

Gender mainstreaming
in higher education
toolkit



an
introductory
workshop

AUTHORS

Sue Gollifer | Education consultant and adjunct lecturer in English Language teaching and human rights education
Siobhan Gorman | Gender, Education and Development Consultant

UNIVERSITY OF DODOMA TEAM

Dr Mariam Hamisi | Director of Graduate Studies
Professor Flora Fabian | Director of Research and Publications, Innovation, Consultancy and Collaboration
Dr Rehema Kilonzo | Dean School of Social Sciences



WORKSHOP CONSULTANTS

Sue Gollifer | Education consultant and adjunct lecturer in English Language teaching and human rights education
Professor Ruth Meena | Tanzania Gender Networking Programme
Professor Febronia Kahabuka | Muhimbili University of Health Sciences

INASP TEAM

Ruth Bottomley | Senior Programme Manager, Research Development and Support
Julie Walker | Programme Manager, AuthorAID (until May 2016)
Annelise Dennis | Capacity Development Approaches Coordinator
Jennifer Chapin | Programme Manager, Research and Communication, AuthorAID (from August 2016)
Maya Reggev | Monitoring, Evaluation & Learning Officer
Christine Friis Laustsen | Programme Officer, Research Development and Support

PRODUCTION

Siân Harris | Editor
Stevie Dickie | Design | stevendickie.com/design



INASP

2/3 Cambridge Terrace,
Oxford OX1 1RR, UK

Tel: +44(0)1865 249909
Fax: +44(0)1865 251060
E-mail: info@inasp.info

www.inasp.info
twitter.com/INASPinfo
facebook.com/inasp.info

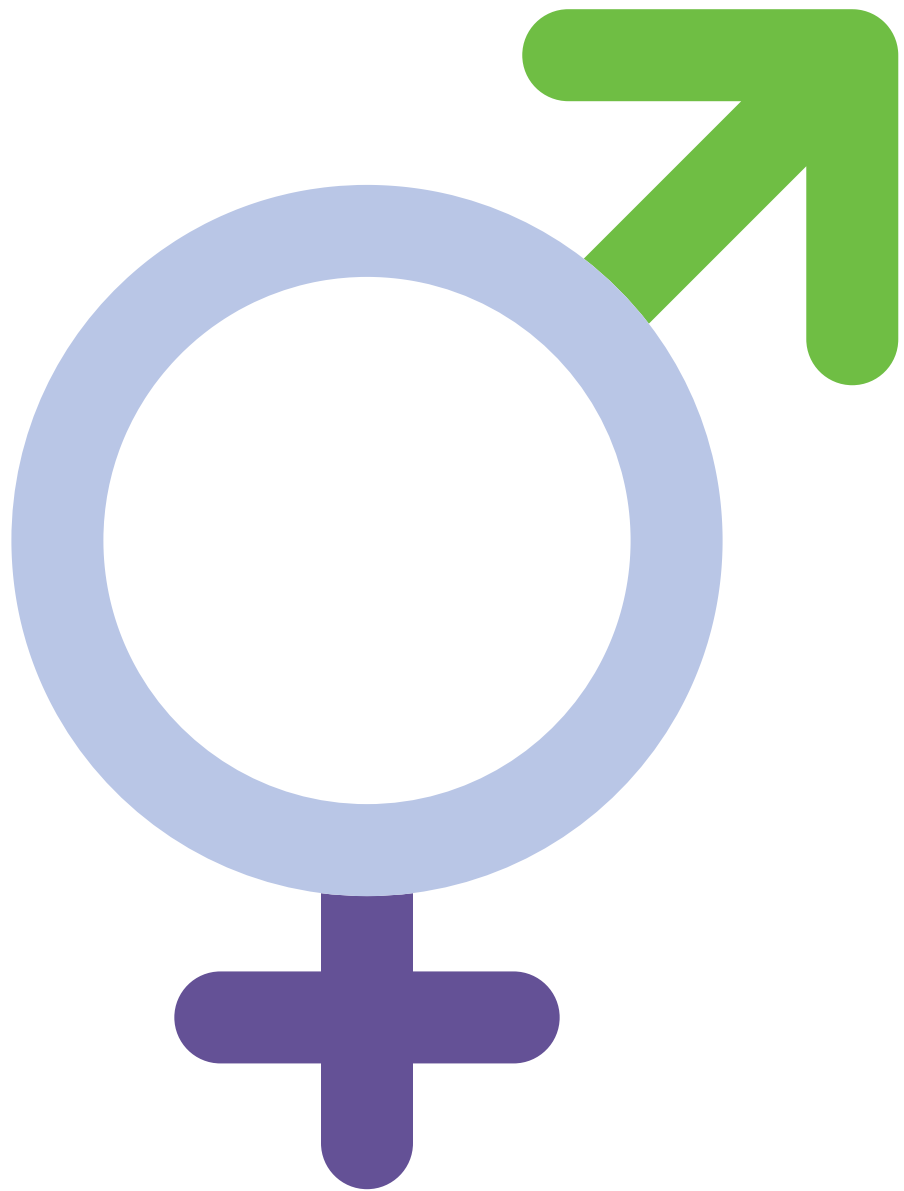


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Foreword

Gender inequalities in higher education are often present but not recognized or acknowledged. However, evidence shows that in many countries women face more barriers to pursuing research and academic careers than men. Women are often constrained by family expectations and their role as mothers, wives and carers; roles which interrupt or limit their education. Within higher-education institutions women often find that policies and practices fail to address their needs, and campus insecurity and harassment can be common. With a lack of senior female role models who can mentor or support, these challenges often lead to what is known as the “leaky pipeline”, where women are more likely to drop out of academic careers than men.

These gender barriers have huge implications for countries in terms of their future labour force and the next generation of leaders; they perpetuate discrimination and create different future pathways for men and women; and they prevent the creation and use of knowledge and research that can enable inclusive, just and sustainable development. It is essential that women have just as much opportunity to access and complete higher education as their male counterparts.

Addressing gender issues within institutions requires going beyond numbers to raise awareness of the biases and barriers, to understand and adapt policies and practice to meet the needs of both women and men, and to address the structural and power issues that tend to keep inequalities in place. The process of gender mainstreaming can help institutions to systematically consider and address the needs of both men and women within the institution, in all areas and at all levels, leading towards the goal of institutions that can support both men and women equally and fully. Holding an initial gender sensitization workshop is a good start to the longer, ongoing process of gender mainstreaming.

In 2015, INASP was approached by Dr. Mariam Hamisi, Professor Flora Fabian, and Dr. Rehema Kilonzo from the University of Dodoma in Tanzania, with a request to support them to run a workshop entitled “Getting out of the Box: Creating a gender platform at UDOM”. Based on the workshop held at Dodoma, this gender toolkit provides the materials and resources to run a gender sensitization workshop within an institution. The six modules cover topics from exploring gender concepts, to considering gender in a higher education context, to developing an initial action plan based on the workshop outcomes.

Holding a workshop such as this can be an important first step towards understanding gender gaps and sensitizing participants to the issues through a reflective and participatory process. The Dodoma team found that the workshop helped participants to “open their eyes” and realize that many of the experiences were shared. By bringing people together, they felt empowered to take action to begin to address some of the gender gaps they identified.

While this toolkit is aimed at those interested in gender mainstreaming in higher education, many of the activities, materials and resources can be easily adapted to the context of other institutions interested in challenging gender inequalities.



Ruth Bottomley

Senior Programme Manager,
Research Development and Support, INASP

This gender toolkit was inspired by a workshop held at the University of Dodoma (UDOM) in Tanzania in August 2015. As a group of female academics at the university, we had noticed inequalities in our institution. Notably, of the 694 current academic staff members only 175 are female. The gap becomes more pronounced in senior positions. In the whole university, only five Tanzanian women have reached senior academic levels (along with five non-Tanzanian women who are expatriates on contract), and there are no women in a senior leadership or college principal position.

Through our experience of doing research-writing workshops with INASP's AuthorAID project, we learned that workshops can bring about institutional change. We wanted to work with INASP to take the same approach to addressing the gender gap at our university.

The main objectives of the resulting gender workshop were to create awareness of gender issues, to sensitize women academics on the importance of creating a balance between work and home, and to initiate a process that will lead to establishing a gender platform and formulating a gender policy for UDOM. We named the workshop "Getting out of the Box" as a message for women to work to get out of their comfort zones.

The workshop took a mixed approach: lecture presentations, small group discussions and plenary sessions. It was lively and participatory and almost every participant had something to present during the workshop. After the workshop, all participants agreed that their awareness had changed regarding gender issues and that they learnt a lot about various approaches to social roles. This includes raised awareness on gender roles as prescribed by society (for example, most would take care of everyone

in the family as priority number one, which could jeopardize time spent on academic activities such as teaching and conducting research). However, the workshop was an eye-opener in that the participants realized that most women often have to multi-task, which could be avoided by finding alternative helpers or sharing tasks with partners or spouses. Workshop participants learnt to balance these various roles in a session named 'balancing the baskets'.

At the end of the gender workshop, we formulated an action plan. Through this action plan, it was concluded that follow-up activities will include monitoring and evaluation and conducting a baseline study through focus group discussions. Currently we are conducting data analysis and finalizing a report on these sessions. The results will be used to inform and make the case for formulating a gender and sexual harassment policy and establishing a gender unit at UDOM.

This toolkit uses the tools that were used during the UDOM gender workshop and builds on our experiences in training on gender awareness for academics. It is our hope that this toolkit will be useful to others who wish to raise awareness of gender issues and gender mainstreaming, by providing an easy-to-use tool for gender activities at institutions around the world.

Flora Fabian, Mariam Hamisi and Rehema Kilonzo

October 2016

About INASP and AuthorAID

Founded in 1992, INASP is an international development charity working with a global network of partners in Africa, Latin America and South Asia. In line with the vision of research and knowledge at the heart of development, INASP works to support individuals and institutions to produce, share and use research and knowledge, which can transform lives.

INASP's approaches are based on the core pillars of capacity development, convening, influencing and working in partnership. INASP promotes equity by actively addressing the needs of both men and women across all our work and addressing issues of power within the research and knowledge system.

INASP has projects in 28 countries, supporting all aspects of research and knowledge systems, from facilitating the provision of information to researchers to helping parliamentarians and civil servants to use research and evidence in policy making.

INASP's AuthorAID programme was set up to address the barriers that many researchers in low and middle income countries face in getting their research published.

AuthorAID provides support through:

- Free online training in research and proposal writing
- Mentoring support
- Networking and collaboration
- Funding for workshops and travel
- Embedding research and proposal writing within institutions
- Addressing gender inequalities in academic institutions.

Acronyms

The following acronyms are used in the toolkit. They are presented in alphabetical order.

| | |
|-----------------|--|
| CEDAW | The Convention on the Elimination of all Forms of Discrimination Against Women |
| EIGE | European Institute for Gender Equality |
| GDP | Gross Domestic Product |
| HE | Higher Education |
| OECD | Organization for Economic Co-operation and Development |
| OHCHR | Office of the United Nations High Commissioner for Human Rights |
| PhD | Doctor of Philosophy |
| SET | Science, Education and Technology |
| STEM | Science, Technology, Engineering and Math |
| UDHR | Universal Declaration of Human Rights |
| UDOM | University of Dodoma |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UN Women | United Nations Women |
| WID | Women in Development |

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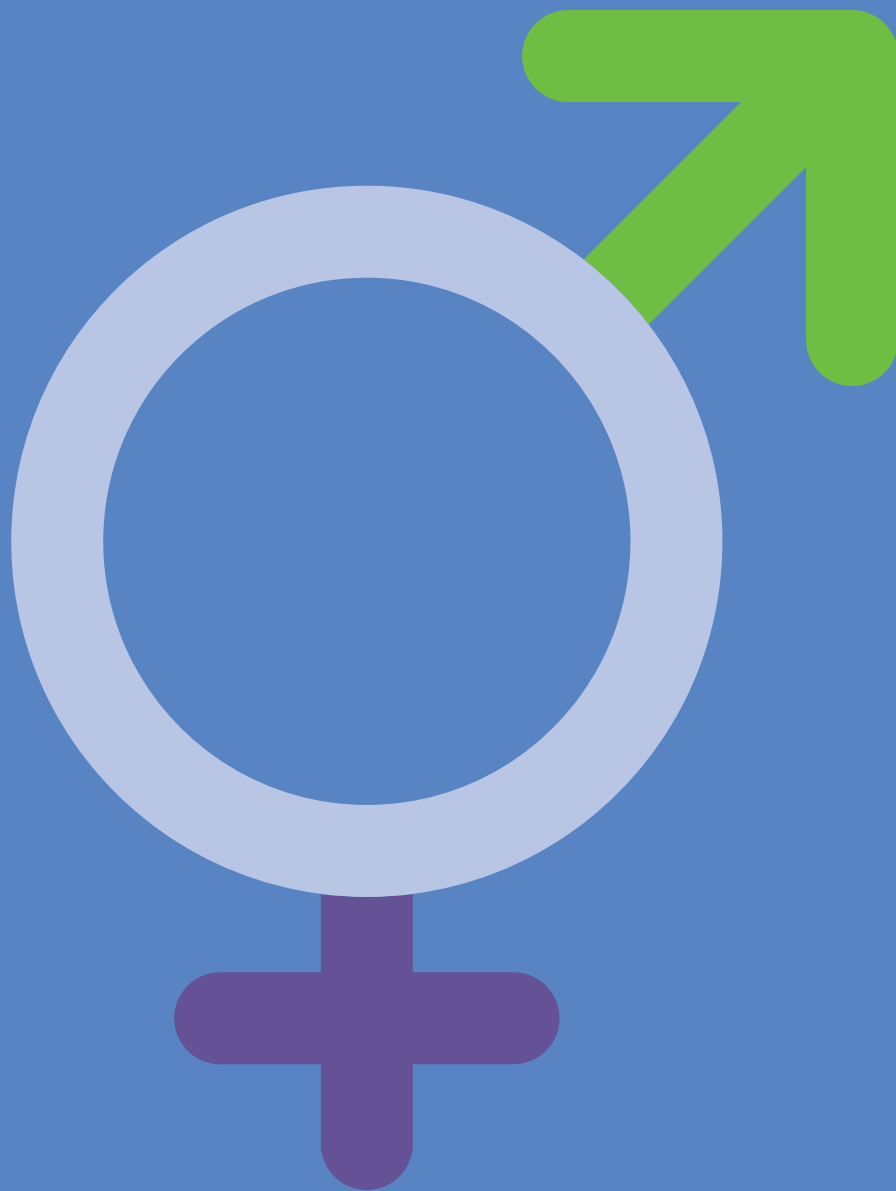
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Introduction



Background to the toolkit

A team of academics from the University of Dodoma (UDOM) in Tanzania requested support from AuthorAID, a research communication support programme run by INASP. A gender workshop supported by INASP/AuthorAID took place on 24-28 August, 2015 at UDOM, the first initiative of its kind, in response to concerns about institutional gender imbalance and inequalities. This toolkit has been developed based on the UDOM experience. It draws on lessons learned to inform the work of others who are concerned with gender imbalances in higher education and who are looking for ways to work towards gender mainstreaming in their institutions.

Who is it for?

This toolkit has been developed for facilitators who are interested in introducing gender mainstreaming in higher education in order to challenge gender inequality. However, the content, pedagogical process and materials provided can be used to inform the work of others who are facing gender imbalances in education and/or research more generally. This introductory workshop focuses on gender awareness raising and sensitization through reflective and participatory processes. The intention is to use the workshop to create a gender platform to support initial activities that will take the first steps towards a formally recognized gender mainstreaming process within the institution. It is important to keep in mind that gender mainstreaming is a long-term and ongoing institutional process of which this initial workshop is only the first, albeit important, step. It is equally important that the workshop content is tailored and adapted to the specific institutional context and the participants' learning needs, so that the workshop can be instrumental in starting a process of institutional change.

Workshop participants and target audience

It is essential that gender mainstreaming is an inclusive and open process and the toolkit is designed so that both men and women can be sensitized and can actively take part in the workshop. However, some institutions might prefer to initiate the institutional mainstreaming process with a workshop for women participants only and in this way create a space for women to come together to reflect on and share their professional and personal experiences of gender discrimination and inequality.

It is also important to consider who the target audience for the workshop is. Here it can be useful to take into consideration the seniority level as well as the number and types of staff groups represented amongst the participants (e.g. academic and administrative staff). There needs to be a clear rationale as to why certain participants will attend the workshop, while others will not and this should be clearly communicated to all those concerned. A short communication plan could be produced during the workshop planning stage, outlining key people or groups who have a vested interest in the workshop, their specific information needs and at what points information should be shared and by whom.

In planning and during the workshop, facilitators should try to anticipate any sources of tension or division that might exist in the room, as well as identify potential points of connection amongst the participants. These can derive from power dynamics, cultural and/or gender differences, for example. It is recommended that the planned activities are reviewed so that they do not inadvertently exacerbate tensions by leaving people out. Finally, it is important for the facilitators to have a close dialogue about participant selection and the target audience with the institutional leads during the workshop planning process. The suggested activities in the toolkit are designed for a group of 20 to 25 workshop participants; if your group is bigger or smaller, you may need to adjust the activity.

How to use it

The toolkit is designed to serve for at least four days of contact time. However, participants are expected to prepare for the sessions through additional reflection and consolidation tasks outside of workshop time. It is organized around six topics that are presented in the form of modules. Each module follows the same structure and contains:

Learning outcomes: What is expected that the participants will cover, know and be able to do at the end of the module.

Read and reflect: A section that contains the core content for each topic that facilitators can draw on when carrying out the **Suggested activities**. Where applicable, the source of the material has been hyperlinked to allow the facilitator to explore the content in more depth. The facilitator should use the content provided under this section to inform the learning outcomes and guide their use of activities. The content has been used to develop materials that facilitators can distribute to participants. These can be found under **Suggested materials and resources** for each topic.

Key idea: A box or table that can be found at the end of each subsection that sums up the main points in each module. Combined together, the key ideas represent a summary of the topic covered in each module.

Reflection point: This is a set of questions that encourages the facilitator to reflect on the content covered in the section **Read and reflect**. The questions can be used for reflection purposes with the participants at the end of the day, the session or the workshop.

Suggested activities (prefixed by A): This is a set of learner-centred, participatory activities that are aligned with the learning outcomes. The description of each activity provides enough detail for the facilitator to be able to carry out the activity and adapt it to the specific group. Estimated times for each activity are provided. Where applicable, the source of the suggested activity has been included as a reference.

Suggested materials and resources: These are materials used during the UDOM workshop and additional sample materials and resources. These materials can be copied and/or adapted to suit the specific workshop context and participants. For example, where PowerPoint presentations present statistics and country-specific data, it may be necessary to adapt the information provided to correspond to the workshop context. If the facilitators choose to use the content in the sample, it is important that they are familiar with the source of the information. Please note that the links inserted in the toolkit aim to provide easy access to online materials taken from the internet. However, these links may not always be reliable or permanent, if this is the case, refer to the **Bibliography**.

In cases where time and resources prevent running the full workshop, an institution might decide to run several shorter targeted workshops with different groups of participants. In such cases the facilitators can tailor a workshop agenda by pulling out and adapting topics and activities paying close attention to the objective of the workshop, the local context and the participants' learning needs.

Learning outcomes of the introductory workshop

By the end of this workshop the participants will be able to:

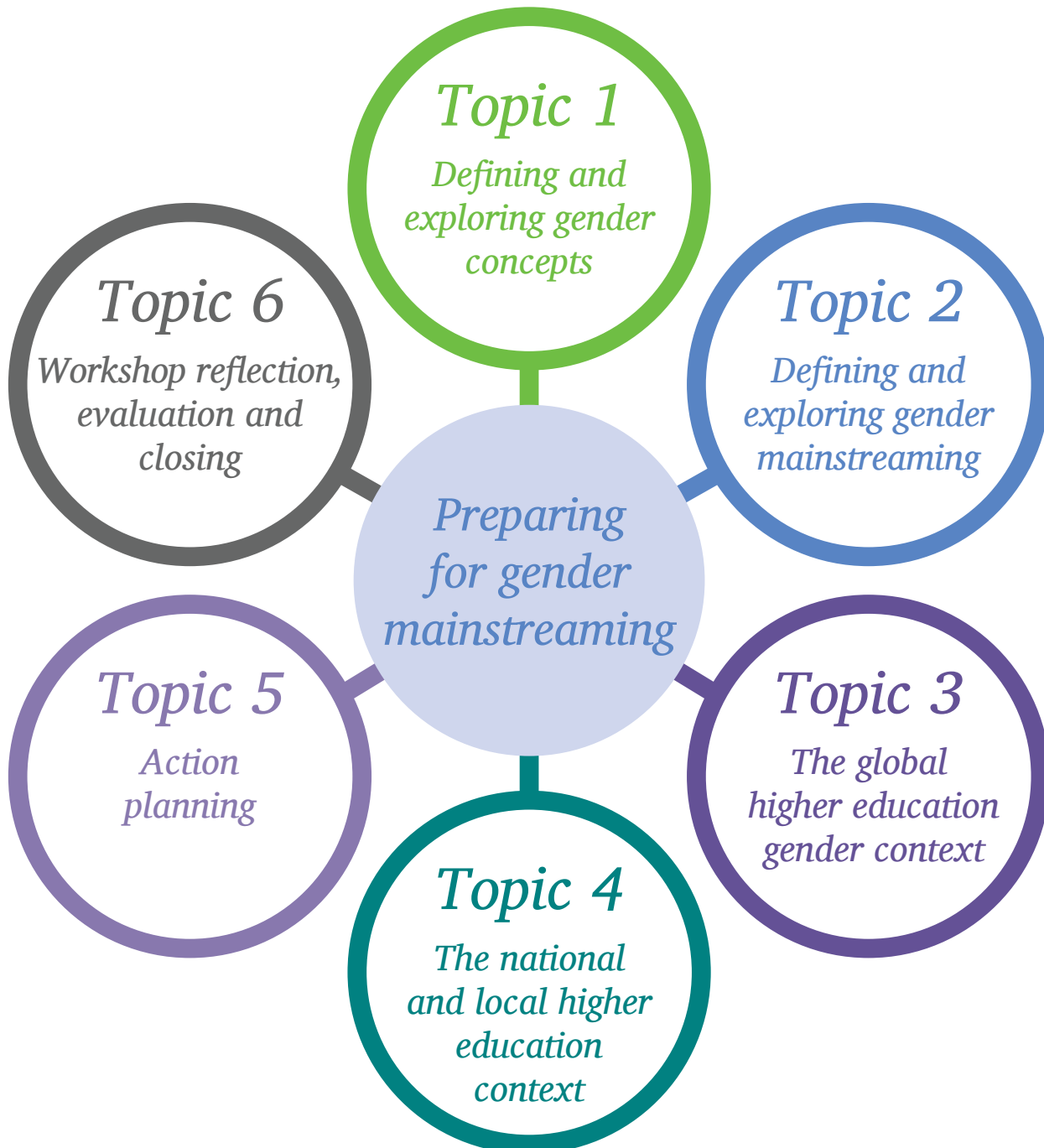
- Define and use key concepts related to gender
- Explain the role of gender mainstreaming in their institution to promote gender equality
- Analyse the educational gender gap at international, national and local levels
- Develop a realistic and effective workshop action plan containing achievable short-term activities designed to begin the process of responding to the gender gaps within their institution, enabling the first steps towards a gender mainstreaming process.

