

Addis Ababa University Gender Policy: A Glimpse of Hope or a Mere Document for Women in Academia at the University?

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Abstract

Addis Ababa University (AAU) usually called the largest, oldest and parent University in Ethiopia has its first ever gender policy only in 2015. The number of women senate members never been more than five, which is about 3.5 % of the total. As members of the senate are academic staff in the middle and top management levels; this is a clear indication of gender disparity in the university management. The main objective of this work is to see if women academic staff are happy with the gender policy and have some glimpse of hope for gender equality and recommend solutions for the betterment of presence, participation and achievement of women academic staff in the senate, which, by default, is composed of the top and middle management. Purposive and incidental sampling technique with a qualitative analytical method was employed. Three current female members of the senate and three incidentally encountered male senate members participated in the study. The majority of the participants revealed that there was a glimpse of hope for the betterment of female academic staff academic life in the university and identified the need for awareness creation regarding the gender policy contents including putting it online for dissemination and implementation and for female academia in the university to use their rights.

Keywords: Gender Policy, Women Academia, Glimpse of Hope

1. Introduction

It is a universal truth that education is the backbone of development. As educating women has a multitude of impacts on a country's development, so is access to and effective participation of women in HEIs a prerequisite for poverty alleviation and development of a country in the current knowledge intensive global economy. There is no counter argument on the fact that higher education empowers women to participate in the social, economic and political arena of their country given conducive environment and gender sensitive policies with strong commitment to their implementation.

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Addis Ababa University (AAU), established in 1950, is the largest, oldest and parent university in Ethiopia. It has 52, 000 students in all programs. There are 2,740 Ethiopian academic staff in AAU, of which 17.4% are women academia. The female qualification with Masters and PhD degrees is 6.39% and 2.22%, respectively, though qualifications range from Diploma to PhD level (AAU Staff Profile, 2016). Moreover, among the 82 members of the Senate, there are only one appointed female academic staff and four female academic staff representatives (President's Office 2017).

Although AAU is the oldest university in the country, it had its first ever gender policy labeled as “Addis Ababa University Gender Policy (AAUGP)” only in 2015. The university is currently under reform with a Motto: “Seek Wisdom, Elevate your Intellect and Serve Humanity” and its core values are Academic Freedom, Excellence, Integrity and Honesty, Pursuit of Knowledge, Justice and Fairness, Diversity, Evidence and Scientific Reasoning, Intolerance to Corruption, Transparency and Accountability and Entrepreneurial Spirit.

AAUGP which has ten parts was developed to increase women's involvement in decision-making bodies; institutionalize gender mainstreaming in all university activities; guarantee women's/ girls' access to institutional resources; raise awareness about gender issues for AAU staff and students; and guarantee welcoming and friendly environment for women/girls.

The above core values, compounded with the AAUGP and its objectives, are hopes to bring a change in the academic life of women staff in AAU, and should be practically realized. The first objective, increase women's involvement in decision-making bodies, by bringing women in academia to top and middle level management, is the main focus of this work.

In general, while policy commitment to reduce gender disparities is apparent and some success in its implementation is evident, attitudes, which adversely influence opportunities, are deep rooted. On the contrary, as basic changes in gender relations have not yet been achieved, it is possible that gender disparities in opportunities will continue for some time in the future.

However, the increasing number of females, who are now moving ahead through the system, could, in the long run, have an impact on changing societal attitudes, which, in turn, will assist in moving towards minimizing gender disparities in education. The success in addressing gender issues in policy terms can be partly attributed to strong leadership at the highest level. The limited number of highly educated females means that female role models will continue to be in short supply for the foreseeable future (Pauline 2003).

According to FAWE (2009), there is a need to shift to more holistic gender responsive strategies. Such strategies move beyond simply enabling women's access to higher education institutions (HEIs) to issues affecting women's ability to fully participate and perform within these institutions. Therefore, in response to the challenges of women's under-representation in the science, technology and commerce faculties, the uncondusive environment of HEIs which perpetuates gender inequality, and the lack of women in leadership roles in HEIs, the key recommendations proposed are to put in place gender-sensitive recruitment and promotion process in HEIs; to establish bodies/committees to implement and monitor the impact of gender policies within institutions; to urgently initiate research on Higher Education, particularly from a gender perspective, to produce responsive and relevant policy; and to accelerate gender policy dissemination and translate the policy into tangible actions, etc.

