The Association of Commonwealth Universities

Training module

Introduction to
Gender Mainstreaming Universities

Prepared for the Association of Commonwealth
Universities
by
Maithree Wickramasinghe, PhD

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PART I

SECTION 1: INTRODUCTION

Why develop this Module?
The overall picture in Commonwealth countries with regard to gender participation of students / staff, gender representation in management structures of Higher Education Institutions (HEIs), and accounting for gender concerns within universities remains highly gender unequal and challenging. For instance, data from the Association of Commonwealth Universities (ACU) spanning the Commonwealth illustrate that of the overall gender distribution of academic staff above senior lecturer level, 25.3% were women compared to 74.7% men in 2006 (Singh: 2008). Statistics also convey that only 9.8% of executive heads were women in Commonwealth HEIs in the same year 2006. When comparing this to the statistics for the year 2000, it shows that this is only an increase of 0.8 percent (ibid.). Furthermore, the personal narratives and experiences of many women academics convey the gender bias and discrimination faced by them at their workplaces (Morley: 2006). Aside from which, university workplaces still do not account for the gender-specific needs of both women and men academics, administrators or students (such as crèches or mechanisms to combat sexual harassment) in managing universities.

The ACU's Training Workshops on Women in Leadership and Management in Higher Education to promote senior and mid-career academic / administrative staff of Commonwealth universities into university governance have had both long-term and short-term impact. The formulation of the previous modules has been based on the awareness that multiple strategies are required to promote university women: from developing their management skills and encouraging their academic careers, to balancing their personal and professional lives, and creating opportunities and supports for advancement within the university structures etc. (see the other modules in this series). Thus, hitherto, the ACU's focus has been on the critical areas of creating self-awareness of women's specific interests and needs, and on promoting and empowering individual women to attain management positions and become leaders within university structures. These have been advocated through strategic interventions for individuals and into university structures.

Yet despite some women academics and administrators attaining power and leadership within their universities, a majority of university women still face many structural and attitudinal impediments; they have to work within environments of gender insensitivity and are forced to deal with cultures of gender discrimination very often on a daily basis. It has thus been identified that existing workshop initiatives need to be supported by systematic and far-reaching changes to the structures, cultures, general working environments and practices of higher education institutions as well as, most significantly, people's attitudes.

These changes need to take into consideration local campus concerns such as gender violence including ragging / sexual harassment in universities, student micropolitics and the gendered division of labour in academia. Furthermore, they need to account for the external conditions, events and factors impacting on university life such as prolonged armed conflicts, natural disasters, social inequalities, political unrest, diversity needs, etc. They also need to account for the ongoing transitions of universities worldwide in the face of the rapidly expanding

knowledge economies, and the resultant competitiveness and output-orientation of higher education institutions. Moreover, they need to learn from the gains, problems and weaknesses of women's empowerment programmes and gender mainstreaming (GM) efforts that have been taking place for the past three decades.

This module is different from the others in the series as it integrally combines extensive individual approaches as well as systemic structural changes to achieve women's empowerment and gender equity / equality. It is based on the critical understanding that academic institutions have a responsibility to ensure that there is an overall culture of diversity and gender sensitivity in universities through institutional commitments to democracy, justice and social relevance and the development of specific mechanisms and practices by individual institutions to achieve these objectives.

At the same time, unlike many modules on gender mainstreaming that are all-inclusive, detailed and exhaustive works, the mandate of this module is to act as a comprehensive but limited resource and guide for gender facilitators/trainers in higher education. While it is essential that those facilitating this module are well versed in gender issues, the workshop sessions are designed to provide a preliminary understanding of gender and GM for participants from university backgrounds. It is in this sense an introduction to gender mainstreaming. ***The workshop sessions are designed to convince them of the importance of gender mainstreaming their respective institutions and to give them a fundamental understanding of how it could be done. This module is offered, therefore, on the basis that the process of GM has to be a tailor-made one that has to be undertaken according to the specificities of each institution by a group of committed individuals occupying strategic positions in the organisation, with the assistance of gender experts.*** It must be understood that it is not possible to span the gamut of the GM possibilities of an institution and at individual level simply via a training module.

Locating this Module amongst the Other Modules in the Series
It is thus anticipated that this Training Module - An introduction to Gender Mainstreaming of Universities - can be applied to Commonwealth universities to integrate gender concerns and issues into academic disciplines, departments and universities.

It is expected to complement the ACU's eight existing workshop modules (the first six of which were commissioned in conjunction with the Commonwealth Secretariat). The proposed institutional changes envisioned by the module (similar to the module on Women's Studies) are designed to support and sustain the individual achievements and advancement of women academics and administrators prompted by the other modules. In fact, the gender-mainstreaming efforts of this module should act as the core or foundational module for initiating overall individual and institutional changes within the universities.

At the same time, this module can also be implemented on its own. This is because the gender concepts, workshop methods and the methodologies of GM represent an alternative, yet

supportive perspective of gender equity / equality to the phenomenon of women's oppression and unequal status within the universities. Thus the women-centred modules as well as this gender-centred module can be engaged with jointly or on their own terms.

Theoretical Rationale: Combining Women and Gender
Theoretically-speaking, this module combines what has been conceived as a women's empowerment approach and a gender mainstreaming approach. A theoretical approach founded on women emphasises the participation and representation of women as well as the training, encouragement and empowerment of individual women in university structures. It especially concentrates on the advancement of women into the governance structures and power positions of universities. Consequently, in practice, there may be tendencies to address women's issues in isolation - as compartmentalised concerns.

On the other hand, a gender-based theoretical approach takes into consideration the roles, responsibilities, needs, issues, relations and politics of gender. This is based on the assumption that these are both common as well as different; and that more often than not, they may be competing or in conflict. Thus a gender approach focuses not only on the individual women concerned but also the men; apart from the institutional structures, practices and cultures. Consequently, it is possible to involve the whole of the academic community in sponsoring some of the transformation in structures and practices – even though it needs to be cautioned that a gender approach on its own can sometimes overlook women's concerns and become an instrumental, superficial process. It is our contention that by critically merging the two approaches of women and gender, the negative aspects of each approach can be balanced against one another.

Furthermore, by not seeing these two theoretical and methodological approaches as bi-polar or as conflicting; in fact, by combining them together, it is argued that there is a higher chance of sustaining the social, institutional and attitudinal changes advocated by all the modules.

For Whom and What is the Goal of this Module?
Unlike women and gender-related initiatives that focus on adding women's issues on to existing organisational structures and incorporating women-related practices as particular compartments, GM involves the overall restructuring of institutions from gender perspectives. Consequently, the gender concerns and needs of both women and men have to be accounted for in each and every function of the organisation.

The gender mainstreaming of an institution is thus conceptualised as a process that requires the consciousness, commitment and the active participation of all staff members from all sections and levels of the organisation. It calls for both attitudinal changes at the personal level as well as structural and practice-oriented changes at the institutional levels. Within universities this calls for the involvement of the governance and policy-making levels, middle management and administration, academic sectors, and students.

Consequently, this module targets both men and women in academia, from university academic leaders to policy makers, from managers to administrators, from academic staff to administrative staff – including personnel from Financial and Accounts Departments.

Here, it is critical to note that gender concerns are not only social issues but also personal issues and as such they need collective responsibility and action. While GM needs the unstinting support from the top, it also needs the drive and leadership at different levels and sections of the organisation as well as the collective sponsorship of all employees in the university. This is because in the final count the institution of a gender sensitive university culture relies on an individual's understanding of society and a personal commitment to behavioural change.

As noted before, the goal of this module is to provide a general resource and a guide for facilitators on GM while the aim of the individual workshop sessions is to give pointers as to how participants can gender mainstream their organisations and keep tabs on the process. (It needs to be reiterated, however, that, unlike a number of other modules on gender mainstreaming, this module does not claim to be an exhaustive guide on the topic.) While all the sessions in the module are directed at / expected to engage with all members of the university, universities are expected to seek further expert advice to assist their staff members when undertaking the GM process.

However, the module can also be used for another purpose. It can be used specifically to identify a core team of people from senior and middle management across the above roles and responsibilities who can act as organisational change agents in an institution. Given that it is easier to introduce organisational change when more than one person in an institution takes responsibility for it, the workshops can be used as a method to initiate the GM process within an institution by establishing a Gender Equity / Equality Task Force or Committee. Furthermore, the module is expected to train participants in the practicalities of conducting GM workshops within their institutions. For this reason, there is an action planning session on each workshop topic.

Why this Module also Addresses Men
As noted earlier, unlike the other modules in the ACU series, which address women, this module addresses men as well as women. There are several reasons for this – some strategic.

By making gender an institutional issue that engages and affects women and men, men are made sensitive to the prevalence and gravity of the issues of gender. By postulating gender concerns as issues of local relevance - whether it be social justice, institutional responsibility, diversity, ethical work practices, social relevance, academic excellence, organisational efficiency, or international and national legal standards, gender concerns are given legitimacy beyond the personal. Once aware of gender concerns, it is possible that men may be more partial and contribute to the mainstreaming process by raising the gender issues affecting them. By becoming involved in a participatory process of engendering institutional changes,

men also achieve some ownership of the processes envisaged by the workshops, which should lead to greater support and a higher degree of sustainability for the GM processes.

Given that this module is also aimed at transforming the higher education institution (as opposed to other modules which deal with personal empowerment) it is absolutely vital to have senior members of both academic and administrative staff participating in the workshops. Of course, in many countries these senior people would be men. At the same time, the presence of senior people in the workshops should not be allowed to affect timings, reflection time, and the power of the facilitator to suggest fun activities etc. Here, it is important to proceed with caution as the possible gender dynamics arising from the presence of men will need to be accounted for in the workshop pedagogies. If care is not taken, the same power relations that make life difficult for women in the academy will be reproduced in the workshops and as a result, there is a possibility of the objectives of gender mainstreaming being defeated in the workshop sessions.

Structure of the Module
The module is structured as follows.

PART I

Section One is the introduction and provides an overview of the theoretical and other rationales for the module and its implementation.

Section Two addresses the potential facilitators with regard to the practical and strategic issues of organising and implementing the workshops. Special reference is made to the groundwork that needs to be done in inviting participants, surmounting the resistances to gender at the societal level and in terms of the possible power dynamics amongst participants.

Section Three engages with some of the social / cultural problems that may need to be addressed, depending on the context in which the workshop is implemented as well as the challenges, problems and weakness identified by other GM experiences.

Section Four is a glossary of the theoretical concepts of gender as well as the on-ground technical terms and methods of GM within organisational contexts.

Section Five is a glossary of some of the culture specific terms used in this module.

PART II

Part II consists of eight workshops on gender mainstreaming the different levels and aspects of HEIs.   Each workshop ends with a session on action planning for next steps.

- **Workshop One** promotes an understanding of gender and why GM is necessary for HEIs.

- **Workshop Two** instigates thinking about GM as a strategy for change and the expected outcomes and outputs of gender mainstreaming.

- **Workshop Three** advances the discussion of a crucial aspect of GM – attitudinal change and the management of such change by targeting various levels, divisions and offices of the institution.

- **Workshop Four** explores the practical experience of drawing up a GM policy to suit various institutional needs and anticipates some of the possible obstacles relating to the ground situation.

- **Workshop Five** prompts thinking about the structural changes and institutional practices that need revision as well as the new roles and mechanisms that need to be established as part of gender mainstreaming.

- **Workshop Six** can be part of this series or a 'stand alone' one and a half day workshop. Its sessions work more at a conceptual level as it anticipates the possibilities and strategies of mainstreaming gender concerns into syllabuses, curricula, disciplines and departments.

- **Workshop Seven** looks forward and encourages thinking about the sustainability of the GM processes by integrating gender equity and equality as part of organisational culture; by attempting to foresee any backlash against the process; and putting in place gender indicators.

- **Workshop Eight** is a follow-up workshop that looks back at the achievements and failures of the GM process one year down the line - especially by distinguishing between the activities / outputs and outcomes of gender mainstreaming.

Each of the workshops discussed above contains an overview and discussion on how gender can be integrated into each level / sector / aspect of the university and its staff / students. There are a number of activities delineated for each workshop. They range from short and simple individual exercises to more time-consuming tasks; from brainstorming to group discussion and presentations; from roles-plays and simulations to conceptualising the more technical tasks of gender mainstreaming. While attempts have been made to present the activities in a sequential fashion, each facilitator will have the autonomy to select appropriate sessions or activities for sessions depending on timeframes, available resources and the specificities (cultural / institutional / sectoral etc.) as well as the collectively-decided needs of the participant group.

There are cross-references where appropriate to the content of other modules in the ACU's Women in Leadership and Management in Higher Education series to avoid repetition and to detail, deepen and enhance understanding of the issues concerned. For instance, the module on Developing Management Skills gives an overall agreed vocabulary to be used in delivering the workshops.

Handouts, worksheets, and facilitator's resources are provided so that prospective facilitators can adapt / adopt them in their workshops.

SECTION 2: NOTES FOR FACILITATORS

This section provides background information, observations and suggestions relating to the organisation of a workshop on introducing gender mainstreaming to universities.

Prior Organisation

Despite the gender issues coming to the forefront of public consciousness during the last three decades there is still a lack of knowledge and some misconceptions about what gender means within an institutional context.

For instance, many organisations interpret gender issues as issues only concerning women. This results in only women being sent to represent the institution at gender forums – resulting in the marginalisation of gender issues as women's issues. Thus it is vital to make sure of male participation.

Given the need of GM to be taken on as a common institutional goal, there is a need to ensure sufficient acceptance and support from the top echelons of the university. Consequently, it is important to solicit support from key power holders and influential figures from within the institution.

There is no doubt that facilitators will encounter patriarchal assumptions, gender blinds, and cultural and context-specific prejudices in organising and conducting GM workshops. These may require prior strategising and lobbying with administrative authorities, and some conflict resolution devices may need to be adopted and even integrated into workshops.

In preparing for the workshop, the facilitators will find the two action plan templates on pages 79 and 80 of the *Facilitator's Handbook* of the ACU's series of training modules to be helpful. Aside from which, facilitators for these workshops need to:

- Identify potentially supportive male and female participants ahead of the workshops and send out personal invitations, reminders and then check on confirmations.
- Ensure that the participant lists reflect diversity as well as special needs.
- Personally as well as formally solicit support and lobby with key university personnel to promote the workshops and subsequent GM actions.
- Anticipate institutional obstacles and personal prejudices towards GM and pre-empt them by devising counter-measures.
- Link institutional aspirations such as diversity, organisational efficiency, ISO quality standards, international recognition / listings, and legal standards with gender equity and equality.
- Build in conflict resolution or 'making up' tools into the workshops (such as reflexive moments, 'time out' and 'conciliation' periods).
- Ensure that the participants bring to the workshop relevant information vis-à-vis their institutions and disciplines – especially when it comes to the later workshop sessions.

Working with Men
This module is conceptually different from the other modules in the ACU's series as it advocates mixed participation in workshops. This is because, as noted earlier, GM approaches are based on an understanding of men and women as well as the relations between / amongst them. Thus the responsibility for gender equity / equality is placed on both women and men within institutions.

Group learning leads to power dynamics within the groups. '*A Facilitator's Handbook'* (the first in the ACU's series of training modules) looks in detail at issues of group dynamics. Working with men in workshops can lead to gender-based power dynamics or gender micropolitics (see Section 4) coming to play due to the topic's affinity to one's primeval sense of identity. While such dynamics may arise among participants they could also easily encompass the facilitator as well. For instance, men may be in a minority and feel overwhelmed and defensive about the issues being discussed. Some men may dominate the sessions. Some women may refuse to identify with gender issues, as they have not experienced such issues personally. There may be resistance to the topic through loud appeals to nature, history, culture, and common sense. Lack of language proficiency may hinder participation. The presence of senior people may prevent other participants from loosening up. Men may use other strategies such as condescension, satire, jokes and even belligerence to undermine the workshop. Women may then not speak out; and very soon the facilitator can lose control of the situation. One way of preventing such problems may be to make sure that facilitators work in teams. In this way, they cannot be 'overcome' so easily, and they can check incidents out with each other before, during and after the sessions.

Facilitators need to pay especial attention to gender-based and other power relations within the groups such as:

• Who speaks first
• Who scribes
• Who services the group
• Who reports back

It could be very difficult for a facilitator who comes from the same institution or academic culture as the participants to challenge the patriarchal power-relations that these workshops are designed to contest. It is possible therefore that the facilitator needs to be more vigilant and directive about structuring groups and activities here than in the other modules.

Knowledge and Skills Required of Facilitators
Previous workshop experiences have shown that raising gender issues in male / female mixed forums has resulted in a spectrum of varied responses and outcomes. These have ranged across gender consciousness, sensitivity, appeasement, cooperation, bonding, dismissal, guilt, denial, provocation and even aggression. Consequently, aside from the general skills of successful

facilitation (listed in many of the other modules in the ACU series) such as patience, tolerance, communication, and negotiation, the facilitators of this workshop need:

- to be able to adopt a demeanour and tone that does not aggravate or alienate the participants, nor seem subservient or tentative;

- to be able to ensure that in discussions men and women are not stereotyped, that women are not all seen as oppressed, and that men are not all blamed for women's oppression;

- to avoid making normative assumptions about people's families, sexualities, living arrangements etc., and to be able to elicit examples from people's own lived experiences;

- to be well-versed in gender debates and possess the requisite knowledge to meet the assortment of arguments against gender equity / equality.