Where to start

We recommend that you start by reading the various sections of the toolkit to plan and prepare materials for the workshop. Decide on the most suitable way to use the resources. Links to source materials are provided in the text, allowing you to further research each topic. We recommend you spend time during planning to familiarize yourself with the content and the materials provided. We have provided a sample workshop schedule (see page 18-19). However, if needed, you can set new learning outcomes and develop your own schedule and training materials including PowerPoint presentations by drawing on the content offered in the read and reflect sections and in the bibliography. Choose which activities you want to deliver and adjust the estimated time. The suggested activities were designed for a group of 20 to 25 workshop participants; if your group is bigger or smaller, you may need to adjust the activity.

Please note we recommend that planning for the workshop starts at least four months prior to its implementation to ensure adequate preparation and quality implementation. This includes finding committed facilitators and/or gender specialists to work with if applicable. In addition, it may be necessary to seek appropriate institutional and financial support. This may involve meeting with relevant and influential stakeholders to introduce the idea of the workshop and generate buy-in. This may also involve developing a proposal to seek financial support to cover the workshop costs.

What will be covered in this workshop?



Guidelines for facilitators

The workshop facilitators

- The workshop works best when there are at least two facilitators. It is recommended that at least one facilitator is familiar with the local context (perhaps even the institutional context) and the gender issues and dynamics characterizing this context. An intimate knowledge of the local context allows the facilitator to respond better to the participants' personal and professional experiences. It is also recommended that at least one facilitator has gender expertise and prior experience with facilitating gender workshops and training.
- Preparing for a workshop session takes a lot of time and energy, and sharing that work among two facilitators can help maintain a consistently high-level of energy in the workshop space. Having at least two facilitators also helps in managing sensitive topics and issues, and exposes participants to different perspectives, experiences, examples, and facilitation styles. It is important that facilitators communicate clearly with each other about their expectations of one another, which activities they will each lead on and how other facilitators may need to be involved in each activity (e.g. offering additional examples, giving time notifications to the lead facilitator, facilitating groupwork etc.).
- The facilitators have multiple roles, including presenting information, assisting participants in understanding and applying that information, managing time, sessions and group dynamics. These roles are fulfilled in several ways, through presentation, by asking questions, by drawing out the experiences of the participants and by engaging participants in group discussions and activities around possible sensitive topics. Facilitators should endeavour to guide each topic to achieve its learning outcomes, keep time and ensure that everyone in the workshop has a positive learning experience. Every facilitator has their own style, however in this toolkit, we recommend a participatory and reflective approach to learning. It can include any activity that encourages participants to take an active, engaged part in the learning process and involves creating opportunities for participants to meaningfully talk, listen, read, write and reflect on the ideas and content being generated. This contrasts with more traditional methods of training such as an instructor trying to 'transmit' knowledge to participants as they sit and listen. The approach relies on asking questions and drawing out answers. Facilitators in these workshops will ask more questions than they can answer, which is a positive thing. The facilitators should present themselves as equals who share and take on new knowledge and experiences, in order to create an environment where mutual learning is taking place.

The workshop environment

- The facilitators take the lead in setting the tone for the workshop. This means establishing expectations for the group and creating a relaxed and trusting environment that allows participants to share their experiences both positive and negative. In the opening session the facilitator should state explicitly that the workshop room is an open, honest, respectful, and exploratory environment in which participants will reflect on their experiences, and build their knowledge. This should be reinforced by the tone the facilitators use in each session, and by inviting participants to share their experiences without judgment. An environment of critical reflection is not intended to make participants feel negative or defeatist about their experiences, but rather to learn from them based on new information. Sharing experiences can also help others in the room learn. When participants work in pairs or groups, your role is to facilitate. This means providing assistance so learning objectives are achieved. It is best to give participants time to start an activity once the instructions have been given. Then walk around, check progress and offer assistance.
- At the beginning of the workshop it can be useful to establish a learning contract, or what is commonly referred to as ground rules, that articulates a set of expected behaviours for both participants and facilitators within the workshop context. It sets the foundation for how a group of people will collaborate and creates and sustains effective workshop practice which fosters open communication. It is recommended that the facilitators put together a slide with four to six suggested ground rules. Some examples might include, arrive on and keep to time, cell phones on silent, actively participate, take ownership of your opinions by using “I” statements ('I' statements are particularly useful for helping people take ownership of their position as opposed to speaking as if they are representing the views of others when in fact they are expressing what they as individuals believe or think) and respect confidentiality. It is important to discuss what is understood by confidentiality. The facilitators can make an assurance that participants are not under assessment and that no report about what an individual has said will be made. If the facilitators or participants are required to report back some of the discussion outputs of the workshop, they need to be open and honest about that and specify that nothing will be attributed to an individual, and that the feedback will be kept at a suitably generic level. It is useful to have a brief discussion with participants about what is being agreed to in each ground rule, inviting any additions from the group. It is also important to remind participants of these ground rules periodically, particularly if problems occur (for example, participants cutting one another off in discussion or disturbing fellow participants by making or taking phone calls during sessions).
- As with any other learning and capacity development intervention, it is vital that the workshop organizers and facilitators increase women’s participation by making the workshop explicitly gender sensitive. Both workshop organizers and facilitators should role model gender sensitive attitudes and behaviours throughout the planning, implementation and evaluation of workshop activities to ensure that women and men receive equitable benefits from the learning process. This can be achieved by proposing content that addresses both women’s and men’s interests and needs, and by adopting training and facilitation methods that enhance women’s participation. Some examples include, facilitators providing equal opportunity to participate for both women and men through affirmative action (or positive discrimination), not reinforcing stereotypes but keeping the group’s focus on facts and solutions, reserving the right to challenge and then speak with individuals privately who make overtly sexist statements during the workshop, making the workshop schedule and arrangements flexible enough to suit women participants, using gender sensitive language during the workshop and displaying pictures, diagrams, or illustrations that show both women and men as key players in the sector.

- Strong planning and group management is important when running activities which involve participants discussing sensitive issues. The very nature of these discussions can evoke thoughts and feelings at a very personal level which can result in the expression of strong opinions sometimes emotionally charged, or in participants feeling uncomfortable and unable to participate. Facilitators should try to devise a range of strategies to address these potential situations, for example, have a 'silent' discussion - this involves a topic being written up on the board and participants being given the opportunity to write anonymously their views on it. Then the anonymous views can be discussed openly without the difficulty of attributing views to individuals in the group. The facilitators can also think about how best to group participants throughout the session e.g. working in smaller groups before moving to a wider group discussion. It is helpful for facilitators to examine and discuss with each other their own assumptions and views on the discussion topic, to reduce the risk of allowing their own stance influencing the discussion inappropriately and to identify any areas of personal discomfort that might occur for them when facilitating. Facilitators should have a clear understanding of the learning outcomes for a topic from the outset and state the role that these particular discussions will have in achieving them. During the workshop, facilitators need to model respectful behaviour. It is crucial to be sensitive to participants' individual differences and perspectives, as well as any discomfort participants may experience in discussing an emotional or personal topic. They can preface discussions of sensitive topics by acknowledging that many members of the group are likely to have had personal experience with the topic or issue. It is important to provide opportunities for participants to develop positive working relationships from the first session and throughout the workshop.

Safeguarding

- A workshop is itself an intervention, and so its planning and implementation must be done in a manner which is sensitive to and informed by both the institutional context and the wider environment. Careful consideration should be given to mitigating any potential negative impacts. This is an introductory workshop, so both facilitators and participants need to be realistic in terms of what it can and cannot achieve in terms of positive change. A 'small steps' approach that is well thought out is better than an overly ambitious and ill-conceived one.
- The nature and content of this workshop may lead participants to share deeply personal experiences and opinions, which in some cases might bring out strong emotions and reactions resulting in an emotionally charged and stressful workshop environment. It is important for the facilitators to consider in advance of the workshop how to handle such situations and how to create a safe and trusted workshop environment that safeguards the participants. It is recommended that the facilitators consult the institutional workshop organisers on such matters and follow institutional safeguarding policies and processes.

If the facilitators or participants wish to tap into a larger network focused on women in research and academia please visit the Women Researchers Forum on the AuthorAID Forums website: forums.authoraid.info

Glossary of gender related terms

Below are terms used in the toolkit as well as terms that might come up during the workshop.

Empowerment is a process that enables people to gain control over their lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions). No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups.¹

Feminism is a movement for social, cultural, political and economic equality of women and men. Feminism is not just about women or a pro-women agenda, but it is about a pro-women agenda that seeks to transform power relations in a way that lifts up all people. While feminists around the world have differed in causes, goals, and intentions depending on time, culture, and country, most feminist historians assert that all movements that work to obtain women's rights should be considered feminist movements, even when they did not (or do not) apply the term to themselves.²

Gender refers to the roles, activities, attitudes, feelings, and behaviours that a given culture associates with a person's biological sex.

Gender analysis refers to the methodology for collecting and processing information about gender.

Gender based violence is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions.³

Gender bias refers to the unfair difference in the treatment of women, girls, men and boys because of their sex.

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.⁴

Gender gap refers to the differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes.

Gender identity refers to one's sense of oneself as male, female, or transgender.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated.

Gender norms refer to beliefs about women and men, boys and girls that are passed from generation to generation through the process of socialization. They change over time and differ in different cultures and populations. Gender norms lead to inequality if they reinforce: a) mistreatment of one group or sex over the other; b) differences in power and opportunities.

Gender pay gap refers to the differences between men and women's salaries.

1 trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=E&sortkey=&sortorder=asc

2 www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf AND en.wikipedia.org/wiki/History_of_feminism

3 trainingcentre.unwomen.org/mod/glossary/view.php

4 www.who.int/gender-equity-rights/knowledge/glossary/en

A Gender responsive policy or programme considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects.⁵

Gender roles are learned behaviours in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment.⁶

Gender transformative policy or programme addresses the causes of gender-based inequities by including ways to transform harmful gender norms, roles and relations. The objective of such programmes is often to promote gender equality and foster progressive changes in power relationships between women and men.

Sex is a fact of human biology and refers to a person's biological status; we are born male, female, or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia).

Sexual discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights.

5 www.who.int/gender-equity-rights/knowledge/glossary/en

6 www.peacewomen.org/assets/file/AdvocacyEducationTools/genderglossary_migs_aug2005.pdf

Suggested workshop schedule

This is a suggested schedule based on the activities in this toolkit. Revise according to your specific workshop context.

| DATE & TIME | ACTIVITY/MATERIAL DESCRIPTION |
|---------------|---|
| Date | DAY 1: PREPARATION |
| 09:00 - 17:00 | Planning and material preparation session for facilitators only |
| Date | DAY 2: EXPLORING GENDER CONCEPTS & GENDER MAINSTREAMING |
| 08:30 - 09:00 | Registration of participants |
| 09:00 - 09:30 | Opening and introductions/icebreakers (page 20-22) |
| 09:30 - 10:30 | Gender mainstreaming pre-test (A1.2) |
| 10:30 - 11:00 | Morning Break |
| 11:00 - 11:30 | Exploring sex and gender (A1.3) |
| 11:30 - 12:30 | Sex discrimination and gender equality (A1.4) |
| 12:30 - 13:30 | LUNCH |
| 13.30 - 14.00 | Gender power relations case studies (A1.5) |
| 14:00 - 14:30 | Global gender inequality findings (A1.6) |
| 14:30 - 15:30 | Gender mainstreaming (A2.2) |
| 15:30 - 16:00 | Afternoon Break |
| 16:00 - 16:30 | Reflection time (A1.7) |
| Date | DAY 3: GENDER CONCEPTS AND GENDER GAPS |
| 09.00 - 09:30 | Field of change-makers (A2.1) |
| 09:30 - 10:30 | Gender mainstreaming case studies and questions (A2.3) |
| 10:30 - 11.00 | Morning Break |
| 11:00 - 12:30 | Higher education : the international context (A3.2) |
| 12:30 - 13:30 | LUNCH |
| 13:30 - 13:45 | Icebreaker (page 20-22) |
| 13.45 - 15.15 | Where have all the women gone? (A3.3) |
| 15:15 - 15:45 | Afternoon Break |
| 15:45 - 16:45 | The gender gap: the national-level HE context (A4.2) |
| 16:45 - 17:00 | Reflection time (A2.4 and A3.4) |

| Date | DAY 4: EXAMINING LOCAL GENDER CONCERNS AND RESPONSES |
|---------------|--|
| 08:45 - 09:00 | Icebreaker (page 20-22) |
| 09:00 - 10:30 | Balancing the baskets (A4.3) |
| 10:30 - 11:00 | Morning Break |
| 11:00 - 12:30 | The gender gap: Is your institution male or female? (A4.4) |
| 12:30 - 13:30 | LUNCH |
| 13:30 - 13:45 | Icebreaker (page 20-22) |
| 13:45 - 14:00 | Introducing the Action planning process (A5.2) |
| 14:00 - 14:30 | Preparing for the next steps (A5.3) |
| 14:30 - 14:40 | Action planning step 1 (A5.4) |
| 14:40 - 15:10 | Afternoon Break |
| 15:10 - 16:40 | Action planning step 2 (A5.5) |
| 16:30 - 17:00 | Reflection time (A4.5) |
| Date | DAY 5: WORKSHOP ACTION PLANNING |
| 09:00 - 09:30 | Icebreaker (page 20-22) |
| 09:30 - 10:00 | Action planning step 2 continued (A5.5) |
| 10:00 - 10:30 | Action planning step 3 (A5.6) |
| 10:30 - 11:00 | Morning Break |
| 11:00 - 12:30 | Action planning step 3 continued (A5.6) |
| 12:30 - 13:30 | LUNCH |
| 13:30 - 14:00 | Action plan - next steps (A5.7) |
| 14:00 - 14:30 | Gender mainstreaming post test (A1.2) |
| 14:30 - 15:30 | Final evaluation |
| 15:30 - 16:30 | Afternoon Break |
| 16:30 - 17:30 | Closing activities (A6.3) |

Icebreaker activity sheet

Each topic presented suggests starting with an icebreaker. Icebreakers are intended to build trust and develop a sense of solidarity towards a common goal. They do this by providing fun opportunities for participants to work together in non-conventional ways. The icebreakers below are examples only and you will need to select activities that are culturally and physically appropriate and that suit the characteristics of your participants. Be prepared for some participants to resist engaging in activities or for some who may not participate. Respect their response. Some suggestions to help you work with icebreakers include: keep to a maximum of 30 minutes in the morning to allow people to settle in, but preferably 15 minutes in the afternoon. You can also ask participants to sign up to run an icebreaker of their own choice each morning and/or afternoon.

- 1. Getting to know each other and noticing commonalities:** Participants stand in an open space and are asked to form groups according to categories. The facilitator asks them to group themselves according to:
 - Where you came from (this could be done by city or country, depending on the diversity of participants).
 - Which institution you work at (if relevant).
 - Length of time at your institution (for example less than one year, one to five years, over five years). People who have been at the institution for over five years can be asked to organise themselves in a line with the person who has worked the longest at one end – this helps to highlight if there are experienced women at the institution who could support newer female staff members.
 - What your role is (for example research scientist, technologist, librarian, administrator).

The facilitator then asks participants to form a line, and asks:

- What gender experience you have (for example none, a little, quite a lot, very experienced). Participants stand in the line and step forward when their level of experience is called out and briefly share what kind of experience they have.
 - Who you care for (for example, husband, children, partner, parents, other). Participants stand in a line and step forward when the number of people they care for is called out (one or more person other than yourself, step forward again if two or more, if three or more etc).
- 2. Spider web:** Participants stand up and form a circle. The facilitator holds the end of a ball of string and throws the rest of the ball to one of the participants. The participant who receives the ball is asked to briefly share their personal motivation for attending the workshop. They then keep hold of the string and throw the ball to another participant, who answers the same question. This continues until all participants have answered the question, and a web of string has been formed. The exercise is now reversed. While the web is being reversed, each participant shares their professional motivation for attending the workshop (this activity is best for groups of less than 20 people).⁷
 - 3. Banana game:** A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.
 - 4. "Prrr" and "Pukutu":** Ask everyone to imagine two birds. One calls 'prrr' and the other calls 'pukutu'. If you call out 'prrr', all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out 'pukutu', everyone has to stay still and not move a feather.
 - 5. Tide's in/tide's out:** Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts "Tide's out!", everyone jumps forwards over the line. When the leader shouts "Tide's in!", everyone jumps backwards over the line. If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.

⁷ Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality

6. **What has changed?:** Participants break into pairs. Partners observe one another and try to memorize the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance; for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles.
7. **The animal game:** This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.
8. **Rainstorm:** Everyone sits quietly in a circle, with their eyes closed, waiting for the facilitator's first movement. The facilitator rubs their palms together to create the sound of rain. The person to their right makes this sound, and then the next person until everyone in the group is making the same sound. Once everyone is rubbing palms, the facilitator makes the rain sound louder by snapping his/her fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle to create a rainstorm. Then the facilitator slaps their thighs, and the group follows. When the facilitator and the group stomp their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order, thigh slapping, then hand clapping, finger snapping, and palm rubbing, ending in silence.
9. **What am I feeling?:** Participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.
10. **I like you because...:** Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!
11. **Head, heart, feet:** Prepare in advance a life size paper person. Give each participant three slips of paper and ask them to write on each: a new idea that they are taking from the workshop; a new feeling they are taking from the workshop; and a new action they are taking from the workshop. Each participant then sticks their idea to the person's head, their feeling to the person's heart, and the action to the person's feet. They can present their papers to the rest of the group as they do this, if time allows.⁸
12. **Dance circles:** Participants form two circles while standing (one circle inside the other). The facilitator plays some culturally relevant and up-tempo music. When the music starts, the circles move in opposite directions (one clockwise and the other anti-clockwise, either walking or dancing depending on what the participants feel comfortable with). When the music stops, participants turn to face whoever is level with them in the other circle, and they have three minutes to discuss a topic. For example:
 - What I like about you
 - What I'd really like to do in my institution around gender equality
 - The challenges I think I'll face in promoting gender equality in my institution
 - What has most surprised me in this workshop
 Continue until all the questions have been asked.⁹
13. **Take a stand:** Prepare in advance some statements relating to the gender workshop you are facilitating. For example:

It is difficult to manage an academic career with the demands of family life

 - If more women and girls study STEM subjects, this will automatically lead to more women having careers in STEM
 - Women and men have equal opportunities for career progression in my institution
 - Women and men have equal access to power and decision-making in my institution
 Point out two places in the room – one marks complete agreement and the other marks complete disagreement. Read out each statement, and participants physically arrange themselves in position – either at the two points indicated or somewhere in between. When everyone is in position, suggest that participants discuss why they chose that position with the person next to them.

⁸ Adapted from Doerge and Burke, 2005, Starting with women's lives, changing today's economy: A facilitator's guide to a visual workshop methodology

⁹ Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality

14. Speed dating: Number all participants either one or two. The ones take their chairs and form a circle facing outwards. The twos form a circle around them, facing them at a comfortable conversational distance. Give the pairs a question to discuss for two or three minutes that is related to the workshop. For example:

- What made you decide to follow a career in (science, research, information etc)?
- Have you ever felt stereotyped in some way because of your gender?
- As a child or teenager, when did you first realise you were different from those with another gender to you?

Then ask all the twos to move around, and discuss the next question with a new partner. After all the questions have been asked, participants could share any interesting reflections they have from their conversations.¹⁰

15. I am: Participants stand in a circle facing inwards. One participant comes into the circle, and turns to face another. They look at them and say 'I am [...]' (for example, kind, strong, intelligent, happy etc.) The participant then moves clockwise around the circle as quickly as possible, describing a different one of their qualities to each person. When they hesitate, run out of qualities, or repeat themselves, they go back into the circle and the next participant starts the same process. Continue until everyone has had a try. At the end, the facilitator could invite any observations on how the exercise felt to do, and if there were any gender differences in what people said.¹¹

16. Mapping gender stereotypes: Prepare two life size paper people – one male and one female. Give participants two slips of paper each and ask them to write down a gender stereotype about women, and one about men. Participants are then invited to stick their papers onto the bodies. They may choose to stick 'men are better at science' on the man's head, or 'women's role is childbearing' near the woman's womb, for example. End the activity with some reflection on the figures, including which stereotypes participants feel are positive and which are negative.

For more ideas see: icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf
wilderdom.com/games/icebreakers.html

¹⁰ Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality

¹¹ Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality

Facilitator's daily reflection ideas

It is important for facilitators to take the time after each day to reflect on what went well and what did not go as planned and why. This information is important to help you review what you have planned for the following day and make any necessary revisions. It is also a good reminder that the participants have diverse experiences and diverse needs and facilitators need to find ways to be receptive to these. Some suggestions for reflection include:

1. After each day, select five to eight questions from the list below and use these to review the workshop process and content each day. We recommend that you document your ideas and thoughts so that you are able to use these to provide feedback to your institution and/or supporting institutions such as INASP. You can use the **INASP feedback sheet on page 24-25** to send back your ideas to INASP.
 - What did we feel worked well in terms of the content area?
 - What could be improved and how?
 - What did we feel worked well in terms of participation?
 - What could be improved and how?
 - What worked well in terms of the methodology and approach?
 - What could be improved and how?
 - What was my own best moment during any of these sessions today? Why do I feel good about this particular aspect of my facilitation? What can I do to lead to more such moments at future trainings?
 - Was there anything that I did during any of today's sessions that I wish I hadn't done? If yes, what was this? What else could I have tried?
2. Use exit cards at the end of each day to collect participants' thoughts on the sessions. Hand out three blank cards and ask them to write down:
 - One thing that they have learned on one card
 - One question that they have from the day's sessions
 - One suggestion as to how the sessions or logistics can be improved

Tell participants not to write down their names unless they want to. Then collect up the cards and review as part of the end-of-day reflection. Use their ideas to prepare for the next day and remember to respond to any questions, where and when applicable.

