

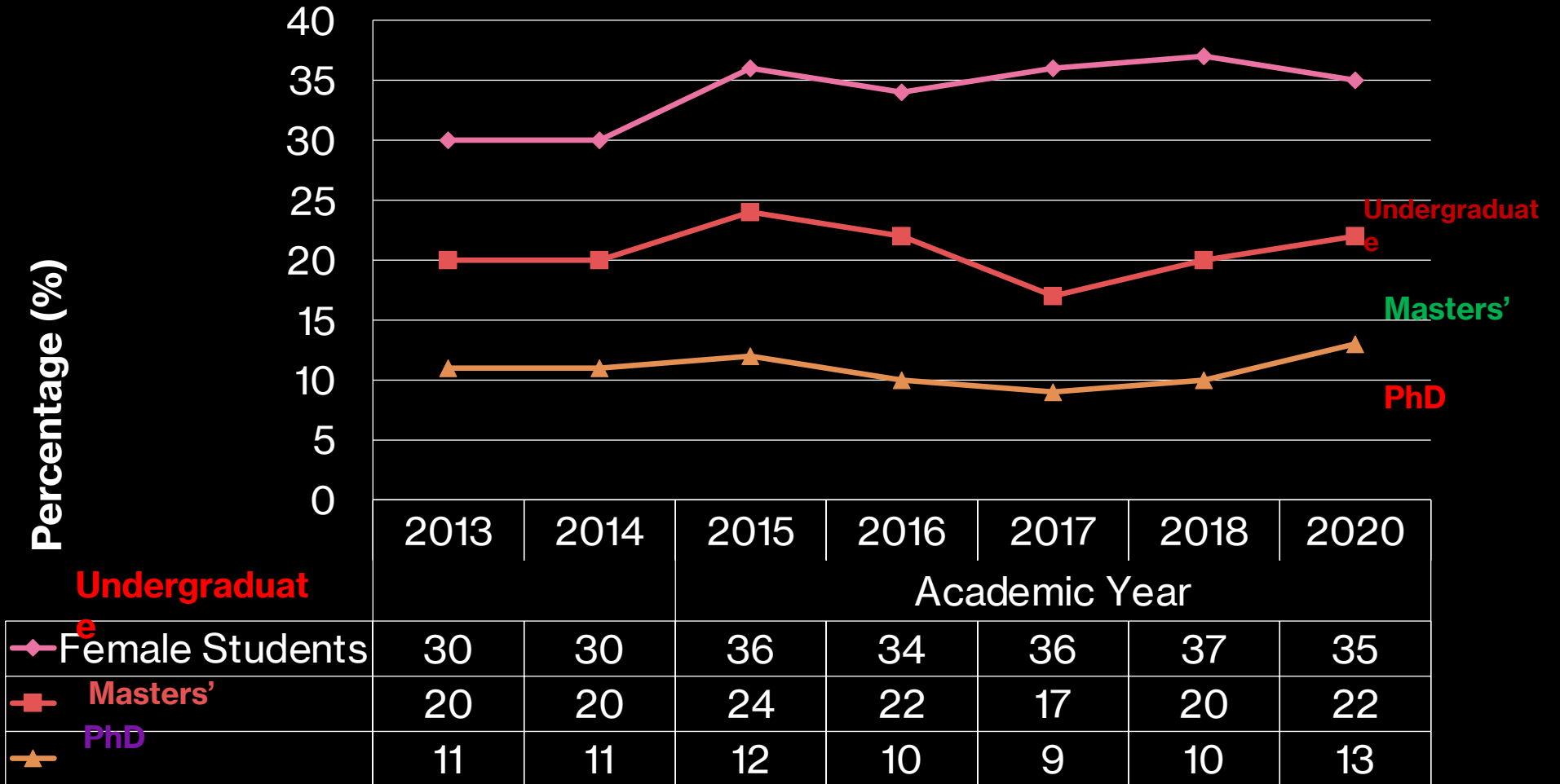
The background is split into two main sections. The left section is a dark, almost black, area with a subtle, low-poly geometric pattern. The right section is a vibrant, multi-colored area with a prominent low-poly geometric pattern. The colors in the right section include shades of red, orange, yellow, green, blue, and purple, all rendered in a faceted, crystalline style. The overall effect is modern and dynamic.