FAWE (2009) added that although HEIs served to equip people with the intellectual capacities needed to practice national and regional development advancements, yet individual country data illustrated that women continued to be under-represented at all levels of HEIs. The need for women to participate in such processes was well expressed in tandem with the persistent campaign for the effective participation of women in education.

However, as current trends as stated in FAWE (2009) illustrate, women's access to and their performance in HEIs remains extremely inequitable. African universities tend to be overwhelmingly male-dominated. Gender imbalance in HEIs is a common phenomenon across the continent as a result of cultural, sociological, economic, psychological, historical and political

factors. What is more, it is also a result of institutional frameworks, in which, having largely been male dominated, spaces are not sensitive to the needs of women and, therefore, lock women out of decision-making spaces, influential roles and academic excellence. Whilst quite a lot of initiatives across the continent are underway to address gender inequality, much still remains to be done in particular, a shift from the singular focus on women's entry into HEIs to a holistic approach that transforms HEIs into gender-responsive spaces that produce gender equality. This approach should be supported through the focus of priority areas like women in leadership as HEIs current Status/Priority areas.

2. Women Academia in HEIs leadership and Management

There is a scarcity of women involved in the leadership levels of HEIs, compounded by the lack of gender-responsive policies. Where there are policies in place, their translation into practice is not adequately or effectively done or monitored, resulting in the maintenance of the *status quo*. "In order for a gender-responsive approach to permeate institutional thinking and action, it needs to become an explicit consideration at all levels of the institutions operations." FAWE (2009: 4).

FAWE (2009) further states that women are generally concentrated at lower level decision-making positions in HEIs. While there are a few exceptions, such as in Kenya, where the first female Vice-Chancellor was appointed to lead Kenyatta University, women remain in positions where they are unable to make or influence decisions, limiting their ability to contribute to the transformation of universities into gender-responsive institutions. In fact, in 2009, despite having a female Vice-Chancellor, Kenyatta University's management was dominated by males with only two females out of 11 members FAWE (2009). Another example is the admissions committee at Buistema University in Uganda, which has one female, and seven males and is chaired by a male, while the Academic Affairs Committee has only one female and six males and is also chaired by a male. In total, the composition of the University Senate is five females and 18 males, which means that only 22% of the decision-making body is female. This similar occurrence is reflected at the University of Ghana in which females are under-represented in the University Council, the university's apex decision-making body,

(FAWE, 2010). Women in academia tend to occupy junior positions, publish less and are only marginally present in managerial positions. The case in AAU is even much worse as will be seen in the demography part.

FAWE (2009) added that deliberate efforts needed to be made and targeted initiatives developed so that African women could assume positions of responsibility in greater numbers within academia, as an end in itself, but also to increase the number of positive role models for female students. The AAUGP (2015) also stated that 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, it added, absence of a gender policy and subsequent strategies to increase the number of female academic staff in the University was one of the basic causal factors for maintaining the situation of the gender imbalance. There was no mechanism that encourages females to take leadership positions; hence, females tended 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 had very few female academic staff with high qualification levels to act as role models (Yania 2008; Meskerem 2009). However, policies should not be for shelves or for web sites to be simply posted. There should also be equal or more effort to implement them.

3. How Policies Are Implemented

If policies and procedures are not implemented correctly, they are not of any use (Weeks 2011). Hence, once one has developed policies and procedures, it's important to make sure they are used in the organization, and not just put into a file, never to be looked at again!

In discussing policy implementation, some state three major criteria which a successful implementation of a given policy depend on; first, a policy needs to be communicated from the creator to the relevant governing body that has the power to enact it; second, it should be communicated clearly and easy to interpret; finally, the resources applied to implementation must integrate to the existing process without causing conflict. In addition, policy

implementation can be complicated by bureaucratic incompetence, scandals and ineptitude. (Boundless, 2017)

When a policy is being implemented, employees should be given adequate and relevant details to make the organization's situation clear by making the communications process short and simple. Employers should notify employees where they can access the policy later (i.e., links to intranet site, attachment of policy to print and add to their employee handbook).