INASP feedback sheet

This toolkit has been developed based on the experience of the UDOM workshop. It is a dynamic document that will continue to be developed based on your experiences of using it. Please use this form to provide feedback to inform the work of INASP.

Name of person filling in the form:

Date:

Institution:

Workshop venue and time:

Number of participants:

1. Which specific activities worked well and which did not work well and why?

2. Is there a sufficient amount of guidance for the facilitator on how to organize and use the toolkit to facilitate the workshop? If not, what extra guidance is needed?

3. How clear is the structure of the toolkit and the language used?

4. What changes could be made to make the toolkit clearer and easier to use?

5. Any other comments that will inform the work of INASP and its gender mainstreaming training support to their partners.

Summary of key recommendations taken from UDOM final workshop report

- 1. Engage with international perspectives to complement the local:** Although a focus on the local reality as regards policies and practices is essential, international perspectives can also provide a useful frame to inform the response to addressing gender imbalances and discrimination at specific higher education contexts. Generating solidarity and the potential for networking also provides increased opportunities for financial, emotional and/or technical support.
- 2. The benefits of women-only participants and inviting both sexes should be considered in relation to the aims of the workshop:** Given that the emphasis of this first workshop was to provide a space for women to engage in reflection of personal and professional experiences of gender discrimination, it was important that the workshop setting fostered a sense of trust and solidarity. However, for future workshops, the role of men in supporting and contributing to gender equality at the higher education level needs to be considered, as do the benefits from their participation in future events.
- 3. Consider the time frame based on the content that is covered, the materials used and the need for adequate team planning:** It is important for future workshops to anticipate the time needed and the teamwork required to work with the intended content matter and processes. This is in particular when the content is of a highly sensitive nature and a proposed outcome is a feasible and realistic action plan.
- 4. Participatory approaches are effective and should be replicated in subsequent workshop sessions:** The facilitation skills used were extremely effective and generated a high level of engagement and discussion. Both facilitator and participant reports suggest that the approach led to increased gender sensitivity and awareness in line with intended outcomes of the workshop. Participatory methods are important when dealing with personalized and sensitive stories, and require flexibility in terms of time requirements. The workshop needs to incorporate this flexibility into its planning and facilitators should anticipate as a team how this may impact on allocated time frames.
- 5. Promote the involvement of multiple stakeholders from multiple disciplines to create a collective platform:** The workshop facilitators and participants came from multiple disciplines and fields. Student and staff from UDOM came from six different departments with one representative from a second university; two non-academic UDOM staff members also participated. The UDOM facilitators came from different specialist areas and departments; two of the facilitators were gender specialists, one with extensive experience working with a national-level gender network and the other with expertise in gender mainstreaming in the context of Higher Education. In addition, the media was invited to cover the workshop, resulting in coverage in three local/national newspapers. The workshop provided an excellent example of working with multiple stakeholders and disciplines to create a collective platform, an example that should be replicated in future initiatives.

- 6. It is important to consider the purpose of the action planning in order to ensure the feasibility of the suggested actions and to revise them accordingly:** The action planning process was a challenge for participants, partly a result of the timing and also the need for a clearly articulated purpose. The layout, wording, order and connection between the Strategic Objectives and their associated activities should be clearly aligned in order to make the plan a strategic working document. It is also important to identify a strong monitoring and evaluation process for the action plan.
- 7. Ensure that the planning of the workshop involves all facilitators at least twice during the preparation stage and that all are involved in the pre-planning day prior to the workshop:** Working with an external consultant or gender specialist to assist in the planning can provide the benefit of an external perspective and different workshop approaches. However, the support and dialogue needs to be consistent throughout the planning stage. Two gender specialists were invited as facilitators and added valuable depth to the process, content and discussions. However, it would have benefitted the process if they had been able to participate in the preparatory stage of the workshop.
- 8. Ensure the buy-in of influential stakeholders and that financial support is in place for workshop costs:** It is important to involve influential members of your institution and the public in your planning and to develop a cost proposal for your workshop. After you have reviewed this toolkit, start to estimate the costs that the workshop will incur. It is better to have an idea of how these costs will be covered before you start implementation.
- 9. Be passionate but prepared:** Work with both your heart and your head!

Topic 1

Defining and exploring gender concepts

Learning outcomes

In this topic, we aim to assist participants to develop gender awareness and self-awareness by:

- Being able to define the terms gender and sex
- Identifying the differences between the terms gender and sex
- Understanding that sexual discrimination is a human rights violation
- Being able to define the term gender equality
- Understanding how sex and gender are related to global gender inequality

Read and reflect



1.1 What is sex and what is gender?

What is sex? Sex is a fact of human biology and refers to a person's biological status; we are born male, female, or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia). Biological functions of males include impregnation and for women include the ability to conceive, give birth, and breastfeed the human baby.

What is gender? Gender refers to the roles, activities, attitudes, feelings, and behaviours that a given culture associates with a person's biological sex; in other words, that a given society considers appropriate for men and women. Behaviour that is compatible with cultural expectations is referred to as gender-normative; behaviours that are viewed as incompatible with these expectations constitute gender nonconformity (see [American Psychological Association, 2011](#)). In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men. Gender determines what is expected, allowed and valued in a woman or a man, a girl or a boy in a given context. In most societies there are differences and inequalities between women and men and boys and girls in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc. (see [UN Women, n.d](#)).

What is gender identity? Gender identity refers to one's sense of oneself as male, female, or transgender. When one's gender identity and biological sex are not the same, the individual may identify as transsexual or as another transgender category (see [American Psychological Association, 2011](#)).



KEY IDEA

Sex and gender are different terms that have distinct meanings. Whilst every society uses biological sex as one criterion for describing gender, beyond that simple starting point, no two cultures would completely agree on what distinguishes one gender from another. As the rich diversity of gender identities makes clear, gender does not necessarily follow sex in the ways we are socialized to expect. In practice, many people, regardless of sex or gender identity, exude a combination of social characteristics that we consider both masculine and feminine.

1.2 How are they different?

| SEX | GENDER |
|---|--|
| Biologically determined categorization of humans as male, female, or intersex (ambiguous or where both male and female genitalia are present) | Socioculturally determined and varies from culture to culture, and with the economic, social and political context |
| Remains the same and cannot easily be changed unless physically altered | Context and time specific varying over time and changeable |
| Born with a biological sex status based on differences in genitalia | Learned attributes, opportunities, behaviour and status through socialization processes |
| It is non hierarchical | It is hierarchical |



KEY IDEA

Sex and Gender are not the same, although they are often used interchangeably. For example, you will often find forms asking for personal information that ask for your gender when they mean your sex. When addressing inequalities between men and women it is important to distinguish between the two terms. Sex is a biological status that can be altered through medical procedures. Gender is a socially constructed status that not only varies from one culture to another but also varies within cultures over time; culture is not static but evolves. As societies become more complex, the roles played by men and women are not only determined by culture but by socio-political and economic factors. For this reason, gender is an important criterion for socio-cultural analysis together with class, race, poverty level, ethnic group, sexual orientation, age, etc.

1.3 What is sexual discrimination?

Sexual discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way that prevents them from enjoying their rights. Discrimination can be direct or indirect. *Direct discrimination* against girls and women is generally easier to recognize as the discrimination is quite obvious. For example, in some countries, women cannot legally own property; they are forbidden by law to take certain jobs; or the customs of a community may hinder girls to go for higher education. *Indirect discrimination* against girls and women can be difficult to recognize. It refers to situations that may appear to be unbiased but result in unequal treatment of girls and women. For example, a job for a police officer may have minimum height and weight criteria that women may find difficult to fulfil. As a result, women may be unable to become police officers (see [UN Women Training Centre Glossary, 2016](#)). Discrimination based on sex is a human rights violation as articulated in the Preamble of the Universal Declaration of Human Rights (see [United Nations, n.d](#)) and the Convention on All forms of Discrimination against Women (see [OHCHR, n.d.](#)).



KEY IDEA

Sexual discrimination is the act of treating someone differently because of their sex and it can be direct or indirect. Sexual discrimination is a human rights violation. Therefore, sexual discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights.

1.4 Gender equality and equity

What is gender equality? *Gender equality* refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests of both women and men are taken into consideration, 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 men as well. Gender equality is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development (see [UN Women, 2016: p. 28](#)).

What is gender equity? *Gender equity* means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women (see [IFAD, u.d.](#)).

What types of gender inequality exist today? These can be identified by looking at the difference between men and women's participation in the personal and public spheres. This difference is referred to as the gender gap.¹²

- In 2006, 56% of the gender gap in the economic participation had been closed; in 2017, 58% of this gap had been closed. In 2006, almost 92% of the educational attainment gap had been closed; in 2017, 95% of this gap had been closed. On health and survival, however, there was a small deterioration between 2006 and 2017, from 97% to 96%. In 2006, 14% of the global political empowerment gap had been closed; in 2017, 23% of this gap had been closed (see [World Economic Forum](#)). However, despite the closing of the gender gap, gender inequality in education and training continues to exist.
- According to [UNESCO's 2013](#), report and the [Global Partnership for Education \(2016\)](#), over 63 million girls and female adolescents are out of school; there are four million fewer boys than girls out of school. Two thirds of the 781 million illiterate adults in the world are female. Denied access to educational opportunities, the top 10 barriers to girls' and women's education will persist. These are from number 1 to 10: social and cultural factors, early marriage, opportunity cost of schooling, lack of separate toilets for girls and boys, lack of female teachers, violence at school or on the way to school, direct cost of schooling, distance to school, low value placed on girls' education and poverty. These barriers negatively impact on women's health, safety and labour force participation.
- According to [UN Women \(2015a\)](#) the gender gap in labour force participation is at 26.4% globally and women earn 24% less than men. Women do nearly two and a half times more unpaid care and domestic work than men and in most countries, when paid and unpaid work are combined, women work longer hours than men. Gender pay gaps are particularly large for women with children.
- Lower rates of labour force participation, gender gaps and less access to pensions and other social protection contribute to large lifetime income gaps. Currently, 73% of the world's population have only partial or no social protection. Women are overrepresented in this group.
- The relationship between economic growth and gender equality is evident in the gender gaps in labour force participation. In the Middle East and North Africa region, gender gaps in the labour market reduce GDP per capita by an estimated 27%; in South Asia by 19%; and among other developing regions between 9 and 12%. However, in some cases gender inequality fuels growth. In some contexts, lower wage rates for women contribute to lower average labour costs, providing a short-term boost to growth in labour-intensive industries. Virtually all economies rely on the unpaid care and domestic work that is largely provided by women. Firms, for example, depend on the human resources that are produced and sustained through such work. The unequal distribution of the costs of care therefore supports economic growth.

12. More recent data sources might have become available since this toolkit was printed. Facilitators should use the most recent data and statistics available.



KEY IDEA

Gender equality is a concept that refers to ensuring women's realization of fundamental human rights, social, economic and political participation and their overall wellbeing. The current gender disparities that exist in societal, economic and political structures and systems represent gender inequalities. To work towards increased gender equality, it is important to recognize that barriers that girls and women face include socially constructed norms; therefore they are gendered, meaning that they are the result of learned attributes, behaviour and status that tends to favour the male sex.

Gender equity is a process and a goal that refers to measures that aim to address socially constructed norms by promoting fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.



REFLECTION POINT

How would you explain the difference between the terms sex and gender? Do you identify with a certain gender and why? Can you think of any examples of sexual discrimination that have impacted on your life or on that of a person you know? Are these direct or indirect examples of sexual discrimination? Think about the institution where you work and consider to what extent there is gender equality in your workplace; what examples of gender inequality exist? Are these related to social, economic and/or political systems or structures? How do these inequalities affect you or the wellbeing of others?



A1.1 Icebreaker

(estimated time: refer to Icebreaker activity sheet)

It is important that participants start to build up a sense of confidence and trust. Start with a getting to know each other game selected from the **Icebreaker activity sheet p.20-22**.

A1.2 Gender mainstreaming pre-test

(estimated time: 60 minutes)

Although you already have a defined set of objectives and a plan for the content of the workshop, it is important to find out what participants already know, what they do not know and their expectations for this workshop. This helps you to prepare the sessions in a way that responds to participants' needs; it provides information that you can use at the end of the workshop to assess the extent to which the workshop objectives have been achieved; and it creates a sense of collective responsibility and collaboration between facilitators and participants. The following approach is a suggestion and can be modified depending on your specific context. You should prepare and write up the workshop objectives **BEFORE** starting this activity.

1. Tell the participants you are going to give them some questions that they need to respond to. You will find a sample **Gender mainstreaming pre-test A1.2** in the suggested materials and resources for topic 1.
2. Ask them to individually read through the questions and decide which is the best answer.
3. When they have all finished, ask them to compare and share their answers in pairs or small groups of four or five.
4. Do not go through the answers as a whole group as it is not necessary to go into detail here with regards to the concepts as this will be the aim of the following activities that explore definitions.
5. Follow up the activity by asking participants individually to reflect on their responses and to write up their ideas on the three flipchart sheets of paper that have been placed around the room. Each sheet should have one question on it:
 - a) What do I already know about gender issues?
 - b) What am I not sure about?
 - c) What are my expectations for this workshop?

6. When participants have written up their ideas, introduce the workshop outcomes as described on page 11 of the toolkit. **Remember to keep the participants' ideas as you might want to use these again later in the workshop. Tell the participants that you will return to their ideas at the end of the workshop.**
7. Next hand out the **workshop contents** found on page 12 in the Introduction section. Explain that the six topics covered in this workshop represent the starting point of the gender mainstreaming process.

A1.3 Exploring sex and gender

(estimated time: 30 minutes)

In this activity, the terms gender and sex are being introduced in order to develop a deeper understanding of what these terms imply and the differences between them. The aim is to work with participants so that they are able to define these terms in a way that illustrates the differences between them.

1. Write up the words GENDER and SEX on the board or a sheet of flipchart paper.
2. Ask participants to individually reflect on these two terms and to make notes on how they understand them and the difference between the two.
3. Ask participants to listen to a set of statements and decide if they relate to the term GENDER or SEX. You will find sample **Gender or sex statements** on handout A1.3 under suggested materials and resources for topic 1.
4. Discuss each statement in turn in plenary drawing on the definitions provided in the Read and reflect section of the toolkit. When each statement has been discussed ask participants to develop definitions for each of the terms in groups. They can then share these in plenary (a discussion with all the participants).

A1.4 Sex discrimination and gender inequality

(estimated time: 60 minutes)

In this activity, the extent to which sex can directly and indirectly affect how women and girls are treated and how this treatment can prevent women and girls from enjoying their rights is addressed. The aim of the activity is to work with participants to develop self-awareness of how perceptions of gender roles and stereotypes are formed leading to sexual discrimination and gender inequality.¹³

1. Ask participants to stand in a circle with one person in the middle holding a ball or an object that can be thrown. If there is a large number of participants, form two smaller circles.
2. The person with the ball standing in the middle **randomly** calls out “men are...” or “women are...” and throws the ball to a person in the circle. This person completes the phrase with one word. The response should be **spontaneous**. This person should then return the ball to the person in the middle and step out of the circle.
3. A facilitator or a participant should make a note of the words on a piece of flipchart paper or on the board divided into two columns with the titles: “men are...” and “women are...”.
4. After all the participants have had a turn and there is no longer a circle, put them into groups of four or five participants. Ask participants to review the words on the flipchart paper and elicit their reaction or comments. There should be no discussion at this point.
5. Next distribute the handout called **Gender stereotypes A1.4** that you can find under **Materials and resources**. Ask them to read through the handout and discuss the questions.
6. Once the discussions die down, in plenary, ask them how gender stereotypes can lead to sexual discrimination and gender inequality.
7. The main points to draw out here are that gender stereotyping puts pressure on both men and women to behave according to gender norms and therefore creates artificial expectations. This can limit life options and choices for both sexes but gender stereotyping undermines women as a group and leads to gender inequality that negatively impacts more heavily on women and girls.

8. Emphasize that gender inequality and sexual discrimination are a human rights violation as articulated in the Universal Declaration of Human Rights and The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
9. As a variation, instead of using the **Gender stereotypes A1.4** handout, participants can use the list from the game and develop this by looking at how their culture expects men, boys, women and girls to behave and the roles that they should play in their society. The same questions provided on the handout can then be used to discuss their ideas.

A1.5 Gender power relations case studies

(estimated time 40 minutes)

1. In the suggested Materials and resources section for topic 1 you will find handout A1.5 with Gender power relations case studies and questions
2. Divide the participants into groups of four or five. If you have more than three groups, give two groups the same study.
3. Each group will discuss a scenario taking place within a higher education institution. The aim is for them to think about the different gender power relations and stereotypes taking place in each study, as well as consider what they would do to deal with such a situation.
4. Ask participants to read the introduction to the case study, the case study itself, and the questions.
5. When they have finished reading, they should discuss the questions in their groups.
6. Bring the groups together to share their ideas in plenary. There are no set answers; the aim is to encourage discussion and questions.

A1.6 Global gender inequality

(estimated time: 30 minutes)

In this activity, the aim is to set the context for later activities that focus on gender gaps in higher education at the international, national and local levels.

1. Introduce the participants to the Global Gender Gap Index 2017 by watching the [introductory video](#) (World Economic Forum (n.d)). You can use this video as the basis

13. This activity was taken from UNNATI, 2009. Depending on the number of participants and space available, you may need to organize the group into two circles.

of a general discussion on global gender inequalities and how these are related to direct and indirect sexual discrimination against women and girls.

2. In the case that there is no internet connection available, you can introduce the Global Gender Gap Index 2017 report using a PowerPoint or a printed summary of the main points (See **summary of global gender inequality findings on handout A1.6**).
3. Participants can discuss the findings in small groups and present back their responses to the question: *What surprised you? What did not surprise you?*

A1.7 Consolidation

You may want to consolidate **Topic 1: Defining and exploring gender concepts** by using the **Reflection point** questions on page 32. These can be done during the workshop or during participant's own time as a homework task.

REMIND participants to make notes throughout the workshop as they will use these when developing the workshop action plan in topic 5.

A1.2 Gender mainstreaming pre- and post-test

In addition to running the pre-test at the beginning of the workshop the facilitators can also consider sharing the test with participants a few weeks in advance of the workshop in order to draw on the results in the workshop planning process. Please note that the facilitators should make sure the questions are appropriate for the specific workshop and group of participants and adjust the test if needed. For some of the questions below the answers may vary and these questions can be used as an entry point for further discussions. For questions about specific facts and statistics answers can be found in the relevant section of the toolkit. Where questions include statistics please be aware that these might need to be updated.

Topic 1: Defining and exploring gender concepts

1. Do men and women have the same rights?
 - a. Yes
 - b. No
 - c. It's different in every country
2. Do men and women have the same opportunities?
 - a. Yes
 - b. No
 - c. It's different in every country
3. Do men and women have the same access to services?
 - a. Yes
 - b. No
 - c. It's different in every country
4. Gender inequality is an issue that is relevant to:
 - a. Girls and women; it is a woman's issue
 - b. Developing countries; gender gaps exist only there
 - c. All societies, women and men alike
5. Are sex and gender the same thing?
 - a. Yes, sex and gender are the same thing
 - b. No, sex refers to the biological and physiological characteristics that usually distinguish male from female. Gender refers to the characteristics that a given culture associates with men and women.
 - c. No, sex refers to the characteristics that a given culture associates with men and women. Gender refers to the biological and physiological characteristics that usually distinguish male from female.
6. According to the Global Gender Gap Index, which of the following statements is correct?
 - a. In 2006, 56% of the global gender gap in economic participation had been closed. In 2017, 58% of this gap had been closed.
 - b. In 2006, 56% of the global gender gap in economic participation had been closed. In 2017, 75% of this gap had been closed.
 - c. In 2006, 70% of the global gender gap in economic participation had been closed. In 2017, 75% of this gap had been closed.
7. Is discrimination based on someone's sex a violation of their human rights?
 - a. Yes, according to the Convention on the Elimination of Discrimination against Women (CEDAW) 1979
 - b. No, it is legal discrimination but not related to human rights
 - c. No, sexual discrimination does not exist

Topic 2: Defining and exploring gender mainstreaming

8. Gender mainstreaming is ...
 - a. ... a strategy for making women's as well as men's concerns and experiences an integral part of legislation, policies and programmes.
 - b. ... only improving the position of women
 - c. ... already achieved in our society
9. Please name three gender mainstreaming tools.
 - a. _____
 - b. _____
 - c. _____
10. The gender mainstreaming process is characterized by the following steps:
 - a. Define the issue, Plan the resources required, Act, Check progress
 - b. Experience inequality, Reflect on observation, Conceptualise definitions, Experiment
11. Who should be responsible for gender mainstreaming?
 - a. The institution's senior management
 - b. The institution's gender unit
 - c. All the institution's staff
 - d. All of the above

Topic 3: The global higher education gender context

12. Globally, there are more men PhD students than women PhD students. Please explain some possible reasons.

13. What are some of the gender gaps in higher education? You can choose more than one answer.
 - a. Women are usually under-represented at STEM (Science, Engineering, Technology and Maths)
 - b. Only 33% of academic staff globally are women
 - c. Women have a higher success rate in accessing research funding than men
 - d. All of the above
14. What are the main causes for gender gaps in higher education? You can choose more than one answer.
 - a. Gender stereotyping
 - b. Lack of role models
 - c. Difference in mental ability to research, teach and manage
 - d. Family obligations
 - e. Institutional culture that favours men
 - f. Sexual harassment

Topic 4: The national and local higher education context

15. I feel confident that gender inequalities can be addressed in my institution.
- a. Yes
 - b. No
 - c. Sometimes

16. What gender inequalities exist in my national context?

17. Is there a gender policy in my institution?

- a. Yes
- b. No
- c. I don't know

18. If yes, is it implemented?

- a. Yes
- b. No
- c. Sometimes

Topic 5: Action planning

19. Please name three elements that are essential in the development of a successful action plan.

A1.3 Gender or sex statements

These are sample statements that can be revised to suit the context.