# **Ensuring Women Empowerment and Inclusion, NURTURE Project**

Dr. Ellen Carm with  
Dr. Netsanet Workneh

# Undergraduate, Masters' & PhD Enrollments (2013-2020)

Tesfaye Semela, 2022



# Participation of Women in Higher Education : Students

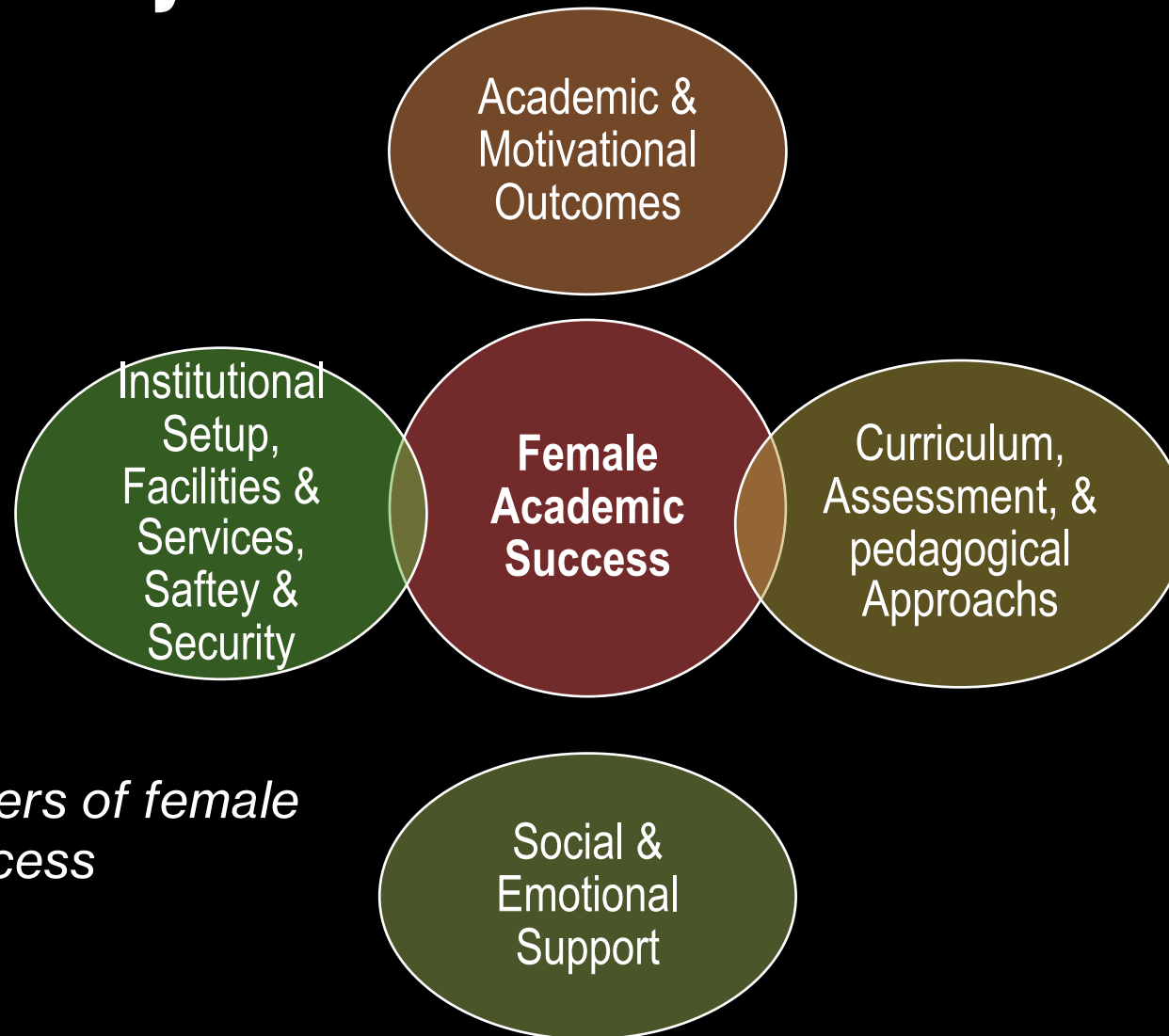
As students, the share of women at undergraduate, graduate, and PhD levels is as follows:

- The percentage of female undergraduates was 34% in 2018. But increased by just 1% between 2018 and 2020 to reach 35%
- At the Master's level, female students accounted for about 20% in 2018 and 22% in 2020
- In the PhD programs, the participation of women is half as much as their proportional share at the Master's level. It stood at 10% in 2018 and 13% in 2020.

# ***Gender Segregation***

- The distribution of students by field of study shows that relative to their overall size, women are severely under-represented in the fields of Engineering & Natural Sciences
- On the other hand, women are overrepresented in Agriculture, Business, Health Sciences, and Social Sciences & Humanities.