Policies should be reviewed on a regular basis and most experts suggest a thorough review of policies at least once a year (Health and Safety Handbook, 2011). Part of the policy implementation process is to confirm that the policies and procedures are being used and followed. Step-by-step implementation of policies is given by Weeks (2011).

However, despite the fact that these are stated in the AAUGP, the actions to be taken on breachers are not mentioned. This study will alert senate members who do understand it as a mere document; encourage its implementation if it is understood as a gleam of hope; support women academia to refer and ask for their rights based on empirical data; serve as a stepping stone for an in-depth study on AAUGP and also give a clue on how to implement it based on the suggestions forwarded. AAU, being the prominent university in the country and producing professionals for the country, should pioneer in implementing policies and be a role model to younger sister universities in the country.

This study aimed to seek answers on whether senate members really know the AAUGP and its contents, whether AAUGP is a mere document or a gleam of hope for women academia; what new things were brought to the life of women academia in AAU because of AAUGP; what challenges are there in its implementation; and what senate members of AAU suggest regarding its implementation. This work focuses only on the provisions made by the Policy to female academic staff in AAU and more specifically on women academia in leadership.

2 Methodology

2.1 Population and sample

Currently, AAU has 52,000 students and 2,833 (94 expatriate) academic staff among which only 427 a (22 expatriate) are females. It is governed by a board and led by one president, four vice presidents and one Chief Executive Officer (with the rank of vice president). The president is the chair of the senate which has about 82 members who are deans, directors and 11 academic staff representatives and the vice Presidents as obtained from the list of Senate members in 2017. Discussion was held with three male and three female members of the senate, who were considered as the primary sources in this study.

Purposive sampling was done on senate members and non-probability sampling was used to select participants of the study considering gender balance. Primary data were collected using interview guide and and secondary data was obtained from document reviews such as the contents of AAUGP. Selected members of the senate were interviewed using a semi-structured interview guide to obtain primary data. Moreover, the AAU academic staff profile 2016 was also reviewed to see the gender aggregate of top level, middle level management at the school/ department head level. For ethical reasons informed consent was obtained from all the participants and their names were kept anonymous. Although participants were informed of their right to discontinue interview session at any time during the process, none of the participants dropped out. Before the interview, the objective of the study was introduced to participants and interview sessions were held at preferred locations by participants.

3 Findings and Discussions

AAU 406 female teaching staff members making up 17.4% total academia (AAU Staff Profile, 2016). With regards to academic rank, the same source stated that the number of females in the ranks of lecturer, assistant professor, associate professor and professor is quite low. There have been only three female full professors accounting for 3.3% of the total full professors since AAU's establishment. AAU has had no female president and vice presidents in its history except for the first ever one who left her position after being appointed by the government as a Minister.

Moreover, among the 82 members of the Senate, there is only one appointed female academic staff and four females as representatives of the academic staff (President's Office 2017). The current gender aggregate by sex regarding academic leadership positions is explained in detail below.

3.1 Demography of AAU academic staff by leadership positions

The academic staff profile was reviewed to see the gender disparity at top, mid and other college level academic staff positions (associate deans, heads, etc.) by college, institutions. The findings are shown below.

3.1.1 Top level Management leadership positions

The review of academic staff profile analysis of the gender disparity at top level leadership position was reviewed in this work. The top-level academic staff leadership positions are held by male which could be an alarming sign for the gender imbalance (the review was made after the first ever female vice president left the university for higher level government position). This stresses the need to implement AAUGP. By so doing, the top-level management would, therefore, be a role model for the rest of the management levels. All supervisors and managers must 'lead by example' in implementing policies and procedures. It is crucial that all expectations are demonstrated through modeling and leadership at all levels of management (Weeks, 2011).

3.1.2 Mid-level management and leadership (deanship) positions

Mid level management and leadership (*deanship*) positions of the staff profile was reviewed against gender disparity. The findings showed that of the 18 deans who lead the various colleges in the university, all are males. Moreover, all the 11 Director positions and eight of the nine Officer positions are held by male academics (AAU 2016). In addition, the middle level academic staff leadership positions under the office of the president are all held by males. The fact that the mid-level leadership, too, is dominated by males is a further alarming sign of gender imbalance. The implementation of the AAUGP should address this gender anomaly at mid-level management, and by implementing the AAUGP, the President's office could be a role model for the rest of the management levels.