1. Women give birth to babies; men do not.
2. Girls are gentle; boys are rough.
3. Women breastfeed babies; men can bottle-feed babies.
4. Doctors are men; nurses are women.
5. Boys don't cry.
6. Boys are good at maths and science and girls are good at language and history.
7. When one thinks of an engineer one hardly ever thinks of a woman.
8. Women work two-thirds of the world's working hours, produce half of the world's food and yet only earn 10% of the world's income and own less than 1% of the world's property.
9. Boys' voices break at puberty; girls' do not.
10. A girl gets expelled from school for being pregnant, while the boy who impregnated her is neither judged nor expelled.

A1.4 Gender stereotypes: a human rights violation

Personality traits:

Men are: self-confident and aggressive

Women are: passive and submissive

Occupations:

Men are: doctors and construction workers

Women are: nurses and secretaries

Domestic behaviours:

Men are: responsible for household repairs

Women are: responsible for caring for children

Physical appearance:

Men are: big and strong

Women are: small and graceful

Article 2 of the Universal Declaration of Human Rights

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 2 of the Convention against all forms of Discrimination against Women

Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake: (a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle

Questions:

1. Are the words used for men and women relevant or accurate?
2. Do women or men behave in ways that make these stereotypes true?
3. Who or what influences the way that men, boys, women and girls should be or act?
4. What are some of the consequences or the negative impacts of gender stereotyping?
5. In what way are these consequences a violation of fundamental human rights?

A1.5 Gender power relations case studies

Gender power relations: Case study one

- Read the case study allocated to your group
- When you have finished, discuss the questions below

A supervisor recruited Ph.D. candidates through his funded research project. One of the candidates was a female Ph.D. researcher, who found out that the supervisor was paying other students to collect data while she was collecting data without being paid. The female researcher complained to the supervisor about this, but after she made her complaint her supervisor refused to look at or support her work, and he criticized her work harshly in front of others. Rumours began to circulate about the mistakes that female researchers had made in the fieldwork the researcher had been involved in, and she was not invited to take part in further fieldwork or to attend research team meetings. However, data she had collected was published in an academic article without it being attributed to her. The researcher feels she has fallen behind with her Ph.D. research due to a lack of support. She has approached her course coordinator to explain the scenario and make a request to change her supervisor.

Questions:

- Do you think there are any gender dynamics at work in this situation?
- What would your approach be, if the researcher in question was one of your colleagues, or if she asked for your advice?
- What policies and procedures should be in place to deal with situations like this one?
- What other forms of support could benefit researchers in a similar position?

Gender power relations: Case study two

- Read the case study allocated to your group
- When you have finished, discuss the questions below

A female student has made an allegation of sexual harassment. She was using the campus computer suite in the evening and was harassed by a group of male students. At first they made comments about her appearance and invited her to social occasions. When she ignored them, or asked them to leave her alone they became rude and threatening, using sexual language. When she reported the behaviour to a female professor, she was questioned about what she had been wearing and why she used the computer suite in the evening. She was told that she should try not to attract boys' attention, that she should change her dress and go to the suite during the day instead. As a result, the student's academic performance has declined. She does not feel confident speaking up in class, and she does not feel safe in other public spaces in the university.

Questions:

- What issues of power relations and gender stereotypes around women and men does this example raise?
- What policies and procedures should be in place to deal with situations like this one?
- What would your approach be, if the young woman in question was one of your students, or if she asked for your advice?
- Would anything be different in this situation, if a male student complained he was experiencing sexual harassment or gender-based violence?

Gender power relations: Case study three

- Read the case study allocated to your group
- When you have finished, discuss the questions below

A female physics student was one of only three women in her class. She often felt that the male students dominated group discussions, and as a result she did not feel confident to actively contribute in these types of sessions. However, she worked hard and achieved high scores in her exams. After the results were announced, the student became aware of rumours circulating about her; that she had received 'special treatment' as she had offered sex to the lecturer in return for higher grades. As a result, the student began to underplay her academic performance, minimizing her contributions in class even more, and not approaching male tutors for advice and support, in order to rebut the rumours. In the next set of exams her scores were significantly lower.

- What issues of power relations and gender stereotypes around women and men does this example raise?
- If male students under or over perform, are there any rumours or stereotypes attributed to them?
- What impact do rumours and beliefs such as these have on gender equality and relations within the culture of educational institutions?
- What would your approach be, if the young woman in question was one of your students, or if she asked for your advice?

A1.6 Summary of global gender inequality findings

It is important to develop your own PowerPoint in order to familiarize yourself with the information. This is an example only. Depending on which country context you are working on, use the Index to draw on the data that is relevant to your participants when making SLIDE 8.

Drawn from [The Global Gender Gap Report 2017](#)

| | |
|---|--|
| <p>SLIDE 1: What is the Global Gender Gap Index?</p> <ul style="list-style-type: none"> • Introduced by the World Economic Forum in 2006. • The Index benchmarks national gender gaps on economic, political, education and health criteria. • The rankings are designed to create greater awareness among a global audience of the challenges posed by gender gaps and the opportunities created by reducing them. | <p>SLIDE 2: Why is gender equality important?</p> <ul style="list-style-type: none"> • The most important determinant of a country's competitiveness is its human talent (the skills and productivity of its workforce). • Women are one half of the world's available talent pool. • There is also a rights-based case for gender equality: women have the right to equal access to health, education, economic participation and earning potential and political decision-making power. • Gender equality is fundamental to whether and how societies thrive. |
| <p>SLIDE 3: What does the index show us?</p> <ul style="list-style-type: none"> • No country in the world has fully closed the gender gap. • Iceland, the highest ranking country, has closed more than 80% of it. • Yemen, the lowest ranking country, has closed just over 50% of the gender gap. | <p>SLIDE 4: What about economics?</p> <ul style="list-style-type: none"> • No country has closed the economic participation. • 13 countries have closed more than 80% of the gap. • 18 countries have closed less than 50% of the economic participation and opportunity gap. • 30 countries are below world average (weighted by population) on that subindex. |
| <p>SLIDE 5: What about in health?</p> <ul style="list-style-type: none"> • 34 countries (two more than last year) have fully closed the gap in Health and Survival. • All countries have closed more than 90% of the health gap • 8 countries are below world average (weighted by population) on that subindex. | <p>SLIDE 6: What about in political participation?</p> <ul style="list-style-type: none"> • No country has closed the political participation gap. • Only Iceland has closed more than 60% of the political gender gap. • 34 countries have closed less than 10% of the political empowerment gender gap. • 95 countries are below world average (weighted by population) on that subindex. |
| <p>SLIDE 7: What about in education?</p> <ul style="list-style-type: none"> • In 18 countries women still have less than 90% of the education outcomes that men have. • 30 countries are below world average (weighted by population) on that subindex. • There are significant gaps between women and men on STEM education and PhD degrees. | <p>SLIDE 8: What about in our country?</p> <ul style="list-style-type: none"> • Where do you think our country is ranked? • In health? • In economic participation? • In political participation? • In education? |

Topic 2

Defining and exploring gender mainstreaming

Learning outcomes

In this topic, we aim to assist participants to define the purpose and relevance of gender mainstreaming in addressing gender inequalities by:

- Defining the gender mainstreaming process
- Understanding the purpose of gender mainstreaming
- Identifying the main principles of gender mainstreaming
- Identifying the main components of gender mainstreaming

Read and reflect



2.1 What is gender mainstreaming?

What is gender mainstreaming? *Gender mainstreaming* is the systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions. The mandate on the mainstreaming strategy comes from the Platform for Action (see [UNESCO, 1995](#)) where mainstreaming was established as the main global strategy for promoting gender equality, required in all the critical areas of concern. Mainstreaming is not about adding on a 'women's component', or even a 'gender equality component', to an existing activity. It involves more than increasing women's participation.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated.

Gender mainstreaming is integral to all decisions and interventions; it concerns the staffing, procedures and cultures of organizations as well as their programmes; and it forms part of the responsibility of all staff. The goal of gender mainstreaming is gender equality (see [EIGE, nd](#)).



KEY IDEA

Gender mainstreaming is not an end in itself but a means towards the goal of gender equality. It is a gender perspective in all types of activities (referred to as gender mainstreaming) and is a globally accepted strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects. Development of an adequate understanding of mainstreaming requires clarity on the related concepts of gender and equality.

2.2 Why is a gender mainstreaming approach necessary?

As gender inequality impacts more significantly on women than men, previous approaches placed women as a target group or gender as an ‘add-on’ in order to improve the position of women. This had limited success as the aim was to improve the position of women without challenging the underlying structural conditions that perpetuate gender inequality. A gender mainstreaming approach involves the redistribution and restructuring of existing resources and power between women and men and challenging the underlying social relations. This ensures the institution as a whole responds more effectively to the needs of both women and men equally, which, in turn, benefits society in general.

A gender mainstreaming approach not only aims to avoid the creation or reinforcement of inequalities, which can have adverse effects on both women and men, it also implies analysing the existing situation to identify inequalities, and working to redress these inequalities and undo the mechanisms that caused them.

More general societal benefits are improved organizational efficiency and productivity, social development and justice, more sustainable development and poverty alleviation, and the creation of a more just and equitable society.



KEY IDEA

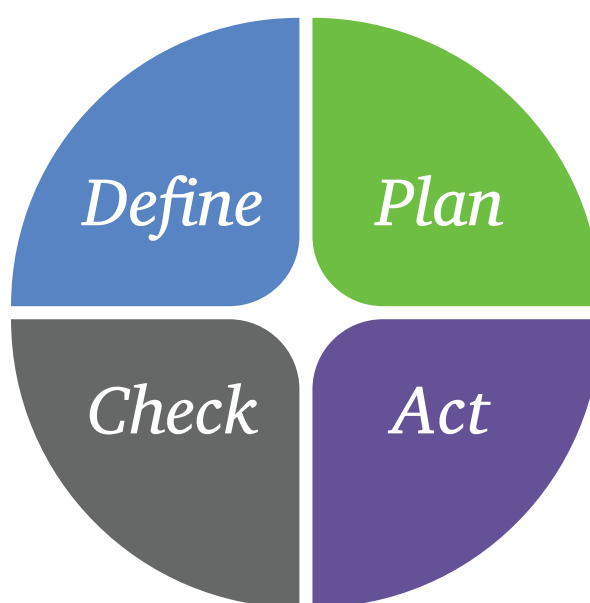
Gender mainstreaming addresses the underlying structural conditions that perpetuate gender inequality in order to develop institutions that respond more effectively to the needs of both men and women. It entails an analysis of existing inequalities in order to address these. Overall, it is aimed at generating more equitable societal benefits; by applying a gender lens to organizational efficiency and productivity, sustainable development and the creation of a more just and equitable society become the ultimate goals.

2.3 What are the core principles of gender mainstreaming?

- Transformation of existing structures, cultures, general working environment and practices as well as attitudes: It is not sufficient to add on women’s concerns to existing systems and structures but requires transformation from a gender perspective.
- Women and men work together: A gender mainstreaming approach involves working with both men and women, rather than working with women only. As gender equality requires balancing the allocation of resources between men and women, both men and women must commit to and be part of the process.
- Consideration of both men and women’s needs and interests in every function of the institution: Gender mainstreaming does not preclude the need for women-specific (or men-specific) measures. Where women’s and men’s needs and interests are different, targeted measures may be needed where disadvantage or gaps are identified. Assumptions that issues are gender-neutral should never be made.
- The commitment to gender equality and active participation of all staff and students throughout the institution: As an institution is the product of its social and cultural environment, attitudes towards gender must be challenged at the level of the individual. The ultimate goal is for a gender equality perspective to become normalized in all working practices, processes and structures.

2.4 What does the gender mainstreaming process entail? (Adapted from EIGE, nd).

It is important to remember that this introductory workshop focuses on gender awareness-raising and sensitization to establish a gender platform that will set in motion the gender mainstreaming process characterized by the following steps: **Define, Plan, Check, Act**. The final action plan that will be developed as part of this workshop aims to help participants to begin to define gender issues in depth and find ways to respond to these in line with the cyclical gender mainstreaming process presented in the diagram below and explained in the table on the following page. However, it is important to remember that each institutional context will differ and require a tailored gender mainstreaming process through participatory processes and gender action planning.



| Stage | Method/Tool | Description |
|--|--|---|
| Defining the issue(s) | Gender analysis Gender statistics Gender impact assessment Gender stakeholder consultation/focus groups | Gathering and analysing qualitative and quantitative sex-disaggregated information to identify gender inequality and gender gaps. Using the findings of the analysis to plan actions, identifying key stakeholders for focus group discussion |
| Planning the resources required | Gender budgeting Gender procurement Gender indicators | Planning the human and financial resources necessary to carry out and monitor the actions and setting indicators to monitor progress |
| Implementing actions | Gender awareness-raising Gender equality training Gender-sensitive institutional transformation | Gender training of stakeholders according to need. Everyone involved in implementation needs to be gender-aware and gender-sensitized. |
| Checking progress | Gender evaluation Gender monitoring Recommendations for planning | Ongoing gender-sensitive monitoring and evaluation according to mechanisms set out in the planning stage. This will feed back into the planning stage of the process |

2.5. Who is responsible for gender mainstreaming?

Gender mainstreaming - as the normalization of a gender perspective through all working practices, processes and structures - ultimately requires the commitment of all staff. Gendered attitudes stem from the social and cultural norms at the level of the individual, so gender sensitization of all staff is key. Staff require skills, knowledge and commitment to create change and for change to be sustainable.

Gender mainstreaming requires political will, commitment and support from the top level of management authority so the process does not become marginalized. Success depends on the ownership of the process by all the stakeholders.

A specific gender structure needs to be established to support and promote gender-related skills and approaches. This is to ensure that gender does not become so 'mainstreamed' that in practice it is forgotten. While this gender structure drives the mainstreaming process, responsibility for implementation is with the entire staff, under the leadership of the top management. The staff requires management support, time and resources and the ability to influence decision making in order to be effective.

Deciding how to roll out a plan for staff gender awareness and a sensitization training programme according to need and priority would form part of the gender mainstreaming action planning process.



KEY IDEA: GENDER MAINSTREAMING

| Gender mainstreaming is: | Gender mainstreaming is not: |
|---|--|
| The concern of women and men | A women-only issue |
| About men and women working together | About only women taking action |
| Transforming the mainstream to allow women and men to participate equally | Tokenism in the form of adding gender policies or women to processes or even cancelling women-specific policies or actions |
| Rethinking and redistributing the roles and responsibilities of women and men for the benefit of both | Only improving the position of women |
| Recognition that the needs and interests of men and women are different and equally valuable and that equality requires identifying (gender-specific) disadvantage and implementing measures to counteract this | Treating men and women as if they have the same needs and interests and implementing measures that reflect this belief |
| The responsibility of everyone in the institution (but with direction from a gender unit/committee) | Confined to a gender unit or assumed as a given |
| Applying a gender perspective to all aspects of working processes and structures | Assuming that some issues, processes and structures are gender-neutral |



REFLECTION POINT

How would you explain the term gender mainstreaming, its purpose, and its core principles? What are the different stages involved in gender mainstreaming? Which stage are we at? Have you been involved in a gender mainstreaming process previously and, if so, which of the methods or tools are you familiar with? What would gender mainstreaming within your institution entail? Where do you think it should start? What challenges would you anticipate? Who do you think should be involved in the process? What type of coordination mechanisms would need to be in place? Are there any existing mechanisms in place that could be built on?

A2.1 Field of changemakers

(estimated time: 25 minutes)

1. Introduce the idea of participants being changemakers not only in their professional lives but also in their personal lives. Post a blank piece of flipchart paper at the front of the group either on a wall or flipchart holder and write the heading 'Field of changemakers' at the top.
2. Invite participants to reflect on what they learnt and discussed the day before. Ask them to identify individual action points which they can introduce into their immediate professional and personal lives related to tackling gender inequality - however small the steps might be.
3. Ask them to write each action point on a sticky note (one colour for personal and another colour for professional). Stress that they need to come up with specific action points rather than learning points. Share a couple of examples (which you may already have picked up during the previous day's discussions) such as talking to their son about a gender-related issue or running one activity from the workshop with a small group of teaching colleagues informally.
4. Give them approximately 10 minutes to come up with action points and then invite them to stick their sticky notes on the blank piece of flipchart paper at the front.
5. You might want to go through the sticky notes making some overall comments on the frequent themes. You won't have time to respond to all of them but can cover the key ones and invite further comments from participants. Another option is for you and your co-facilitator, to go through the sticky notes at first break, writing comments or questions in response to what you have read, for participants to then read or answer.
6. Post the flipchart paper with the action-points on a wall so it can be seen by participants throughout the workshop and invite participants each morning to add more action-points, based on their learning and reflection from the previous day. You may also want to refer to the action points related to their professional lives, when commencing the workshop action planning process at the end of the workshop.

A2.2 Gender mainstreaming

(estimated time: 45 minutes)

1. Ask participants to work in groups of four or five depending on number of participants. Hand out two sheets of poster paper per group. On one sheet ask participants to write on one sheet: **gender mainstreaming is...** On the other sheet they write **gender mainstreaming is not...**
2. Give them approximately 15 minutes to brainstorm ideas and come up with a list on each sheet of paper.
3. Next tell them that you will present a PowerPoint called Gender Mainstreaming. You can find an example presentation under materials and resources for this topic called **A2.2a Gender mainstreaming** PowerPoint presentation.
4. Tell the participants to revise or add to their lists as they listen. Use the buzz lecture approach. This means that you stop presenting after one or two slides to give the groups an opportunity to discuss their ideas and add to the sheets.
5. After the presentation, give out the table called **Key ideas: Gender mainstreaming A2.2b** and **The gender mainstreaming process Table A2.2c** that you can find in the materials and resources section for topic 2.
6. Participants review and clarify issues in plenary.

A2.3 Gender mainstreaming case studies

(estimated time: 90 minutes)

1. Under the materials and resources for topic 2 you will find handout **A2.3 Gender mainstreaming case studies and questions**
2. Divide the participants into groups of four to five. If you have more than three groups, give two groups the same case study or develop your own using the links that we have provided. You can use the case studies provided or find your own to suit your specific context. See footnote below.¹⁴
3. Each group has a different section of the World Vision Ghana gender mainstreaming process. One group will focus on political will; another on technical capacity and accountability, and the third group on organizational culture.
4. Ask them to read the introduction to the case study before they start to read.
5. Tell them to review the questions and then read the case study.
6. When they have finished reading, they should start to discuss the questions in their groups. Tell the participants to refer to the handout called **The gender mainstreaming process A2.2c** that they were given after the PowerPoint presentation.
7. Bring the groups together to share their ideas in plenary. You can put up 4 pieces of flip-chart paper on the wall and write one heading - Define, Plan, Act, Check - on each. As participants provide feedback in the plenary, ask one of the other facilitators or a participant to record the points raised in the plenary on the flip-charts as they relate to each stage of the gender mainstreaming process. There are no set answers and the aim is to encourage questions that they have about the case study and/or gender mainstreaming.

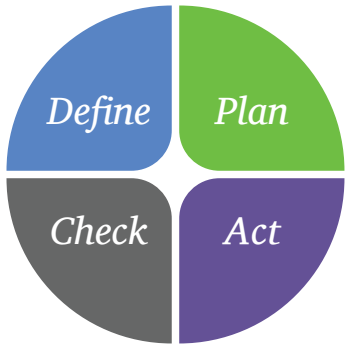
A2.4 Consolidation

You may want to consolidate **Topic 2: Gender mainstreaming** by using the Reflection point questions on page 48. These can be done during the workshop or during participant's own time as a homework task. These questions are useful to refer back to when working on **Topic 5: Workshop action planning**.

REMINDE participants to make notes throughout the workshop as they will use these when developing the workshop action plan in topic 5.