The following sources may be helpful in formulating arguments for gender equity / equality:

Gunawardena, C. Kwesiga, J. Lihamba, A. Morley, L. Odejide, A. Shackleton, L. Sorhaindo, A. *Gender Equity in Commonwealth Higher Education: Emerging Themes in Nigeria, South Africa, Sri Lanka, Tanzania and Uganda,* http://www.col.org/pcf3/Papers/PDFs/Gunawardena_Chandra_etal.pdf

International Labour Office, (2003) *Promoting Gender Equality*, International Labour Office, Geneva.

International Labour Office / Bureau for Gender Equality, (2004) *ABC of Women Workers' Rights*, International Labour Office, Geneva.

Morley, L. Gunawardena, C. Kwesiga, J. Lihamba, A. Odejide, A. Shackleton, L. Sorhaindo, A. (2006), *Gender Equity in Commonwealth Higher Education – An Examination of Sustainable Interventions*, DIFID, Essex.

Morley, L. et al (2007) *Gender Equity in Selected Commonwealth Universities.* Publication No. 65 in the Department of International Development Researching the Issues Series. London, DFID.

Morley, L., Sorhaindo, A., and Burke, P. (2005) *Researching Women: An Annotated Bibliography on Gender Equity in Commonwealth Universities*. London: Institute of Education Bedford Way Papers.

Singh, J. (2002) *Still a Single Sex Profession? Female Staff Numbers in Commonwealth Universities, Updating the 1998 Lund Survey*, Association of Commonwealth Universities, London (available from the ACU).

Singh, Jasbir K S, (2008). *Whispers of Change: Female Staff numbers in Commonwealth Universities.* ACU, London (available from the ACU).

United Nations Educational, Scientific, and Cultural Organisation, (2002), *Women and Management in Higher Education – A Good Practice Handbook*, United Nations Educational, Scientific, and Cultural Organisation, Paris (available from the ACU).

Women's Studies International Forum, (2006) Special Issue on Gender Equity in Higher Education *29 (6)*

Institute of Education, University of Ibadan, Nigeria, Open University, Sri Lanka University of Cape Town, South Africa, University of Dar es Salaam, Tanzania Makerere University, University of Uganda, *Gender Equity in Commonwealth Higher Education - Working paper 6: Research Findings*, http://www.aau.org/ledev/kigali08/docs/readings/gender/genderequity6.pdf

Other invaluable attributes include:

• to be even-tempered and unruffled in the face of arguments which may be highly personal and offensive;

• to be able strategically to handle difficult personalities (see ACU's Module on Developing Management Skills);

• to be able to ensure that there is space for all the participants to speak out and not allow for male dominance;

• to be able to resolve conflicts should they arise.

Given the volatility of gender issues in particular cultural contexts it is vital that facilitators make themselves aware of the complex cultural forces and dynamics that are at play within each workshop context as well as at a wider level. Setting up workshop agreements is one way of working with such diverse and challenging workshop dynamics (see ACU's Module on Developing Management Skills and the Facilitators' Handbook for general pointers to workshop planning).

SECTION 3:   BACKGROUND TO GENDER MAINSTREAMING

Responding to Socio-Cultural and Other Issues Relating to Gender
Discussions on gender, given its basis in identity politics, have the potential to become highly contentious. The following are some of the arguments against gender equity / equality.

It is possible that given their postcolonial heritage the 'cultural argument' against gender may hold sway in a majority of Commonwealth Universities. This is the position that gender equity / equality is an alien concept imposed by the West that does not complement endemic cultural values. Thus the aspiration of gender equity / equality can be seen as a corruptive force of globalisation that can 'westernise', and damage the image / 'purity' of local women.

Then there is the 'nature argument', which posits that nature or biology deigns the roles and responsibilities, characteristics and behaviours of women and men. Thus the notion of gender equity / equality is projected as unnatural or against nature's intentions. Similarly, there is the 'history argument' that portrays women and men as having historically assigned status and roles. As a result, it is contended that there is no necessity to alter this state of affairs. Another argument, the 'common sense argument' is one which deigns that men are traditionally the breadwinners and it is common sense therefore that men have to be given opportunities at the workplace as women have to carry out the domestic work. Other prejudices contend that when women work, they invariably take leave for pregnancy and childbirth thereby causing disruption to the institution. The concept of gender equity / equality is also seen as against men and the family and, conversely, as being irrelevant today when women have achieved many things in the public sphere.

Aside from this wide range of resistances to gender mainstreaming, some women tend to claim that their careers have not been affected by gender discrimination; and that if one does one's work diligently one can succeed anywhere. At the same time, others may not want to highlight women's issues on the basis that it would lead to undue attention, taunting, and further derogation of women at the workplace.

Due to the primal nature of these arguments against gender equity / equality, facilitators need to be well-prepared to address and counter them as well as other related stances of resistance.

The following may be useful points for facilitators to keep in mind.

The Natural and the Social
- While nature or biology may decide on sexual differences, gender differences are socially and culturally constructed.

- Women's biological roles within the family are limited to pregnancy, childbirth and breastfeeding (and these have been given legal recognition at the workplace). Both men and women can nurture a family and share parental responsibilities.

- In today's context, men's and women's self-definition / fulfilment are not precluded by nature.

Science
- Traditional understandings of sex as dependent on nature are being usurped by new scientific interventions.

- The concepts of nature as well as the concept of biology are socially constructed concepts as is the concept of science.

Gender Commonalities and Differences
- Gender differences are not static and may depend on the time period, geographical location, crisis situations, age etc.

- There are many instances in local and global history where women and men have diverted from their traditional roles, undertaken non-traditional responsibilities and defined their own lives as they wished.

- Gender equity / equality are about accounting for the commonalities and differences between men and women. They are not about taking away men's rights.

Experiencing Gender
- There are gender stereotypes that misrepresent men and women. Often they do not correspond with people's real life experiences.

- Families will break up only if a partner is unhappy within the family structure. A partner will be unhappy for numerous reasons including physical and psychological violence and inequitable division of labour within the family (amongst other factors).

- Who appoints women to be the guardians / signifiers of a particular culture as opposed to men?

Gender Equity / Equality
- Instances and concepts of gender equity / equality are usually found in numerous discourses of religions, local histories, endemic literatures and cultural practice. Unfortunately, so are instances and concepts of inequality and inequity.

- Commonwealth countries also have their own constitutional guarantees, internal laws and state policies promoting gender equity / equality.

Cultural Distinctions and Universal Standards
- No country can exist as a cultural island. All Commonwealth nations have hybrid if not multibrid[1] cultures. What is the rationale for selecting which western standards, products and influences (in this instance – gender equity / equality) to adopt and which ones to reject?

- Modern states are also multicultural states that may require some common standards as a means of unification.

- A majority of Commonwealth nations has subscribed to (and ratified) UN / ILO and other international legal standards that hold the state responsible for gender equity / equality.

- No culture is static or 'pure' but constantly adapting and changing according to the needs and demands of the times.

- Despite social pressures, each individual has a right to decide on his or her own cultural subscriptions.

Women in Higher Education
- The achievements of a few women do not apply to the majority of women in higher education institutions.

- What is the overall gender representation (academic / administrative / student) in universities, at different levels? How many women are represented in the upper echelons of higher education institutions? Are women's specific needs and interests at the workplace met by universities? Are women's viewpoints and perspectives represented in university management and governance?

- Women and men have dual / multiple roles in life. Universities need to recognise and work towards ensuring that employees are able to balance their work / family responsibilities without censure and embarrassment from the workplace.

- Gender based and sexual violence does not have boundaries and takes place in universities.

Addressing Gaps and Drawbacks of Gender Mainstreaming
The last two decades have seen GM initiatives taking place within institutions: at the different levels of integrated policies, in implementing projects / programmes, and incorporated in organisational practices. These have been sponsored by international aid organisations, development agencies, state arms, non-governmental organisations, private sector

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[1] The word multibrid is used to imply the milliard of global influences on a culture arising from modern modes of instant communication, international travel, global trade and entertainment industries.

corporations, academic institutions etc., They have varied from undertaking partial efforts of gender training to sensitise staff, adopting gender equity / equality policies, integrating gender needs and interests into institutional diversity programmes, creating mechanisms / personnel / offices and practices to address gender issues, structuring gender into academic disciplines through curriculum and syllabus changes, and planning / monitoring and evaluating to the wholesale mainstreaming of gender into all aspects and levels of the workplace.

These experiences have provided an understanding of the gaps and drawbacks that could occur in GM processes. Thus, facilitators should be aware of the common criticisms and problems associated with the process and need to be empowered to deal with them at the level of discourse and action. Facilitators should also be able to pre-empt some of the potential weaknesses of GM efforts – both at the ideological level and in application / practice and try to encourage possible and practical remedies and solutions in workshops. The following are some of the current concerns of institutionalising gender equity / equality.

- The rights and redresses relating to the inequalities, oppressions and discriminations faced by women have become submerged. Thus, given the scarcity and competition for resources, the focus on men privileges men's interests at the cost of women. Advocates of GM need to take care that extending the spotlight to gender (and men) does not adulterate the significance / relevance of women's experiences.

- GM also needs to ensure that representations of both women and men in GM discourses are not simplified or stereotyped since the foci on women as well as gender can easily become founded on simplistic discourses of the victimisation and / or the celebration of capacity - as far as women are concerned, thereby reducing women into artificial positionings of bi-polarity.

- Very often GM conceptualises women and men as homogenous / normative groups and does not always account for differences in the position, power and privilege of individual women and men. Consequently, it is vital that the specificities and sometimes competing claims such as those relating to HIV and special needs, poverty, socially, politically or ethnically underprivileged groups, the displaced, are integrated into the GM policy and process.

- The issues of GM need to be taken beyond university slogans / sound bites for histories and cultures of oppression and bias to be rectified. These include tangible changes at all levels – most perceptible in the daily lives of women and men, the community, the nation and internationally.

- GM is not always related to the outcome of gender justice as the process can lapse into the institutionalisation of gender tools and mechanisms in organisations – in other words, GM can become a technical fix. Care must be taken to ensure that GM processes are not 'instrumentalised' or 'technocratised' – so that the gap between the resources allocated, the 'professionalisation' of the process, and the policy and mechanisms instituted through

GM is not at variance with action and outcomes for women and men at the tangible dimensions of everyday living.

- GM is a strategic process; but linking it with such rationales as organisational efficiency and productivity, social development and justice, diversity etc., may dilute the extent and magnitude of women's oppression. However, these rationales are the very reasons for GM to gain acceptance - depending on the particular cultural and institutional context. Consequently, care must be taken to strike a balance - that does not silence or conceal issues of women's rights.

- The success of GM is reliant on the benevolence of the power holders within institutions. Experience has shown that good will and commitment from management is more likely to be achieved through dialogue and lobbying rather than militant activism. If GM policies are to materialise into a sustained institutional culture, then it is vital that not only the current power holders but also the entire institution is behind the process.

- It is also possible for GM to become a top-down approach that does not always take into account the needs and priorities of the women and men concerned. On the other hand, without the formal sponsorship of university hierarchy and management it is very rare for initiatives such as these to succeed within an institutional context. Sensitive participatory methods of analysis and evaluation and constant dialogues can help in establishing a GM process that is democratic and interactive.

- Given the specificities, unexpected events and exigencies in life, university sessions in Commonwealth countries can often be disrupted and interrupted due to natural disasters, armed conflicts, socio-political unrest, etc. Consequently, GM processes must also take into account the resultant impacts of intimidation, violence, death, injury, migration, internal displacements etc. Take for instance, the gender concerns relating to emergency relief, demographic changes, changes in community / household structures, physical and mental health, sexual and gender violence, economic collapse and dwindling labour markets, and demobilisation amongst other issues. The inclusion and engagement of those affected in the GM process of the university become vital in this context.

SECTION 4: GLOSSARY OF GENDER TERMS

This section introduces the various theoretical concepts of gender and discusses how such concepts come into play within the contexts of academic institutions.

Theoretical Concepts relating to Gender:

Gender
Traditionally, the word **"sex"** has been used to classify a person as a man or woman – depending on his or her physical appearances and biological or sexual differences. In contrast, the word **"gender"** is the idea of the socially or culturally constructed differences between men and women (Oakley: 1972) – depending on the extent to which women and men are socialised or learn gender.

Gender, along with the other crosscuts of identity such as age, class, caste, ethnicity, race, poverty, language, sexual orientation, geographic location, etc., contributes to an individual' s sense of identity as well as how the individual is perceived in society. Thus it is possible to discuss the gendered aspects of identity based on the implications of gender differences.

Gender Differences and Changes
Gender is not based on nature. But rather, gender is based on nurture, or the way we are brought up and socialised. Gender 'artificially' extends or exaggerates the 'natural' differences of sex. However, even sexual distinctions can no longer be taken as a natural or even irreversible phenomenon when taking transgendering and other scientific innovations of the 21st Century into consideration.

The idea of gender differences change from country to country, from place to place, community to community, class to class, race to race, century to century, even from decade to decade. Gender changes from situation to situation, under differing conditions, from man to man and woman to woman according to one's personal psyche, age and life experiences. In fact, gender identities can change drastically in crisis situations.

Organisations can be gendered depending on who holds positional power, agenda-setting power, has access to resources, has established influential networks, has hidden powers, and possesses valued skills (see the Module on Academic Leadership in the ACU series to conceptualise the types of power held by women).

Gender Division of Labour
This is an understanding about the organisation of labour in general – of men as involved in productive work for payment and of women as unpaid reproductive workers involved in maintaining the household / family. There is usually a cultural expectation that all women live with husbands and bear or have borne children. In some countries it is also taken for granted that they are the key carers for their parents and parents-in-law. The gender division of labour may prompt negative gender assumptions of men as primary breadwinners (and heads of

households) and women as house-wives and, at best, secondary earners. In many countries the reality is very different from these assumptions as there are many types of family units including single-parent families, same-sex families, extended families etc.

Gender Equality

Gender equality is the notion that there should be equal rights, responsibilities and opportunities for men and men (and girls and boys). Equality does not mean that women and men should be the same; but that rights, responsibilities and opportunities should not depend on whether people are born male or female.

Gender Equity

Gender equity is the notion that the specific interests, needs and priorities of both women and men should be taken into consideration. Equity recognises that men and women have differing interests, needs and priorities depending on their biological sex and their gendered life experiences. Furthermore, different groups of women and men prioritise different issues from one another.

Gender Equity / Equality

This module is founded on the simultaneous conceptualisation of gender equity / equality. This means that both the similarities of men's and women's life experiences as well as the differences in their life experiences need to be taken into account in discussions about gender justice.

Gendered Identifications

Gender identifications include:
- the different gender roles expected from women and men (and girls / boys) within the family;
- the different gender responsibilities to be undertaken by women and men at home, in the workplace, in terms of cultural practices and the community as well as internationally;
- the types of productive (work for payment) and reproductive (generally invisible work involving daily domestic labour / caring for children / sick & elderly etc.) and community work (religious & cultural activities / kinship & international networking) deemed appropriate for women and men;
- the different ways in which women and men are expected to dress and appear in different contexts;
- the different ways in which women and men are anticipated to behave and conduct themselves ;
- the assumptions about the different intellectual / emotional characteristics of women and men;
- the different sexual orientations, needs and preferences assumed about women and men.

In many societies the differences between men and women, whether they be the different gender roles and responsibilities assigned, assumed characteristics and behaviours, sexual preferences, dress codes or work functions etc., are given unequal, arbitrary valuations. Furthermore, there are restrictions placed on activities, acquisition of knowledge, access to and control over resources, as well as decision-making opportunities, on the basis of gender.

Gender Justice
As noted before, discussions about gender arise from experiences and perceptions of inequality and inequity leading to gender injustice. Gender justice is one of the aspirations of GM and involves the fulfilment of gender-related needs, interests and priorities as well as equal rights, responsibilities and opportunities.

Gender Relations
These refer to the actual and perceived network of interdependent relations that occur between men and women as well as girls and boys; and, of late, it is also taken to include the relations between women and those between men. These involve daily, lived experiences, as well as notions of gender relations (Young: 1988), which emanate from the media, religions, history, culture etc. Gender relations are usually perceived as being unequal because on the whole men have power and women generally do not. Consequently, most changes for women imply corresponding changes for men as well and *vice versa*.

Gender Stereotypes
There are many standard images or conceptions of male and female types in our consciousness depending on the culture from which we come. These may include such gender stereotypes as submissive wives, violent husbands, scheming or gossiping women, men as heads-of-households or breadwinners, male farmers and pilots, self-sacrificing Asian mothers, 'poor, pregnant, African women', 'loose white women', women as irrational and prone to tears, men as strong and silent etc.