Mid level positions of academic staff are not only the deanship positions in the current structure of the university. It also includes university wide director and officer level positions. Hence, the profile was analysed against gender disparity.

Of the mid level academic staff leadership positions under the office of the academic vice president, eight are held by males and only one by a female, an visible sign of gender imbalance. Similarly, all of the four mid-level academic staff leadership positions under the Office of Vice President for Research and Technology Transfer are held by males. A complete dominance of males as leaders of mid-level Management academic staff leadership positions is similarly observed in the office of Vice President for Administration and Student Service, the office of Vice President for Institutional Development, AiT and EiABC, and in Research Institutions.

3.1.3 Other College level academic staff positions (Associate deans, heads, etc.) by college, institutions

As gender policy implementation goes from top to mid level as well as to the lowest level of the university structure school or department level, the staff profile was also revied at associate dean and department head level. The findings of the review are summarized as shown in Table 1 below.

Table 1. College level academic staff positions (associate deans, heads, etc.) by college, institutions

No.	College level academic staff positions		Sex	
			Male	Female
1	The 10 colleges	Associate Dean	22	2 (one in CPVA and another one in CHS)
	AiT			
	EiABC	Heads	96	9
	Total Nr. of Associate Deans and Heads		118	11

Source: AAU Staff Profile (2016)

As can be seen in Table 1 above, of the 24 associate deans, only two are females and among the 105 department head positions, only nine are occupied by females. As can be seen in the above-mentioned cases, the glaring dominance by males in the mid-level academic staff leadership positions is a clear indication of gender imbalance that calls for the implementation of the AAUGP. Hence, the AAUGP should be a gleamse of

hope to bring radical change for the academic life of women in academia. All AAU management levels should be bold for change as in the 2017 International Women's Day motto "Be Bold for Change" or the policy will be a mere document if no change is seen in the coming couple of years. As stated earlier, all top level, middle level and college level leaders of AAU must 'lead by example' in implementing policies and procedures.

3.2 Awareness about AAUGP and its contents

Respondents from among AAU senate members, with regards to awareness of AAUGP and its contents, gave divergent responses. Two were not even aware of the existence of the policy, one knew that the policy existed but was not sure of its contents, and three others knew the existence of the policy and its contents. Regarding policy implementation, some stated that, for a successful implementation of a given policy, the policy needs first to be communicated to employees and governing bodies as well as stakeholders and that employees should be aware of the policies.

3.3 Views on AAUGP: A gleamse of hope or a mere document for women academia

Participants were asked about their views on the AAUGP whether it was a gleamse of hope or a mere document for women in academia. Their views are summarized in Table 2.

Table 2. Views on AAUGP if a gleams of hope or a mere document for women academia

Respondent	Responses		
	<i>A gleams of hope</i>	<i>A mere document</i>	<i>Neutral</i>
1 and 2			“Is there any AAUGP?”
3	“I know that it exists but am not sure on its contents and I simply hope that it will be a gleamse of hope”		
4	“It will be a gleamse of hope as there is no problem at the top management level. The problem is at middle management level as they always request for a guideline to implement AAUGP”.		
5		“It is a mere document. Encouragement made to women in leadership vacancy announcements is a mere ‘slogan’. I personally know women who applied for the last appointment positions and they were rejected”.	
6	“I hope it will be a gleamse of hope”		

One of the female respondents articulated the following:

“It is a mere document except for our mere presence as senate members (four women) representing academic staff. Even this, by itself, is not a special privilege as there were also six male senate members representing the academic staff in the near past. I would say AAUGP is a gleamse of hope. If the top level management believes, from the bottom of the heart, in involvement of women academia in leadership, women can be offered with the opportunity and those with little and average experience can be given,

at the same time, capacity building trainings. AAU does have senior women academia as well, despite the fact that they are only few in number.

3.4 Changes (opportunities) brought because of AAUGP

Participants were asked about the changes that were brought to the benefit of women academia because of AAUGP (Table 3).

