

Mai Skovgaard

Senior Programme Specialist, Gender

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Biography

Mai is INASP's Gender Specialist focusing on gender-responsive programming and pedagogy as well as individual and organizational capacity strengthening. Mai is an experienced project manager, facilitator, and trainer. She has managed projects totalling £5.8 million designed to build capacity in the research and tertiary education sector, including managing and delivering the £3.8mn FCDO-funded Transforming Employability for Social Change in East Africa project and the £2mn Sida-funded Global Platforms for Equitable Knowledge Ecosystems project. Mai co-designed INASP's gender-responsive pedagogy approach and has subsequently overseen the delivery of this to 565 lecturers in East Africa. Mai has a Master's in International Studies from the University of Aarhus.

Languages: Danish (native speaker), English (excellent), Spanish (moderate/excellent), Arabic modern standard (basic)

Main country experience: Ethiopia, Kenya, Tanzania, Uganda, Jordan, Nicaragua, Denmark

Key skills and expertise

- Design and delivery of gender-responsive pedagogy
- Gender mainstreaming in higher education institutions
- Design and delivery of in-person and online training and mentoring of lecturers
- Project and partnership management
- Gender responsive programming

Specialist thematic areas

- Gender
- Teaching and learning in higher education
- Inequity in research and knowledge systems

Posts held

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|---------------------|--|
| Jan 2024 – present | Senior Programme Specialist – Gender, INASP (Oxford UK) |
| Jan 2022 – Dec 2023 | Programme Specialist – Gender, INASP (Oxford, UK) |
| Apr 2021 – Dec 2021 | Programme Specialist, INASP (Oxford, UK) |
| Apr 2020 – Apr 2021 | Programme Specialist (Acting), INASP (Oxford, UK) |
| Apr 2018 – Apr 2020 | Programme Coordinator, INASP (Oxford, UK) |
| Feb 2015 – Mar 2018 | Programme Officer, Information Access, INASP (Oxford, UK) |
| Apr 2013 – Dec 2014 | International Project Coordinator, Crossing Borders (Humlebaek, Denmark) |
| Oct 2012 – Jan 2013 | User Analyst, Youth Center Gellerup Toveshoej (Brabrand, Denmark) |
| Jan 2011 – Jul 2011 | Programme Assistant, ActionAid Denmark Regional Office (Amman, Jordan) |



Qualifications

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|-------------|---|
| Sep 2020 | Project Management for Development Professionals (Project DPro), Humentum, Online Flex Workshop |
| May 2019 | Gender Analysis and Planning, INTRAC, Oxford |
| 2009 – 2012 | MA in International Studies, University of Aarhus, Denmark |
| 2005 – 2009 | BA in Science of Religion and Globalisation and Development, University of Aarhus, Denmark |

Project experience

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| 2024-present | A digital learning and knowledge community: positioning early career researchers to make a difference to society. Project Manager. Funded by Sida |
| 2022-2023 | Global Platforms for Equitable Knowledge Ecosystems. (GPEKE), Ethiopia and Uganda. Project Manager. Funded by Sida |
| 2018-2021 | Transforming Employability for Social Change in East Africa (TESCEA), Kenya, Tanzania, Uganda. Project Manager (from May 2020, previously Project Coordinator). Funded by FCDO. |
| 2017-2018 | Strengthening Research and Knowledge Systems (SRKS), Africa, Asia and Latin America. Programme Officer. Funded by DFID. |
| 2014-2015 | Youth Organization in Three Rural Municipalities in Matagalpa, Nicaragua (Ungdomsorganisering i tre landkommuner i Matagalpa, Nicaragua). Volunteer (the project was entirely managed by volunteers). Funded by The Danish Foreign Ministry through the Civil Society Fund. |
| 2014 | From Overconsumption to Solidarity, Global. Project Coordinator. Funded by EuropeAid. |
| 2011 | Building Bridges for Youth Action, Jordan. Programme Assistant. Funded by The Danish Foreign Ministry through the Danish-Arab Partnership Programme. |

Selected publications

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| 2024 | Skovgaard M. & Buchner T. (2024). Time and effort pay off for gender champions in research . University World News |
| 2023 | Skovgaard, M., Wild, J., Fabian, F. & Munene, A. (2023). Gender responsive pedagogy in online learning: a framework and guidance for designers and learning . Oxford: INASP |
| 2023 | Skovgaard, M. (2023). An equitable knowledge ecosystem must include the voices of women and men: Exploring the voices of early career researchers with a gender lens . Oxford: INASP |
| 2023 | Skovgaard, M., Teketel, Y. & Mekuannent, M. (2023). Addressing gender disparities to create a more equitable knowledge system in Ethiopia . Oxford: INASP |
| 2023 | Skovgaard, M., Sebbale, S. & Nakamya, I. (2023): Creating a more equitable research system: lessons from Uganda . Oxford: INASP |
| 2021 | Skovgaard, M., Chapin, J. & Fabian F. (2021). Gender-responsive teaching improves learning outcomes for both women and men . Oxford: INASP |
| 2021 | Muchungi, K., Kingsbury, C., Dennis, A., & Skovgaard, M. (2021). Transformative Learning Toolkit . Oxford: INASP |
| 2021 | Omingo, M., Dennis, A., & Skovgaard, M. (2021). Course Redesign Toolkit . Oxford: INASP |



- 2020 Chapin, J., Skovgaard, M., & Warne, V. (2020). [Integrating Gender Responsive Pedagogy into Higher Education: Our Approach](#). Oxford: INASP
- 2020 Skovgaard, M. (2020). [How to make university classes more gender responsive](#). Oxford: INASP blog