Institutional Gender Culture
Institutional gender culture is the dominant culture arising from those who occupy the structures of power and control organisations; those who access resources and influential networks that can be utilised for their own furtherance (WGHE: 2006). The operation of gender micropolitics is also an integral part of the prevailing institutional culture.

Institutional Gender Micropolitics
Gender micropolitics refer to the ways in which power is relayed in everyday practices, especially within institutions (Morley: 1999), through such issues as morality, language, dress, and codes of conduct at the workplace.

Institutional Gender Needs
These are the different needs which arise due to the differing sex/gender identities of men and women in workplaces.

Common Needs refer to a category of needs – such as employment rights and welfare needs – that are common to all employees (male and female).

Biological Needs refer to a second set of needs – covering such areas as maternity rights / the availability of urinals – which are specific to women or men because of their specific reproductive / biological features.

Institutional Gender Needs may refer also to a third type of needs - for example, that of institutional mechanisms against sexual harassment or institutional practices to ease work / family conflicts. These needs are based on gender roles and practices etc.

Practical Gender Needs and Interests

Women identify practical gender needs based on their socially-accepted roles in society. They are practical in nature and concerned with inadequacies in living conditions, such as water provision, healthcare and employment (Moser: 1993)

Strategic Gender Needs and Interests

These needs and interests are related to the subordinate position of women in social and familial structures. Changing these would lead to the transformation of the structural and positional inequalities between women and men (Kabeer: 1994).

Sexual and Gender-based Violence

Sexual and gender based violence arises in and outside the home; especially in situations where men and women compete for power / influence and access and control over resources (WGHE: 2006). Within university contexts, it manifests itself as rape, ragging, sexual harassment, backlash for raising gender concerns and other forms of violence.

Concepts and Methods relating to Gender Mainstreaming:

Affirmative Action (to promote Gender Equity / Equality)

Affirmative action refers to positive action targeting either women or men to prevent / eliminate the discrimination and gender gaps which arise as a result of existing attitudes, structures and practices in institutions.

Gender Analysis

Gender analysis within a university refers to the consideration of the ways in which men and women participate and contribute differently to the processes and practices within the institution. It seeks to identify the ways in which institutional policies and practices, structures and mechanisms, interactions and culture may prioritise or ignore or marginalise men / women in practice. Gender disaggregated statistics, indicators, the application of frameworks and other data are outputs of gender analysis.

Gender Audit

A gender audit provides an outline of the vertical and horizontal status and situations of men and women within an organisational structure. It can provide quantitative data on gender relativity and gaps relating to enrolment, retention and achievements (WGHE: 2006).

Gender Awareness

Gender awareness relates to individuals in organisations being aware of the different roles, responsibilities and previous journeys of women and men in life and the differential impact of institutional objectives, plans and programmes. However, gender awareness may stop at that and not necessarily translate itself into gender equity / equality practices (WGHE: 2006). Furthermore, gender awareness may provoke resistances within institutions.

Gender-aware Policy Appraisal

Gender-aware Policy Appraisal is a tool that can assess whether a particular policy addresses the needs of both men and women.

Gender-based Monitoring and Evaluation

Monitoring and evaluation from a gender perspective requires the tracking of resources (financial and otherwise) and outcomes in relation to goals of gender equity / equality.

Gender Bias

This refers to either a positive or negative attitude / practice towards either women or men.

Gender Blindness

Gender blindness refers to assumptions that (deliberately or through ignorance) refuse to acknowledge or understand the distinctions and differential outcomes of sex and gender. Gender blindness in policies may result in privileges for men and the discrimination against and exclusion of women. Consequently, assertions of gender neutrality could well be a form of gender blindness (March, C. et al: 1999).

Gender Budgeting

Gender budgeting ensures that the allocation of resources and funds takes place in a gender sensitive manner (WGHE: 2006). It therefore involves the examination of all institutional revenues and expenditures from a gender perspective. For instance, it scrutinizes the assignment and beneficiaries of resources within an institution as well as paid and unpaid forms of work (such as staff welfare and student counselling), and allocates new resources for the changes proposed by GM efforts.

Gender Discrimination

Gender discrimination is when one sex is distinguished / favoured / valued at the expense or disadvantage of the other.

Gender Explicit Issues

On the other hand, gender explicit issues are those that are clearly spelt out, fairly well explained, straightforward and visible. For example, 6 women and 6 men are asked to form a gender task force.

Gender Gap

A gender gap is a gap in any area between men and women in terms of levels of participation, access, control, rights, remuneration, benefits, responsibilities, etc. as well as in terms of attitudes, knowledge, interests, behaviours and perspectives. However, such gaps may vary between the two groups due to age, education, social situation, political privilege, race, class, religion and marital status, amongst other factors (WGHE:2006).

Gender Impact Assessment

Gender impact assessment refers to the act of examining policy proposals to see whether they will affect men and women differently, so as to ensure that they conform to goals of gender equity and equality.

Gender Implicit Issues

These issues are not clearly stated, and are therefore hidden, or implied. For instance, terms such as 'farmers', 'population', 'the poor', 'the masses' may mask the presence of women and their needs due to stereotypical assumptions about gender. Similarly, assumptions about issues such as transport or institutional governance may camouflage women's interests or positions. Thus, issues and needs as well as who is being addressed / engaged need to be specified and clearly articulated.

Gender Mainstreaming

Gender Mainstreaming is a process of consistently incorporating a sensitivity to gender differences in policy, needs analysis, institutional mechanisms, planning, training, budgeting, implementation, monitoring and evaluation. In the universities it includes teaching, researching and such other activities and practices (e.g. the provision of accommodation and office allocation) as will eliminate inequalities and inequities between men and women academic / administrative staff and male / female students. It may involve affirmative action regarding quotas and targets to rectify historical inequalities. Thus the ultimate goal of GM is gender equity / equality leading to gender justice.

Gender Needs Assessments

A needs assessment based on gender concerns gives qualitative information on the institutional gender needs of men and women. These may relate to what is required in terms of institutional mechanisms (for instance, to address sexual harassment), organisational practices (such as working from home), or structures (crèches for children of staff) etc. Undertaking a comprehensive Gender Audit and a wide-ranging Gender Needs Assessment are essential prerequisites to gender mainstreaming.

Gender Neutral

Gender neutral refers to an assumption that there are no positive or negative impacts of policies / actions on gender relations or the equality / equity between men and women. This may not be the case on closer examination (March, C. et al: 1999).

Gender Oppression

Gender oppression is when one sex dominates the other unjustly in thought / word or deed – either with or without intent.

Gender Policy

A gender policy outlines the organisation's stated standpoint, concerns, intentions and commitments towards gender equity / equality.

Gender Re-distributive Policies

These try to tackle the gender imbalances, gender gaps and gender disparities in society by taking both sexes into account. They often address the strategic gender needs of both men and women thereby attempting to transform gender relationships with the aim of attaining gender equality / equity.

Gender Sensitivity

Gender sensitivity is the translation of gender awareness into organisational practice through changes in policy, structures, planning, programmes, practices and activities. Gender sensitivity involves institutional will to ensure that the stated gender objectives are achieved by engaging with obstacles and backlashes (WGHE: 2006).

Gender-Sensitive Indicators

An indicator is a statistical measurement that shows change in a given context over a particular period of time. It therefore shows a comparison to a norm. A gender-sensitive indicator is a measurement of gender-related change over time (University of Adelaide: 2008).

Gender-Sensitive Organisational Planning

Stemming from gender planning (Moser: 1993) gender-sensitive organisational planning considers the significance and impact on / of gender when drawing up institutional finance budgets and action plans; and in formulating project proposals / programmes and organisational activities. Targets are set, gender indicators defined wherever possible, and realistic gender goals are determined.

Gender Targets

Gender targets refer to concrete estimations of outputs and outcomes of GM in terms of numbers and actions within a given time period.

Gender Training

Gender training refers to the formal practice, through training programmes directed at staff members in an institution, of creating awareness about the inequalities and inequities relating to gender.

SECTION 5: GLOSSARY OF CULTURE-SPECIFIC TERMS USED IN THIS MODULE

Bristol Board is card or stiff paper

Eve-teasing is a term used for sexual harassment in India

Half sheets are A4 paper

Magi Board is a white board

Ragging, in Sri Lanka, is the violent induction by senior students of freshers to conform to dominant student cultures

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PART II

Workshop Programmes

The following workshop sessions are prepared on the assumption that while participants may be aware of gender issues in general, they may not have an understanding of how to institute a culture of gender equity / equality in universities.

The expected short / long-term outcomes of the programme of workshops are that:

- Academic leaders, managers, academic / administrative staff (and students) become familiarised with and educated on conceptualisations of gender differences / commonalities and the impact of gender in their HEIs.

- Academic leaders, managers, academic / administrative staff become sufficiently empowered to initiate the GM of their own universities. This would result in:

    o Gender equity / equality policies being articulated by universities;
    o Structural changes, institutional mechanisms, organisational procedures and day to day practices being incorporated / altered to operationalise the HEI's commitments to gender equity / equality;
    o Academic disciplines being restructured according to standards of gender equity / equality through changes in curricula / syllabus, the incorporation of gender sensitive-pedagogy and gender / feminist research methodologies as well as the institution of gender / women's studies courses;
    o A dominant culture of gender consciousness and allowances for gender equity / equality being generated among university hierarchy / staff and students.

- Academic leaders, managers, academic / administrative staff and students of the universities being empowered to establish standards, practices and norms of gender equity / equality beyond their respective HEIs, in their professional work and personal lives.

Taken together, the eight workshops provide an introduction to understanding gender mainstreaming as a holistic process.   Individual workshops are designed to promote methods of how to institute gender equity / equality *vis-à-vis* people's attitudes, academic disciplines, university structures, and policies, respectively. However, while it is recommended that institutions work sequentially through the workshops, it is not necessary to do so in one intensive period.   It would be perfectly possible, for instance, to deliver one workshop a week or one a month.

Workshop One
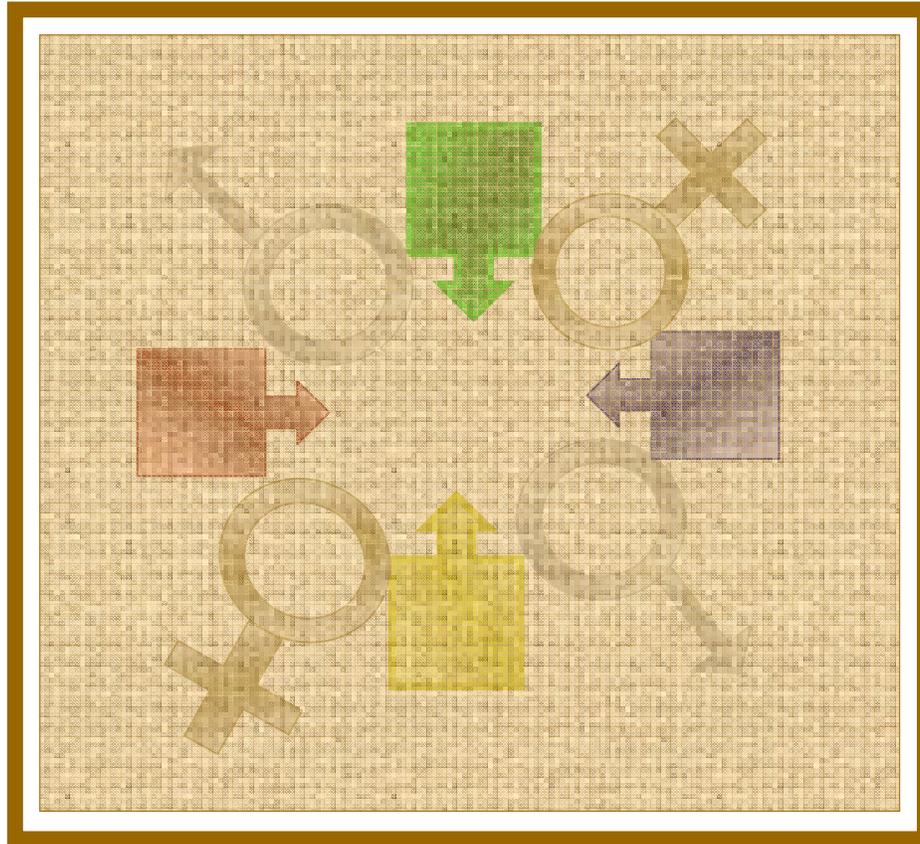
What is Gender?

Workshop One: What is Gender?

Preamble

Programme
Introductions
Workshop Contract

Conceptualising Gender
Icebreaker
Activity I - Gender and Identities
Activity II - Gender in Daily Life

Why Gender Mainstream Universities?
Activity III - Why focus on Gender / Women in Universities?
Activity IV - Action Planning for Next Steps

Handouts and Workshop Materials

Workshop One

What is Gender?

Preamble

The expectations from this workshop are as follows:

- An introductory understanding of the concept of gender and the ways in which gender operates in the daily lives of women and men;
- An understanding of how gender works within the university context;
- Improved knowledge of the concepts of and rationales for gender mainstreaming HEIs;
- The development of an action plan for next steps.

As this is the first workshop in this module, it is important to commence the workshop by collectively agreeing on a contract for the entire workshop. This is because it is expected that workshop participants will be both women and men, of varying age groups and seniority at the workplace, from various institutional departments (academic / administrative) and disciplines, who will therefore require consensus on how to proceed with the workshop. The facilitator can initiate the session by brainstorming on the understandings, code of conduct, procedures, ethics and values that would provide a framework for the entire workshop. These may well include: respecting each other's opinions; preserving confidentiality; sticking to time allotments; being on time for the commencements of sessions etc. (See the Developing Management Skills module of the ACU series for guidance on setting up the workshop contract or agreement).

The first section of this session - Gender Conceptualisations - introduces the concepts of gender to all the participants. First, there is an Icebreaker designed to create awareness about the ways in which gender is a crucial part of people's identities, how gender is perceived and constructed, and how gender operates in societies. The exercise shows how we highlight various facets of our gender identities in our conceptualisations of ourselves.

Based on this exercise, the facilitator provides inputs into Activity I (Gender and Identities) so as to illustrate how the various aspects of the gender identity (emphasised earlier) either originate in biology, or are created / enhanced through cultural / social conditioning and which fit the culture in which they are working. It shows further how gender identities are constituted through gender roles and responsibilities, the gender division of labour, and gendered dress codes, conduct, characteristics and sexualities. Through the inputs of the facilitator, the participants should gain an understanding of how gender identities are relative to age, culture, time-period, geographical location, ethnicity etc. They would also realise how gender identities can change from person to person as well as within a person.

Through Activity II (Gender in Daily Life) participants will explore their own assumptions and conceptualisations about gender, gender relations and the gender division of labour as well as gendered institutional needs and micropolitics.

At the close of this session the facilitator will synthesise the understandings of gender and make a case for the GM of universities by referring to a series of definitions relating to gender issues.

The second session is titled Why Gender Mainstream Universities? Activity III (Why focus on Gender / Women in Universities?) entails analysing hypothetical case studies of gender issues within a higher educational framework. As a consequence, participants will be able to identify possible individual as well as institutional action that can be undertaken to address the issues raised.

The following section is an action planning session. It suggests alternative activities:

- The first is relevant for a Training the Trainers workshop and focuses on groups preparing action plans for a workshop titled 'What is Gender'. The groups will pay special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when presenting their action plan to the group. This session will close with participants discussing the process by which they would initiate a workshop in their own institutions.
- The second is relevant for a Management Development workshop whose participants may be new to the concept of gender mainstreaming. It provides an opportunity (individually and in pairs) for those who have not thought about gender issues before to recognise and address some examples from their own professional lives.

The material required for this workshop includes:
Laptop / projector / OHP / memory sticks / notice board / marker pens / white papers / Bristol board / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets / rubber ball

Workshop One

What is Gender?

Programme (Six Hours 25 minutes)

Introductions (20 minutes)
A brief outline programme with timings for breaks should be circulated beforehand, so that participants have some idea of how long the session will last and so that timings for refreshments can be pre-arranged.

To begin with, the facilitator will introduce the objectives of the workshop and the expected outcomes. He / she will then discuss the structure of the workshop as well as the expectations relating to the teaching / learning process.

The participants, while sitting in a large circle will introduce themselves by their first names and their departments (only).

Icebreaker (20 minutes, depending on the number of participants present)
Required Material: Notice board / pen

The first person on the left of the facilitator will be asked to start a sentence beginning with either "I am a women…….." or "I am a man……….." The next person will continue the sentence adding one item to the sentence that constitutes her identity. "I am a woman who is a lecturer….." . The next person will insert "I am a woman who is a lecturer who has long hair and I wear western clothes…" The next person will carry on "I am a woman who is a lecturer who has long hair and wears western clothes but who has absolutely no time for herself because she is a single parent …." etc. It is expected that the participants will refer to gender identities, roles, responsibilities, characteristics, codes of conduct, states of mind etc, through this sentence. This Icebreaker should help the facilitator confirm the distinct factors of gender that go to make up an identity.