Table 3. Changes (opportunities) brought because of AAUGP

Respondent	Changes brought because of the AAUGP
1 and 2	No idea
3	not sure, but hope it will bring positive change
4	The implementation is in processes. I see some changes like employing female graduate assistants and peer reviewed journal publication issues for women authors only (in progress)
Case 5	Significant change in the academic life of women in academia not yet visible
Case 6	It is an ongoing process. I see supportive leadership. However, the “male involvement” approach which influenced other universities including media is implemented.

3.5 Challenges in implementing AAUGP

Respondents were also asked about their views on challenges in implementing AAUGP (Table 4).

Table 4. Challenges in implementing AAUGP

Respondent	Challenges in implementing AAUGP
1 and 2	“I do not know about AAUGP but all staff should have it”.
3	“I know that it exists but am not sure of challenges to implement it. I guess it is lack of awareness”.
4	“College level gender experts are less active except in CNS and Commerce. Colleges have their own budget and should use it effectively. I think cascading the implementation to college level is a challenge. Only 1000 copies were disseminated and how many do really read it and have awareness is also a challenge. The same is true with how many do access the AAUGP in AAU’s website”.
5	I think lack of women academia networking can be seen as one challenge, as we will be strong when we are together. Lack of leadership training for women academia and, of course, lack of implementation guideline. There are no women who question when their application for a leadership position is rejected.
6	Lack of discussing or having a kind of forum or consultative meetings with legal people.

One participant mentioned, as a challenge, that the AAUGP was supposed to be reviewed thoroughly by lawyers as it should agree with the law of the land and other policies. Legal people should be highly involved in the development as well as implementation process.

Another participant also stated:

“the ‘unexplained avoidance’ of women in academia from the leadership is the major challenge. What are spoken in public and the actual situation do contradict each other. Gender equity in leadership is an issue spoken widely in meetings and yet not implemented. The strength of the gender office in implementation, follow up and evaluation is also in question. Moreover, there is lack of commitment in top- management level. Finally, push from the Federal Ministry of Education (MoE) is seen as weak. As the young universities in regions are becoming more gender sensitive in leadership positions, there should a strong emphasis in the ranking of universities and more value should be given to bringing women academia to the top level leadership”.

3.6 Perceived suggestions for implementation of AAUGP

Respondants also gave their own suggestions with regards to implementation of AAUGP (Table 5).

Table 5. Perceived Suggestions for Implementation of AAUGP

Respondents	Perceived Suggestions for Implementation of AAUGP
1 and 2	No idea
3	Not sure
4	Step-by- step promotion of AAUGP and awareness raising for decision makers is mandatory. The ongoing committee for implementation should be facilitated
5	Strong push from the MoE and establishing a system as things currently depend on individual's good-will. Nation-wide accountability should be devised. Gender as a common course should be given so that women will be empowered and women networking should be started strongly as there is visible lack of mutual supporting culture among women academia. Lack of advocacy work in AAU.
6	Series of consultative meetings among leadership, implementation workshops, consistent senate membership of the gender office. More importantly, it should be critically revised by lawyers.

4. Conclusions and Recommendations

This study shows that the gender policy development does not guarantee its implementation. All top level and almost all mid-level management and leadership positions in the AAU are engulfed by male academia. Thus, the gender imbalance in leadership positions should be further investigated. There still are senate members who do not know about AAUGP for various reasons, and this is a clear call for a stronger effort to disseminate AAUGP and create awareness, not only among the senate members, but also among all AAU staff. Policy implementation guideline should be developed with a very strong advisory council, given the need for advising on implementation, monitoring and evaluation of the AAUGP. Currently, things depend on good-will of individuals. The MoE has to exert strong

push toward establishing/devising a system that will lead to nation-wide accountability.

Strong network of women should be created, as there is visible lack of culture of mutual support among women academia. There is lack of advocacy work on gender in AAU. The experience of other first, second, third generation and emerging universities, which do not even have gender policy, should also be studied. A kind of forum among Ethiopian universities on how to narrow the gap in gender imbalance should be ruthlessly discussed and contextual consensus should be reached regarding the way forward in tackling the challenges. Series of consultative meetings among leadership and implementation workshops are required. More importantly, it should be critically looked into by lawyers. There also is a need for permanent senate membership of AAU gender office.

