gender Policy

JU's Gender Policy Rationale emanates from its vision, mission, and core institutional values. The university is established in December 1999 through the amalgamation of the colleges of Agriculture (founded in 1952) and Jimma Health Science Institute (that was first originated in 1967 as a health assistants' school and in 1983 as a nursing school respectively). Subsequently, the university adds six other colleges and two institutions. Jimma University nowadays has becomes a huge organization where more than forty-five thousand (about 45,032) male and female persons are involved in the diverse tasks of teaching, learning, researching, and administration activities. Among them, 36,191 are students, which involve 23,494 males and 12,697 females. Besides, 8841 employees make their daily bread in the university; the 1827 M + 406 F = totally 2233 are academicians, and the rest 2414 males and 4194 females; a total of 6608 is supportive admin staff.

Despite being a huge army of a diverse work force and a vast number of students, there are convincing reasons to believe and say that the problem of imbalance in gender equality and equity has not been adequately addressed in Jimma University. Without relegating the various efforts made by the University, the absence of a stand-alone institutional gender policy is a clear indication of the presence of the challenge that entails a lack of focus, if not commitment. As a matter of fact, female students' enrollment has ever been less than that of male students. Besides, those females who get the opportunity to join the university were non-assertive and apprehensive, and their attrition rates have been higher than that of male students. Moreover, there are huge statistical gaps between the males' and the females' representation in the university's hiring and promotion profiles of academic and leadership/decision making staff. As a result, JU has a few female role models amongst the academic and administrative staff. Therefore, this institutional gender policy is enacted to guide action to address imbalances in gender equality and equity in Jimma University while facilitating the realization of the following transformative vision, mission, and core values of the University.

JU Vision and Mission

JU aspires to be one of the leading community-based research universities in Africa and renowned in the world by 2030.

Vision Statement:

Based on the rationale, in the next ten years, Jimma University will work with a short, focused, ambitious but achievable vision to be a leading and renowned community-based research University. This vision considers Jimma University's unique educational philosophy of community-based education (CBE) that provides an opportunity to engage the students in laser-focused research to solve the community problem.

JU is committed to engaging in core functions of teaching, research, and community service through its cherished and innovative *Community Based Education* (CBE).

Mission Statement:

In pursuing recognition and excellence, we build a culture of innovation in academics that champions students' success in intellectual expertise and employability; We develop the highest standards of research that promote innovation, technology transfer, and discovery; We empower the community to resolve their issues through our creative and responsive engagement and services; We build a diverse global network, partnership and collaboration thereby increasing JU's visibility and recognition; and we develop transformative governance that can diversify non-treasury income sources to support our transformational agenda.

1. **Intellectual achievement**

Academic freedom, creative and innovative thought, ethical standards and integrity, autonomy, and accountability; and

Our staff and students are JU's core asset

We are the people University Excellence

We are producing graduates who appreciate the importance of community service, entrepreneurial endeavors, and innovative actions in generating employment and development in our local communities.

2. **Collaboration, partnership, and networking**

Collaborating within and abroad

Networking in academics, research, services, and leadership

Changing partnerships into the impact

3. **Respect and promote diversity**

We promote and serve diverse regional, national and global communities

We encourage the expression of a diversity of opinions and experiences

We foster an environment in which diversity is appreciated, respected, and celebrated

We are committed to accessibility, inclusivity, and social justice

4. **Nurture resources**

The protection and responsible use of the University's assets and resources

Improve access to its repositories of knowledge and the stewardship of the intellectual property

The protection and conservation of the environment and natural resources

The promotion of the health, well-being, and personal safety

5. **Professionalism**

JU promotes professional ethics in education, research, and service (JU Final 2021-2030 Strategic Plan 2020).

2.2. Purpose of JU Gender policy

The main purpose of JU gender policy is to promote gender equality and equity by mainstreaming gender issues into institutional operations at all levels and in all dimensions - internal (personal and organizational development) and external (community and partners). The policy intends to address persistent imbalances in gender relations in educational, socio-cultural, economic, and political outcomes for male and female students and employees of Jimma University. The purpose of this institutional policy is further reflected in the following policy vision, mission, and objectives.

2.2.1. Policy Vision

JU Gender Policy envisages to seeing a just community of students and employees wherein gender parity is duly upheld in a gender-sensitive work place that creates conditions for the flourishing and proliferation of individuals and JU as an institution of higher learning. The policy contributes to realizing both national and JU's organizational vision by facilitating the empowerment of women and girls as students and employees to be competitive so that they could equally participate and contribute like their male counterparts in educational, socio-economic, and political life of their society.