Instituting a Workshop Contract (20 minutes)
Required Material: Magi board or flip chart / pen / Blu-Tak

Brainstorming: with the help of a Magi board or flip chart the facilitator will initiate a brainstorming process on the understandings, code of conduct, workshop procedures, ethics and values relating to how the workshop should be conducted and the rights, expectations and responsibilities of each participant. (See the ACU's Developing Management Skills module for a discussion on pedagogy, guidance in setting up a collective workshop contract or agreement, and brainstorming).

Conceptualising Gender

Activity I – Gender Identities (45 minutes)
Required Material: Notice board / pen / rubber ball, PP projector / OHP

The facilitator provides inputs leading to a Group Discussion. The following PP slide and / or appropriate illustrations from the website could help to clarify the ways in which gender identities are constructed.

PP Slide / OHP (could also be a Handout):

GENDER INDENTITIES
- GENDER ROLES - the different gender roles expected from women and men (and girls / boys) within the family
- GENDER RESPONSIBILITIES - the different gender responsibilities to be undertaken by women and men at home, in the workplace, in terms of cultural practices and the community as well as internationally
- GENDER DIVISON OF LABOUR - the types of productive (work for payment) and reproductive (generally invisible work involving daily domestic labour / caring for children / sick & elderly / parents & in-laws etc.) and community work (religious & cultural activities / kinship & international networking) deemed appropriate for women and men
- GENDER DRESS CODES - the different ways in which women and men are expected to dress in different contexts
- GENDERED CONDUCT - the different ways in which women and men are anticipated to behave and conduct themselves in different situations
- GENDERED CHARACTERISTICS - the assumptions about the different characteristics of women and men under different circumstances
- GENDERED SEXUALITIES - the different sexual orientations and preferences assumed about women and men

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After clarifying the first bullet point, the facilitator will throw a rubber ball indiscriminately at a participant who then has to give examples of the gender roles that she / he adheres to / performs. The facilitator will then move on to discuss the next bullet point, after which the participant with the ball will be asked to throw the ball to whomever she / he wishes. The person who catches the ball will then provide examples from her / his experiences of gender responsibilities, and so on. The facilitator should intervene at strategic points in the discussion to ensure that participants are clear that:

- Gender identities change according to particular cultures, time periods, geographical locations, societies or communities, ethnicities, castes, age groups, conflicts and disasters, family expectations, personal tastes etc.;
- Though people's gendered identities originate in nature / biology, such identities are augmented through dominant socio-cultural values, expectations and norms;
- Gender identities are context-dependent and subject to change;
- Gender is a crosscut of a person's overall identity including age, ethnicity, caste, religion, class, etc.

Conclusion A private reflection that might include 'What have you learnt about your own gender identity from this exercise?'

Activity II - Gender in Daily Life (70 minutes)
Required Material: 6 slips of paper with definitions (cut up from Handout Workshop I - Activity II) / paper / pens / flipcharts

Group Work: Participants are divided into 6 groups. Representatives of each group will draw lots. Each group will be given a slip of paper with a definition (cut up from Handout Workshop I - Activity II) for which they are asked to provide brief examples from their experiences (25 minutes). The categories are as follows.

• Gender Division of Labour
• Gender Stereotypes
• Gender Relations
• Sexual and Gender-based Violence
• Institutional Gender Micropolitics
• Institutional Gender Needs

The groups will read out the definition and their examples. The facilitator will then lead a discussion on the group's common understandings of these gender concepts and their actual experiences in real life. She / he will highlight the fact that our experiences of the gender division of labour is far from that of productive work being done by men and domestic work being done by women; that gender stereotypes rarely reflect reality; that gender relations are often unequal; that sexual and gender-based violence take many forms; that institutional gender micropolitics could be extremely subtle; and that institutions have an obligation to address the gender needs of employees. Participants will then be asked to take two minutes to note down anything they would like to remember from this exercise (45 minutes).

Closure (30 minutes)
The facilitator will ask participants what they have understood from the session. Following which, the following series of definitions and understandings of gender can be used on PP slides to synthesise the issues raised in this session.

PP Slide / OHP (could also be a Handout)

Gender
Traditionally, the word **"sex"** has been used to classify a person as a man or woman – depending on his or her physical appearances and biological or sexual differences. In contrast, the word **"gender"** is the idea of the socially or culturally constructed differences between men and women – depending on the extent to which women and men are socialised or learn gender. Gender 'artificially' extends or exaggerates the 'natural' differences of sex. However, even sexual distinctions can no longer be taken as a natural or even irreversible phenomenon when taking transgendering and other scientific innovations of the 21st Century into consideration.

PP Slide / OHP (could also be a Handout)

<table>
<tr><td>**Gender Differences and Changes**
Thus the idea of gender differences change from country to country, from place to place, from community to community, class to class, race to race, from century to century, even from decade to decade. Gender changes from situation to situation, under differing conditions, from man to man and woman to woman according one's personal psyche, age and life experiences. In fact, gender identities can change drastically in crisis situations.</td></tr>
</table>

PP Slide / OHP (could also be a Handout)

<table>
<tr><td>**Gender Relations**
These refer to the actual and perceived network of interdependent relations that occur between men and women as well as girls and boys; and, of late, it is also taken to include the relations between women and those between men. These involve daily, lived experiences, as well as notions of gender relations, which emanate from the media, religions, history, culture etc. Gender relations are usually perceived as being unequal, because men have power and women do not. Consequently, any changes for women imply corresponding changes for men as well and vice versa.</td></tr>
</table>

_____W O R K S H O P - B R E A K_____

Why Gender Mainstream Universities?

Facilitator's Inputs: The facilitator will introduce GM with the help of the following PP slide / OHP.

PP Slide / OHP

<table>
<tr><td>**Gender Mainstreaming**
Gender Mainstreaming is a process of consistently incorporating sensitivity to gender differences in governance, decision-making, policy, needs analysis, institutional offices and mechanisms, planning, training, budgeting, implementation, monitoring and evaluation in institutions so as to create an organisation that is gender equitable / equal. It is founded on equal opportunities, representation and participation of men and women. In universities, it includes teaching, researching and other university activities / practices so as to eliminate inequalities and inequities between men and women academic / administrative staff and male / female students. It may involve affirmative action of quotas and targets to rectify historical inequalities. Thus the goal of gender mainstreaming is gender equity / equality.</td></tr>
</table>

Activity III - Why focus on Gender / Women in Universities? (60 minutes)

Required Material: Bristol board / flip charts / pens / 4 slips of paper – on each of which there would be a case study taken from Handout Workshop I – Activity III.

Group work: Participants are divided into 4 groups. Each group is given a slip of paper with a case study of a narrative relating to a university context and asked to discuss the gender issues and dynamics arising from these narratives (Handout Workshop I – Activity III). They are asked,

in particular, to approach the situations described from both individual and institutional points of view and suggest possible solutions. (30 minutes)

Example of a case study:

> *Of 1184 students entering the Faculty of Arts at the University of ……………. 944 were women students and 140 were men students. The Arts building was located in a four-storied building and each floor had a male and female toilet. By mid-morning and during the lunch break long queues leading to the women's toilets could be seen down the faculty corridors. One women's toilet located on the ground floor was directly opposite and in close proximity to the Arts Faculty security officers' hut which was invariably occupied by several men. Consequently, not many women students used this particular toilet. On rainy days in particular, women students were invariably late for lectures - having to spend up to half an hour trying to access toilets. The women students accepted this as the state of affairs in a developing country. Women academics who tried to raise it at the Faculty meetings were invariable the butt-end of mild ridicule and assured of action but for years nothing had materialised. On the other hand, the university took great pains to beautify the campus grounds and gardens, channelling large sums of money for landscaping and maintenance.*

Once the group comes together and presents the issues and possible personal / institutional solutions on a Bristol board, the facilitator will make a case for individual as well as institutional approaches to deal with gender issues in universities. From the issues raised by the participants she / he will amalgamate a list of areas / needs / concerns that will need to be addressed at the institutional levels through gender mainstreaming. (30 minutes)

Activity IV - Action Planning There are two, alternative activities here, depending on the professional background of the participants:

Alternative A is for a Training the Trainers workshop (120 minutes)

Required Material: Bristol board / flip charts / pens / laptops with PP / OHP / memory sticks

Group work: Participants will be asked to divide into groups of three or four people, preferably from the same institution, to prepare action plans for a workshop on 'What is gender?'   When preparing their action plans, participants should pay special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop.   Participants should also plan for how they would initiate the workshop in their institutions (whom to contact, whom to invite etc.).   (60 minutes)

With the assistance of PP or board / charts etc., groups will then present and discuss their action plans with the whole group. (55 minutes)

Closure: Participants will take two minutes to reflect whether they have left out anyone / anything in their action plans and, if so, raise them for discussion.   Time will be taken to distribute evaluation forms that the participants will be asked to fill and return. (5 minutes)

Alternative B is for participants who are new to gender mainstreaming (95 minutes)

It may be that those who have not thought about gender issues before or about mainstreaming gender will be intimidated by being asked to present their ideas to the whole group.

By themselves, participants are asked to think about, then make plans for changing, something in their own professional life which has been identified in this workshop as gender insensitive. The action planning handouts from the Facilitator's Handbook may be helpful here.   (15 minutes)

In pairs of those who are comfortable working with each other and who agree to confidentiality (let them choose their own partner), spend 30 minutes on each person's plan, asking useful questions and making supportive suggestions. (60 minutes)

As a whole group, the facilitator asks whether the exercise was useful and, if so, why it was useful.   The discussion will be about the content (where volunteered by participants) and about the process - this 'pair-work' could be an example of mentoring. (15 minutes)

Closure: Individually, participants take two minutes to make a note about anything they would like to remember from this session. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

What is Gender?

Handouts & Workshop Materials

Workshop Materials

Workshop I / Activity II – Gender in Daily Life

Cut up the following definitions for group activity.

Gender Division of Labour
This is an understanding about the organisation of labour in general – of men as involved in productive work for payment and women as unpaid reproductive workers involved in maintaining the household / family. In your experience, what are the types of work that men and women do?

Gender Stereotypes
There are many standard images or conceptions of male and female types in our consciousness, depending on the culture from which we come. These may not reflect reality. List the gender stereotypes that you have come across.

Gender Relations
These refer to the actual and perceived network of interdependent relations that occur between men and women as well as girls and boys; and of late, it is also taken to include the relations between women and those between men. List the types of unequal gender relationships that you have come across.

Sexual and Gender-based Violence

Sexual and gender based violence arises in and outside the home; especially in situations where men and women compete for power / influence and access and control over resources. What are the instances of sexual and gender based violence that you have come across?

Institutional Gender Micropolitics

Gender micropolitics refers to the ways in which power is relayed in everyday practices, especially within institutions, through such issues as morality, language, dress, and codes of conduct at the workplace. List the gender micro-politics being played out at your institution.

Institutional Gender Needs

This refers to the different needs which arise due to the differing sex / gender identities of men and women in workplaces. What are the common, biological and gender needs that work institutions should address?

For further, private consideration, the following definitions may be useful

Gender

Traditionally, the word **"sex"** has been used to classify a person as a man or woman – depending on his or her physical appearances and biological or sexual differences. In contrast, the word **"gender"** is the idea of the socially or culturally constructed differences between men and women – depending on the extent to which women and men are socialised or learn gender. Gender 'artificially' extends or exaggerates the 'natural' differences of sex. However, even sexual distinctions can no longer be taken as natural or even irreversible phenomena when taking transgendering and other scientific developments of the 21st Century into consideration. In your experience, have you come across people who display characteristics, which cannot be clearly categorised as either "sex" or "gender"?

Gender Differences and Changes

The idea of gender differences change from country to country, from place to place, from community to community, class to class, race to race, from century to century, even from decade to decade. Gender changes from situation to situation, under differing conditions, from man to man and woman to woman according to one's personal psyche, age and life experiences. In fact, gender identities can change drastically in crisis situations. Can you give an example of a changing gender identity?

Inequitable / Unequal Gender Relations

Inequitable or unequal gender relations may take place in situations where men and women compete for power / influence and access and control over resources. They may take the form of sexual and gender based violence arising in and outside the home. They also include institutional gender micropolitics and / or the ways in which power is relayed in everyday practices, through such issues as morality, language, dress, and codes of conduct at the workplace. Consequently, it is possible to talk in terms of institutional Gender Cultures arising around those who hold positional power, agenda-setting power, have access to resources, have established influential networks, have hidden powers, and possess valued skills etc. Have you ever experienced unequal gender relations in the workplace?

Workshop Prop / Handout

Workshop I / Activity III - Why focus on Gender / Women in Universities?

Cut up the following case studies for group activity:

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1) Of 1184 students entering the Faculty of Arts at the University of ……………. 944 were women students and 140 were men students. The Arts building was located in a four-storied building and each floor had a male and female toilet. By mid-morning and during the lunch break long queues leading to the women's toilets could be seen down the faculty corridors. One women's toilet located on the ground floor was directly opposite and in close proximity to the Arts Faculty security officers' hut which was invariably occupied by several men. Consequently, not many women students used this particular toilet. On rainy days, in particular, women students were invariably late for lectures - having to spend up to half an hour trying to access toilets. The women students accepted this as the state of affairs in a developing country. Women academics who tried to raise it at the Faculty meetings were invariable the butt-end of mild ridicule and assured of action but for years nothing had materialised. On the other hand, the university took great pains to beautify the campus grounds and gardens, channelling large sums of money for landscaping and maintenance.

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2) It was an open secret on campus that the Head of Biology was in the habit of making improper suggestions to female students. In fact, it was also alleged a couple of times that he had made sexual advances to female students - but no one filed charges. Female lab technicians did not last too long in the male-dominated Department. However, over the years female students had devised their own strategies for dealing with the Head. They always ensured that they did not have an opportunity to be alone with him – though this could become quite a power struggle at times. The Head of Biology then decided to contest for the Deanship of the Faculty of Science. Given the impending situation, a number of women academics in the faculty decided to field a senior woman candidate of high academic standing. Before long, the faculty had divided on gendered lines. The woman contestant was subjected to constant nuisance calls and dirty emails, posters sprung up on campus that questioned her sexuality given that she was not married; she was even hooted at and booed by some students on one occasion. Though an inquiry was held by a committee appointed by the Vice-Chancellor it was inconclusive.

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3) Joyce and Abedi, both lecturers at the University of ……….. were married immediately after graduation because they were expecting a baby. Now, 10 years later, they have two more children, aged seven and two. In the early years, Joyce's mother had helped out with the

children – but then she succumbed to a sudden stroke a few years ago. Even though Abedi and Joyce took turns with the house work and the care of the children, the competing demands of cooking, cleaning, washing, drying, marketing / food shopping, overseeing homework, managing household accounts etc were nevertheless having an impact on their work and academic advancement. Though they were lucky enough to live on campus, they still had to spend a lot of time taking the older children to their respective schools and the youngest to a crèche several miles away. The new syllabus reforms meant a lot of preparation for both Joyce and Abedi, which hardly left any time for their personal research. Joyce's Head of Department was blocking her study leave to go for a PhD - quoting the shortage of staff in her department. She was also asked to take on the position of student counsellor, even though there were other senior faculty members who were qualified trainers (having made use of foreign opportunities to get trained in student counselling). Though Abedi had started on his PhD two years ago progress was very slow given that he had been forced to take up the position of Head of his Department.

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4) Despite some attempts to promote women into the governance and management structures in Sri Lankan Higher Education the available statistics remain highly gender unequal. Take as instances, the fact that only 9 of the 176 members of University Councils in Sri Lanka are women; and only 2 of the 15 Higher Education Institutions (HEIs) in the country have women Vice-Chancellors. Statistics for the year 2002 show that there were 210 male professors to 60 female professors. By the year 2006, this had increased to 266 male professors and 80 women professors (UGC: 2006). It is encouraging to note that the University Grants Commission is taking steps to collect gender disaggregated data.

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5) Saraswathi felt her stomach lurching as the bus wound its way towards the university bus stop. Her mouth was completely dry and her hands were trembling. She felt that she would bring up her breakfast any time now. This was her third day as a fresher at the University of …………. and during the last two days she had experienced what was called 'the rag' (which included 'eve-teasing') in South Asian universities. Yesterday, she had been continuously harassed from morning till evening by several groups of students – both boys and girls – even though ragging was prohibited during lecture hours. More than the tiredness of having to stand around with hardly time for lunch, what she could not bear was the mental exhaustion of having to answer the same type of questions over and over and over again. And the sadistic satisfaction of her tormentors – the way in which they gloried in the power they wielded with impunity over the freshers. The first day, a lecturer had escorted her to the Humanities building under the pretext that she had a lecture. Yet, none of the other authorities seem to be prepared to take any action given the volatile student politics on

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campus. In fact, she had seen several senior lecturers drive past with hardly a glance even when she had been made to kneel by the side of the road for over twenty minutes. What she feared most today was the fact that a particularly repulsive second-year male student had appointed himself her 'protector' and was waiting for her – the way that he leered at her, she had no doubt that it was only a matter of time before he made his demands known.