14. www.trocaire.org/sites/trocaire/files/resources/policy/mozambique-gender-case-study.pdf
www.acu.ac.uk/membership/gender-programme/case-study-successful-women-leaders

A2.2a Gender mainstreaming PowerPoint presentation

| | | |
|---|--|--|
| <p>SLIDE 1: Gender mainstreaming Background</p> <ul style="list-style-type: none"> • At Fourth World Conference on Women in Beijing 1995, gender mainstreaming was established as the main strategy to promote gender equality • Policy change from women as 'add-on' to gender as integral | <p>SLIDE 2: Definition</p> <p>Gender mainstreaming is: the systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions</p> <p>integral to all decisions and interventions; it concerns the staffing, procedures and cultures of organizations as well as their programmes</p> | <p>SLIDE 3</p> <p>Gender mainstreaming is the strategy; gender equality is the goal</p> <p>If gender is 'mainstreamed':</p> <p>A gender perspective becomes normalized in all working practices, processes and structures</p> |
| <p>SLIDE 4: Why gender mainstreaming?</p> <ul style="list-style-type: none"> • Targeting improvement of women's position separately had limited success, often marginalized and underfunded. • Underlying structural conditions which cause and perpetuate inequalities must be tackled • Effectiveness (of an institution) depends on responding to the needs and interests of both men and women | <p>SLIDE 5: Main principles</p> <ul style="list-style-type: none"> • Apply a gender lens to existing structures, processes and culture • Recognize women and men's needs and interests as different and equal • Women and men work together to rebalance access and control over resources and power | <p>SLIDE 6: Gender mainstreaming cycle</p>  |
| <p>SLIDE 7</p> <p>Define = gather and analyse qualitative and quantitative sex-disaggregated data to identify gender inequality/gaps. Use findings to plan actions</p> <p>Useful methods/tools include: gender analysis, gender statistics, gender impact assessment, stakeholder consultation, focus groups</p> <p>Plan = plan human and financial resources needed for implementation of actions and monitoring progress</p> <p>Useful tools/methods: gender budgeting, procurement and indicators</p> | <p>SLIDE 8</p> <p>Act = implementing planned actions to transform institution. All involved in implementation must be gender-aware and gender-sensitized</p> <p>Useful tools/methods: gender awareness-raising, gender equality training</p> <p>Check = ongoing gender-sensitive monitoring and evaluation according to mechanisms set out in planning stage. This feeds back into planning and the cycle continues</p> | <p>SLIDE 9: Who is involved?</p> <ul style="list-style-type: none"> • Ownership and commitment by all stakeholders necessary for mainstreaming. • All staff involved in implementation need to be gender-aware • Political will, support and commitment from the top to lead and authorize process • Gender structure/focal point to support and promote gender skills and approaches but overall responsibility for gender lies with all staff |

A2.2b Key ideas: gender mainstreaming

| Key ideas: gender mainstreaming | |
|---|--|
| Gender mainstreaming is: | Gender mainstreaming is not: |
| The concern of women and men | A women-only issue |
| About men and women working together | About only women taking action |
| Transforming the mainstream to allow women and men to participate equally | Tokenism in the form of adding gender policies or women to processes or even cancelling women-specific policies or actions |
| Rethinking and redistributing the roles and responsibilities of women and men for the benefit of both | Only improving the position of women |
| Recognition that the needs and interests of men and women are different and equally valuable and that equality requires identifying (gender-specific) disadvantage and implementing measures to counteract this | Treating men and women as if they have the same needs and interests and implementing measures that reflect this belief |
| The responsibility of everyone in the institution (but with direction from a gender unit/committee) | Confined to a gender unit or assumed as a given |
| Applying a gender perspective to all aspects of working processes and structures | Assuming that some issues, processes and structures are gender-neutral |

A2.2c The gender mainstreaming process table

| Stage | Method/Tool | Description |
|--|--|---|
| Defining the issue(s) | Gender analysis Gender statistics Gender impact assessment Gender stakeholder consultation/focus groups | Gathering and analysing qualitative and quantitative sex-disaggregated information to identify gender inequality and gender gaps. Using the findings of the analysis to plan actions, identifying key stakeholders for focus group discussion |
| Planning the resources required | Gender budgeting Gender procurement Gender indicators | Planning the human and financial resources necessary to carry out and monitor the actions and setting indicators to monitor progress |
| Implementing actions | Gender awareness-raising Gender equality training Gender-sensitive institutional transformation | Gender training of stakeholders according to need. Everyone involved in implementation needs to be gender-aware and gender-sensitized. |
| Checking progress | Gender evaluation Gender monitoring Recommendations for planning | Ongoing gender-sensitive monitoring and evaluation according to mechanisms set out in the planning stage. This will feed back into the planning stage of the process |

A2.3 Gender mainstreaming case studies and questions

This exercise includes excerpts from:

James-Sebro, Meryl (2005) Revealing the Power of Gender Mainstreaming:

Enhancing the Development Effectiveness of Non-Governmental Organizations in Africa. Washington DC: InterAction's Commission on the Advancement of Women. Retrieved from: www.interaction.org/sites/default/files/Revealing%20Power%20of%20Gender%20Mainstreaming.pdf

This exercise is designed for three groups, each of which work with a different excerpt from the full text.

Group 1: Political will

- Read the case study allocated to your group.
- When you have finished, discuss the questions below.

Please note that you might not find answers to all the questions below in this section of the case study.

CASE STUDY: WORLD VISION GHANA

In the global World Vision International operations, gender mainstreaming became a continual process that began with explaining the concept of gender to staff and sensitizing women and men to its critical role in effective development. The driving force behind gender mainstreaming approaches for World Vision Ghana became identification of women and children as an especially vulnerable section of the population and acknowledgment of the cultural norms that subordinate women.

In Ghana, the first step involved a basic needs assessment of field projects, followed by a gender analysis, “aimed at placing needs within the relational, social, economics, and political dynamics of the community.” Capacity building and training followed. Even before training, many of the midlevel Area Development Programme (ADP) managers were found to be knowledgeable, conversant with gender issues and concepts, and implementing gender strategies. Once they identified gender gaps or specific approaches to adjusting gender imbalances, ADPs designed program interventions within the development framework of the sectoral “ministries,” and paid close attention to the different ways in which they affected women, men, girls and boys. These staff-designed programs became the critical entry point for gender mainstreaming and the basis for measuring the impact and effectiveness of gender mainstreaming Initiatives.

World Vision Ghana carried out gender mainstreaming, based on the Gender Integration Framework that includes political will, technical capacity, accountability, and organizational culture.

Political will

Gender mainstreaming mandated globally

Initially mandated through the World Vision global headquarters in California, gender mainstreaming was transmitted to the Ghana National Director who shared the concern, understanding, and awareness of the value of women to the development process. This directive led to the drafting of national strategies that clarified and communicated the meaning of gender mainstreaming as “cutting across all daily activities, either in administration, project design, implementation, and/or especially on the ground.”

Ghana hires a gender coordinator and conducts needs assessment

When gender integration approaches began to shift from Women and Development (WID) to Gender and Development (GAD) in 1990, World Vision Ghana appointed a Gender Coordinator and conducted a gender needs assessment. The initial gender policy, which was developed for WID in 1992, was modified to reflect gender in June 1999 and revised in March 2002. Its stated purpose: “To set parameters for commitment, attitudes and action relating to the integration of gender issues within World Vision’s mission.”

Ghana forms gender task force and gender action plan

A World Vision Ghana Gender Task Force was formed and a Gender Action Plan 2002-2005 was drafted for approval and implementation by senior management.

Budget funds committed to gender action plan in Ghana

To carry out the Action Plan, 2% of the annual budget was allocated for gender issues.

Ghana analysis of employment patterns

After employment patterns revealed that men occupied all senior management positions, World Vision Ghana made a deliberate attempt to involve more women in decision-making processes, with specific emphasis on improving the gender balance on committees and teams. Finding qualified women presented a major difficulty.

CASE STUDY: WORLD VISION GHANA – CONTINUED

Temporary moratorium on hiring and promotion of men

World Vision Ghana instituted a two-year moratorium on the hiring and promotion of men, a policy that initially displeased most of the men. Currently three women are represented among the 20 senior management staff in Ghana. Women now occupy seven key positions as Ghana Area Development Program Managers (ADPs) that, prior to gender mainstreaming, had been filled by men.

New employment patterns in field offices

In the field, women were intentionally employed at all levels for new projects. A gender mainstreaming focus pinpointed the need to specifically target women in program design and implementation. Getting qualified women, however, presented a major difficulty. Imbalance mostly lay in the more technical areas, such as water management where women apparently either do not want to work or are not adequately trained.

“In the northern sector, not a lot more women have gained the knowledge and the education to the level we want, but yet we are still improving, with the point that we want women”.— Male senior staff member

National Director publicly supports Gender Coordinator

The Ghana National Director gave public support to the Ghana Gender Coordinator during staff workshops on gender initiatives. His attendance and participation in gender analysis workshops, which included all male and female staff, communicated the seriousness attached to the process. One workshop participant said:

“Before this workshop, I used to think that everything about gender was about women alone and a challenge to men. But now, I have come to understand that gender is really for the betterment of society as a whole and not for its disintegration”.— Gender training workshop participant

Expanded parental leave policy

As further evidence of political will, World Vision Ghana revised its parental leave policy, thereby increasing maternity leave to 12 weeks, giving male employees a paternity leave of five days, and providing time off for breastfeeding for women who returned to work (each afternoon off for the first two months and two hours off for the next three months).

Questions:

1. How does the gender mainstreaming approaches and initiatives described in this section of the case study relate to the different stages and methods/tools presented in previous activities (A2.2a and A2.2b)?
2. Who is responsible for the gender mainstreaming process?
3. Why is it necessary to maintain a gender unit/focal point if gender is to be mainstreamed throughout the institution and is the responsibility of everyone?
4. Is the gender mainstreaming approach adding on a ‘women’s perspective’ or a ‘gender equality component’?
5. How is the commitment and involvement of men approached and why is it necessary?

Group 2: Technical capacity and accountability

- Read the case study allocated to your group.
- When you have finished, discuss the questions below.

Please note that you might not find answers to all the questions below in this section of the case study.

CASE STUDY: WORLD VISION GHANA

In the global World Vision International operations, gender mainstreaming became a continual process that began with explaining the concept of gender to staff and sensitizing women and men to its critical role in effective development. The driving force behind gender mainstreaming approaches for World Vision Ghana became identification of women and children as an especially vulnerable section of the population and acknowledgment of the cultural norms that subordinate women.

In Ghana, the first step involved a basic needs assessment of field projects, followed by a gender analysis, “aimed at placing needs within the relational, social, economics, and political dynamics of the community.” Capacity building and training followed. Even before training, many of the midlevel Area Development Programme (ADP) managers were found to be knowledgeable, conversant with gender issues and concepts, and implementing gender strategies. Once they identified gender gaps or specific approaches to adjusting gender imbalances, ADPs designed program interventions within the development framework of the sectoral “ministries,” and paid close attention to the different ways in which they affected women, men, girls and boys. These staff-designed programs became the critical entry point for gender mainstreaming and the basis for measuring the impact and effectiveness of gender mainstreaming Initiatives.

World Vision Ghana carried out gender mainstreaming, based on the Gender Integration Framework that includes political will, technical capacity, accountability, and organizational culture.

Technical capacity

Gender audit conducted

The CAW (InterAction’s Committee on the Advancement of Women) Gender Audit was conducted from July – September 2002 in Ghana. All staff were involved, and they participated in training that increased gender awareness and support for the integration of gender into programs and projects.

Recognition that staff capacity is critical

The organization quickly recognized staff capability as critical to successful gender mainstreaming. The organization contracted an external consultant to facilitate workshops and training sessions and to conduct gender audits. Gender analysis training, which began in January 2003, is ongoing.

Increase in recruitment and promotion of women

In Ghana, capacity building, which was developed through training and research, led to an impressive increase in the number of women at the middle management level from 27 to 45, compared with 55 men. These women were both recruited and promoted, and they represent a cohort from which women will eventually be promoted to senior management positions.

Gender analysis information shapes policies and programmes

Information gathered through the gender analysis was used to inform the design of programs and policies to ensure that gender concerns were taken into consideration and to ensure that women and men, boys and girls fully participate in and benefit from development efforts.

CASE STUDY: WORLD VISION GHANA – CONTINUED

Accountability

National Director and HR Manager accountable for success

The National Director and Human Resources Manager are both held accountable for gender mainstreaming. While the Gender Coordinator is charged with the responsibility of gender mainstreaming, the National Director provides support and ensures that gender is addressed in the strategic plan. Several committees were formed to make decisions on gender issues.

Staff monitor and evaluate gender mainstreaming

The Area Development Programme officers (ADPs) monitored and evaluated the gender mainstreaming. The Gender Coordinator developed a checklist to establish, implement, and monitor the gender mainstreaming process.

Questions:

1. How does the gender mainstreaming approaches and initiatives described in this section of the case study relate to the different stages and methods/tools presented in the previous activity?
2. Who is responsible for the gender mainstreaming process?
3. Why is it necessary to maintain a gender unit/focal point if gender is to be mainstreamed throughout the institution and is the responsibility of everyone?
4. Is the gender mainstreaming approach adding on a 'women's perspective' or a 'gender equality component'?
5. How is the commitment and involvement of men approached and why is it necessary?

Group 3: Organizational culture

- Read the case study allocated to your group.
- When you have finished, discuss the questions below.

Please note that you might not find answers to all the questions below in this section of the case study.

CASE STUDY: WORLD VISION GHANA

In the global World Vision International operations, gender mainstreaming became a continual process that began with explaining the concept of gender to staff and sensitizing women and men to its critical role in effective development. The driving force behind gender mainstreaming approaches for World Vision Ghana became identification of women and children as an especially vulnerable section of the population and acknowledgment of the cultural norms that subordinate women.

In Ghana, the first step involved a basic needs assessment of field projects, followed by a gender analysis, “aimed at placing needs within the relational, social, economics, and political dynamics of the community.” Capacity building and training followed. Even before training, many of the midlevel Area Development Programme (ADP) managers were found to be knowledgeable, conversant with gender issues and concepts, and implementing gender strategies. Once they identified gender gaps or specific approaches to adjusting gender imbalances, ADPs designed program interventions within the development framework of the sectoral “ministries,” and paid close attention to the different ways in which they affected women, men, girls and boys. These staff-designed programs became the critical entry point for gender mainstreaming and the basis for measuring the impact and effectiveness of gender mainstreaming Initiatives.

World Vision Ghana carried out gender mainstreaming, based on the Gender Integration Framework that includes political will, technical capacity, accountability, and organizational culture.

Organizational culture

Support increased for including men in mainstreaming

Staff members reported a more positive attitude change in staff with respect to the value of men’s inclusion in gender mainstreaming approaches. In general, development was perceived as support given to people in order to develop their own potential:

“It’s a continuous process. It’s not a nine-day wonder, and with gender mainstreaming, both men and women are made conscious of their capacity to improve their quality of life through the development of their potential”. — Male senior staff member

People applaud positive role models in women managers

Despite concern by some men over affirmative action strategies for women, many men expressed a measure of pride in the positive role models that women managers provided. They were particularly proud of the “positive influence” of this progressive action on a society in which women had been constrained from full professional development.

“Before men were talking to women [in the communities] who did all of the work. Now women are talking to women who do work and contribute to the effectiveness of the work”. — Male senior staff member

Men acknowledge relevance of gender mainstreaming to both sexes

Internally, there was a recognition and appreciation of the various cultural backgrounds from which members of staff came. Men, in particular, acknowledged the learning process and the relevance of gender mainstreaming in their own lives. After exposure to gender mainstreaming issues, many learned to appreciate that they need to deal:

“...more gently with women, to understand women in a different way, and to come to the realization that we need to support women in a more friendly way”. — Male senior staff member

CASE STUDY: WORLD VISION GHANA – CONTINUED

Women take active role in self-development

Many women responded by taking a more active role in their own self-development through studying and self-teaching in order to move to higher positions.

“But I believe in all these things that we’re learning, we should be patient to give more training and more support. Whether they want to behave immaturity or not, I believe the answer is more training, a lot more patience, so that eventually we will bring them up to the level, because I believe we have a responsibility to move women up.” — Male senior staff member

Women working for other women

Mention was made of the negative response from some women who resisted other women coming to work for them. However, success in training, employing, and promoting women remains a notable program change at the organizational level that is reflected in increased project success at the community level.

Initial negative reaction from male employees

The organization’s bold moves were not entirely supported in Ghana, as many men felt that the appointment of more women implied that “you want to tone down the quality of your work.” Many male employees were very uncomfortable with this explicit attempt at “restitution.” Some men feared that the work would not progress as quickly because “the ladies would fall ill.” Others expressed dissatisfaction that their workloads increased because they were required to do the work of the women on maternity leave. In one department, after more women were hired, the staff of eight was subsequently drastically reduced to three men. Three of the women took maternity leave and the other two left to join their husbands who were relocating.

Some Men Support Gender Mainstreaming

In support of gender integration, one senior staff member pointed to the meticulous work of a woman with whom he had worked for 19 years and who is a mother, performing with equal excellence in organizing her family life. He suggested that everyone should learn time management skills from women because Africa has paid a high price for failing to efficiently manage time. However, another male senior staff member, while generally supportive, pointed to the lack of information and proper communication as a major obstacle to gender mainstreaming:

“...except when you don’t educate men and women, and they think that gender mainstreaming means feminism, then it goes a long way to destroying communities. They need to know that gender means the cohabitation [cooperation] of men and women”. — Male senior staff member

Questions:

1. How does the gender mainstreaming approaches and initiatives described in this section of the case study relate to the different stages and methods/tools presented in the previous activity?
2. Who is responsible for the gender mainstreaming process?
3. Why is it necessary to maintain a gender unit/focal point if gender is to be mainstreamed throughout the institution and is the responsibility of everyone?
4. Is the gender mainstreaming approach adding on a ‘women’s perspective’ or a ‘gender equality component’?
5. How is the commitment and involvement of men approached and why is it necessary?

Topic 3

The global higher education gender context

Learning outcomes

In this topic, we aim to assist participants to develop awareness about the global higher education (HE) context by:

- Identifying the main gender gaps on a global level
- Understanding the causes of the gaps
- Understanding the specific impact of the gaps on gender equality



3.1 What are the gender gaps in higher education on a global level?

In the Fourth World Conference on Women in Beijing in 1995, the international community reached a consensus on gender equality in education, recognizing that educating girls and women respects a basic human right, is a cornerstone to development, and key to social and political development. The Millennium Development Goal Target 3 Gender Equality in Education aimed to eliminate gender disparity in all levels of education by 2015. Parity was almost attained in primary education but not in secondary or tertiary education. The Sustainable Development Goal 5 aims to achieve gender equality and empower all women and girls, and Goal 4, focusing on inclusive, equitable and quality education aims to eliminate gender disparities and ensure equal access for all men and women to all levels of education, including university, by 2030.

Enrolment

Much progress has been made over the past 40 years to narrow the gender gaps in higher education (HE) enrolment across the world. [UNESCO \(2012\)](#) indicates that women's enrolment has increased twice as fast as that of men to the extent that in 103 out of 149 countries in the world, women's enrolment in HE now equals or exceeds that of men. UNESCO attributes this increase to reasons including 'social mobility, enhanced income potential and international pressure to narrow the gender gap'.

National wealth plays a part in the nature of the gender gap in enrolment. A rise in national wealth generally corresponds with a narrowing of the gender gap in higher education so countries with a lower GDP per capita tend to favour male enrolment in higher education (eg. Sub-Saharan Africa, South and West Asia) and those with higher GDP favour women (e.g. North America, Western Europe). There are some interesting exceptions however, notably Japan with a high GDP but only 45% female graduates ([van Damme, 2016](#)) and the Philippines and Lesotho with middle income range but high participation of women in HE. ([UNESCO, 2012](#)).

However a narrow focus on HE enrolment rates masks marked gender disparities both among student's educational participation and achievement and most notably among academic staff worldwide.

Attainment

On the student side, gender gaps appear at the highest (PhD) level of academic study, even in countries where female enrolment outnumbers that of men. Despite women performing better academically than men, this does not lead to progression in the level of academic study. In Europe, women form 55% of student enrolments but 59% of graduates, indicating higher performance than men. However, only 46% of PhD entrants are

female. This trend continues when research becomes an employment option. Globally 29% of researchers are women ([UNESCO, 2012](#)), highlighting the considerable barriers for women in advancing research careers.

Subject choice

Significant gender bias remains in academic subject choice. Although this varies regionally, there is a tendency for women to be underrepresented in STEM (Science, Engineering, Technology and Maths). In Germany and Japan, women make up fewer than 25% of science and engineering students ([van Damme, 2016](#)). Central Asia is an exception where science is favoured by women ([UNESCO, 2012](#)). Subjects such as life sciences, business, law and education tend to be feminized whereas manufacturing, engineering and construction are male-dominated. Women account for 70% life sciences students in Arab States, Central & East Europe.

Academic staff

When gender gaps in academic staff worldwide are analysed, the results reveal a near universal culture of male-dominated institutions. The gaps persist even in the most developed nations, where the battle for gender equality has been fought for decades ([Grove, 2013](#); [Catalyst, 2015](#)).

Worldwide women are underrepresented in academic positions at HE level. Only 33% of academic staff globally are women. The widest gap is found in Japan where only 12.7% of academic staff at Japan's top-rated universities are women. Turkey comes close to gender parity with 47.5% female academics ([Grove, 2013](#)).

Seniority

Even where women are well represented overall, the gender gaps are particularly evident among the highest paid, highest status, decision-making and leadership ranks. In the UK, women hold 34.6% of academic positions but only 22.4% of professorships and 14% of

heads of institutions ([Catalyst, 2015](#)). In Europe 45% of Grade C staff are women but only 21% of Grade A academic staff ([SHE Figures, 2015: p126](#)). Grading represents the level of seniority, with grade A representing the highest post at which research is conducted, typically corresponding to the rank of full professor. In Turkey, where close to half of the academic staff are female, only 7% of university vice-chancellors are women.

Gender pay gap

Where women are represented in higher academic positions, they are paid less. In the UK, female academic staff are paid 11.4% less than their male counterparts ([Grove, 2015](#)) and up to 27% less in some institutions ([Catalyst, 2015](#)). In Australia, men command higher pay and more 'perks' (ie. discretionary allowances to fund research and travel) than women, with a gender pay gap of 15% ([Catalyst, 2015](#)). Men also have a higher success rate when it comes to accessing research funding ([European Union, 2016](#)).

Subject bias

The trend in subject bias observed among students continues into gender differences in teaching subject areas. In Europe, while women account for 43% of academics in arts and humanities, they are only 19% in physical sciences and 15.6% in engineering and technology. Within the subject areas, the proportion of women falls as the level of seniority rises. In Europe, 7.9% of engineering and technology professors are women ([European Union, 2016](#)).

Research

There is a significant gender gap in the area of research. Only 29% of researchers globally are women ([UNESCO, 2012](#)). Following on from the previously noted sharp drop in women studying at PhD level, women are also underrepresented



KEY IDEA: GLOBAL TRENDS IN GENDER GAPS ¹⁵

| | Gender Gap | Example |
|----------------------------|---|---|
| Student enrolment | Women still underrepresented in countries with low GDP per capita, sub-Saharan Africa, South and West Asia, Japan | Student enrolment in tertiary education in Sub-Saharan Africa is 62 female students for every 100 male, and in South West Asia 74 women for every 100 men |
| Student attainment | Gender gap favouring women reverses at higher academic level | In Europe women 55% bachelor degree enrolment but 46% of PhD entrants |
| Student subject choice | Gendered subject choices: women underrepresented in STEM subjects, manufacturing and construction; feminization of subjects eg. life sciences, social sciences, business, law | In Germany and Japan women less than 25% science and engineering students. Women are 70% life sciences students in Arab States, Central & East Europe |
| Women academic staff | Women are underrepresented in academic positions at HE. (Grove, 2013) | Only 33% of academic staff globally are women. Japan has only 12.7% female academic staff. By comparison, Turkey has 47.5% female academics at the top five universities |
| Academic seniority | Gender gap widens with seniority | In UK women are 34.6% of academics, 14% of institution heads. In Europe 45% of Grade C staff and 21% Grade A staff are women. In Turkey 47.5% academic staff are female, only 7% of university vice-chancellors |
| Gender pay gap | Women are paid less than men in the same academic positions | In the UK female academic staff are paid 11.4% less than their male counterparts. In Australia the gender pay gap is 15% |
| Access to research funding | Men have a higher success rate in access to research funding | Success rate in EU of funding applications is 31.8% for men, 27.4% for women |
| Subject bias | Gendered subject choice leads to the same gender bias in subject area at teaching level. (European Union, 2016) | In the EU women are 43% of arts and humanities academics, 19% in physical sciences, 15.6% in engineering and technology |
| Women researchers | Women are severely underrepresented in research | Only 29% of researchers globally are women |

15. More recent data sources might have become available since this toolkit was printed. Facilitators should use the most recent data and statistics available.

when it comes to research as a career choice.