2.2.2. Policy Mission

JU Gender Policy is expected to guide JU's organizational culture, to facilitate gender-responsive values, that the university will produce empowered and competitive men and women graduates. It is intended that JU Gender Policy will guide action in mainstreaming gender issues into institutional operations and with view to carrying out its core organizational missions of teaching, research, and service in an enabling institutional environment, which is gender-responsive and wherein gender parity is duly upheld and promoted.

2.2.3. Policy Goals and Objectives

Whereas providing for a regulatory framework of action for pursuing the goal of meeting an institutional gender balance of equity and equality among students and employees of Jimma University, JU Gender Policy seeks to promote the empowerment of women and girls by mainstreaming gender issues into its institutional operations at all levels of its engagement in carrying out its core organizational missions of teaching, research, and service.

2.2.3.1. General Objective

The general objective of this policy is to address all sources (social, economic, political, and institutional) of gender imbalances in the: academic, research, community services, and decision-making, as well as gender-based violence in all areas of the university so that gender-responsive environment could be secured.

2.2.3.2 Specific Objectives

The policy specifically is intended to:

- Ensure that gender equity is integrated into the institutional strategic planning, and that policy development, operational practices, and procedures are all informed on equality of opportunity for both male and female students and employees. Optimally serve the interests of both sexes in studies, research, training, and development activities
- Advocate for governance, administrative, learning, teaching, and research culture that is gender-sensitive and responsive in all aspects of the university's operations, including admissions, employment, leadership, and service delivery.
- Build the capacity of female academic and administrative workers so that they could be ready to promote to any higher positions and/or to carry responsibilities than what they are actually dealing with.
- Irradiate gender gaps from the grassroots community through research.
- Ensure that the dignity and integrity of both women and men are equally respected and valued, regardless of status or occupation.
- Prevent discrimination and violence at study, work, and in work-related activities.
- Ensure that all students and staff are aware of their rights and responsibilities regarding gender-based violence in the workplace.
- Reinforce effective personnel management and appropriate workplace behavior by entrenching high ethical standards and respect for others in University plans and procedures.
- Manage risks and reduce the potential for direct and indirect social and financial costs associated with gender-based violence.
- Guide to improve their informal and formal resolution of incidents of gender-based violence in the workplace.
- Improve for both women and men beneficiaries their access to research results through various means such as workshops, seminars, publications, and other outreach methods

2.3. Scope of JU Gender Policy

This is a JU-wide policy that applies to its operations and communities of both students and the workforce that also includes partners working with JU, which and who should be acting and behaving in compliance with the basic tenets of this institutional gender policy. In other words, the policy applies to the functions JU carries out and the people it mobilizes and with which it interacts to carry out its functions. As such, compliance is expected from both internal and external actors. Externally, the policy assumes that the community within the **outreach** of JU for its operation will have, while making interactions, the knowledge and the necessary level of awareness about JU'S gender sensitivity.

2.4. Significance of JU Gender Policy

JU acknowledges the requirement of gender balance and achievements of women and girls; it is fully committed to facilitating gender equity through the tools of **affirmative action**, **gender empowerment**, and **gender mainstreaming**. Therefore, the rationale for mainstreaming gender in JU originates from the fact that:

- Gender equality is a national development policy goal.
- Equality between the sexes is a human rights issue.
- Education is a key for development and social transformation, participation of both sexes and the education system is crucial to create the desired changes in the society at large.
- Paying attention to children secures the well-being of current and future generations.
- We should practice what we preach: if we strive to combat inequality in the world, then we would also do something about inequalities in our own institution.
- It enables JU to carry on its Vision and Mission.

2.5. Operational Principles

1. Attention will be paid to the different needs, interests, rights, and opportunities of women and men, and of girls and boys; this will occur at all stages of operation and at all levels of analysis. This involves:

- Gender and power analysis: gender disaggregate data are used to address the different needs, constraints, and opportunities women and men and/or girls and boys have; the levels and aspects of differing powers they hold; and the impact of these differences on their educational and life outcomes; it will be approached in view of the differences between the roles they play as members of the university community and of the wider society.
- Results of the analysis: results of the analysis of gender disaggregated data will be used to inform operational strategies aimed at ensuring the root causes of the inequalities between women and men and/or girls and boys are addressed, and at all levels of educational undertaking spanning program design through implementation, and monitoring and evaluation.
- Gender disaggregated indicators: the results analysis framework will include gender disaggregated indicators to monitor against and measure the results achieved in gender equality and the empowerment of women and/or girls;
- Monitoring and evaluation (M&E): M&E is an essential component of the policy cycle; gender-sensitive M&E will help to know if the policy has yielded gender disparities or inequalities and to learn from experience, and get to know best practices.