# Underlying causes of gender inequality: HE Students



*Major influencers of female academic success*

# Key Findings(1)

In short, the following are the key findings regarding the causes of female students' lack of success & attrition.

## *Academic factors*

- Lack of pre-university academic preparation that led to low level of readiness for university education;
- Lack of effective tutorial support and advising;
- Poor study and time-management skills.
- Placement in fields that are not chosen (as their 1<sup>st</sup> or 2<sup>nd</sup> choice) by female students

## *Pedagogical and curricular factors*

- Gender stereotyping (hidden) in curriculum and textbooks since early grades;
- Gender insensitive teaching and lack of Gender Responsive Pedagogical[GRP] skills;
- Differential treatment and achievement expectations of male and females

## *Psychological factors*

- Fear of failure and test anxiety;
- Lack of guidance and counseling support, being far away from family
- Low academic self-concept due to low prior achievement

# Key findings(2)

## *Economic factors :*

- Most female students have humble social background which makes hard to pay for basic needs (e.g., learning materials, sanitary materials, and clothing, etc.)
- Unable to compete with or adopt modern life styles as other fellow students due to financial problems.
- In this regards, within or among female students mostly coming from rural, and semi-rural areas face serious problem with psychological consequences lowering their self-esteem.

## *Social factors/Relationship problems :*

- Sexual harassments on campus mainly by male students;
- Homesickness
- Starting opposite-sex relationships and difficulty to manage academic work and relationship demands
- Lack of reproductive health knowledge, lack of access to and contraceptive services on campus which often results in unwanted pregnancy.

# Key Findings (3)

## *Institutional factors*

- Facilities, infrastructure and services for female students (e.g., reproductive health services)
- On-campus facilities for burst-feeding mothers (For example, day-care, kindergarten, primary schools)

## *Off-campus and the surrounding communities*

- The risk of exposure to substance abuse (e.g., *Khat* use, Shisha or other drugs)
- Night clubs,
- local prostitution rings, etc

# Female faculty members

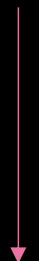
The following are the major findings regarding female faculty members and women in higher education leadership in Ethiopia.


- Male-dominated interview panel during employment screening
- Female faculty who took up teaching positions as a result of affirmative action measures are labeled as incompetent
- Female's academics face discrimination through misrecognition of their performance and success as academics and researchers.
- Harassment by male students and colleagues inside and outside university premises
- Exclusion of females from important professional and research networks
- Female academic leaders experience implicit discrimination and underrating by their colleagues (i.e., staff members own institution), subordinates, and superiors as leaders
- Family work balance – especially, female academics are overburdened, having limited time for research and establish networks

# NURTURE Project outcome 4

Every year

<p><b>Improved Gender Equality &amp; inclusion of marginalized groups in education and research</b></p>	<p><i>% women (or: e.g. people with disabilities) among faculty members (or: in leadership positions) by institutional level supported by NORHED</i>  <i># Affirmative actions introduced to increase the number and quality of female academic and technical staff in eHealth, informatics, and special needs</i></p>			
<p>Output 4.1: Trainings for sensory impaired students on new devices and assistive technologies organized</p>	<p><i># and type of (specified) disability-friendly equipment/study material provided by NORHED</i></p> <p><i>% students with disabilities having access to infrastructure and materials adapted to their needs</i>  <i># and type of (specified) disability-friendly equipment/study material provided by NORHED</i></p>		<p>Audit and report the number of students trained and the training materials provided for students with disability</p>	x
<p>Output 4.2: financial support for economically poor female students provided</p>	<p><i># of economically disadvantaged female students that got financial support</i></p>		<p>Report number of female students that got financial support from NORHED from eHealth, informatics, and Special Needs</p>	



	
	<p>168 sensory impaired students at Bachelor and master levels in Special Needs education programs at UOG, DMU, and HU</p>
	<p>150 financially poor female students from partner universities every year (30 students from the 5 partner universities)</p>

# Implementation Plan

<b>Project Outcome 4: Improved Gender Equality &amp; inclusion of marginalized groups in education and research</b>								
<b>Output 4.1.1:</b> Trainings for sensory impaired students on new devices and assistive technologies	<b>NURTURE</b> supports short term trainings on the use of new devices and assistive sensory impaired students to build their confidence and in using the new devices and systems.							
<b>Activity 4.2.1:</b> Prepare training materials convenient for the trainees		partner Universities in the South with support from USN institute of pedagogy	x					
<b>Activity 4.2.2:</b> Plan the training		Project coordinators in partner Universities	x					