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6) From when she was a small child Hamidah had been interested in finding out about women and their status and contribution to society. Now, as a third year Law undergraduate she was interested in doing her dissertation on the cultural differences affecting the Muslim laws governing women. Her Head of Department, a foremost female law researcher in the country, was not very encouraging – saying that the department did not possess the expertise in the area to supervise her work. Yet after some persuasion, she was able to convince a visiting lecturer from an NGO jointly to supervise her dissertation. But the university library did not have that many resources on the topic either – in fact the library staff thought it ludicrous that she was interested in this particular topic. So her only option was the internet. But there too, the university had given priority internet subscriptions to the Faculties of Medicine, Science, and Management so she did not have access to very many search engines. In the end, Hamidah had to travel 70 miles to another city to access a Women's Resource Centre to collect data.

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Supplementary Handout

Workshop I / Activity III - Why focus on Gender / Women in Universities?

International Standard-Setting Instruments on Gender / Women's Rights
- Aso Rock Commonwealth Declaration on Development and Democracy – Commonwealth

- Convention against Discrimination in Education - UNESCO

- Convention (N° 45) Concerning the Employment of Women on Underground Work in Mines of all Kinds - ILO

- Convention on Consent to Marriage, Minimum Age for Marriage - UN

- Convention on the Elimination of all forms of Discrimination against Women - CEDAW - UN

- Convention on the Political Rights of Women – UN

- Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others - UN

- Declaration on the Elimination of Discrimination against Women - UN

- Declaration on the Elimination of Violence against Women - UN

- Declaration on the Protection of Women and Children in Emergency and Armed Conflict - UN

- Discrimination (Employment and Occupation) Convention - ILO

- Equal Remuneration Convention, Convention (No.100) concerning Equal Remuneration for Men and Women Workers for Work of Equal Value - ILO

- Harare Commonwealth Declaration – Commonwealth

- International Covenant on Economic, Social and Cultural Rights - UN

- Lusaka Declaration on Racism and Racial Prejudice – Commonwealth

- Maternity Protection Convention, 2000 - ILO

- Millbrook Commonwealth Action Programme on the Harare Declaration – Commonwealth

- Nationality: Convention on the Nationality of Married Women - UN

- Night Work (Women) Convention *(Revised)* – ILO

- Night Work of Women Convention Revised 1948 - ILO

- Optional Protocol to the Convention on the Elimination of Discrimination against Women (CEDAW) - UN

- Protocol of 1990 to the Night Work (Women) Convention (Revised), 1948 - ILO

- Recommendation (N° 13) Concerning Night Work of Women in Agriculture - ILO

- Recommendation (N° 95) Concerning Maternity Protection - ILO

- Recommendation (N° 4) Concerning the Protection of Women and Children Against Lead Poisoning - ILO

- Recommendation on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages - UN

- Recommendation concerning Equal Remuneration for Men and Women Workers for Work of Equal Value - ILO

- Recommendation concerning Equal Opportunities and Equal Treatment for Men and Women Workers with Family Responsibilities - ILO

- Security Council Resolution 1325 on Women, Peace and Security - UN

- Security Council Resolution 1820 on Women, Peace and Security - UN

- Universal Declaration of Human Rights - UN

- United Nations Millennium Development Goals - UN

- Victoria Falls Declaration of Principles for the Promotion of the Human Rights for Women.

- Workers with Family Responsibilities Convention, 1981 - ILO

Facilitator's Resources

This resource is based on Leo-Rhynie, E. (1999) Gender Mainstreaming in Education, A Reference Manual for Governments and Other Stakeholders, Commonwealth Secretariat, www.thecommonwealth.org/shared_asp_files/.../%7B2099C3F9-0AB8-4312-B3DC-B05018BA8D86%7D_gmed_ref.pdf

Gender Mainstreaming

The process of mainstreaming gender includes:

- questioning the underlying paradigm on which educational / university and institutional policy, goals and objectives have been based;
- placing gender-sensitive women (and men) in strategic positions in policy-setting and decision-making;
- making women visible in all data;
- identifying and addressing priorities, activities and critical issues of gender equity / equality;
- providing training in gender analysis, methodology and awareness.
- joint programming with other development entities, including other government ministries and departments, intergovernmental and non-governmental organisations (INGOs and NGOs) on gender issues;

These are important elements in the mainstreaming of gender in education, which will be guided by overall national goals, objectives and priorities, but should specifically seek to:

- make explicit the importance of gender along with race/ethnicity, social class/caste, sexual orientation, transgender status as factors for consideration in the process of education;

- ensure gender equity in access both generally, and in relation to studies which lead to better careers and job opportunities;

- overcome structural barriers, whether they be legal, economic, political, or cultural which may influence the access and/or participation of either sex in educational offerings;

- increase the awareness of the active role which women can and do play in development;

- increase the participation of women in decision-making in the management and implementation of education; and

- mainstream gender into the curricula – not as optional, but total incorporation into the relevant subject matter of disciplines. (For example, gender socialization in sociology, gender in economic development, equal participation in management).

Workshop One - Facilitator's Resources

Bureau for Gender Equality (2005) Gender Equality and Decent Work – Good Practices at the Workplace, International Labour Office, Geneva.

Frankson, J. R. (2000) Gender Mainstreaming in Information and Communications Commonwealth Secretariat, London.

International Labour Office (1998) Gender Guidelines for Employment and Skill Training in Conflict-affected Countries, International Labour Office, Geneva.

Leo-Rhynie, E. (1999) Gender Mainstreaming in Education,
A Reference Manual for Governments and Other Stakeholders, Commonwealth Secretariat,
www.thecommonwealth.org/shared_asp_files/.../%7B2099C3F9-0AB8-4312-B3DC-B05018BA8D86%7D_gmed_ref.pdf

March, C. Smyth, I. Mukhopadhyay, M (1999) *A Guide to Gender Analysis*, Oxfam, Oxford.

Parikh, I. (2000) Managing Personal and Professional Roles, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, (accessed 20th September 2008)
*www.**undp**.org/women/docs/GM_**INFOPACK/GenderAnalysis**1.doc -*

Workshop Two
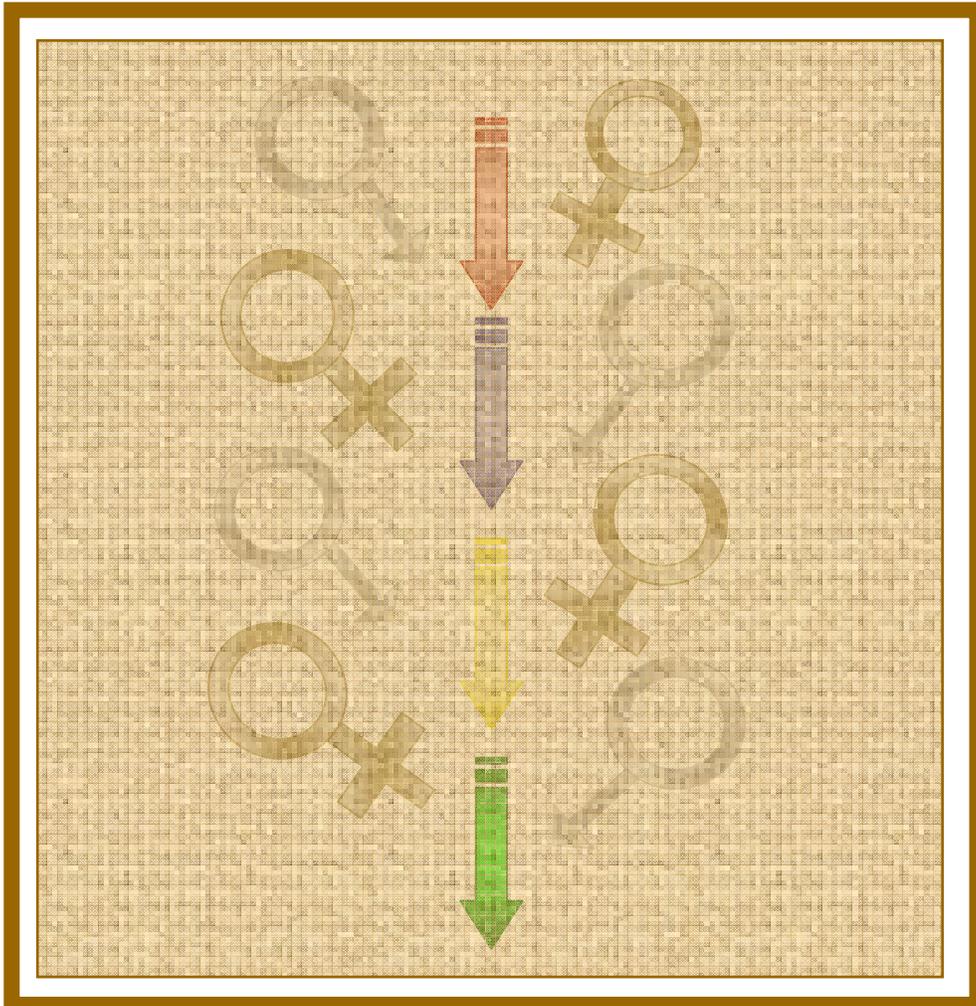
Identifying Strategies for and
Outcomes of Gender Mainstreaming

Workshop Two: Identifying Strategies for and Outcomes of Gender Mainstreaming

Preamble

Programme
Reminder / Updating of contract
Introduction
Icebreaker

Gender Mainstreaming as a Strategy for Change
Activity I - What is Gender Mainstreaming?
Activity II – Gender Analysis in Identifying Opportunities

Expected Outputs and Outcomes of Gender Mainstreaming
Activity III – Expectations of Gender Mainstreaming
Activity IV - Outcomes of Gender Mainstreaming
Activity V - Action Planning for Next Steps

Handouts and Workshop Materials

Workshop Two

Identifying Strategies for and Outcomes of
Gender Mainstreaming
**(It is advisable that participants in this workshop will already have completed
Workshop One)**

Preamble

The expectations from this workshop are as follows:

- A clear understanding of what it means to 'gender mainstream' an organisation;
- A more comprehensive understanding of gender mainstreaming as a strategy for bringing about changes in higher education;
- The recognition of GM as a process and gender equity and equality as the goals / outcomes of that process;
- An enhanced capacity to identify gaps, opportunities and entry points in HEI's for gender-based interventions;
- The development of an action plan for next steps.

This workshop session begins by revisiting the workshop contract agreed on by the participants at the last session. Participants will consider whether the contract needs revision. If any of the participants is new to the workshop then a new workshop contract will have to be drawn up.

Thereafter, each participant will briefly articulate what he or she would like to see changed at his or her workplace. This exercise is to link participants' desires for change with the concept of GM as a methodology for change.

This activity is expected to set the stage for the next activity (I) in which the facilitator will formally introduce the concept and objectives of gender mainstreaming.

Activity II will encourage participants to think in terms of gender analysis - of what can be considered as gender issues from their own experiences in their universities. In groups, they will analyse these issues and discuss the reasons for such a state of affairs / incidents and how each issue could be addressed at the personal level. Next, they will focus on what institutional actions can be taken to address the issue in the long / short term and who can take responsibility for such institutional action. Usually, gender issues are taken to be social or personal issues to which people respond on an individual basis. This exercise is expected to make participants consider ways and means of addressing gender issues at both personal and institutional levels.

The next activity (III) provides an understanding of the possible advantages of gender mainstreaming of HEIs. Groups will look at the possible inputs of GM and their impacts on

institutional aspects / levels of the university. It will provide participants with an idea of the possibilities and scope of the expectations and outcomes of gender equity and equality.

At the end of this session the facilitator will sum up the gaps, opportunities and strategies for GM universities. The participants will sum up the expected outcomes of GM.

The next session (Activity IV) will begin by referring back to Activity III and discussing the GM strategies, inputs, and outcomes identified in the earlier session. It will be followed by an action planning session (Activity V) that will focus on preparing action plans for next steps.   The session will close with the participants articulating what they have gained from the workshop.

The material required for this workshop includes:
Laptop / Projector / Notice board / pens / White papers / flip charts / Blu-Tak / thumb tacks / photocopies from the handouts in the Appendix / half sheets / Bristol boards

Workshop Two

Identifying Strategies for and Outcomes of Gender Mainstreaming

Programme (Six Hours Twenty Minutes)

Reminder and Updating of the Workshop Contract (10 minutes)

Icebreaker (10 minutes – depending on the number of participants)

Participants are given 2 minutes to think of a magical wish for what they would most like to see changed (*vis-à-vis* gender) in their university workplaces. Each participant will then articulate her / his wish in one brief sentence to the person next to her / him who will repeat it to the group. As this is in the world of make-believe the most incongruous, absurd, grandiose and unrealistic propositions should be accepted at face value. The wishes will be written up by the facilitator on a flipchart and posted on the wall for easy reference (especially for those participants for whom English is not a first language).

Gender Mainstreaming as a Strategy for Change

Activity I – What is Gender Mainstreaming? (15 minutes)

Required Material: Handout / Magi board or flip chart / pen / Blu-Tak

Facilitator Input: the facilitator should refer to Workshop One which concluded with the establishment of a case for a combined individual / institutional approach to address gender concerns in universities and a brief introduction to gender mainstreaming.

With the assistance of the following handout, the facilitator will lead a brief discussion on the aspects and levels of institutions that require interventions in order to engender changes.

Handout (see following page):

<div style="border:1px solid">

Gender Mainstreaming of Universities

Gender Mainstreaming is a process of consistently incorporating a sensitivity of gender differences into:

- Institutional policy
- Human Resource Development
- Institutional mechanisms
- Organisational practices such as
  - Needs analysis
  - Planning
  - Training
  - Budgeting
  - Implementation
  - Monitoring
  - Evaluation
- Organisational activities and outputs such as
  - Teaching
  - Research
  - Programme delivery
- The organisational culture such as
  - The working environment
  - Advertising and organisational image building

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Activity II – Gender Analysis in Identifying Opportunities (60 minutes)

Required Material: paper / pens / Magi board / PP Slide / OHP

Individual Reflection: Each participant is given 5 minutes to reflect individually on the gender issues prevalent in his or her university with reference to the handout of the previous exercise as guidance. They are asked to come up with three burning gender issues in universities.

Group work: Next, participants will gather into groups of people who do not work in the same institution and be asked very briefly to write the issues on a piece of paper without duplicating, and without mentioning names, actual events or examples. This should take 20 minutes.

Discussion: Each group will present their issues and the facilitator will enter it into the following chart and request responses to the following from the whole group:

- Who / what is responsible for this state of affairs / incident?
- Ideas on how each issue could be addressed at the personal level
- Ideas on how it could be addressed at the institutional level
- What levels of institutional action it would involve in the long / short term
- Who would be responsible for the institutional action?

Workshop Handout

Issue	Responsibility	Action Personal Level	Action Institutional Level	Long Term	Short Term	Who will be responsible?

Common issues will be entered only once unless there are original ways of addressing the same issues. It may not be possible for all participants to contribute their views given the time constraints. By the end of the activity the facilitator needs to emphasise that this form of

preliminary organisational gender analysis is one way of raising institutional consciousness about gender issues and ways of dealing with them (35 minutes).

Ask the participants to take two minutes by themselves to note any connections between the outcomes of this exercise and their own institutional situations.

Expectations and Outcomes of Gender Mainstreaming

Activity III - Expectations of Gender Mainstreaming (100 minutes)

Required Material: paper / pens / Magi board / PP Slide / OHP

Facilitator input: With the help of the following PP slides, the facilitator will discuss the ultimate aspirations of gender mainstreaming as being gender equity and equality (10 minutes).

Gender Equality
Gender equality is the notion that there should be equal rights, responsibilities and opportunities for women and men (and girls and boys). Equality does not mean that women and men should be the same; but that rights, responsibilities and opportunities should not depend on whether people are born male or female.

Gender Equity
Gender equity is the notion that the specific interests, needs and priorities of both women and men should be taken into consideration. Equity recognises that men and women have differing interests, needs and priorities depending on their biological sex and their gendered life experiences. Furthermore, different groups of women and men prioritise different issues from one another.

Gender Equity / Equality
Consequently, it is important simultaneously to think of gender equity / equality. This means that both the commonalities of men's and women's life experiences as well as the differences in their life experiences need to be taken into account in discussions about gender justice.