2. Gender and age-disaggregated data will be collected, analysed, communicated, and documented; specific data on how women and/girls are included in or reached by the interventions will help ensure evaluation is amenable whether the policy is benefitting women and/girls or, on the contrary, harming them; good data on women and girls will allow us to:
   - ✓ Understand the size and nature of disadvantages experienced by women and/or girls, both in absolute terms and in comparison with men and boys;
   - ✓ Identify and analyse the underlying causes of gender inequality;
   - ✓ Measure the consequences of gender inequality; and
   - ✓ Design effective policy.

   Data collection concerns the preparation phase (analysis) as well as the implementation phase where gender and age-segregated input, output, and outcome data is collected.

3. Gender dimension will be integrated into institutional operations aimed at gender mainstreaming; this means that each operational unit will aim for a gender transformative approach in its work and, in as much as it is possible, facilitate gender standalone programming; to support this, gender focal units will be established and strengthened; in the year planning, focal units and the Gender Directorate Office will be challenged to address these issues from a

gender transformative approach and show specific commitments; To start this process, all gender focal points will be invited to a university-wide gender sensitization training on priority agenda as may ensue; this may take place in the beginning of an academic year.

2.6. Mandate Analysis

The Policy strives to achieve the following mandates:

i. Mainstreaming gender issues in all plans and programs, and empowering women in all activities of the university i.e., curricular, strategic, policy, disciplinary rules and regulations … etc;

ii. Ensuring the implementation of Women National Policy, gender and Education Policy at the university level;

iii. Promoting researches and community services on gender issues;

iv. Providing consultancy service on gender issues among the university community and others;

v. Establishing and strengthening linkage with ministry of women affairs countrywide, regional, and university level offices as well as different GOs and NGOs to reduce problems in females' education;

vi. Arranging gender sensitization programs for the university and surrounding schools and community

2.7. Expected Outcomes

The persistence of the male and female persons is equally needed for their existence both in nurture and nature. The presence of this policy, therefore, helps the university to:

i. Mainstream gender issues in all curricular and co-curricular plans and programs, so that all of the JU community will be gender-responsive.

ii. Change the existing discrimination between males and females in educational, social, economic, and political aspects.

iii. Enable the university Hierarchical Leaders (the: executive management, senate, faculty deans, department heads, administrative and academic staff, and students) to respond to any gender parity questions among the university community.

iv. Guide the university community to equally respect, protect and fulfill women's and men's human rights.

v. Empower women as much as they come to the decision making position in the university hierarchical leadership.

vi. Transform the University Human Resource Development.

3 Policy Strategies

Policy Strategies have been designed to ensure the JU gender office and the gender focal research center achieves their objectives, concerning gender. JUWCYAD and gender focal research center will employ several strategies to achieve their goals.

3.1. Capacity building training

i. Sensitize girls to follow tutorial classes, ask questions, and use the library.

ii. Work towards changing prevailing negative cultural practices that undermine the performance of female students.

iii. Promote and enhance the enrollment of female students at Jimma University since they are currently under-represented.

iv. Use student by-laws and Jimma University staff regulations to discourage sexual harassment in all its forms.

v. Encourage women to network with professional groups to improve their present disadvantaged position.

vi. Give short term training opportunities and exposure visits to female staff.

vii. Encourage female Administrative staff to improve their education by giving in and outside scholarships.

viii. Provide equal opportunities for men and women who qualify for leadership positions.

ix. Extend to other Faculties and Institutes within Jimma University, the initiative was taken by the gender office to conduct gender analysis and review of the curricula, using gender balance multidisciplinary review committees.

x. Institutionalize the ongoing efforts to train all Jimma University staff on gender-sensitive teaching methods and approaches, and ensure that the staff is encouraged to produce and use gender-sensitive teaching methods.

xi. Encourage female academic staff for further training and scholarship

xii. Create a conducive, safe, and inviting environment to have female academic staff.

xiii. Sensitize the public on the role of parents in providing education for their children.

xiv. Motivate both female and male JU community members to carry on alert against any emerging pandemic.

3.2. Research

i. Researchers shall be encouraged to conduct gender-balanced studies.

ii. Encourage both men and women to participate in research teams as researchers or stakeholders.

iii. Ensure that both women and men participate in the research programs as stakeholders and they benefit equitably from the outcome of research, findings.

iv. Promote the use of participatory methods to enhance gender representation and equality.