# Impl.Plan Cont.

<p><b>Activity 4.2.3:</b> Assign Trainers</p> <p><b>Activity 4.2.4:</b> Execute the training</p>		Institute leaders and project coordinators in partner Universities	x	x	x	x	x	x
<p><b>Output 4.2:</b> financial support for economically poor female students provided</p>	<p><b>NURTURE</b> makes monthly stipends to cover the basic sanitation and health related costs of female university students (bachelor level) with poor financial background and students with some chronic diseases (like HIV, Heart disease...etc). It will cover on average 30 students every year from each of the five partner universities. .</p>							
<p><b>Activity 4.2.1:</b> Identify clear guidelines and routines for selection</p>		University Management and project coordinators	x					
<p><b>Activity 4.2.2:</b> identify the students to get the support</p>		Institute leaders & Coordinators	x	x	x	x	x	x
<p><b>Activity 4.2.3:</b> Launch, implement and follow up</p>		Coordinators at Partner universities	x	x	x	x	x	x

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# Ongoing activities

# AASTO

**1: Two Rounds of Short-Term Training on Statistical Data Analytics and R Programming had been sponsored by Nurture and AASTU (from September 1 - 28, 2022 and from Nov. 15 – 22, 2022), in which more than 25 female PG students and faculty members had actively participated and successfully completed.**

**2: A National Workshop on Mathematical Modeling and Optimization had been Supported by Nurture and held at AASTU from 9 - 13 January 2023 at AASTU in which PG students and faculty members from AASTU and some Nurture Partner Universities had participated.**

# Cont.

3: Distinguished Public Seminar on “**Do's and Don'ts**” of **Research Manuscript Publication in Reputed Journals** had been Supported by Nurture and conducted at AASTU on February 15, 2023. The Seminar was Presented by: Prof. DP Sharma and attended by 15 female PG students and senior researchers.

4: The University is ready to start monthly financial support for selected female students at the beginning of the next academic year in collaboration with the Gender Office of AASTU.

# GUNDAR

1: A guideline was prepared by NURTURE Project team members through the facilitation of the University of Gondar for selecting exchange students. In that document, it was stated boldly that 50% of the participants in the exchange program should be female.

2: In the programs we are going to accept students starting from next year, female applicants will be encouraged to apply.

3: We are preparing to start monthly financial support for female students as of the next academic year.

# JIMMA

- 1: Priority was given for a female candidate for 2023 student exchange.
- 2: Graduating class female students participated in a recent training on «Digital skills for employability»
- 3: We are preparing to start a monthly financial support for female students as of the next academic year in collaboration with JU gender office

# HAWASSA

1. Organized a co-creation workshop for female students, in which 45 students had shared experience with female professionals from IT industry and academia (female university students studying abroad).
2. Fourteen female students and 2 female technical staff made industry visits in nationally reputable IT companies for motivational as well as industry skill development.
3. Female students are provided with menstrual pads.
4. An IT Innovation Resource Center is established under which a dedicated corner is reserved for motivated and dedicated female students.
5. A budget for student club activities is allocated and preparatory works are being undertaken to commence the activity in the 2023/24 academic year.

# Nurture`s 1st Quarterly open seminar seminar, April 19th, 2023

**One of the goals of the seminar is to raise awareness of the current challenges in HE and gender inclusion and offer solutions.**

- Dr. Shegaw Opened the seminar by introducing the NURTURE project, explaining its current state.
- Dr. Josef started his speech about “University Collaboration in Shaping the Future of Society,” and a time was dedicated to related Q&As.
- **Dr. Danica started her speech about “Fostering Gender Equality for Higher Education and Innovation”** followed by discussions.

**1. Concept note, adds on application, Objective 4:**

# **Improve Gender Equality and inclusion of marginalized groups**

**Rationale of the proposed plan of action**

**Intervention models and approaches**

**Objectives, Strategies, and Activities**

**Activities, implementation, and way forward**

# Specific objectives include

- **Ensure effective implementation of NURTURE project plans related to empowerment through innovative approaches and mixed methodologies.**
- **Empower women in academia through blended personal and career development initiatives so that they can successfully benefit from them through the opportunities created for them by the project.**
- **Empower female students through personal development interventions and material support.**
- **Empower female students and staff with relevant digital skills and digital capabilities for the 21<sup>st</sup> century.**

# The Socio Ecological Model(SEM) Intervention model

- Interplay between individual relationship, community, and societal factors , how factors at one level influence factors at another level in an overlapping manner, Interventions at 4 levels:
- **At individual level**, addressing biological and personal characteristics; e.g. age, knowledge, skills, attitudes, beliefs, and behaviors. Interventions need to be responsive to these characteristics.
- **The second level**, relationship dealing with a person's closest social circle, e.g. peers, partners and family members; influences on their attitude, behavior, and practice. , e.g. parenting or family-focused, mentoring and peer-to-peer support activities promoting positive peer norms, problem-solving skills, and healthy relationships.