Wider society

The fact that women's overrepresentation at the initial stages of higher education does not translate into academic careers

is mirrored in the wider society where women are underrepresented in decision-making and leadership positions. Significant barriers remain to achieve the same work opportunities as men. Well-educated women often end up not using their full skills and education in employment.

3.2 What is the impact of these gender gaps at the higher education level on gender equality?

- **Unfulfilled potential:** The statistics show that where women are enrolled they often outperform men. The gender gaps that appear illustrate that women are not being enabled to reach their potential. This is a waste of a valuable resource for a country's social and economic development.
- **Gendered occupational segregation:** Higher education is where the most highly skilled and knowledgeable workforce is trained, in particular political and economic leaders. Gender gaps in subjects studied in higher education affect the pool from which professionals and leaders can be selected, so gender inequality will be perpetuated in the wider society among professionals and leadership positions.
- **Unequal access to economic resources:** Lower attainment levels for women means women are less able to compete with men for employment opportunities with the highest wage earning power.
- **Lack of role models:** Fewer women visible in professional and decision-making positions as role models for young girls. Role models in traditionally male-dominated positions inspire girls to achieve more highly and to combat gender discrimination and sex-segregation in their communities. The gender differences in subject choice perpetuate gender stereotypes about suitable subjects for men and women.
- **Increased vulnerability and risk of sexual harassment:** Where women are disproportionately represented, the patriarchal cultural values and gender stereotypes prevail, resulting in the increased vulnerability of women and risk of sexual harassment.
- **Lack of return on economic investment:** Much economic investment has been made to improve women's access to HE. If women cannot progress to reach their full academic and career potential in the HE sector, this represents a lack of return on the investment made in their education.



KEY IDEA

The impact of gender gaps in HE include a lack of return on the investment made in girls' education, the unfulfilled potential of a valuable resource. The gender gaps cause a labour force segregated by gender and a lack of role models to inspire change in existing gender stereotypes. If these gaps are not addressed, then gender inequalities will persist. However, in order to address these gaps, we need to identify the underlying causes.

3.3 What are the underlying causes of the gender gaps?

- **Gender stereotyping:** Cultural gender stereotyping of professions in and outside the education system dictates subject choice for students and subject specialities for academic staff. Women may be forced into low-level, high-volume administrative positions, with little scope for promotion, whereas men assume more career-enhancing positions. Cultural perceptions that leadership positions are more suited to men may hinder women's career advancement. Women may have lower levels of ambition and self-confidence due to stereotypes that they are less likely to succeed or are less competent.
- **Lack of female role models:** The underrepresentation of women in academia and leadership positions reinforces stereotypical attitudes about suitable careers for men and women in a self-perpetuating cycle. Gender differences in subject choice results in lack of female role models in professions which are typically male-dominated (e.g. STEM subjects, research, academia). This discourages women from considering these professions.
- **Maternity and other family obligations:** Having children impacts more negatively on a woman's career than a man's. Women are more likely to assume parental obligations with a resulting negative impact on their career advancement. Women may be more reluctant to take on positions that limit their ability to balance work and family life. Countries like Turkey where extended family assist with childcare have a higher proportion of women returning to work after having children.
- **Working conditions:** Requirements such as long hours, an unpredictable schedule, and extensive travel internationally may hinder a female academic's research potential and career progression.
- **Workplace culture:** Unconscious male bias and the association of men with leadership and decision-making results in male-dominated departments, interview boards and journal editors, and performance indicators and promotion criteria which favour men. This creates a 'glass ceiling' effect that hinders women from advancing their academic career and is self-perpetuating. The association of academic career advancement with male characteristics such as aggression and competitiveness is a deterrent to women. Sexual harassment can also be an issue in male-dominated environments. The gender pay gap may deter women from pursuing a career in academia.



KEY IDEA

Many of the underlying causes of gender gaps relate to the gender stereotypes of a given culture that dictate suitable roles and professions for men and women. This also affects self confidence and ambition. The lack of role models in non-traditional positions reinforces gender stereotypes. Women are more constrained than men by unpaid family obligations which affect career choice where assistance is not available. Within the institution, the prevailing male domination leads to working conditions and a culture which favours men and is self-perpetuating. Sexual harassment is often a problem in a working environment where women are a minority.



REFLECTION POINT

What types of gender gaps are there in HE on a global level? Why do you think there is such a male bias in some countries and not others (e.g STEM subjects in Central Asia and greater female academic staff representation in Turkey?) What is the impact of gender gaps on gender equality? Why do gender gaps persist globally despite gains in social and economic development? What are some of the underlying causes of gender gaps? Why is it so important to close the gaps?

Topic 3 - Suggested activities

A3.1 Icebreaker

(estimated time: refer to Icebreaker activity sheet)

Start with an activity or game selected from the **Icebreaker activity sheet on page 20-22**.

A3.2 Higher education: the international context

(estimated time: 60 minutes)

1. Put the participants into groups of four or five. Tell them that they will be given a quiz. Use the PowerPoint presentation **The international HEd. context quiz A3.2** that you can find in the materials and resources section for topic 3.
2. Present the first question from SLIDE 1 and allow participants to briefly discuss their responses. Then present SLIDE 1 and the corresponding examples. Continue with each slide until you come to SLIDE 9. The presentation should take approximately 45 minutes. Encourage discussion by allowing time for questions and clarifications between each slide.
3. Spend the last 15 minutes of the activity by opening up the discussion in plenary. You can use the questions on SLIDE 9.

A3.3 Where have all the women gone?

(estimated time: 90 minutes)

1. To consolidate the previous activity, write the following question on the board: Why do women leave academia?
2. Ask participants to briefly share their thoughts in pairs.
3. Next ask them to read an article called **“Why women leave academia and why universities should be worried” A3.3** that you can find in the section materials and resources for topic 3. Give them a good time to read and make sure that you are ready to explain any parts of that article that they find challenging. You should allow about 20 minutes.
4. When they have finished reading, ask them to briefly discuss what they have learned from the article that can help them to answer the question on the board.
5. Next, ask them to work in groups of four or five to answer the question: *“What are the underlying causes for women to be missing from leading institutions, particularly at senior management levels?”* Give them approximately 20 minutes. One member of the group should take notes.
6. Open up the discussion in plenary by asking one group to report back. The other groups can add anything new. The facilitator should refer to the **Read and reflect** section and in particular section 3.3 in order to support the discussion.
7. If time permits, develop the plenary discussion by asking: *Where does your university stand globally?* **Remember** that **Topic 4: The national and local level context** will focus on the national and local contexts in more detail and so this discussion is intended as an introduction and should not be lengthy or in any depth.
8. You can close this activity by giving the participants the handout called **What are the underlying causes of the gender gap A3.4**.

A3.4 Consolidation

You may want to consolidate **Topic 3: The global higher education gender context** by using the **Reflection point** questions on page 65. These can be done during the workshop or during participant’s own time as a homework task.

REMIND participants to make notes throughout the workshop as they will use these when developing the workshop action plan in topic 5.

A3.2 The international HEd. context quiz

It is important to develop your own PowerPoint in order to familiarize yourself with the information. This is an example only. Depending on which country and institutional context you are working in you should adapt the presentation and use the slides most relevant to your participants.¹⁶

| | | |
|--|--|---|
| <p>SLIDE 1: Student enrolment</p> <p><i>Do you think women are underrepresented at the HE level in countries with low GDP, high GDP, or both?</i></p> <p>Women still underrepresented in countries with low GDP per capita, e.g sub-Saharan Africa, South and West Asia, but also Japan with high GDP</p> <p>E.g. Japan 45% graduates are women</p> | <p>SLIDE 2: Student attainment</p> <p><i>Do you think that there are more women than men who pursue a PhD in Europe?</i></p> <p>E.g. In Europe, women make up 55% bachelor degree enrolment but only 46% of PhD entrants</p> | <p>SLIDE 3: Student subject choice</p> <p><i>What do you understand by the term “feminization of subjects”?</i></p> <p>Women are underrepresented in STEM subjects, engineering, manufacturing and construction;</p> <p>There are far larger numbers of women in certain subject. eg. life sciences, social sciences, business, law</p> <p>E.g. Germany, Japan women less than 25% science and engineering Women 70% Life Sciences in Arab States, Central & East Europe</p> |
| <p>SLIDE 4: Women academic staff</p> <p><i>Are women equally represented in academic positions at HE?</i></p> <p>E.g. Only 33% of academic staff globally are women. Japan has only 12.7%, Turkey 47.5% female academics</p> | <p>SLIDE 5: Academic seniority</p> <p><i>Do you think women progress at the same rate as men up the academic career ladder?</i></p> <p>E.g. In UK: women are 34.6% academics, 14% institution heads. In Europe: 45% Grade C staff, 31% Grade A staff are women. In Turkey 47.5% academic staff are female, but only 7% of university vice-chancellors</p> | <p>SLIDE 6: Gender pay gap</p> <p><i>Is there a pay gap between women and men within academia?</i></p> <p>E.g. In the UK female academic staff are on average paid 11.3% less than their male counterparts. In Australia the gender pay gap is 15%</p> |

16. The information and statistics used in the slides are from:

- Catalyst (2015, July 9). Quick Take: Women in Academia. New York: Catalyst. Retrieved from: <http://www.catalyst.org/knowledge/women-academia>
 - van Damme, Dirk. (2016, Jan. 11). Is the Gender Gap in Higher Education Widening? Jan 11, 2016. Education and Skills Today. OECD. Retrieved from: oecdeducationtoday.blogspot.ie/2016/01/is-gender-gap-in-higher-education.html
 - European Union (2016). SHE Figures 2015. Retrieved from: ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf
 - Grove, J. (2013). Global Gender Index 2013. The Times Higher Education. Retrieved from: <https://www.timeshighereducation.com/features/global-gender-index-2013/2003517.article>
 - Lariviere, V. et al (2013). Bibliometrics: global gender disparities in science. Retrieved at: <http://www.nature.com/news/bibliometrics-global-gender-disparities-in-science-1.14321>
 - UNESCO (2012). World Atlas of Gender Equality in Education. Paris: UNESCO. Retrieved from: www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012.pdf
 - Wilson, R (2012). Scholarly publishing's gender gap. Retrieved from <https://www.chronicle.com/article/The-Hard-Numbers-Behind/135236>
- More recent data sources might have become available since this toolkit was printed. Facilitators should use the most recent data available and be prepared to provide data sources to the participants.

Topic 3 - Suggested materials and resources

| | | |
|---|---|---|
| <p>SLIDE 7: Research</p> <p><i>What % of women are researchers globally?</i></p> <p>E.g. Only 29% of researchers globally are women</p> <p>Men have a higher success rate in access to research funding</p> <p>E.g. Success rate in EU of funding applications is 31.8% for men, 27.4% for women</p> | <p>SLIDE 8: Subject bias</p> <p><i>What is the impact of the gender gap on subject specialization?</i></p> <p>Gender bias in subject choice leads to the same gender bias in subject area at teaching level</p> <p>E.g. In EU women are 43% arts and humanities academics, 19% physical sciences, 15.6% engineering and technology</p> | <p>SLIDE 9: Why is gender an important consideration in research?</p> <p><i>Why is gender an important consideration in research?</i></p> <ul style="list-style-type: none"> - Often a gender neutral approach is taken, which can lead to a normative male model. - Scientific studies on humans and animals tend to use a majority of male subjects and do not consider results according to sex and gender. |
| <p>SLIDE 10: Publishing and research impact</p> <p><i>Publishing and research impact</i></p> <ul style="list-style-type: none"> - <i>The proportion of women authors with published academic journal articles is increasing</i> - <i>Women are underrepresented as first and last authors</i> - <i>Papers with women listed in key authorship positions receive fewer citations than those with men</i> | <p>SLIDE 11: Discussion</p> <p><i>Did any of these findings surprise you?</i></p> <p><i>Why?</i></p> | |

A3.3 Reading: “Why women leave academia and why universities should be worried”

Share the article **Why women leave academia and why universities should be worried**, Curt Rice, Guardian, 2012, www.theguardian.com/higher-education-network/blog/2012/may/24/why-women-leave-academia

After reading discuss:

1. Did any of the results of the study surprise you?
2. Why?

A3.4 What are the underlying causes of the gender gaps?

- **Gender stereotyping:** Cultural gender stereotyping of professions in and outside the education system dictates subject choice for students and subject specialities for academic staff. Women may be forced into low-level, high-volume administrative positions, with little scope for promotion, whereas men assume more career-enhancing positions. Cultural perceptions that leadership positions are more suited to men may hinder women's career advancement. Women may have lower levels of ambition and self-confidence due to stereotypes that they are less likely to succeed or are less competent.
- **Lack of female role models:** The underrepresentation of women in academia and leadership positions reinforces stereotypical attitudes about suitable careers for men and women in a self-perpetuating cycle. Gender differences in subject choice results in lack of female role models in professions which are typically male-dominated (e.g. STEM subjects, research, academia). This discourages women from considering these professions.
- **Maternity and other family obligations:** Having children impacts more negatively on a woman's career than a man's. Women are more likely to assume parental obligations with a resulting negative impact on their career advancement. Women may be more reluctant to take on positions which limit their ability to balance work and family life. Countries like Turkey where extended family assist with childcare have a higher proportion of women returning to work after having children.
- **Working conditions:** Requirements such as long hours, an unpredictable schedule, and extensive travel internationally may hinder a female academic's research potential and career progression.
- **Workplace culture:** Unconscious male bias and the association of men with leadership and decision-making results in male-dominated departments, interview boards and journal editors, and performance indicators and promotion criteria which favour men. This creates a 'glass ceiling' effect which hinders women from advancing their academic career and is self-perpetuating. The association of academic career advancement with male characteristics such as aggression and competitiveness is a deterrent to women. Sexual harassment can also be an issue in male-dominated environments. The gender pay gap may deter women from pursuing career in academia.

Topic 4

The national and local higher education context

Learning outcomes

In this topic, we aim to assist participants to develop gender awareness and self-awareness about the national and local HE context by:

- Comparing the national HE context with the global context
- Identifying the gender gaps at the personal and institutional level
- Understanding the causes of and relations between the gaps
- Focusing on the potential for positive change



4.1 How does the national context compare with the global context?

Despite the gains made in reducing the gender gap, gender inequalities persist that require our attention. In an article called *Women and Gender Equality in Higher Education?* by Mariam E. [David \(2015\)](#) she argues that “whilst there has been huge transformation in women’s participation as students, especially undergraduates, in HE across the globe, this is not matched by significant change in women’s participation in academic labour markets” (Ibid: see section 11, Conclusions). [David \(2015\)](#) further discusses that in cases where there are more female students than male in higher education, women will continue to be vulnerable as long as the institutional culture remains patriarchal. Therefore, they will continue to experience the impact of gendered stereotypes. Although her article draws on statistics for Europe, the UK and the USA (countries with a relatively high GDP), a look at specific national contexts where GDP is lower suggests that gender inequality at HE is a global phenomenon, as discussed under **Topic 3: The global HE context.**

Characteristics of our institutions are often reflected in society as a whole. In many institutions, women are working voluntarily or in lower-paid positions than men and the top positions are often held by men, and many of the projects involve men more than women. This may not be because of a specific strategy to exclude women, but rather that institutional systems and structures tend to exclude women and allow sexual discrimination. Even where there are women in senior positions, the institution requires specific gender-related policy and strategies in order to redress the gender imbalance.

The fact that you are planning to run this workshop suggests that you have recognized gender imbalances in your local institution. It is important to build a general picture of gender concerns from a national-level perspective in order to contextualize and justify your intentions to conduct gender mainstreaming. For example, the request for the University of Dodoma (UDOM) workshop emerged in response to concerns about gender imbalances that disadvantage female academics in publication and promotion opportunities. The UDOM team started to build up a picture of the local context to work with in their workshop as the box on page 73 shows.

In order to work with the gender gap at the national-level, you will need to have access to research studies and be familiar with the gender inequalities in your country and, more specifically, in higher education at the national-level. In UDOM, the team worked with gender specialists to present the national context. This may not be possible in your case due to funding constraints.

Other options include looking for web resources or contacting an NGO or government institution with gender expertise and experience. Some important issues to consider when building up an understanding of gender inequalities in your national context are presented in the Key idea box on the next page. You can use these as a checklist to help you to prepare for the workshop activities.

THE GENDER GAP AT UNIVERSITY OF DODOMA (UDOM): A SNAPSHOT

Women make up a third of the academic staff at UDOM:

- Less than 12% of Tanzanian PhD holders at UDOM are women
- Out of the seven staff who hold full professorship, only one is female
- There are no female Associate Professors amongst the 13 Associate Professors at the university and only two of the 11 Senior Lecturers are female

Despite these gender imbalances, UDOM has no gender policy in place. Whilst other higher education institutions in Dodoma reflect a similar picture, other institutions in Tanzania, such as the University of Dar es Salaam and Muhimbili University of Health Sciences, have developed gender and sexual harassment policies. These institutions appear to have made some progress towards creating affirmative actions to promote the recruitment of female staff and students.

The causes of gender imbalances in Tanzanian society are related to deep-rooted socially constructed gender roles that create male-dominated institutional structures. These not only favour men in terms of academic success but also make women physically and academically vulnerable.

**KEY IDEA**

It is important to be familiar with the gender inequalities in your national context and in particular in higher education. There is a gender gap in the global higher education context and it is necessary to situate your country in relation to this gap.

- What types of gender inequalities exist in your country context and how do they impact on the status of men and women?
- Are there certain traditions or customs in your country that suggest women are considered as inferior to men? How do they do this?
- Do women and men in your country have the same access to education opportunities? To health services? To the labour market?
- Consider how the gender gaps that you identify are related to socially constructed gender roles.
- Are women more vulnerable than men as a result of these inequalities?
- What are the causes of these inequalities?
- What are the consequences in relation to girls' and women's well-being?

4.2 What gender inequalities exist at the personal and professional levels?

Gender inequalities that are apparent in our institutions are often reflected in society as a whole. In many institutions, women are working voluntarily or in lower-paid positions than men; the top positions are held by men, and many of the key projects involve men more than women. The reason for these gender imbalances is unlikely to be because of a specific strategy to exclude women. For example, your institution may have a gender policy in place or an equal opportunity statement in policy documents. However, the systems and structures that you are operating within may still exclude women and discriminate against them. These systems and structures are influenced by societal norms that dictate the position of certain groups, such as men, women and transgender groups and that create gender inequalities at the personal and professional levels.

At the personal level, gender inequalities may exist that have become accepted as the norm because we have internalized and accepted socially constructed gender norms as natural. In order to challenge these norms, we need to identify and analyse the inequalities. Think about the following aspects of your personal life and how they represent gender imbalances:

- Is there more value placed on one sex over the other at birth? For example, is the birth of a girl or a boy more celebrated and what are the reasons? How has this affected you?
- Is sexual subjugation common and if so, what type of sexual subjugation and how does it affect you?
- Are citizenship rights equally applied to both sexes? If not, how does the law affect you and/or your children, your siblings?
- Are divorce and custody rights in your country equally applied to both sexes? If not, how does the law affect you and/or your children, your siblings?
- How do laws protect women against violence in your country? How does this law affect you and/or, your siblings and/or your children?
- How easy is it for you to travel alone in your country or abroad?
- Is there equitable access to education in your country? What is your experience of accessing equitable education?
- How do social or cultural norms impact on how you dress or behave in social occasions?

At the professional level, gender inequalities exist in both obvious and subtle ways. In order to identify gender inequalities, think about the following aspects within your workplace and how they represent gender imbalances:

- Is the pay scheme based on gender or performance and experience?
- Do men and women have equal responsibilities within the same roles? If not why not?
- Are women and men treated differently during meetings and if so in what ways?
- Can male and female employees climb equally high on the ladder of opportunity? If not, why not? What makes a male or female better qualified to climb higher in your institution?
- Do rules and policies apply for both genders or are they gender biased?
- Are there any traditional or socially cultural norms that operate in your workplace and that impact negatively on one sex more than another?
- Is there any sexual harassment in your workplace and, if so, how is it related to gender bias?

The answers to these questions will be a key factor when participants begin to develop a workshop action plan.



KEY IDEA

Gender bias at home and in the workplace may be hard to identify because we have internalized socially constructed gender norms. We need to identify these norms and challenge them if they constrain equitable opportunities and increased wellbeing for all. This requires self-reflection and analysis and collective dialogue and action.



REFLECTION POINT

In your country: What types of gender inequalities exist in your country context and how do they impact on the status of men and women? Are women or other groups more vulnerable than men as a result of these inequalities? What are the causes of these inequalities? Are there certain traditions or customs in your country that suggest women are considered inferior to men? How do they do this? What do you fear about tackling gender issues related to you? What challenges do you anticipate when working towards gender equality in your institution?

In your institution: What are the gender-related problems and concerns in your institution? What are the underlying causes of these problems and concerns? What challenges do you anticipate when working towards gender equality in your institution.

A4.1 Icebreaker

(estimated time: refer to Icebreaker activity sheet)

Start with an activity or game selected from the **Icebreaker activity sheet on page 20-22**.

A4.2 The gender gap: the national-level HE context

(estimated time: 60 minutes)

The aim of this activity is to provide the participants with an overview of the gender gap at the national-level generally and in particular in relation to higher education. For this activity, the facilitator needs to use the information gathered on the national-level gender context to develop a PowerPoint presentation. Under materials and resources for topic 4 there is a sheet of questions called **A4.2 Building the national-level picture**. You can use this to help you to create a PowerPoint presentation on the national-level context or you can ask support from a local gender specialist or a local agency or institution.

Once you have developed the PowerPoint you can follow the steps below.

1. Start by briefly introducing the UDOM workshop. Tell the participants that they will watch a short video made by the UDOM team called [Why not me? Why not us?](#) (INASP, 2016). It is useful to use the UDOM experience to emphasize the fact that gender inequalities are global and shared by others.
2. Whilst watching the video ask participants to make notes on HE gender issues at UDOM. Tell them that they will refer back to these notes later.
3. When the video has ended, ask participants to share their notes in pairs.
4. Next, present the PowerPoint on your own national-level context using a buzz lecture approach. The buzz lecture approach means that you stop after each slide to give participants time to discuss in pairs and to ask any questions.
5. When the presentation has ended, ask the participants to work in pairs to refer back to their notes on the UDOM video and compare their national context with that of UDOM's.
6. In plenary, ask participants to share their ideas and discuss the similarities and differences between the global and national-level contexts.
7. Remind participants that gender imbalances are a global phenomenon. However, certain gender concerns may differ from country to country because they will be influenced by the specific socio-economic, political and cultural context.