3.3. Institutional Development Supporting Service

i. Encourage women to apply for all positions that are advertised by Jimma University.

ii. Undertake an inventory to identify infrastructure that is deficient and not sensitive to gender-specific needs in their design.

iii. Raise funds and implement plans to rehabilitate all infrastructures that are not gender-sensitive. In addition, solicit funds to develop additional infrastructure to meet the needs of disadvantaged groups such as female students.

iv. Jimma University higher officials should take responsibility to involve women in all institutional development support programs invitations.

v. Organize gender focal point in each faculty

3.4. Leadership

i. Advocate for gender equity at the University in public statements. The gender office prepares a vision statement that invokes the importance of gender equity and sets goals for the University to be a national leader in examining and changing its gender climate. We urge the President to use this vision statement, in part or whole, in institutional and public forums.

ii. Increase the representation and visibility of women in positions of governance, including in senior administrative positions. The number of women in leadership positions at the University remains low, especially among academic department chairs.

iii. Make loan lines available to departments to promote the hiring of women and minorities at all levels. Enable departments to use loan lines until appointees leave. Publicize the loan lines more aggressively to deans and department chairs.

iv. Add a component measuring "commitment to equal opportunity" to the recruitment and annual evaluation of all University personnel who have hiring authority. At each level of authority within the institution, persons should be held accountable for their records of accomplishment in hiring/retention, salary equity, and climate.

v. Ensure that all women in each faculty and staff can meet and talk confidentially. The Gender Office of Jimma University will convene these sessions in all areas of the

University. These sessions will aim to assess informally the institution's climate for women.

vi. Require the vice presidents, deans, and department, and major unit heads to attend training sessions regarding hiring/retention, salary equity, sexual and other illegal harassment, and climate issues.

vii. Issue public reports annually on institutional progress toward gender equity.

viii. Articulate vision and goals regarding women and diversity at the first large meeting of school or department faculty and/or staff held each academic year.

ix. Include in annual reports assessments of gender climate, representation of women, and salary equity, and outline in the goals of the annual reporting these areas for future years.

x. Appoint a new standing committee to consult with, counsel, and inform the president and other University officials on gender climate, gender equity, and women's issues, and to help monitor and assess the implementation of this policy.

3.5. Education

1. Short Term Plan

i. Institute monitoring programs to help increase the representation of women and improve the climate for women. Offer to mentor across the University, with school-specific programs as appropriate. Continue to mentor fellows/interns beyond the term of their fellowship/ internship experience.

ii. Capitalize on existing professional development/leadership programs for women:

iii. Create a competitive fellowship program to help qualified women attend Executive Education courses in the University.

iv. Develop a new program in Executive Education in the School of Continuing Education in Jimma University specifically to prepare women for senior administrative positions.

v. Expand the Administrative Internship Program, provided the number and quality of applicants continue to be high.

vi. Fund intervention programs and activities that support women students' leadership development and personal and academic preparedness for life during and after the University experience.

vii. Experts on gender concerns should review these programs to ensure that they promote an equitable gender climate at the University.

viii. Assure appropriate institutional support for Studies in Women and Gender, the Women's Center, and the Office of Sexual Assault Education, especially to implement new programs, provide additional space, facilitate joint appointments, fund full- and part-time staff, and increase operating funds in fundraising, identify donors who will support educational programs related to women and the gender climate at the University.

ix. Organize females' library with full infrastructure and books.

2. Strategic Plan

This policy further strives to establish a 'Gender Focal Research Center' in the university so that the university could generate proven decisions to train gender promoters in the primary and secondary schools, as well as to be gender consultants among the parental society. This is to create awareness among children and their families so that we can alleviate the gender gaps from the grassroots level. To this end the office correlating with the faculty deans, department heads, and the academic staff is intended to:

i. Conduct the needs analysis among the society;

ii. Open an academic program at 'BA' degree level in gender and development.

iii. Consult:
   a. Ministry of Education
   b. Ministry of Health (Public Health)
   c. Ministry of Women and Children Affairs

d. Regional Administrative Staffs
e. Zonal Administrative Staff, and
f. Districts/Woreda/ and Kebele Administrative Staffs.

4. Implementation Framework

JU Gender policy will be implemented under the framework of:
1. Organization of work units for this purpose; and
2. Assignment of roles and responsibilities to work units.