Acknowledgements

The author would like to thank participants and those individuals who gave their constructive feedback during presentations in different conferences.

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- ☞ The degree of contribution shall be determined by the order in which the names appear, unless indications are given by the authors to the contrary.

1.3. All correspondences will be made with the author whose name appears first (unless indicated otherwise).

2. Abstract

The manuscript should have an abstract:

- not exceeding 200 words;
- that briefly introduces the problem, study gaps and the study area;
- that outlines the methodology, including the philosophical underpinnings, study design, approaches, sampling strategies, materials used and methods of data collection and analysis;
- captures the key findings of the study, their implications and conclusions or key recommendations.

3. Introduction

In this section, the author(s) should:

- give background to the study problem and the rationales that initiated the study;
- define and articulate with statements of the problem the nature and extent of the problem studied;
- define the study area and objectives of the study;
- introduce the research questions or hypotheses;
- present adequate review of the literature (both conceptual—including theoretical and conceptual frameworks—and empirical) related to the study;
- do all it should in no more than five pages.

4. Materials and Methods

In here, authors are required to present clear account of:

- 4.1. the methodology, including the philosophical underpinnings, study design, approaches, sampling strategies, and methods of data collection and analysis;
 - Standard methods need only be mentioned, or may be described by reference to the literature as long as it is readily available;
 - Modifications of standard techniques should be described; and
 - If the method is new, it should be described in detail.
- 4.2. If the article results from experimental or quasi-experimental research, the design of the experiment, including the number of replications;

4.3. materials used, including:

- chemicals, laboratory equipment with the necessary technical specifications; standard units of measurement;
- any plants or animals involved, with exact descriptions of genus, species, strain, cultivar, line, etc.);

4.4. justifications as to why the materials and methods used were chosen over others.

5. Results and Discussion

Depending on the craft and choice of authors, as well as on what the subject matter warrants, results and discussion can be either intertwined together or presented under separate sections. In any case, results should:

- 5.1. add new insights to the existing body of knowledge;
- 5.2. be based on data and information scientifically-drawn from sources, but free from authors' personal dispositions and biases.
- 5.3. be simply and clearly stated;
- 5.4. report representative data rather than endlessly repetitive data;
- 5.5. reduce large masses of data to means, along with the standard error or standard deviation;
- 5.6. repeat in the text only the most important findings shown in tables and graphs and instead report repetitive data in tables and graphs;
- 5.7. include negative data—what was not found— if (but only if) they affect the interpretation of results;
- 5.8. give only data that relate to the subject of the paper as defined in the introduction;
- 5.9. refer in the text to every table and figure by number;
- 5.10. include only tables, figures and graphs that are necessary, clear and worth reproducing;
- 5.11. provide adequate answers to all the research questions or pursue all the hypotheses/assumptions made at start of the study;
- 5.12. include concomitant findings only if they are important.

6. Interpretation of the results

This section, which should preferably be embedded with the 'Discussion' section, should:

- not repeat what has already been said in the review of literature;
- dealt with each of the originally stated objectives in the order they were originally;
- relate the results to the questions that were set out in the introduction;
- show how the results and their interpretations agree, or do not agree with previous findings and their interpretations;
- show implications/significance of the results for existing theoretical and conceptual constellations, policy, practice, and/or further research to follow up the results.

7. Conclusion and Implications/or Recommendation

This is the section where,

- based on the findings and discussions of their implications, the authors draw logical conclusions about each research question or hypothesis;
- nothing (methods, observations or results) should come as a surprise (should not be mentioned for the first time);
- authors should avoid unnecessary detail or repetition from preceding sections;
- you indicate future courses of action.

8. Citation and Referencing

- 8.1. All materials, referred to or quoted must be acknowledged. Plagiarism is a serious academic dishonesty, an offence which is illegal and unethical.
- 8.2. EJDR uses the *author-date* system of citations in all of its publications. Thus, authors have to ensure that author-date citations in the text agree exactly with corresponding entries in the reference list and that all the facts are accurate.
- 8.3. Citation and referencing should be complete according to this Style Guide, which is adapted with modifications from the Chicago Manual of Style 16th Edition or latest

The author-date citation in a running text or at the end of a block quotation consists of the author's/editor's last name, and the year of publication. Examples:

- Author, year, page no.: (Johnson 1987: 22–25)
- Two sources, with one author having two works: (Sen 1999; Jenden 1978b)
- More than three authors/editors: (Kassoguè *et al.* 1996)
- Organisation, year, volume, page no.: (World Bank 1988, 2:47)

8.4. Direct quotations should be as short as possible and should be reproduced exactly in all details (spelling, punctuation and paragraphing).