A4.3 Balancing the baskets

(estimated time: 1 hour and 45 minutes)

The aim of this activity is to provide a safe space for participants to carry out a self-reflection on gender inequalities in their personal and professional lives. It is important that the facilitator is sensitive to the emotions of the participants and allows them to express themselves in ways that they are comfortable with.

1. Write up on the board: *Tasks I need to carry out in my private life*.
2. Ask the participants to think about what they need to do when they are not at work. Ask them to make individual lists of key activities that they feel they have to perform in their personal lives. This should take about five minutes.
3. Next write up on the board: *Tasks that I need to carry out in my professional life*. Ask them to now reflect on the main tasks that they do in their jobs. This should take about five minutes.
4. Now that they have the lists, ask them to work in groups of four or five. If there are both men and women in your workshop, make sure that there is a mix of men and women in each group. Ask them to compare their lists and to discuss the following questions:
 - How is your time divided between your private and your professional life?
 - Do you have more tasks to carry out in your private life or your professional life? Or is the number of tasks similar?
 - How do your answers to these questions compare with your colleagues in your group? What are the reasons for the differences?
5. After about 20 minutes of group discussion, in plenary ask participants to discuss their answers. The main point to bring out here is that it is important to recognize the tasks that we do in our personal lives and how these can impact on the way that we are able to perform and do our jobs. The need to balance domestic and professional tasks needs to be recognized as one of the key challenges that women feel they face and one of the main reasons why women are disadvantaged in academia or other professional activities.

6. In order to explore in more depth how our personal and professional lives are influenced by gendered contexts, explain to the participants that they are going to carry out a self-reflection on their personal and professional lives using a series of questions.
7. Hand out the questions sheets that you can find in materials and resources for topic 4 called **A4.3 Recognizing the influence of gender on my life**.
8. Ask participants to spend about 10 to 15 minutes on reading through the questions and reflecting on answers.
9. Next, ask them to move into groups of four or five and to discuss the questions together. They should make a note of the main points that come out of their discussion.
10. Using the main points, ask them to create a poster that represents these main ideas. These posters should be displayed around the room. Ask groups to move around the room looking at the posters and to ask and discuss any questions that arise. This discussion is consolidated in A4.4.

A4.4 The gender gap: is your institution male or female?¹⁷

(estimated time: 1 hour and 45 minutes)

The aim of this activity is to help participants to discover some of the contradictions and complexities in the structure of their institution that create gender gaps. It allows them to consolidate the knowledge that they have gained from previous activities by using it to support their arguments and it is important preparation for topic 5: workshop action planning.

1. Divide the group into two teams and allocate one team to hold the view "My organization is a male institution" and the other team "My organization is a female institution". Make it clear that they do not necessarily have to believe this view but that they need to prepare an argument to support it.
2. Write up the following prompts on the board: staff and student profiles; programmes and courses; policy; the physical environment of the institution; management structures and organization.
3. Give each team 15 minutes to prepare their arguments on why their organization is either male or female using the prompts on the board. Tell them to draw on the discussions from the previous activity and the handout called **What are the underlying causes of the gender gaps? A3.4**.
4. Meanwhile, arrange two chairs in the centre of the room facing each other to prepare for a 'gold-fish bowl' debate. This is when two people come into the middle of the room to debate until another participant comes to take their place.
5. The facilitator either asks each team to choose one representative to start the debate or allocates two representatives. Each team representative sits on one of the chairs in the centre of the room and makes their point.
6. The facilitator explains that the role of the other team members is to stand around and listen to the debate; when another member of the team feels they want to take over, the team member taps the person sitting on the chair on the shoulder to indicate that they want to change places. The team member then takes their place and the debate continues.
7. It is important for the facilitator to explain to the teams that the changing of places must take place quickly in order to keep the debate flowing and lively. Not all participants have to take the chair if they do not want to but a number of people should have the chance to put forward their views or that of the group. You should allow approximately 45 to 60 minutes for this debate depending on the number of participants and the nature of the debate. The facilitator needs to be flexible to the needs of the participants.
8. At the end of the debate participants can return to their groups to discuss how they found the exercise, and whether they learned anything new about the gender context within their institution.
9. Bring the groups back to plenary and ask them whether they thought any points made were particularly strong or persuasive.
10. The facilitator should refer back to the points made under **Read and reflect** from Topics 3 and 4 to feed into the discussion.

17. This suggested activity is adapted from the OXFAM Gender Manual (1994:p.85).

A4.5 Consolidation

(estimated time: 30 minutes)

You may want to consolidate **Topic 4: The national and local level** by using the **Reflection point** questions on page 75. These can be done during the workshop or during participants' own time as a homework task. Whichever way it is done, it is important that participants consider these reflection points as preparation for topic 5: workshop action planning.

If you choose to use the questions as a consolidation activity during the workshop, we suggest that you focus on two questions only: *What do you fear about tackling gender issues related to you and what type of challenges will you face? What opportunities do you anticipate when working towards gender equality in your institution?* Use these questions in the following way:¹⁸

1. Write up the two questions so that the participants can see them.
2. In the middle of the room, place two baskets with a gap between them so that participants can move in between (two to three metres). One basket represents fears and challenges and the other, opportunities. Tell participants which basket is which.
3. Ask the participants to stand in a circle around the baskets and to choose one big life decision, for example, changing jobs or moving house.
4. Next ask them to consider the life decision in relation to the following questions: *Is it a burden? Does it take time? Is it costly?* etc.
5. Next ask them to consider the same life decision in relation to the following question: *what opportunities does the decision present?* Elicit responses that reflect the positive side of changing job or moving house, such as when we move house, we are able to leave behind the rubbish that we do not want to take with us; we are able to leave behind what we did not like about the house; we are able to take new ideas, positive feelings and a fresh start to the new house.
6. Explain that we are going to use the same idea of viewing things as a challenge or an opportunity in relation to gender issues. Refer them to the two questions that you have written up.
7. Give the participants two pieces of paper. One piece of paper should be used to write down a negative feeling about tackling gender issues and the other a positive feeling.
8. Ask each participant in turn to read out their negative and positive feeling and then place the paper in the respective basket. The facilitator should make a note of the main points on a flipchart paper.
9. To sum up the activity, explain that these positive and negative feelings should be considered when they are developing their action plan. The action plan process should aim to address the negative and support the positive.

18. This suggested activity is adapted from the two baskets in the Oxford Gender Manual (1994).

A4.2 Building up the national-level picture

General situation

- What types of gender inequalities exist in your country context and how do they impact on the status of men and women? Can you find any statistics to support your examples?
- Are there certain traditions or customs in your country that suggest women are considered as inferior to men? How do they do this?
- Do women and men in your country have the same access to education opportunities? To health services? To the labour market? Can you find any statistics to support your claims?
- Consider how the gender gaps that you identify are related to socially constructed gender roles?
- Are women more vulnerable than men as a result of these inequalities?
- What are the causes of these inequalities?
- What are the consequences in relation to girls' and women's wellbeing?

Institutional situation

- How are the gender gaps reflected in your institution in terms of:
 - a) Roles and responsibilities at work? Decision making and leadership roles?
 - b) Sense of security? How are women and men treated in meetings? Same or different?
 - c) Dress codes and other traditions? How do they impact on men and women?
 - d) Promotions? Pay scheme and performance? If different between men and women, why?

Gender policy response

- What policies or procedures are in place that address gender concerns? Gender policy? Equal Rights statements?
- Are the policies or procedures in place gender biased in any way and if so in what way?

A4.3 Recognizing the influence of gender on my life

At the personal level, gender inequalities may exist that have become accepted as the norm because we have internalized and accepted socially constructed gender norms as natural. In order to challenge these norms, we need to identify and analyse the inequalities. Think about the following aspects of your personal life and how they represent gender imbalances:

- Is there more value placed on one sex over the other at birth? For example, is the birth of a girl or a boy more celebrated and what are the reasons? How has this affected you?
- Is sexual subjugation common and if so, what type of sexual subjugation and how does it affect you?
- Are citizenship rights equally applied to both sexes? If not, how does the law affect you and/or your children, your siblings?
- Are divorce and custody rights in your country equally applied to both sexes? If not, how does the law affect you and/or your children, your siblings?
- How do laws protect women against violence in your country? How does this law affect you and/or, your siblings and/or your children?
- How easy is it for you to travel alone in your country or abroad?
- Is there equitable access to education in your country? What is your experience of accessing equitable education?
- How do social or cultural norms impact on how you dress, or behave for social occasions?

At the professional level, gender inequalities exist in obvious and subtle ways. In order to identify gender inequalities, think about the following aspects within your workplace and how they represent gender imbalances:

- Is the pay scheme based on gender or performance and experience?
- Do men and women have equal responsibilities within the same roles? If not why not?
- Are women and men treated differently during meetings and if so in what ways?
- Can male and female employees climb equally high on the ladder of opportunity? If not, why not? What makes a male or female better qualified to climb higher in your institution?
- Do rules and policies apply for both genders or are they gender biased?
- Are there any traditional or socially cultural norms that operate in your workplace and that impact negatively on one sex more than another?
- Is there any sexual harassment in your workplace and if so how is it related to gender bias?

Topic 5

Workshop Action planning

Learning outcomes

In this topic, emphasis is on consolidating input from the workshop in the form of follow up actions. We do this by:

- Identifying the purpose, characteristics and main steps involved in workshop action planning
- Reviewing the gender gaps that have been raised during this workshop, along with the impact and causes of these gaps
- Developing a realistic and effective workshop action plan to help participants take the first steps towards responding to the gender gaps within their institutions.



5.1 What is workshop action planning and what is it for?¹⁹

What do we mean by workshop action planning? It is important to understand what we mean by the term action plan in the context of this workshop. The action planning process that participants will be supported through aims to help them think about and plan the immediate next steps they can take to encourage and promote a process of gender mainstreaming in their institutions.

What is the difference between the workshop action planning process and a gender mainstreaming action plan? It is important to recognize the difference between the type of action planning proposed for this introductory workshop and a more comprehensive gender mainstreaming action planning process.

A gender mainstreaming action plan requires substantially increased inputs in terms of time and depth of research to inform short-, medium-, and long-term human and financial resource allocation decision making; it is aimed at formally guiding institutional change and should involve influential stakeholders with decision making powers. This type of action plan incorporates the

defining, planning, acting and checking stages of the gender mainstreaming process as presented in the gender mainstreaming table that can be found on page 47. As part of this, detailed gender analysis takes place, in order to inform the evidence base from which priorities, objectives and specific actions can be developed into a comprehensive gender mainstreaming action plan.

The workshop action plan that you will develop with participants is different. It aims to consolidate the increased gender awareness and sensitization developed amongst participants during the workshop by helping them to identify realistic and achievable follow up activities. These activities should be immediate and short-term. Things that can be done tomorrow, next week, and in a month's time. It is a small but important pre-defining component of the gender mainstreaming process.



KEY IDEA

It is important to distinguish between the workshop action planning process that represents initial steps of planning and a comprehensive gender mainstreaming action plan that consists of planning, defining, checking and acting.

The action plan that will be developed in this workshop is a small but important component of the gender mainstreaming process. It aims to consolidate the increased gender awareness and sensitisation developed amongst participants during the workshop by helping them to identify realistic and achievable short term follow up activities that will lead towards a broader gender diagnosis.

19. Adapted from EIGE

5.2 What are the key features involved in the workshop action planning process?

Although it is important to understand the workshop action planning process as distinct from more comprehensive gender mainstreaming planning, it is also important to acknowledge that the two processes share key features that influence their effectiveness.

Remember that the success of any action plan is determined by the extent to which knowledge of the local reality informs the actions. The process involved in determining and prioritising actions needs to be based on analysis of problems, needs and expectations of the women and men whose lives will be directly affected by gender-related policies and processes.

Some elements should be taken into account when planning from a gender participatory perspective:

- Ensuring women's participation, especially those who may not be visible in traditional decision-making structures
- Making sure that the time frame suits all participants, both women and men
- Where possible, sourcing someone with gender expertise, who can support the process, especially in decision-making
- Addressing not only women's practical needs (the needs women identify in their socially accepted roles in society), but also their gender strategic interests (the needs women identify because of their position in society)
- Making gender planning suitable for the local context
- Monitoring the gender relationships between women and men during the process, in order to avoid the reproduction of gender power relations
- Sharing the results and proposals with the target groups of the plan



KEY IDEA

There are certain characteristics that a good action planning process needs to reflect. Analysis of the local reality is important; however, it may be that in the context of this introductory workshop, it is recognized that more thorough data collection is needed. Therefore, the workshop action plan should reflect recognition of what still needs to be researched and the type of processes involved in determining and prioritizing actions that will respond to the expectations and needs of the women and men whose lives will be directly affected by gender-related policies and processes.

5.3 What are the essential elements to consider in the workshop action planning process?

Consider the main concerns/problems that have come out of the workshop: The participants recap on the main gender-related concerns or problems that they have discussed during the workshop (See UDOM's action plan on page 86).

Consider the causes of the concerns/problems: The participants then revisit the underlying causes of the gender-related concerns/problems. In many cases, the causes may be cross cutting. For example, some institutions may have no gender-related policies or equal opportunity statements in place and this may be seen as an underlying cause for a number of concerns/problems raised (See UDOM's action plan on page 86).

Identify an overarching statement of what the workshop action plan needs to achieve: Participants think about what the overarching outcome of the workshop action plan should be. At UDOM, for example, participants decided they wanted to create a gender platform to support short term activities to encourage the development of a formally recognised gender mainstreaming process within the institution (See UDOM's action plan on page 86).

Identify goals: Once the concerns/problems have been aligned with underlying causes, and an overarching statement has been developed, participants can identify the goals that they want to work towards in order to begin addressing the concerns/problems. The goals need to be realistic and within the scope of workshop participants to do. It may be that several problems can be tackled with one goal. At UDOM, three goals were set:

- To promote gender mainstreaming and gender sensitivity at UDOM
- To establish a central coordinating Gender Unit at UDOM
- To improve security and resource allocation to staff and students

Identify strategies to help achieve the goals: The strategies set out what participants will do to work towards the goals they have set. Again, the strategies should be things that can be done in the short term, and should be within the realistic scope of workshop participants to do. For example, in order to meet UDOM's goal of promoting gender mainstreaming and gender sensitivity, two strategies were put into place:

- Engage UDOM staff and students in raising gender awareness
- Advocate to promote gender equality and equity

Identify specific activities that correspond to the strategies: The strategies can now be broken down into specific and concrete activities that need to be carried out by different people, offices or departments to ensure that the goal is reached. At UDOM, two activities were set as part of the strategy to engage staff and students in raising gender awareness. They were:

- Conduct workshops and seminars on gender issues for staff and students
- Develop and display posters, billboards, flyers and banners with messages on gender issues, conduct debates on gender issues, form student gender clubs

Identify a person responsible for each of the activities: It is important that the participants feel ownership of the workshop action plan. Unless responsibility for carrying out an activity is specifically allocated, it is very likely that nothing will happen. However, it is no use saying that someone is responsible for putting together a report by a certain date unless she/he has the authority to insist that contributors give her/him their contributions by a certain date. At this stage, if time allows, workshop participants should decide which person or people are best suited to lead on, and deliver, each activity listed in the plan.

Decide on a timeframe for the activities to be completed in: All the activities in the workshop action plan should be short term, but it will be helpful at this stage, if time allows, to set specific deadlines for their completion.

Develop the idea into a table format: It is important to have a final plan that each of the participants can use to share with their colleagues and departments as well as to hold themselves and others accountable for the progress of the planned activities.

Decide on next steps to take the workshop action plan forward: Participants now need to think about how they will measure progress against the plan and the resources they will need to take it forward. In most cases, next

steps for implementation and monitoring will be the responsibility of an institutional gender committee, taskforce or working group whose members may be acting as the workshop facilitators or who are participants. Participants should think about who should be part of this group and what the group’s immediate priorities should be (for example gaining buy-in for the plan within their institution, calculating and securing budget for activities, developing indicators of success).²⁰ They should think about when they will revisit the plan as a whole and the next steps for feeding into a broader gender mainstreaming plan.



KEY IDEA

Workshop action planning is a process that involves a series of interconnected steps that reinforce each other. If these steps are not mutually supportive, the final actions may not be feasible or achievable and may even result in token responses that perpetuate existing gender inequalities rather than challenge them.



REFLECTION POINT

What is the difference between the workshop action planning process during this introductory workshop and a comprehensive gender mainstreaming action planning process? What are some of the key features involved in the workshop action planning process? What are some of the essential elements to consider in the workshop action planning process? What lessons learned did you find valuable from the UDOM experience? What challenges do you anticipate during the workshop action planning process and how do you intend to address these?

²⁰ It is important to develop indicators to show if the activities have taken place, and establish who will be responsible for the monitoring and evaluation of the action plan. Monitoring the progress of the action plan helps ensure accountability and helps identify lessons learned that can lead to corrective action if necessary. Participants will also need to think about the allocation of budget and other resources for the activities in the plan. This will help to assess the feasibility of the activities in terms of what is realistic and achievable.

While implementing and monitoring the workshop action plan will be discussed in the workshop at stage A5.7, it is unlikely that participants will have time to develop indicators and allocate budget during the workshop itself. At the end of stage A5.7, participants should agree a date for the group, committee or taskforce to meet to take this forward. Monitoring form template A5.7 is a useful tool for this process.

UDOM'S WORKSHOP ACTION PLAN

Gender concerns/problems identified included: Gender inequality in publication and promotion opportunities; gender inequality in STEM; gender inequality in leadership; and sexual harassment of women within the university setting.

Underlying causes included: Socially constricted negative attitudes towards women as professionals that hamper academic achievement and professional development for women; lack of knowledge on gender; lack of research on gender inequalities in the institution; lack of opportunities to develop academic skills because of domestic obligations and/or expectations of leadership styles etc.; patriarchal systems and structures that hamper women; no institutional body responsible for gender concerns.

It was recognized that the gender concerns/problems shared underlying causes. Therefore, it became important to identify several strategic objectives that would respond to both practical and strategic gender interests. The UDOM participants chose to work with three goals that were supported by core strategies and corresponding activities, as shown below.

Overarching statement: This action plan is intended to create a gender platform to support activities leading to a formally recognized gender mainstreaming process within the institution

| Goal | Strategy | Activities |
|---|--|--|
| To promote gender mainstreaming and gender sensitivity at UDOM | Engage UDOM staff and students in raising gender awareness | <p>Conduct workshops and seminars on gender issues for UDOM staff and students</p> <p>Develop and display posters, billboards, fliers and banners with messages on gender issues, conduct debates on gender issues, form student gender clubs.</p> |
| | Advocate to promote gender equality and equity | Affirmative statements included in various UDOM policies and other documents, conduct workshops and seminars on gender equality and equity. |
| To establish a central and functioning coordinating Gender Unit at UDOM | Lobby to establish a UDOM Gender Unit | <p>Submission of the First Gender workshop report to the UDOM management</p> <p>Lobby for the establishment of a UDOM gender unit and appointment of Gender Coordinator</p> |
| | Strengthen the gender unit | <p>Officially launch the UDOM gender unit</p> <p>Develop proposal to seek funding to run the gender unit activities and establish a gender committee</p> |
| | Operationalise the gender and sexual harassment policy | Develop and disseminate a gender and sexual harassment policy |
| To improve security and resource allocation to staff and students | Advocating and lobbying for construction of staff houses and security lights on buildings and UDOM streets | <p>Find evidence on insecurity situations</p> <p>Write report on security challenges at UDOM and submit to UDOM management</p> <p>Submit the report on security situation to UDOM management</p> |
| | Advocate and lobby for the construction of a day care centre at UDOM | <p>Research on advantages and disadvantages of having a day care centre at UDOM</p> <p>Public dissemination of results on day care centre</p> |
| | Raising awareness on the need for equitable resource allocation to staff and students | Conduct consultative meetings with UDOM management on resource allocation issues at all levels |

A5.1 Icebreaker

(estimated time: no more than 15 minutes)

Start with an activity or game selected from the Icebreaker activity sheet on page 20-22.

A5.2 Introducing the action planning process

(estimated time: 15 minutes)

1. Refer the participants back to the core components of the gender mainstreaming process. You can hand out the **Gender mainstreaming process diagram A5.2a** that can be found under materials and resources for topic 5. Explain that the action planning process that is taking place in this workshop is not about developing a gender mainstreaming plan for participants' institutions; it is about identifying realistic and achievable short-term follow up activities in order to take the first steps towards a gender mainstreaming process. Refer participants back to the diagram that was handed out at the beginning of the workshop and that shows the six topics covered in this workshop and how these represent the starting point of the gender mainstreaming process (see page 12)
2. Next hand out the **Steps involved in the action planning process A5.2b** that can be found under materials and resources for topic 5.
3. The participants do not have to read this in detail. Explain that this is what they will be doing and that they can refer to the handout when necessary.

A5.3 Preparing for the next steps

(estimated time: 90 minutes)

1. Refer participants back to the **Reflection points** from **Topic 4: The national and local HE context**. These are:
***In your country:** What types of gender inequalities exist in your country context and how do they impact on the status of men and women? Are women or other groups more vulnerable than men as a result of these inequalities? What are the causes of these inequalities? Are there certain traditions or customs in your country that suggest women are considered inferior to men? What do you fear about tackling gender issues related to you?*
***In your institution:** What are the gender-related problems and concerns in your institution? What are the underlying causes of these problems and concerns? What challenges do you anticipate when working towards gender equality in your institution?*
2. Ask participants to go through their reflection in groups. Leave them to discuss these alone for 30-40 minutes. After 15 minutes ask participants to move onto discussion of the problems and concerns in their institution, if they haven't already.
3. Ask groups to write down each gender-related problem or concern in their institution on a red card, and each underlying cause on a blue card. Remind participants to write clearly so the cards can be read by all.
4. Ask each group to feed back their reflections about the gender-related problems and concerns in their institution, and the underlying causes of these. As they do this, the cards can be stuck onto a large space, either on the wall or the floor, so that they make up two corresponding lists: problems and causes.
5. When all of the cards have been placed into the lists, invite discussion about any overlaps, similarities or differences. Are there any common causes behind more than one problem? Encourage the participants to question, clarify and revise the wording if necessary. Add any additional concerns or causes raised.
6. Explain to participants that they have now reached the part of the workshop where they will draw on everything that they have learned to develop a workshop action plan that will contain some realistic and achievable short-term activities to take the first steps towards a gender mainstreaming process in their institution, and begin to tackle the problems they have identified. Creating the workshop action plan will ensure that the broader gender mainstreaming process is informed by participants' increased gender awareness and sensitization developed during the workshop.