Group work: Next, the facilitator will count round the room to divide the participants into groups. After giving out the handouts - Workshop II Activity III - each group will be asked to look at one of the categories below and identify possible gender mainstreaming objectives, strategies and inputs and their impacts on the institution in regard to the targeted 'outcomes' (as the long-term effects). Use Handouts Workshop II Activity III and transfer them to Bristol boards. The facilitator may wish to use a different example. (60 minutes)

Handout

Expectations of Gender Mainstreaming

Gender Mainstreaming	Specific Gender Mainstreaming Objectives	Specific Strategies	Specific Inputs	General Outcomes (long-term and perhaps intangible)	Are they Gender Equitable or Equal?
Relating to	*Example*	*Example*	*Example*	*Example*	*Example*
U Students	*More toilets for female students*	*Obtaining university approval at different levels*	*Funding, space, hardware*	*Girls on time for lectures and more comfortable*	*Equitable (different biological needs) and equal (basic human right)*
U Staff					
U Management					
U Governance					

Wider Society					
Relating to Revising Existing Processes					
Policies					
Administrative Practice					
Academic Practice					
Institutional Mechanisms / Tools					
Projects and Activities					
Academic Outputs					
Organisational Culture					
Relating to Specific Gender-related Interventions					
Affirmative Actions					
Gender Analysis					
Gender Training					
Gender Planning					
Gender Budgeting					
Gender Performance Indicators					
Gender-based Monitoring / Evaluation					
Relating to Other					
Excellence in Academic Leadership					
Excellence in Education					
Representation					
Special Needs					
Diversity					
Any Other					

The groups will post their completed boards on the walls for further reference (in Activity IV).

Closure (30 minutes)
At the end of this session the facilitator will sum up the gaps, opportunities and strategies for GM universities. The participants will sum up the expected outcomes of GM. The facilitator should ensure that the discussion does not venture into the issues to be raised in the next activity.

_____W O R K S H O P - B R E A K_____

Activity IV – Outcomes of Gender Mainstreaming (30 minutes)
Required Material: Outputs of Activity III (completed charts on the GM inputs / outputs / outcomes posted on the walls).

The facilitator will open this session by reminding the group about the workshop contract and the commitments and expectation of participants.

Whole Group Discussion: There will be a collective discussion based on the viability and predicted outcomes of some of the gender mainstreaming inputs indentified in Activity III and posted on the walls. The facilitator will pose key questions such as:

- Are these GM inputs viable? Why? Why not?
- Are the expected outcomes possible? Why? Why not?
- How can they be strengthened?

Participants spend two minutes noting down anything they would specially like to remember.

Activity V - Planning for Action on Gender Mainstreaming (135 minutes)
Required Material: Bristol board / flip charts / pens / laptops with PP / memory sticks / handouts of examples of action planning strategies from the Facilitator's Handbook.

Group work: Participants will be asked to divide into groups and prepare action plans either for a workshop on 'Identifying Strategies for and Outcomes of Gender Mainstreaming' or for any future action arising from this workshop. They should pay special attention to objectives, the target group, the timeframe and the outputs as well as the strategies that they may need to take the work forward in their own institutions when planning the session (15 minutes to decide on the activity to be planned and the groups in which to work; 60 minutes for the planning in groups).

Groups will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes). The facilitator will need to divide the time up very carefully between the groups and to tell them beforehand how much time they will have for their presentations.

Closure (20 minutes)
After taking a few minutes for private thought about it, participants will conclude the session by discussing what they have gained from the workshop. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

Workshop Two

Identifying Strategies for and Outcomes of Gender Mainstreaming

Handouts & Workshop Materials

Handout

Workshop Two / Activity I – What is Gender Mainstreaming?

Gender Mainstreaming of Universities

Gender Mainstreaming is a process of consistently incorporating a sensitivity of gender differences into:

- Institutional policy
- Human Resource Development
- Institutional mechanisms
- Organisational practices such as
  - Needs analysis
  - Planning
  - Training
  - Budgeting
  - Implementation
  - Performance
  - Monitoring
  - Evaluation
- Organisational activities and outputs such as
  - Teaching
  - Research
  - Programme delivery
- The organisational culture such as
  - The working environment
  - Advertising and organisational image building

Gender Mainstreaming Considerations in

Training and Consciousness-raising   Consensus Building   Decision-making

Policy Making / Appraisal / Revision   Governance Structures

Institutional Mechanisms and Tools

Institutional Practices   Strategies and Action plans

Human Resource Management

Curriculum   Pedagogy   Research

Academic / Working / Living Environments

Budgeting   Time   Expertise   Furniture   Equipment   Space

Workshop Handout

Activity II – Gender Analysis in Identifying Opportunities (60 minutes)

Issue	Responsibility	Action Personal Level	Action Institutional Level	Long Term	Short Term	Who will be Responsible?

Workshop II / Activity II - Gender Analysis in Identifying Opportunities

Institutionalisation of GM at the different levels identified by Educational Establishment Codes:

- Council
- Senate
- Academic Bodies
- Administrative Bodies
- Faculties
- Departments
- Teaching
- Alumni
- Student Bodies
- Curriculum and Textbooks
- Research and Development
- Internship
- Residential Facilities

Source: Association of African Universities – Gender Tool Kit
http://www.aau.org/gender/publications.htm

Facilitator's Resource / Supplementary Handout

Workshop II / Activity II - Gender Analysis in Identifying Opportunities

The following resource is from –
United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, (accessed 20th September 2008)
*www.**undp**.org/women/docs/GM_INFO**PACK/GenderAnalysis**1.doc -*

What is Gender Analysis?

- An intrinsic dimension of policy analysis

- Identifies specifically how public policy affects women and men differently

- Demonstrates that policy and implementation cannot be gender neutral in gendered societies

- Is supported by specific analytic tools

What competencies are required to undertake gender analysis?

- Familiarity with main Gender Analysis Frameworks

- Ability to select the Framework most likely to yield solutions to the problem to be addressed

- Able to interpret data

- Able to use strategic decision-making skills

Linking Gender Analysis with Policy and Programmes

- Decision-making

- SWOT Analysis (Refer UNDP:2001)

- Force Field Analysis (Refer UNDP:2001)

Facilitator's Resource / Supplementary Handout

Workshop II / Activity II - Gender Analysis in Identifying Opportunities

The following resource is based on –

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, (accessed 20th September 2008)
www.**undp**.org/women/docs/GM_INFO**PACK/GenderAnalysis**1.doc -

March, C. Smyth, I. Mukhopadhyay, M (1999) A Guide to Gender Analysis, Oxfam, Oxford.

Gender Analysis Frameworks

- Harvard Analytical Framework
- DPU Frameworks
     a) Moser (triple roles) Framework
     b) Levy (web of institutionalisation) Framework
- Gender Analysis Matrix (GAM)
- Equality and Empowerment Framework (Longwe)
- Capacities and Vulnerabilities Framework (CVA)
- People Oriented Framework (POP)
- Social Relations Framework (SRF)

What a Good Analysis Should Provide

- Gender Awareness - Understanding of Gender Relations and their
     Implications for Policy Development and Implementation
- Analysis of the Division of Labour - Activities, Access and Control
- A Review of Women's Priorities: Restraining and Driving Forces
- Recommendations to Address Women's Practical Needs and/or Strategic
     Interests.

Facilitator's Resource / Supplementary Handout

Workshop II / Activity II - Gender Analysis in Identifying Opportunities

The following resource is adapted from –
United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, (accessed 20th September 2008)
*www.**undp**.org/women/docs/GM_INFO**PACK**/**GenderAnalysis**1.doc -*

Gender Analysis – What to Ask

Some of the following questions should be asked when reviewing organisational documents, collaborating in study program design activities, at review meetings and evaluation sessions.

- Who is the target (both direct and indirect) of the (proposed) policy, program or project, women, men, or both? Who will benefit, who will lose? Which women? Which men?

- Who are the women and men who have been consulted when developing the intervention? How have they been involved?

- Does the intervention challenge the existing division of tasks, responsibilities and resources among men and women? Does it challenge existing gender stereotypes and relations?

- Which institutional needs of women and men will the intervention address: Common needs? Biological needs? Institutional gender needs?

- What are the expected outputs and outcomes of the (proposed) intervention at the level of the individual / organisational and the nation?

- Where do opportunities, or entry points, for change exist? And how can they best be used?

- What specific mechanisms can be proposed to encourage and enable women to participate in the intervention or program?

- What is the long-term impact in terms of women's increased participation / interests being fulfilled?

- What is the best way to build on and strengthen the university's commitment to the advancement of women?

Handout

Workshop II / Activity III - Aspirations of Gender Mainstreaming

Gender Equality
An Undergraduate Story
Because Assumptions about Differences should not prevent Equal Opportunities

Professor Ravi from the Faculty of Management was hosting his friend, Professor Bharat, a Nobel Prize nominee for a holiday. As part of the training provided for his lectures on Interpersonal Relations and Assertiveness, Prof Ravi invited his class to a dinner party at which his friend was to be present. Given that a local music group was performing, he had mentioned to Jagdish (the class representative through whom he had extended the invitation) that the party would end late - in all probability.

Dr. Ravi thought it unusual when the nine female students in the class did not turn up at the party. Everyone had a marvellous time with all the students getting an opportunity to speak to the Nobel Prize nominee, a very witty person who kept the party going with his amusing anecdotes - amidst the music.

The next day, when Dr. Ravi asked why the girls did not come – the boys explained that due to the university rule that all girls had to be in their rooms by 8.00 pm it was not possible for the girls to come - so they had decided not to tell the female students about the party!

Source: Dr. Wijaya Jayatilake

***

We are not always ready to acknowledge the common / equal needs of all of us – perhaps because we think that there will not be enough to go around! Assumptions about differences may lead to the denial of opportunities and rights.

Consequently, Gender Mainstreaming needs to take into consideration not only equity due to differences, but also, equality in needs.

Handout

Workshop II / Activity III - Aspirations of Gender Mainstreaming

**Gender Equity
The Story of the Fox and the Crane
Because Equal Treatment does not always address Differential Needs**

The Fox invited the Crane to dinner. As befitting foxes, he served the food on a large flat dish. The Crane because of her long narrow beak could not eat the food from the dish.

The Crane invited the Fox to dinner. She served the food in a deep narrow vase that was ideal for cranes. But the Fox, because of his short, wide face could not eat from the vase.

***

Despite being in the best of relations, we are often not aware of the differential needs of others who are different from us. Assumptions of equality may lead to the denial of opportunities and rights.

Consequently, Gender Mainstreaming needs to take into consideration not only equality of opportunities and rights, but also, equity in outcomes.

Based on: UNDP, Gender in Development Program, Learning and Information Pack, Gender Analysis (pg 109)

Handout

Workshop II / Activity III - Aspirations of Gender Mainstreaming

Expectations of Gender Mainstreaming

Gender Mainstreaming	Specific Gender Mainstreaming Objectives	Specific Strategies	Specific Inputs	General Outcomes (long-term and perhaps intangible)	Are they Gender Equitable or Equal?
Relating to	*Example*	*Example*	*Example*	*Example*	*Example*
U Students	*More toilets for female students*	*Obtaining university approval at different levels*	*Funding, space, hardware*	*Girls on time for lectures and more comfortable*	*Equitable (different biological needs) and equal (basic human right)*
U Staff					
U Management					
U Governance					
Wider Society					
Relating to Revising Existing Processes					
Policies					
Administrative Practice					
Academic Practice					
Institutional Mechanisms / Tools					
Projects and Activities					
Academic Outputs					
Organisational Culture					
Relating to Specific Gender-related Interventions					
Affirmative Actions					
Gender Analysis					
Gender Training					
Gender Planning					

Gender Budgeting				
Gender-based Monitoring / Evaluation				
Relating to Other				
Excellence in Academic Leadership				
Excellence in Education				
Representation				
Special Needs				
Diversity				

Workshop Two - Facilitator's Resources

Bureau for Gender Equality (2005) Gender Equality and Decent Work – Good Practices at the Workplace, International Labour Office, Geneva.

International Labour Office (1998) Gender Guidelines for Employment and Skill Training in Conflict-affected Countries, International Labour Office, Geneva.

International Labour Office, (2003) Promoting Gender Equality, International Labour Office, Geneva.

International Labour Office / Bureau for Gender Equality, (2003) ABC of Women Workers' Rights, International Labour Office, Geneva.

International Labour Organisation, Gender Equity Tool, accessed 27th January 2008, www.ilo.org/public/english/bureau/**gender**/newsite2002/about/index.htm - 14k

Rees, Theresa, Gender Mainstreaming Universities , accessed on 28th January 2012, http://www.uniko.ac.at/upload/Rees_061009.pdf

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, accessed 20th September 2008
www.**undp**.org/women/docs/GM_INFO**PACK/GenderAnalysis**1.doc -

Workshop Three
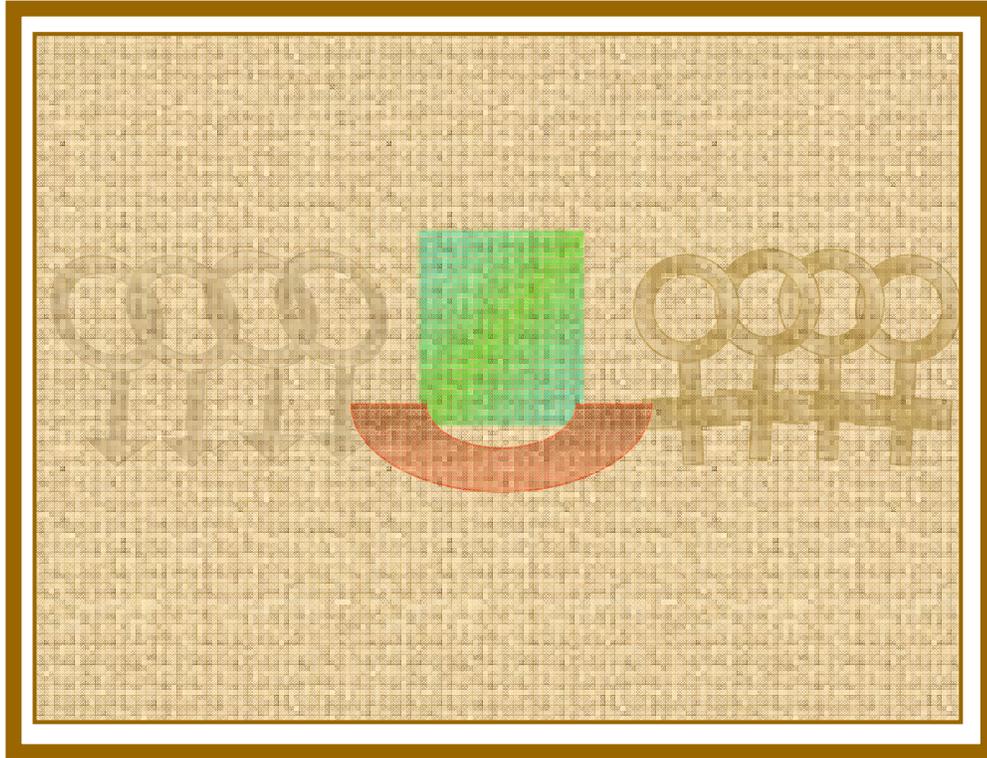
Introducing Gender Training for Attitudinal and Institutional Change

Workshop Three: Introducing Gender Training for Attitudinal and Institutional Change

Preamble

Programme
Reminder and Updating of Contract
Icebreaker

Gender Training for Attitudinal and Institutional Change
Activity I – Responding to Gender Issues Informally
Activity II – Instituting a Formal Gender Training
Activity III – Key Terms of Gender Mainstreaming
Activity IV - Action Planning for a Workshop

Handouts and Workshop Materials

Workshop Three

Introducing Gender Training for
Attitudinal and Institutional Change

Preamble

The expectations from this workshop, which pre-supposes that participants will have (or will develop) the capacity to interact with ease with people at the most senior levels, are as follows:

- An enhanced understanding of the critical importance of creating institutional and public consciousness with regard to gender concerns;
- The recognition of the significance of changing peoples' attitudes for institutional change and the need to target all members of the institution for training ;
- An awareness of the practicalities of conducting gender training for the various sections / levels of HEIs;
- That participants are in a position either to conduct workshops themselves or to oversee gender training in their organisation;
- Further knowledge of the methodologies of institutional GM that are necessary to carry out the GM process in collaboration with gender practitioners and experts;
- The development of an action plan to run a workshop on introducing gender training for attitudinal and institutional change.

The session will commence with another look at the workshop contract to see whether it needs revisions. If there are new participants in the workshop then a new workshop contract will have to be drawn up.

An Icebreaker is designed to elicit information about participants' preconceptions and subconscious understandings of gender in terms of stereotypes, oppositions, and generalisations. This establishes the need to re-orient people's thinking.

The first activity (I) is designed to raise consciousness about the ways in which people already informally deal with gender issues at a personal level – sometimes at a cost. This emphasises the possibilities of personal action even without institutional backing as well as the need for individual action in situations where there may already be organisational supports.

Activity II requires analysing the pros, cons and expected outcomes of gender training as well as the on-ground questions of strategy that need to be asked in organising / conducting training. *The key understandings should include the fact that all members of universities at all levels / sections should be targeted for training - given the need to mainstream gender into all aspects of university life and that follow-up actions are needed to keep the action on track.* This session is also expected to give participants an idea of how to go about initiating gender-training

workshops in their universities. Actual training is expected to be undertaken in collaboration with trained gender trainers and practitioners.