# Cont.

- **Third level**; settings such as institutions, neighborhoods, and workplaces in which social relationships occur,. Interventions focus on improving the physical and social environment in these settings and by addressing other conditions that hamper academic performance of women.
- **Fourth level** looks at the broad societal factors that help create a climate in which gender relations are experienced and women empowerment interventions are made. Interventions are confronting social and cultural norms that support gender inequality and women's exclusion, e.g societal factors, practices and policies that maintain economic or social inequalities between groups in society, e.g. promote societal norms towards gender equality and women's inclusiveness.

# Blended initiatives recommended

1: Provide capacity-building training programs for female employees and students, career development, help improve junior staff and their academic (other) engagement, academic training, theoretical and practical training in selected topics, e.g. [communication skills, digital literacy, leadership and management skills) (*ongoing activities in most of the universities*)

2: Provide scholarships for females in academia with specific emphasis on vulnerable and socio-economically deprived students. (*included in NURTURE implementation plan*)

3. Establish female digital and business incubation centers through small-scale infrastructure development

4 Introducing inclusive access to women and girls by through Community Learning & Living Labs (CL3) (*Could be merged with 2?*)

5. Ensure a gender friendly curriculum and pedagogy by,

- review the NURTURE developed masters and PhD courses to ensure a gender friendly curriculum and pedagogy, e.g. gender equity in content and delivery mode, remove potential gender biased and stereotyped gender roles.
- Develop relevant courses/modules and teaching materials needed for gender empowerment.

# Implementation-Way forward

## 1. Program level

- Ensure a sustained and continuous work to improve the existing gender gap at the university level,
- Coordinators at each university work closely with gender component`s facilitators at each university
- All activities should be followed up and monitored at program level.
- A monitoring seminar should be conducted(zoom) each semester, (sharing, discussions, way forward) first time fall 2024 (Dr Netsanet Workneh and Dr Ellen Carm),
- Minutes will be taken and shared

# Program/uni level

## 2. University Level

- Leaders/coordinators from all universities will lead the activities in their respective departments/universities, with input from other stakeholders and international partners.
- List of female instructors proposed from each University to work as a “gender equity council.”
  1. Dr Misrak Girma - Addis Ababa Science and Technology University
  2. Dr Dirbua Debebe- Debremarkos university
  3. Dr Hana Getachew- Hawasa university
  4. Dr Debrework Tesgera- University of Gonder
  5. Dr Misra Abdullahi/ Dr Kristina Adorjan - Jimma University

# Recommendations

## University level, NURTURE Program

- Each university should provide their own plan for gender inclusion, follow up and expand on cross cutting “On-Going activities” (institutional and contextual relevant strategies for inclusion and empower female employees and students, 2023.)
- The plan should include, implementation strategies, monitoring measures(no of female participants/target group activities etc..) and guidelines for gender empowerment and equity at each university, ensure roles and responsibilities are decided upon, by 2023.

# Adds on application

- 1 Review the curriculum and delivery mode from a gender inclusive lens, to ensure a gender friendly curriculum and pedagogy, in NURTURE initiated courses (language, pedagogy, content)

*Seminars, workshops etc developed and run at program level, across universities, targeting employees and staff*

- 1 Access and completion in NURTURE initiated courses monitored by gender/statistics
- 2 Establish “female digital and business incubation centers through small-scale infrastructure development” or through a “Community Learning & Living Labs (CL3) “

*Needs detail planning/description, including budget*

# Monitoring and report

- Reporting measures on gender empowering activities should include the What, Why, and How, and also provided by statistics on target group and number.
  - At program level, a set of cross-university initiatives should be agreed and monitored through regular monitoring meetings every semester, beginning fall 2023.
  - At institutional level the various gender empowering strategies should be monitored through measurable tools and strategies presented at the semester-wise gender monitoring meeting.

# Program vs Adds on Funding

- Resources should be allocated from the core NURTURE budget, referring to the commitments on gender equality and sensitivity as formulated and committed in the NURTURE program document.
- Adds on funds would be used for overarching and cross institutional gender empowering activities, e.g. ensuring a gender friendly curriculum and a gender friendly pedagogy. Workshops and seminars targeting staff and employees is recommended.
- Publish relevant innovations, implications and findings from the interventions in indexed journals to be presented at national, regional, and international conferences.
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