A5.4 Action planning step 1: the overarching statement

(estimated time: 10 minutes)

1. Remind participants that they have identified the gender-related problems and concerns in their institution, and now it's time to think about the actions they can take after the workshop to make the first steps towards addressing these problems.
2. Refer the participants back to the learning outcomes of the workshop and in particular, the last one that states: to develop a realistic and effective workshop action plan containing short-term follow up activities which will help take the first steps towards a gender mainstreaming process.
3. Explain that in the case of this introductory workshop, the action planning process is not about creating an institutional gender mainstreaming plan, but a step towards creating a gender platform to support short-term activities intended to lead to the development of a formally recognised gender mainstreaming process within the institution.
4. Elicit ideas for an overarching statement that will guide the workshop action planning process and serve as a goal. Write these up on the board or on flipchart paper.
5. Next present the following sentence stub: This action plan is intended to...
6. Ask the participants to volunteer ideas on how to complete the sentence stub in order to develop the overarching statement.
7. Using the workshop action planning template provided in A5.6, (that you will find under suggested materials and resources for topic 5) either on a large screen or copied onto a large sheet of paper on the wall or floor, add the agreed overarching statement into the collective template.

A5.5 Action planning step 2: identifying goals and strategies

(estimated time: 90 minutes)

1. Explain to participants that now they have created an overarching statement, they need to think about the actions they can take after the workshop to address this statement. To do this, they need to develop some goals and strategies that are achievable, realistic and short term, with the aim of taking first steps towards gender mainstreaming. Show participants the UDOM example and explain the difference between a goal and a strategy: a goal is the thing you want to do to help address your overarching statement, and a strategy is what you will do to achieve the goal.
2. Hand out the **Action plan process guiding questions A5.6** that you can find under materials and resources for topic 5. Tell the participants that they should use the handout to guide their decision making, but explain that in this session you will be focusing only on the first two columns of the chart – goals and strategies.
3. Ask participants to work in groups to discuss and develop goals. Before they start, refer to the goals developed at the UDOM workshop if examples are needed.
4. **REMEMBER:** As a facilitator, your role is to monitor the groups and provide guidance when needed. If there is more than one facilitator in the workshop, ensure that a facilitator sits with each group to provide support.
5. Participants feedback their ideas for goals in plenary, and they are inputted into the collective workshop action planning template.
6. After all goals have been incorporated, encourage a discussion between participants to note overlap and duplication. Any goals that are too broad or ambitious (and more suitable for an institutional gender mainstreaming plan rather than a workshop action plan) should be removed and recorded separately for future information.
7. As a whole group, take the first goal and think collectively what a strategy to achieve that goal might be. Return to the UDOM example if needed.
8. Participants then return to groups (if possible, the same number of groups as there are goals). Each group takes one goal and discusses and develops up to three strategies they will use to achieve the goal.
9. Groups feedback their ideas for strategies in plenary, and they are inputted into the workshop action planning template. Any duplicate strategies are removed.

A5.6 Action planning step 3: identifying activities, responsible people and timeframe

(estimated time: 60 minutes)

1. Continue to use the collective workshop action planning template, and recap on the overarching statement, goals and strategies that were developed in the previous session.
2. Explain to the participants that now they have created an overarching statement, along with goals and strategies, it is time to think about the practical activities they will undertake in order to successfully complete the strategies and achieve the goals. To do this they will be completing the activities columns in the template. And if time allows, they can also complete the columns for person responsible and timeframe.
3. Start with the first strategy listed in the template and, as a whole group, think of an activity that would be useful to complete the strategy.
4. Participants then split into groups – one for each goal. They work together to devise one or two (and no more than three) activities relating to each strategy under their goal. They decide who the responsible person/people should be for the activity, and the timeframe within which it should be completed.
5. **REMEMBER:** As a facilitator, your role is to monitor the groups and provide guidance when needed. If there is more than one facilitator in the workshop, ensure that a facilitator sits with each group to provide support.
6. Groups feedback their ideas for activities in plenary, and they are inputted into the collective workshop action planning template. Make sure that other groups have the opportunity to briefly question and/or comment on the group's input. It is also important to use this opportunity to assess the feasibility of each of the activities by using the guiding questions in handout A5.6.
7. **OPTIONAL:** If time allows, ask the whole group to contribute their ideas on responsible people and timeframes for each activity. Input these into the collective template.
8. By the end of this activity, the workshop action plan template should be complete. The facilitators should save, document or photograph the completed template ready for distribution. For example, a facilitator or a participant can be assigned to making copies of the plan ready to hand out by the end of the day or the workshop. It is not advisable to leave the distribution of the plan after the workshop has ended. However, if this is the only option due to unforeseen circumstances, facilitators should aim to send out final copies of the plan within two days.

A5.7 Deciding on next steps to take the action plan forward

(estimated time: 30 minutes)

Once the workshop action plan has been created, participants should think about how they will take the plan forward: how will they measure progress against the plan? What resources they will need?

If there was no time during the workshop to complete the columns on responsible people and timeframes for activities, then this should be flagged as an important follow up activity.

It is also important to decide who will be responsible for monitoring the action plan and how the results will be documented and disseminated. Monitoring the progress of the action plan helps ensure accountability and identify lessons learned that can lead to corrective action if necessary. In most cases, this will be the responsibility of an institutional gender committee or group whose members may be acting as the workshop facilitators or who are participants. If this group is not yet in existence then participants need to decide what is needed to set it up.

This committee or group will need to develop some indicators that will show if the activities in the plan have taken place. They will also need to think about the allocation of budget and other resources for the activities in the plan. This will help to assess the feasibility of the activities in terms of what is realistic and achievable.²¹

In plenary, ask for participants' thoughts on the following questions:

- Do we need a working group, committee or taskforce to take the action plan forward after the workshop?
- Who should be part of this group?
- What are the immediate priorities for this group? (possible answers could be around gaining buy-in for the plan within their institution, setting a timeframe and responsible people for activities, calculating and securing budget for activities,²² developing indicators of success)
- What is the long-term aim of the group? (possible answers could be around implementing the plan for one year and then revisiting it, and/or using the plan to feed into the broader development of a gender mainstreaming strategy).

After the discussion has ended, present the **Monitoring form template A5.7** that can be found under Materials and resources for topic 5. Tell participants that the monitoring form template can be revised to suit their particular institution and action plan if necessary. This can be done by the working group, taskforce or committee that they will set up. This activity should end with proposed date(s) for a group meeting to plan for the next steps.

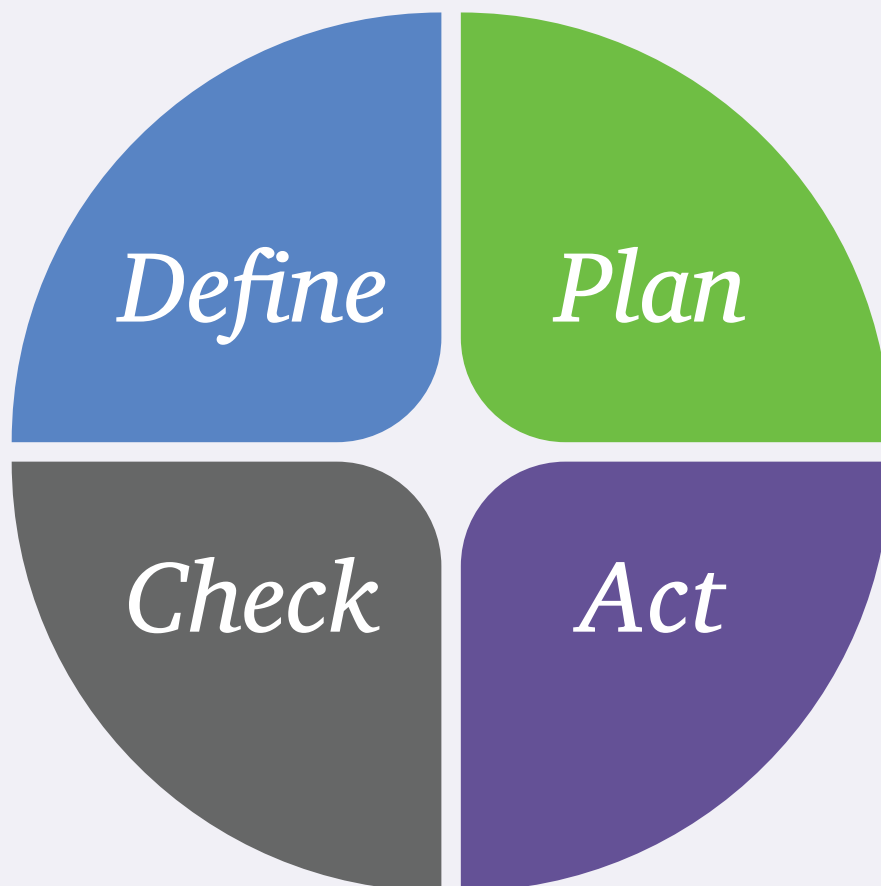
21. When developing indicators, the committee/group will need to ask:

1. How do we know if the activity has been successfully completed?
2. What can we use to verify and document that the activity has been successfully completed?

22. When thinking about budget and other resources, the committee/group will need to consider:

1. Does the successful completion of this activity require a financial input?
2. Based on previous experience, what would the estimated cost be?
3. If you do not have experience of costing, will you be able to carry out a costing exercise to determine the cost?
4. Where would the funds for this activity come from?

A5.2a The gender mainstreaming process



A5.2b Steps involved in action planning

Consider the main concerns/problems that have come out of the workshop: The participants recap on the main gender-related concerns or problems in their institution that they have discussed during the workshop.

Consider the causes of the concerns/problems: The participants then revisit the underlying causes of the gender-related concerns/problems. In many cases, the causes may be cross cutting. For example, some institutions may have no gender-related policies or equal opportunity statements in place and this may be seen as an underlying cause for a number of concerns/problems raised.

Identify an overarching statement of what the workshop action plan needs to achieve: Participants think about what the overarching outcome of the workshop action plan should be. For example, to create a gender platform to support short term activities to encourage the development of a formally recognised gender mainstreaming process within the institution.

Identify goals: Once the concerns/problems have been aligned with underlying causes, and an overarching statement has been developed, participants can identify the goals that they want to work towards in order to begin addressing the concerns/problems. The goals need to be realistic and within the scope of workshop participants to do. It may be that several problems can be tackled with one goal.

Identify strategies to help achieve the goals: The strategies set out what participants will do, in practical terms, to work towards the goals they have set. Again, the strategies should be things that can be done in the short term, and should be within the realistic scope of workshop participants to do.

Identify specific activities that correspond to the strategies: The strategies can now be broken down into specific and concrete activities that need to be carried out by different people, offices or departments to ensure that the goal is reached.

Identify a person responsible for each of the activities: Unless responsibility for carrying out an activity is specifically allocated, it is very likely that nothing will happen. However, it is no use saying that someone is responsible for putting together a report by a certain date unless she/he has the authority to insist that contributors give her/him their contributions by a certain date. At this stage, if time allows, workshop participants should decide which person or people are best suited to lead on, and deliver, each activity listed in the plan.

Decide on a timeframe for the activities to be completed in: All the activities in the workshop action plan should be short term, but it will be helpful at this stage, if time allows, to set specific deadlines for their completion.

Develop the idea into a table format: It is important to have a final plan that each of the participants can use to share with their colleagues and departments as well as to hold themselves and others accountable as regards the progress of the planned activities.

Decide on next steps to take the workshop action plan forward: Participants now need to think about how they will take the plan forward in their institution. In most cases, next steps for implementation and evaluating progress will be the responsibility of an institutional gender committee, taskforce or working group whose members may be acting as the workshop facilitators or who are participants. Participants should think about who should be part of this group and what the group's immediate priorities should be (for example gaining buy-in for the plan within their institution, calculating and securing budget for activities, developing indicators of success).

A5.6 Action plan process guiding questions

| Overarching statement | | | | |
|-----------------------|----------|------------|------------------------------|-----------|
| Goal | Strategy | Activities | Person or office responsible | Timeframe |
| | | | | |
| | | | | |

We have identified an overarching statement that sets out what we want to do after this workshop. Now we need to identify some goals, strategies and activities that will help us address the statement. If time allows, we will also think about a person or office responsible for each activity and what the timeframe should be. Use these questions to guide you whilst working in your groups.

Goal (*what you want to do in order to address the overarching statement? – for example promote gender mainstreaming and gender sensitivity within the institution*)

1. What goals do you want to work towards in order to address the overarching statement?
2. Are these goals realistic, short term and achievable?

Strategy (*for example conduct advocacy work or awareness raising*)

1. What are the most effective ways to work towards the goals?

Activities: (specific plans such as a poster campaign or a gender awareness workshop)

1. What type of activities would work to support the strategies?
2. Are these activities realistic, short term and achievable?

Optional: If time allows

Person responsible:

1. Who has time to do the task when it needs to be done, as well as the ability to do it?
2. Does the person have experience, skills, capabilities, confidence needed to do the task?
3. Does the activity complement their current work or does it unrealistically increase their workload?
4. What additional support does this person or office need? Who can offer this support?

Timeframe:

1. How much time does each step of the activity require?
2. When is a realistic starting date for carrying out the activities needed to achieve the intended result?
3. When does the activity need to be carried out by to achieve the intended result?

A5.7 Monitoring form template

By the end of this workshop, you will have developed a workshop action plan. As part of the workshop, you will be asked to consider the best way to take the action plan forward, for example, through setting up a gender working group, taskforce or committee. One of this group's tasks will be to monitor and evaluate the action plan's progress. Below is a template for a workshop action plan monitoring form that can be adapted for your institution.

The form is intended for people selected to carry out monitoring of the workshop action plan activities. As a monitor, you will need to fill in the monitoring report based on the goals, strategies, activities, person responsible for the activities and timeframe that you have identified.

One of the first tasks will be to develop some indicators that will show if the activities in the plan have taken place. Some useful questions to ask are:

1. How do we know if the activity has been successfully completed?
2. What can we use to verify and document that the activity has been successfully completed?

As the work continues, update the form to show what has been done. In the section called Progress report (the last column), respond to the following questions:

- Are activities being achieved within the time frame set?
- Are we doing what we said we would do? If not, why not?
- What changes are needed to carry out this activity?

You might decide to add extra columns to the template, for example on budget spending, types of evaluation evidence collected, or lessons learned.

| Overarching statement | | | | | | |
|------------------------------|-------------------|-------------------|---------------------------|------------------|-------------------|---|
| Goal | Strategies | Activities | Person responsible | Timeframe | Indicators | Progress report (ongoing/ completed) |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Topic 6

Workshop reflection, evaluation and closing

Learning outcomes

This final topic aims to bring the workshop to a close in a positive, productive and entertaining way. This is particularly important when the participants have spent an intense few days together and are going back to work in different offices or locations. We do this by:

- Measuring the results of the workshop against the original objectives and content of the workshop
- Measuring the effectiveness of the workshop against participants' expectations and what they feel worked and could be improved
- Generating a sense of closure and solidarity through closing activities and ceremonies

Read and reflect



6.1 *What is the purpose of the reflection and evaluation process?*

Reflection and evaluation activities are useful for facilitators and participants. They provide an opportunity for reflection that consolidates learning for the participants. It also provides some indications of aspects of the training methods and content you may need to change, to reinforce or even to remove next time that you conduct a similar workshop. It is important to assess all the responses in the context of the culture and experience of the participants, and take into account the way the dynamic of the group evolved throughout the workshop (see [OXFAM, 1994](#)).

The **Suggested activities** below refer to those that are carried out with participants. However, it is important that facilitators also carry out their own daily reflections at the end of each session as suggested in the facilitator's daily reflection ideas on page 23.

6.2 *What is the purpose of closing the workshop?*

It is always a good idea to end the workshop in a way that provides a sense of closure. This can involve the participants only and take place within the workshop setting or this can be in the form of a larger public event that can be used as a gender awareness and sensitization opportunity. You may wish to consider organizing certificates for completion of the workshop. However you choose to close the workshop, it is important that the process is gender sensitive and reflects the principles of gender mainstreaming. It is also important to remember that you need to start to think about the closing activities **BEFORE** the start of the workshop in case you need to plan for the cost and lobby for funds.

A6.1 Gender mainstreaming post-test

(estimated time: 30 minutes)

The aim of this activity is to show the facilitators how the participants have developed their understanding of gender mainstreaming and awareness of gender related concerns.

1. Tell the participants you are going to give them the same questions as they were given at the beginning of the workshop. Use the same questions used for the **gender mainstreaming pre-test A1.2** that can be found on page 36-38.
2. Ask them to go through the questions in groups of five.
3. Ask participants to compare their responses now to when they first took the test. Let them share how they feel they have developed their understanding of gender mainstreaming and awareness of gender related concerns.
4. Some guiding questions that you can use are:

How did you find that exercise? Do you think you have changed? What have been the biggest changes? What has not changed? Any surprises?

A6.2 Closing activities

(estimated time: at least 30 minutes)

The choice of closing activities will depend on your workshop context. It is important to make sure that the workshop ends on a positive note and that participants leave feeling that they have achieved something, are motivated to pursue gender equality and confident that the gender mainstreaming process will be continued. Below you will find some options that can all be included if time and context permits, or you can select only one final activity.

1. **Closing activities:** These types of activities are good to provide a sense of closure and at the same time a sense of solidarity amongst participants. You can find examples of such activities under the section suggested materials and resources for topic 6 in a document called **Closing activities A6.3**.
2. **Official closing ceremonies:** Different institutions or cultures may have expectations for a formal official ceremony to close the workshop. In this case, you need to work with people who are aware of the norms and traditions in order to adhere to the expected protocols. For example, you may need to find a guest speaker or two; you may need to decide the order of speeches and which guest should give the keynote speech; you may need to invite certain members of the public or the government; you may need to give an overview of the workshop content and outputs. Think carefully how you can use this opportunity to advocate for gender mainstreaming and gender concerns; for example, can you invite the press? Can you give an interview about the workshop? Are you expected to hand out certificates? Do you need to prepare food or snacks? Can you get funds to cover the ceremony costs?
3. **Unofficial closing ceremonies:** It may also be that you and the participants decide that you want to have a formal closing ceremony even though this is not an institutional expectation or protocol. You may see a closing ceremony as a useful venue or forum to disseminate the workshop outputs and advocate for gender concerns and gender mainstreaming. In this case, work with the participants to plan the ceremony and consider influential people who should be invited; the role of participants in the workshop; the role of the media; and the best location to ensure greater public access.

A6.3 Closing activities

Please note: It is important that facilitators read through these activities and select the ones that are best suited to the workshop context and participants. It is also recommended that one facilitator takes notes of participants' comments and feedback made during the closing activities. These are important for the facilitators' final reflection session.

1. Reflecting on the workshop

To help people to reflect on the workshop, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they thought about the workshop. Remind them that this can be something that they enjoyed, that they learned; that they did not like; or that they did not think worked well. The facilitators can ask questions if they want a participant to expand on their thoughts. This can also be done with any object that can be thrown.

2. The story from our workshop

The facilitator or participant starts to tell the story of the workshop; what was covered from day 1. As they describe what was covered, they also share how they felt about it. When a certain detail is missed out that another participant thinks is important or if a participant disagrees with a description of an activity or of a day, this participant should shout out "gotcha" (or equivalent in local language). This participant can then continue the story until another participant stops her with the shout of "gotcha". It may be good for a facilitator to start the story first. Let the participants know that there are no "right" or "wrong" answers; rather it is a way to promote sharing of details and feelings, and to point out differences in experiences and interpretations.

For example:

A/ Well, we started today by playing a game that I think worked well and that was called Banana. What I liked about it was the fact that you had to watch very carefully what other people were doing.

B/ Gotcha. I didn't like that game actually because I think it made me nervous when everyone was looking at me. After the game we then had a lecture on gender mainstreaming. I found this difficult to understand.

C/ Gotcha. Really, I liked the explanation about mainstreaming and the examples that were given that helped me to understand the way that gender considerations can become part of institutional systems. Why did you find it difficult?

3. Fish bowl

Ask for volunteers (five to seven) to be in a circle in the middle of the room. The remaining participants form a large circle outside of the inner circle. In essence, they form a set of concentric circles. The facilitators remain in the outer circle and ask open-ended questions about content of the workshop and the methodology used and encourages participants in the inner circle to maintain a discussion. If a participant from the outer circle has something to add to the discussion, they join the circle and replaces an inner-circle participant. Important to this reflection technique is a clear set of ground rules (all ideas are respected, replacing a participant happens after they have finished speaking, and there is no talking from the outer circle). This activity allows for participants to speak freely about sensitive topics and allows for both internal and external processing, public and private reflection. Facilitators may also enlist help from all participants to ask the inner circle questions.

Topic 6 - Suggested materials and resources

4. It's in my bag

Participants find a bag at home (any bag) and fill it with one (or two, depending on time) item(s) that remind them of how they feel about the workshop. They bring the filled bag to the reflection session on the last day, and explain their item(s) to the rest of the class. The item(s) that they bring usually turn out to be inspiring visual aids that bring out excellent comments. Participants are given a chance to think metaphorically about their experience and connect the abstract with the concrete. If time is a problem, this can be done in pairs or groups with volunteers sharing their ideas in plenary.

5. No talking please!

Participants work in groups to respond to the questions:

- a) What worked well for you during this workshop?
- b) What did not work well for you and why?

Participants discuss their ideas and then choose two main points that came out of the discussion, one for each question. Then they think of a way that they can represent these points through a mime or a sculpture but without talking or making any sounds. The other group members watch the representation and then try to interpret it. When they have finished their interpretations, the group members share their two main points. This is a good activity to learn to express your feelings without words and to learn to interpret feelings and thoughts through observation of body language. This can be done in larger groups depending on the number of participants.

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INASP
2/3 Cambridge Terrace
Oxford, OX1 1RR

twitter: @INASPinfo
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