In closing Activity II participants should take away the understanding that while individuals are constantly making personal stands and taking personal action against gender injustice it requires the consciousness and dedication of all members of an organisation and the institutional back-up of GM to sustain long-term social change.

The next session (III) will open with an activity that is an introduction to the technical concepts and formal intuitional actions required for gender mainstreaming, including an opportunity to translate the concepts into institutional action at various levels. Even if there is not adequate time for presentations (groups can stick the outputs of group work on the walls), participants should have gained an understanding of the commitment and integrated actions required by the various departments and the institutional hierarchy to mainstream gender.

This will be followed by an action session (IV). It will focus on preparing action plans for a workshop on 'Introducing Gender Training for Attitudinal and Institutional Change' paying special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when planning the session.

The material required for this workshop includes:
Laptop / Projector / OHP / memory sticks / Notice board / pens / White papers / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets

Workshop Three

Introducing Gender Training for
Attitudinal and Institutional Change

Programme (Six Hours 15 Minutes)

Reminder and Updating of the Workshop Contract (10 minutes)

Icebreaker (10 minutes)
Required Material: White paper or Magi board / pens / papers

Shuffle the seating arrangements of participants from the preceding sessions so that they are sitting next to someone they have not sat next to before (if applicable). Sort out participants into pairs and ask one person to think of a positive gender-related quotation and the other person to think up a negative gender-related quotation. Improvisation in phrasing is acceptable.

Gender Training to Promote Attitudinal / Institutional Change

Activity I - Responding to Gender Issues Informally (135 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak

Participants tell the group each person's quotation from the icebreakers, and say (briefly) why some of the generalisations in these quotations are problematic. The facilitator will write down the quotations and pave the way for the subsequent discussion on the ways in which individuals consciously and unconsciously adhere to / reproduce notions of gender preconceptions, partiality and bigotry.   (10 - 15 minutes)

The facilitator then opens the discussion on some of the discriminatory understandings of women and gender relations that we all harbour subconsciously.

Group Work: the participants will divide into three groups (obviously different from the earlier groupings). It is important to ensure that, in each group, there are at least two people who think there are gender 'problems' in their universities, otherwise the group will not even get to an initial acknowledgement that there are 'positive' and 'negative' options.   They will decide on an appropriate gender issue from the following list that an individual could offer a response/s to; they will consider various possible personal strategies on how informally to respond to gender issues at the individual level (30 minutes). The issues are as follows, and should not have been discussed in the earlier workshop sessions:

- gender representation
- university image

- gender micropolitics in the classroom
- or any other issues (if the above have already been discussed)

Each group will then come up with a dramatic 5 minute skit / sketch to portray the issue/s. In fact, they will be encouraged to depict a number of positive and negative options faced by each individual in dealing with the issue/s. After the issues have been dramatically presented (5 minutes for each group followed by a 5-7 minute discussion), the facilitator will lead a discussion about the possible options open to each individual on how to respond to a situation (35 minutes). She / he will also lead the discussion to include the possible negative cost of responding personally to such issues (15 minutes) and discuss strategies for avoiding negative labelling, penalisation and backlash.

Participants will summarise the outcomes of the exercise in their notebooks and the facilitator will collect examples. The exercise should convey that gender blindness, stereotyping, and insensitivity in behaviour lead to unequal and inequitable gender relations as well as institutional micropolitics and an overall oppressive university culture. It should also communicate that aside from institutional redress, individuals too can take decisions / actions in the interest of gender equity / equality at a personal level.   (15 minutes)

Activity II – Instituting Formal Gender Training (45 minutes)
Required Material: Flip charts and White paper / Pens / PP presentation

Facilitator inputs: the facilitator will argue that, as far as GM is concerned, individual change has to go hand in hand with institutional change. While it is recognised that individual change is the most difficult to achieve, the objectives of gender training are to provide the tools to question and analyse what we normally take for granted, and to formulate possibilities for both individual and collective action. (5 minutes)

Furthermore, gender training needs to be given to **all** employees of the university – irrespective of their status / discipline / section - for the long-term sustainability of gender mainstreaming. Consequently, it needs to be decided how and when and which group of the organisation will participate in each gender training programme / session. Organising advanced gender training for key actors in organisations as part of the GM process may be more successful with expertise from outside the university as shown by experience (Stevens & Lamoen: 2001).

PP Slide / OHP

Gender Training Gender training refers to the formal practice of creating awareness about the inequalities and inequities relating to gender through training programmes directed at all staff members in an institution.

The facilitator will lead a discussion with the assistance of the following chart on planning and conducting a gender training session (30 minutes).

Handout for Activities II and IV

Considerations	
Why conduct GT?	
Who will conduct GT?	
For which levels and sections of the institution?	
What are the gender-related topics that should be covered?	
What are the cross-cutting issues / specificities that need to be accounted for in the training? (cultural diversity, age, seniority, etc.)	
When should GT be undertaken?	
What ground work needs to be done for the organisation of GT?	
Whose support is essential?	
What are the follow up actions that could be taken after GT?	
What are the benefits / disadvantages of GT?	
How can the disadvantages be overcome?	

Closure (10 minutes)
Everyone takes two minutes to think about the session, and then the facilitator will ask a couple of participants to sum up what he / she learned from the session.

_____**W O R K S H O P - B R E A K**_____

Activity III – Key Terms of Gender Mainstreaming (40 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / PP presentation

Group Activity: participants will divide into twos or threes depending on the numbers. They will be given either one or two scraps of paper with the following definitions relating to GM (even though they may have already discussed some of these institutional issues earlier). An extensive consideration of the following should be included in any Gender Training so as to clarify GM. They will consider:

1) what meanings these definitions pose for their institutions (both positive and negative) and

2) related actions that need to be taken by the various sections of the university (20 minutes).

Examples of Workshop Materials (see Handout for more examples)

> **Gender Blindness**
> Gender blindness refers to assumptions which (deliberately or through ignorance) refuse to acknowledge or understand the distinctions and differential outcomes of sex and gender. Gender blindness may result in privileges for men and the discrimination of and exclusion of women. Consequently, assertions of gender neutrality could well be a form of gender blindness.

> **Gender-sensitive Organisational Planning**
> Stemming from gender planning (Moser: 1993) gender-sensitive organisational planning considers the significance and impact on / of gender when drawing up institutional finance budgets, action plans and in formulating project proposals / programmes and organisational activities. Targets are set, gender indicators defined wherever possible, and realistic gender goals are determined.

> **Gender Budgeting**
> Gender budgeting ensures that the allocation of resources and funds takes place in a gender sensitive manner (WGHE: 2006). It therefore involves the examination of all institutional revenues and expenditures from a gender perspective. For instance, it scrutinizes the assignment and beneficiaries of resources within an institution as well as paid and unpaid forms of work (such as staff welfare and student counselling), and allocates new resources for the changes proposed by gender mainstreaming efforts.

> **Gender Mainstreaming**
> Gender Mainstreaming is a process of consistently incorporating sensitivity to gender differences in policy, needs analysis, planning, budgeting, implementation, monitoring and evaluation. In the universities it includes teaching, researching and other activities and university practices so as to eliminate inequalities and inequities between men and women academic / administrative staff and students. It may involve affirmative action of quotas and targets to rectify historical inequalities. Thus the ultimate goal of gender mainstreaming is gender equity / equality.

Depending on the time frame, the participants will either present or stick their presentations on the wall for whole group discussion as well as future reference and contemplation (20 minutes).

Activity IV – Action Planning for a Workshop (120 minutes)
Required Material: Bristol board / Flip charts / pens / laptops with PP / memory sticks

Group work: participants will be asked to divide into groups and prepare action plans for a workshop on 'Introducing Gender Training for Attitudinal and Institutional Change'. They will either deliver or organise and oversee the delivery of this workshop, paying special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when preparing the plan. Participants will need to refer to the Handouts they completed in Activity II. (60 minutes).

Groups will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes).

Closure (5 minutes)

Participants will conclude the session by taking 5 minutes to reflect on what they have gained from the session. Time will be taken to distribute evaluation forms that the participants will be asked to complete and return.

Workshop Three

Introducing Gender Training for
Attitudinal and Institutional Change

Handouts and Workshop Materials

Workshop Three / Activity II & IV- Instituting a Formal Gender Training

PP Slide / OHP

Considerations	
Why conduct a GT?	
Who will conduct a GT?	
For which levels and sections of the institution?	
What are the gender-related topics that should be covered?	
What are the cross-cutting issues / specificities that need to be accounted for the training?	
When should a GT be undertaken?	
What ground work needs to be done for the organisation of the GT?	
Whose support is essential?	
What are the follow up actions that could be taken after a GT?	
What are the benefits of a GT?	
What are the disadvantages of GM?	
How can the disadvantages be overcome?	

Workshop Handout

Workshop Three / Activity III – Key Terms of Gender Mainstreaming

Gender Blindness
Gender blindness refers to assumptions which (deliberately or through ignorance) refuse to acknowledge or understand the distinctions and differential outcomes of sex and gender. Gender blindness may result in privileges for men and the discrimination of and exclusion of women. Consequently, assertions of gender neutrality could well be a form of gender blindness.

Gender Awareness
Gender awareness relates to individuals in organisations being aware of gender concerns, institutional objectives, plans and programmes. However, gender awareness may stop at that and not necessarily translate itself into gender equity / equality practices. Gender awareness may provoke resistances within institutions.

Gender Sensitivity
Gender sensitivity is the translation of gender awareness into organisational practice through changes in policy, structures, planning, programmes, practices and activities. Gender sensitivity involves institutional will to ensure that the stated gender objectives are achieved by engaging with obstacles and backlashes.

Gender Analysis
Gender analysis within a university refers to the consideration of the ways in which men and women participate and contribute differently to the processes and practices within the institution. It seeks to identify the ways in which institutional policies and practices, structures and mechanisms, interactions and culture may prioritise or ignore or marginalise men / women in practice. Gender disaggregated statistics, indicators and other data are used in gender analysis.

Gender Audit
A gender audit provides an outline of the vertical and horizontal status and situations of men and women within an organisational structure. It can provide quantitative data on gender relativity and gaps relating to enrolment, retention and achievements.

Gender Needs Assessments
A needs assessment based on gender concerns gives qualitative information on the institutional gender needs of men and women. These may relate to what is required in terms of institutional mechanisms (for instance, to address sexual harassment), organisational practices (such as working from home), or structures (crèches for children of staff) etc. Undertaking a comprehensive Gender Audit and a wide-ranging Gender Needs Assessment are essential prerequisites to gender mainstreaming.

Gender Policy
A gender policy outlines the organisation's stated standpoint, concerns, intentions and commitments towards gender equity / equality.

Gender-sensitive Organisational Planning
Stemming from gender planning (Moser: 1993) gender-sensitive organisational planning considers the significance and impact on / of gender when drawing up institutional finance budgets, action plans and in formulating project proposals / programmes and organisational activities. Targets are set, gender indicators defined wherever possible, and realistic gender goals are determined.

Gender Budgeting
Gender budgeting ensures that the allocation of resources and funds takes place in a gender sensitive manner (WGHE: 2006). It therefore involves the examination of all institutional revenues and expenditures from a gender perspective. For instance, it scrutinises the assignment and beneficiaries of resources within an institution as well as paid and unpaid forms of work (such as staff welfare and student counselling), and allocates new resources for the changes proposed by gender mainstreaming efforts.

Gender-based Monitoring and Evaluation
Monitoring and evaluation from a gender perspective requires the tracking of resources (financial and otherwise) and outcomes in relation to goals of gender equity / equality.

Gender Mainstreaming
Gender Mainstreaming is a process of consistently incorporating sensitivity to gender differences in policy, needs analysis, planning, budgeting, implementation, monitoring and evaluation. In universities it includes teaching, researching and other activities and university practices so as to eliminate inequalities and inequities between men and women academic and administrative staff and students. It may involve affirmative action of quotas and targets to rectify historical inequalities. Thus the ultimate goal of gender mainstreaming is gender equity / equality.

Workshop Three - Facilitator's Resources

Atkinson, M., Carryer, A. (2000) Women and Governance in Higher Education, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Gold. A. (2004) Developing Management Skills, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Bond, S. (2000) Women in Leadership, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

International Labour Office (1998) Gender Guidelines for Employment and Skill Training in Conflict-affected Countries, International Labour Office, Geneva.

International Labour Organisation, (2003) ABC of Women Workers' Rights and Gender Equality, International Labour Organisation, Geneva.

Rowland, M., Gleeson, J. (2000) Management Development for Women: A Facilitator's Handbook, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, accessed 20th September 2008 *www.**undp**.org/women/docs/GM_INFO**PACK**/**GenderAnalysis**1.doc -*

United Nations Educational, Scientific, and Cultural Organisation, (2002), Women and Management in Higher Education – A Good Practice Handbook, United Nations Educational, Scientific, and Cultural Organisation, Paris.

Working Group on Higher Education (WGHE) (2006) Module - Gender Disaggregated Data, in *A Toolkit for Mainstreaming Gender in Higher education in Africa,* Association for the Development of Higher Education in Africa, (accessed on 7th July 2008) http://www.ungei.org/resources/1612_1722.html

Workshop Four
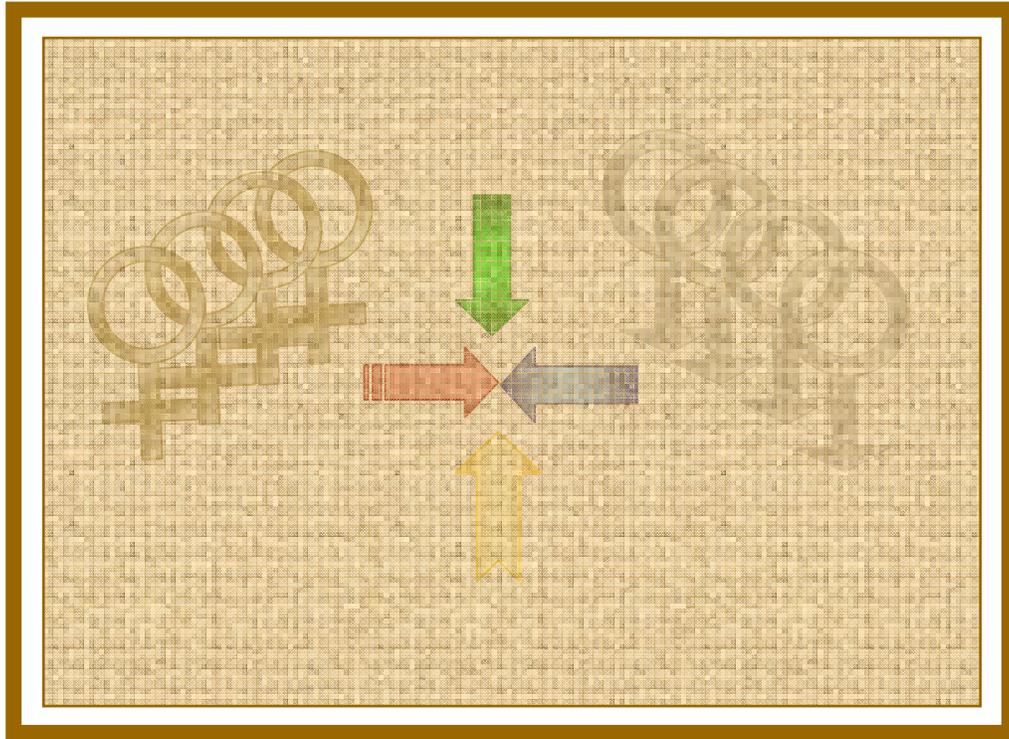
Strategies to Institute a Gender Mainstreaming Policy

Workshop Four: Strategies to Institute a Gender Mainstreaming Policy

Preamble

Programme

Reminder and Updating of Contract

Icebreaker

Introduction - Assessing Gender Equity / Equality

Activity I – Gender Audit

Activity II – Conducting a Gender Needs Assessment

Strategising for a Gender Mainstreaming Policy

Activity III– Strategies / Action Planning / Timelines

Developing a Gender Mainstreaming Policy

Activity IV - Developing a Gender Mainstreaming Policy

Activity V - Action Planning for Next Steps

Handouts and Workshop Materials

Workshop 4

Strategies to Institute a Gender Mainstreaming Policy

Preamble

The expectations from this workshop are as follows:

- A better understanding of gender equity / equality by learning how to assess the participation / representation of men and women in academia as well as the gender needs of and concerns within universities;
- An enhanced capacity to provide rationales for GM and to deal with the resistances to GM;
- An improved understanding of the strategies and planning required to develop and institute a GM policy;
- The development of a plan of action for next steps.

As is the workshop practice, the session will commence with another look at the workshop contract to see whether it needs revisions. If the workshop includes new participants then a new workshop contract will have to be drawn up.

The icebreaker is designed to give participants an idea about the rationales that could be used for GM as well as the resistances that could be encountered from within the organisation. Strengthening and developing these arguments further are deemed essential in instituting GM and in countering a possible backlash.