☞ Short quotes should be placed in quotation marks.

☞ Long quotations should appear indented and centered in the text without quotation marks.

8.5. References in the text should read as follows:

* Brown (1975: 63) has argued that the ...

OR

* One economist (Brown 1975: 63) has argued that...

Use “*et al.*” when citing work by more than two authors.

Example: A new treaties (Goody *et al.* 1976) suggests...

The letters a, b, c, and so on should be used to distinguish citations of different works by the same author in the same year. Example: Brown (1985a, 1985c) insist that...

8.6. Essential additional notes should be indicated by consecutive superscript numbers in the text and collected on a separate page at the end of the text, titled **Notes**. Keep such numbered notes to a minimum. Authors shall not use “foot-notes”, i.e., notes at the bottom of the page, but “**end-notes**” placed at the end of the text but preceding the References.

Numbered notes should be used to make clarifications about the references used, to include points left out in the text, to add some items which readers may want to know. If the citations or

references in the text are too long, or consist of more than three names, it may be advisable to put them in the Notes at the end.

8.7. All references cited in the text and other supporting material should be listed alphabetically by author in a section titled References and appearing after Notes. Ethiopian authors should be listed alphabetically by first name first. Shiferaw Bekele, for example, should be listed under S and not under B. The same holds for Chinese names. Write out Ethiopian names in full in the Reference list (i.e., first and second names) as they are given in the publications you are citing. Do not abbreviate, for instance, as Shiferaw B. In the text, references may use first names only, or full names. Avoid, as much as possible, using honorific titles, such as Ato, Wzro, Dr., etc., in citations or references.

The following are examples of different entries

☞ Articles in Journals

The full citation should contain: name(s) of author(s) followed by a full stop, year of publication followed by a full stop, title of article referred (in sentence style, Times New Roman) followed by a full stop, name of Journal or serial publication (in title case) followed by a comma, volume number, issue number followed by a colon, page range whereon the article appears.

Alemayegu Lirensu. 1988. Food Aid and Agricultural Production in Ethiopia. *Ethiopian Journal of Development Research*, 10 (1): 59–90. (The last parts of the Journal can also be given as *Ethiopian Journal of Development Research*, Vol. 10, No 1, pp. 59–90.)

Cowley, R. 1967. The Standardization of Amharic Spelling. *Journal of Ethiopian Studies*, V. 2: 1–8.

Note: The volume and issue numbers should be entered as they are given in the journals cited, i.e., if the numbers are in Roman or Arabic numerals, they should not be changed.

☞ Books

Bahru Zewude. 1991. *A History of Modern Ethiopia, 1955–1974*. London: James Curry.

- Clapham, C. 1988. *Transformation and Continuity in Revolutionary Ethiopia*. Cambridge: Cambridge University Press.
- Donham, D. and Wendy James (Eds.). 1996. *The Southern Marches of Imperial Ethiopia*. Cambridge: Cambridge University Press.

Listing of several works by the same author should be by year of publication, the earlier work preceding the recent. Here is an example:

- Levine, Donald. 1965. *Wax and Gold: Tradition and Innovation in Ethiopian Culture*. Chicago: University of Chicago Press.
- _____ . 1974. *Greater Ethiopia: The Evolution of Multiethnic Society*. Chicago: University of Chicago Press.

☞ ***Contributions in books***

- Wood, Adrian P. 1982, Spontaneous Agricultural Resettlement in Ethiopia, 1950–1974. **In:** J. Clarks and L. Konsinski (Eds.), *Redistribution of Population in Africa*, pp. 1150–82. London: Heinemann.