4.1. Organization of Work Units

The university councils, senate, and all academic and administrative work units are responsible to implement the objectives of this Gender Policy. In addition, WCYAD as well as the gender focal persons in each college/institute coordinate, plan, implement, and monitor and evaluate the yearly tasks, respectively. The will be organized a Gender Focal Research Centre (GFRC) in the approval of the University Senate, will diagnose the gender gaps, analyze and identify appropriate solutions; it will disseminate information as well.

4.2. Roles and Responsibilities of Work Units

All individuals and respective institutions will work in collaboration, so that discrimination will be eliminated, and both male and female persons equally contribute to, and benefit from the university and the country's economic, social and political affairs.

1. University Council

The University Council shall be played the following roles and shoulder the responsibilities thereof:
i. The Council shall ensure the sustenance of a gender-responsive environment by promoting gender equity and eliminating discrimination across all colleges, institutes, schools, and departments at JU by formulating and enforcing such policies to facilitate this.
ii. The Council shall receive and consider bi-annually, a progress report from JU Plan and Program Directorate Director on steps taken or being taken to provide a gender Responsive environment in the University.

2. University Senate

The Senate shall receive and consider periodically, comprehensive report from the WCYAD Director and the Gender Focal Research center representative, on steps taken or being taken to provide a gender-responsive environment to promote gender equity in the University. The senate shall take appropriate measures to facilitate the implementation of this policy.

3. University Management

The President, Vice Presidents, directorate, and director offices of the University in individual positions facilitate the processes relating to collaboration with relevant officers and specified units to monitor compliance with gender policies of Jimma University. The University Management is expected to:
i. Allocate and disburse budgetary support to JUWCYA Directorate Bureau and the Gender Focal Research Center for conducting gender responsive, data collection, and dissemination as per the fiscal policies of the University
ii. Research and address gender differences and inequalities in the planning, implementation, monitoring, and evaluation of MSU's work, and to include this requirement in post descriptions and criterion in performance evaluation;
iii. Support and sustain incorporation of a gender perspective into the mainstream of MSU's policies and programs, including through recruiting staff as soon as possible with specific responsibility and experience on gender;

iv.   Provide support to Institutes, schools, and departments to build their capacity for gender analysis and action, and for formulating and sustaining strategies and action plans based on relevant budgets for integrating gender equality in all policies, programs, and projects;

v.   Ensure that programmatic and thematic evaluations indicate the extent to which gender issues have been incorporated in the University's daily operations.

4. Gender Focal Research Center

Gender Focal Research Center will be set to:

i.   Conduct research, Identify and disseminate information on good practice to measure the impact of integrating gender into policies;

ii.   Define and develop indicators, monitor and assure accountability for implementation of the strategy in all Institutes, schools, and departments;

iii.   Ensure the existence of identifiable benchmarks directed at promoting equality of opportunity including impact assessment and publication of outcomes on gender enhancing programs.

iv.   Submit a quarterly report to WCYAD on the implementation of policy issues.

5. Women Children and Youth Affairs Directorate (WCYA)

WCYA Directorate will:

i.   Develop both the strategic and yearly plans to integrate gender in the university, colleges, and institutes mainstreams for implementations.

ii.   Set a timely Anti-harassment Code of conduct.

iii.   Implement the daycare policy of the country.

iv.   Ensure full implementation of the strategies, and forward quarterly, half-yearly and yearly progress reports to the University Senate.

v.   Follow up the implementation of the defined and developed indicators of the gender policy in all Colleges, Institutes, schools, and departments.

vi.   Monitor, and assure accountability for implementation of the strategy in all: hierarchical (Upper, Middle, and Lower) management of Jimma University, Colleges, Institutes, schools, and departments.

6. Colleges, Institutes, Schools, and Departments

Deans, directors, and Chairpersons of departments will have responsibilities to:

i.   Include gender analysis and planning in strategic, and operational planning, and budget planning as appropriate;

ii.   Formulate strategies for addressing gender issues in policies, programs, and projects of Schools, institutes, and departments;

iii.   Lay emphasis on training and sensitization on, and promotion of, gender-sensitive practices to ensure that a gender-equality perspective is incorporated in all levels of service delivery; and

iv.   Review curriculum to mainstream gender issues into all core university programs.

5. Policy Revision

This Gender Policy will be reviewed and revised every five years in tandem with the review and revision of Jimma University Strategic Plan. As the need may arise, the university management and the gender mainstreaming committee may add to or modify these policy statements where and when clear justification exists and is recommended by the University Senate.

6. Date of Functionality

This policy document is functional beginning December 23, 2021, the date on which it is endorsed by the Senate of Jimma University. Signed on the date of 23rd of December 2021:

Dr. Jemal Abafita
President of Jimma University

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Annex 1

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Annex 2.

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