☞ ***Contributions in proceedings***

- Tadesse Tamirat. 1984. Feudalism in Heaven and on Earth: Ideology and Political Structure in Mediaeval Ethiopia. **In:** *Proceedings of the Seventh International Conference of Ethiopian Studies, University of Lund 26-29 April 1982*, pp. 195–200, Edited by S. Rubenson. Addis Ababa: Institute of Ethiopian Studies.

☞ ***Conference papers***

- Hyden, H. 1990. ‘Ideology and the Social Sciences: The African Experience’. Paper presented at the OSSREA Social Science Conference, 8–10 May, Kampala, Uganda.

☞ ***Unpublished works***

- Messing, S. 1957. ‘The Highland-Plateau Amhara of Ethiopia’. Ph.D. dissertation, University of Pennsylvania.
- Alula Abate, *et al.* [these should be listed]. 1986. Evaluation of the Impact of UNICEF-Assisted Water Supply Projects in Bale, Harerge, Shewa and Wello - Ethiopia. Programme Cycle 1980–1983. *Research Report No. 30*, Institute of Development Research, Addis Ababa University, Addis Ababa.

☞ **Official publications**

- Central Statistical Office. 1975. *Results of the National Sample Survey Second Round, Vol. V. Land Area and Utilization*. Addis Ababa: CSA.
- World Bank. 1973. 'Agricultural Sector Survey, Vol. I, The General Report. Report no. PA-143a.' Washington: World Bank [Note: this is a report, not a book, so the title is not underlined].
- _____ . 1989. *Sub-Saharan Africa: From Crisis to Sustainable Growth*. Washington: World Bank.

☞ **On-line sources**

Further to the details in the above categories, include the date of access and the URL of the site whereat the material was accessed.

9. Format

A4 paper size with 2.5cm margins shall be the standard paper size.

9.1. Title

Titles should be set in title case, NOT in all caps.

Should not contain acronyms and abbreviations.

9.2. Endnotes

Authors are advised to use endnotes instead of footnotes.

Endnotes should be numbered consecutively throughout each chapter or article, and placed at the end of a work, in a section titled "Notes", after any appendix and before the reference list.

9.3. Acknowledgements

These should be placed at the end of the text next to the appendix but before the endnotes.

9.4. Headings

Major chapter headings must be in Title Case and centered on the page. Sub-headings must also be in Title case but aligned with the left margins.

If a manuscript has subsections, the following decimal notation should be used for numbering the headings and subheadings:

- | | | |
|-----|-----|-----|
| 1. | 2. | 3. |
| 1.1 | 2.1 | 3.1 |
| 1.2 | 2.2 | 3.2 |

However, authors are advised to avoid using more than three *levels* of subheadings unless the complexity of the argument warrants it. Preceded by the decimal notations indicated above,

- 1st level titles should be set in Times New Roman 14pts, bold;
- 2nd level titles should be set in Times New Roman 12pts, bold;
- 3rd level titles should be set in Times New Roman 12pts, bold-italics, run-on with text;

9.5. Text

Text should be set in Times New Roman, 12pt font size, double-spaced.

Block quotes should be indented from both sides and set in 11pt font.

9.6. Tables and Figures

- Tables should be used only where the data requires at least 2 rows/columns by 3 rows/columns. Details shorter than this shall be presented in text form.
- Should be consecutively numbered and referred at the right place in the text;
- Should have short titles;
- Each column and row of a table should bear proper titles;
- All footnotes to and all sources of tables should be placed under the tables.
- Also captions to figures should be placed immediately below the figures, followed by source information and Notes (if any) on some variables in the tables/figures.
- Keys to the different components of figures or graphs shall be placed at upper right corner within the boundary of the figure.
- Tables and figures should be used to present details and thus they should not be duplicated in text form. Unnecessary and lengthy tables and figures are discouraged.

9.7. Abbreviations

Avoid use of dots in all familiar abbreviations, such as CSA, EEC, FAO, UNESCO, USA. However, dots should be placed at the end of the followings: e.g., etc., *et al.*, and other similar entries.

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- English is the Languages of the Journal. Use one form of spelling, preferably the UK English (English English), throughout the text. This should either be American (i.e., according to, for example, Merriam WEBESTER's Dictionary) or British spelling (i.e., according to the OXFORD dictionary). Do not mix or switch between the two forms.
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