The facilitator will then begin by talking of assessing gender equity / equality in institutions. The opening activity of the workshop introduces participants to methods of assessing gender in HEIs through the exercises of conducting (I) a gender audit and (II) a gender needs assessment (these are activities that are also important for Workshop Five as part of organisational practice, Workshop Seven as a means of sustaining a gender-sensitive university culture and Workshop Eight as a monitoring mechanism). Activities II and I are examples of how a gender audit and a gender needs assessment can be done. *However, it must be noted that to do these exercises in detail prior information on gender and gender disaggregated data should be gathered by participants.* Given the time constraints of the workshop, participants can begin the two exercises, but complete them at a later stage once they go back to their institutions.

Activity III incorporates two exercises. One focuses on how to strategise within the university to institute a policy, and the other addresses how to meet on the ground challenges from various sources.

This session will close with participants summing up the strategies discussed vis-à-vis good rationales, approaching power holders and anticipating resistances that they find on returning to their organisations. In effect, participants should be in a position to initiate GM policies for their institutions.

The nest session will begin with Activity IV which focuses on the actual wording and phrasing of a gender equity / equality policy with the assistance of a checklist to direct participants' attention to numerous issues listed alphabetically. It is expected that this will give participants some experience of systematically conceptualising gender issues and drafting gender policies as well as considering the implications of the words and phrases used.

Activity V focuses on preparing action plans for a workshop on 'Strategies to Institute a Gender Mainstreaming Policy' for trainers; or detailed action planning for management development participants.

This session will close with participants reflecting individually on what has been learned from the workshop.

The material required for this workshop includes:
Laptop / Projector / OHP / memory sticks / Notice board / pens / White papers / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets / information and gender disaggregated data from institutions

Workshop Four

Strategies to Institute a Gender Mainstreaming Policy

Programme (Seven Hours 5 Minutes)

Reminder and Updating of the Workshop Contract (10 minutes)

Icebreaker – (10 minutes)

The participants will divide into Ones and Twos. Number Ones are asked to think up one brief sentence that will act as a rationale for gender mainstreaming his / her university. "Because there are no women representatives in the University Council"… "Because it's not safe for women to be on campus after dark"…. "Because there are so many men drop outs"…

Numbers Twos are asked to think up one brief sentence that would be a rationale to resist gender mainstreaming his / her university. "Because it is against our culture to apply these Western concepts" … "Because it's natural that women take a backseat - they are made that way" … "Because it's unfair to single out women for special treatment"…

Each participant will shout out a sentence but no one should repeat the same reason.

Introduction - Assessing Gender Equity / Equality (10 minutes)

Facilitator inputs: The facilitator will discuss the possibilities of conducting a Gender Needs Assessment and a Gender Audit (with advice from gender practitioners who have the requisite expertise).

PP Slide / OHP

Gender Audit
A gender audit provides an outline of the vertical and horizontal status and situations of men and women within an organisational structure. It can provide quantitative data on gender relativity and gaps relating to enrolment, retention and achievements.   For example, how many women students enrol for engineering courses as opposed to how many men?

PP Slide / OHP

Gender Needs Assessments
A needs assessment based on gender concerns gives qualitative information on the institutional gender needs of men and women. These may relate to what is required in terms of institutional mechanisms (for instance, to address sexual harassment), organisational practices (such as working from home), or structures (crèches for children of staff) etc.

The two activities featured next (Activity I: Gender Audit – Assessing Participation / Representation and Activity II: Conducting a Needs Assessment) require prior information and gender disaggregated data from institutions. Consequently, the two activities will lead to comprehensive gender analysis if the workshop is being run for a particular institution and if participants possess the requisite data. If not, they will give participants a general understanding of how to carry out gender analysis according to a Gender Audit and a Gender Needs Assessment. While they are vital activities to initiate a gender policy, they are also important tools of evaluation and are therefore included in Workshop Eight as well. It is suggested that these activities are started off during this workshop session and completed by participants once they go back to their institutions as preliminary gender-related exercises that could be undertaken before conducting a formal Gender Audit and a Gender Needs Assessment with expert advice.

Activity I – Gender Audit – Assessing Participation / Representation (30 minutes)
Required Material: Handouts / paper / pens

Referring to the Handout below, participants are asked to write down gender disaggregated data in their universities from memory or refer to any statistics that they may have with them. Obviously, the objective is not to complete the exercise but to get an idea of what a Gender Audit entails. In any case, the participants will be able to use the Handout to collect the relevant data later on. In the meantime, participants may continue to add to the following list and discuss the implications of these questions:

Handout

Number of men and women colleagues in your department
Number of men and women Heads of Department in the University
Number of men and women Deans of Faculties
Number of men and Women Vice Chancellors (in the country)
Number of men and women in the position of Registrar / Assistant Registrar / Bursar / Assistant Bursar
Number of men and women in your University Council
Number of men and women in influential committees (study boards / research evaluation / welfare / etc.)
What is the gender configuration in staff unions? Who holds office?
Percentage of men / women in academic / administrative staff positions in the university
Percentage of men / women heads of department
Percentage of men and women students accessing university education in comparison to the percentage passing the qualifying exam
Years of university education completed by level and sex
Percentage of women and men students graduating by sex and field
Percentage of male and female retention / drop outs / completion
Percentage of men and women students in various faculties
Access to different programmes of study by sex
Which are male dominated disciplines?
Which are female dominated disciplines?
Numbers and percentages of undergraduates enrolling to higher education by age and sex
What is the gender configuration in student unions? Who holds office in student unions?
What is the percentage of male and female on-campus accommodation?
Any other striking gender disaggregated data from your university?

Activity II - Conducting a Gender Needs Assessment (30 minutes)
Required Material: Handouts / paper / pens / Magi board / PP Slide / OHP

Whole group: participants will identify which individuals to approach within an institution to collect data on gender needs and issues faced by women and men in the universities. In other words, who holds this data, and who may be able to interpret it in a gender aware fashion? (5 minutes)

Whole group: debate the implications of the following Handout. What might be the resulting institutional needs (25 minutes). The Handout (to be taken away) will act as a guide to collecting the relevant data later on, when developing the Interview Schedules for the Gender Needs Assessment.

Handout

For instance, what are the problems associated with: Existing university policies / establishment codes   Personal safety (university premises / to and from the university / in your place of residence)   Choice of what you want to study / research / teach   Infrastructure (facilities / lighting / office space / restrooms etc)   Representation (students / trade unions / committees / governance / management)   Working environment   Workplace harassment / ragging / eve teasing / sexual harassment   University culture   Micropolitics in the classroom / office   Staff entitlements and benefits   Upward mobility   Work / family conflict   Diversity issues   Special needs   University image   Data availability   Institutional practices

Strategising for a Gender Mainstreaming Policy

Activity III - Strategies / Action Planning / Timelines (130 minutes)
Required Material: PP Slide / OHP/ Magi board / flip chart / pens / Blu-Tak

PP Slide / OHP

Seven Steps in Policy Formulation   a) Identifying challenges and opportunities   b) Defining outcomes   c) Information gathering, consultation and research   d) Resource allocation   e) System-wide institutionalisation   f) Communications

g) Monitoring and evaluation
Association of African Universities – Gender Tool Kit
http://www.aau.org/gender/publications.htm

The following are two strategic activities relating to the introduction of a gender mainstreaming policy:

Exercise A (Strategies)
Group inputs: The participants will discuss in groups the following four questions written on a PP Slide / OHP (30 minutes) and present their views (30 minutes).

PP Slide / OHP

• Who are the best persons / power-holders / offices in the institution to approach with regard to introducing a Gender Mainstreaming Policy? (at what levels?)
• Why / how should you approach such persons / power-holders / offices?
• What should be your justification for a Gender Mainstreaming Policy?
• What would be the best times and opportunities to approach such persons / power-holders / offices?

Exercise B (Action Planning)
Group work: The participants will divide into two groups. The first group will present a skit / sketch on a situation where they meet a university power holder/s to initiate a gender mainstreaming policy – unsuccessfully. They would have to incorporate what resistances they face (from officials, power blocks / cultural arguments, funding arguments etc.) in trying to bring on board the policy (30 minutes). The second group will present a skit on a situation where they meet a university power holder/s to initiate a gender mainstreaming policy – successfully. They would have to incorporate what strategies and action they had to undertake to overcome possible resistances to the proposal of a gender policy (30 minutes).

In summing up the facilitator will present the following case study as an example followed by Makerere University, Uganda (10 minutes):

Handout

Makerere University, Uganda followed the process of introducing gender mainstreaming to the university as described below (Kasente: 2001: 6 – 7)
• A high level workshop was held for members of the Central Executive, Deans, and Directors with the aim of collectively analysing women's and men's needs in the university and developing an action plan for meeting their gender specific needs.
• Recommendations of the workshop were presented to the Senate, in order to institutionalise the whole process. One of the recommendations of this workshop was that the Senate form a standing committee on gender mainstreaming.
• The Senate established a committee on gender mainstreaming, with the mandate to advise the Senate on the modalities of mainstreaming gender into all functions of the institution.
• The Senate Committee on Gender Mainstreaming realised that the current status of gender issues in the university was not well established and commissioned a situation analysis of gender-related concerns university-wide.

From Kasente, Deborah (2001) Popularising Gender – A Case study of Makerere University
(accessed on 2nd June 2008)
http://www.fawe.org/publications/Higher%20Education/Popgendermakerere.pdf

Closure (20 minutes)

Participants will be asked to sum up the strategies discussed *vis-à-vis* good rationales, approaching power holders and anticipating the kind of resistances they might encounter on their return to their organisations. The facilitator will also sum up by referring to the possibilities of formulating departmental gender policies on GM wherever possible to support the organisational policy on GM.

PP Slide

Undertaking a comprehensive Gender Audit and a wide-ranging Gender Needs Assessment are essential prerequisites to instituting a Gender Mainstreaming Policy.

_____**W O R K S H O P - B R E A K**_____

Developing a Gender Mainstreaming Policy

Activity IV – Developing a Gender Mainstreaming Policy (65 minutes)
Required Material: paper / pens / Magi board / PP Slide / OHP / Handout of checklist

The Facilitator should hand out the following examples of policy statements and explain the exercise (5 minutes):

PP Slide / OHP/ Handout

"The University will introduce separate shortlists for women and men in carrying out promotions, and the top contenders of each list will be evaluated on the basis of fifteen indicators. If the male and female candidates are both equally competent, the Promotions Committee will appoint the female candidate."

PP Slide / OHP /Handout

"The University will recognise occupational ailments resulting from long-term usage of machinery / furniture / equipment as well as due to long-term presence in work-fields. Similarly, the University will recognise biological difficulties arising from sexual identities and take appropriate action to give redress."

Group Work: The participants will be divided into six groups. The facilitator will have prepared 6 different lists of 8 or so of the most appropriate issues for each group from the following checklist of possible differences and inequalities in treatment, gender concerns, and need for affirmative action in university contexts. Each group will formulate brief gender aware policy statements based on the issues assigned to them (30 minutes).

Handout

List of Areas / Issues to be covered by a Gender Policy

1. Academic couples
2. Access to facilities
3. Advertisements
4. Advertising campaigns
5. Allowances & bonuses
6. Appraisals (policy / staff)
7. Breast-feeding
8. Career mobility
9. Communication facilities
10. Compensation
11. Conditions of employment
12. Contracts
13. Day care
14. Dress code
15. Drop outs
16. Equipment
17. Evaluation
18. Exit interviews
19. Freedom (political / religious / cultural / ideological)
20. Functions and ceremonies
21. Furniture
22. Gender disaggregated data
23. Gender stereotyping
24. Grievance redress
25. Harassment
26. Hostels & Housing
27. Hygiene
28. Image
29. Instructing
30. Insurance
31. Interviews
32. Job descriptions
33. Leave
34. Lecture rooms
35. Lighting
36. Maternity space
37. Medical & health care
38. Meetings
39. Mission
40. Monitoring
41. Nursing time
42. Language usage
43. Occupational Health
44. Office layout and design
45. Organisational memos
46. Organisational romances

47. Organisational philosophy
48. Parenting and family responsibilities
49. Participation
50. Pedagogy
51. Productivity motivation
52. Projects
53. Ragging / Eve-teasing
54. Recreation
55. Recruitment
56. Redundancies
57. Refectories / Dining Halls
58. Representation (staff / student)
59. Research
60. Rest rooms / Common rooms
61. Restructuring
62. Retirement
63. Safety
64. Societies
65. Sorority Groups
66. Scholarships
67. Segregation
68. Sexual harassment
69. Special needs
70. Staff development
71. Supervision
72. Survivor's benefit
73. Termination
74. Toilets
75. Training
76. Transfers
77. Transport
78. Transport facilities
79. Unions
80. Use of equipment and reagents
81. Vacations
82. Vision
83. Visibility
84. Voice
85. Work time
86. Work environment
87. Working from home

(based on ILO:2000)

The group comes together to present their (gender mainstreamed) organisational policies based on the selected issues (30 minutes).

Activity V – Planning for Action (120 minutes)
Required Material: Bristol board / Flip charts / pens / laptops with PP / memory sticks

Alternative Activity A for Training of Trainers
Group work: Participants are asked to divide into groups and prepare action plans for a workshop on 'Strategies to Institute a Gender Mainstreaming Policy'. They should pay special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when planning the session (60 minutes).

The group will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes).

Alternative Activity B for Management Development Participants (Action Planning Timeline)
Group inputs: The participants will form institutional groups to draw up a plan of action for introducing a gender policy within their institutions with the help of the following chart (40 minutes):

Actions to introduce a GM policy	What	With whom	When / Time period	How

Groups will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes).

Closure (2 minutes)
Participants will conclude the session by reflecting quietly on what has been achieved through the workshop. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

Workshop Four

Strategies to Institute a Gender Mainstreaming Policy

Handouts & Workshop Materials

Handout

Workshop Four / Activity I – Gender Audit

Number of men and women colleagues in your department
Number of men and women Heads of Department in the University
Number of men and women Deans of Faculties
Number of men and women Vice Chancellors (in the country)
Number of men and women in the position of Registrar / Assistant Registrar / Bursar / Assistant Bursar
Number of men and women in your University Council
Number of men and women in influential committees (study boards / research evaluation / welfare etc.)
What is the gender configuration in staff unions? Who holds office?
Percentage of men / women in academic / administrative staff positions in the university
Percentage of men / women heads of department
Percentage of men and women students accessing university education in comparison to the percentage passing the qualifying exam
Years of university education completed by level and sex
Percentage of women and men students graduating by sex and field
Percentage of male and female retention / drop outs / completion
Percentage of men and women students in various faculties
Access to different programmes of study by sex
Which are male dominated disciplines?
Which are female dominated disciplines?
Numbers and percentages of undergraduates enrolling to higher education by age and sex
What is the gender configuration in student union? Who holds office in student unions?
What is the percentage of male and female on-campus accommodation?
Any other striking gender disaggregated data from your university?

Handout

Workshop Four / Activity I - Gender Audit

Individual Activity – Surveying Gender Participation / Representation in your University

University structures / hierarchy / divisions / spheres	Men	Women	
Colleagues Head of Dept Deans VCs			
Registrars Asst. Registrars Bursar Other			
University Councils Study boards Research Com. Welfare (staff) Welfare (student) Other			
Students accessing Uni Student drop outs			

Student Completion Majority in Faculties 1) Medical Sciences 2) Humanities / Liberals Arts 3) Social Sciences 4) Physical Sciences 5) Architecture 6) Management 7) Law 8) Life Sciences 9) Mathematical Sciences			
Contributions made by women at meetings			

Workshop Four / Activity II - Conducting a Needs Assessment

For instance, what are the problems associated with -

Existing University policies / establishment codes
Personal safety (university premises / to and from the university / in your place
of residence)
Choice of what you want to study / research / teach
Infrastructure (facilities / lighting / office space / restrooms etc)
Representation (students / trade unions / committees / governance /
management)
Working environment
Workplace harassment / ragging / eve teasing / sexual harassment
University culture (ceremonies / extra-curricular activities / visibility / image / perceptions)
Micropolitics in the classroom / office
Staff entitlements and benefits
Upward mobility
Work / family conflict
Diversity issues
Special needs
University image
Data availability
Institutional practices

Supplementary Handout

Workshop Four / Activity III - Strategies / Action Planning / Timeline

Sample letter to university authorities requesting a GM Policy

We are writing with a proposal to enhance the stature of the University of ………….. as a centre of academic excellence and a foremost higher educational institution in ……... This letter is thus addressed to you with the objective of developing the organisational strength, social relevance / justice, and efficiency of the university by proposing the formulation of a Gender Policy for the University of ………… It is our view that this would serve to complement …………………' s commitments to the UN and other international legal standards of gender equity / equality such as the United Nations Convention on the Elimination of All Forms of Discrimination against Women (UNCEDAW) and the United Nations Millennium Development Goals (UNMDGs). This would also enhance state legislation and policies *vis-à-vis* women such as

………………………………………..

The rationale for such a proposal is as follows: it has been our observation that, despite attempts to promote women into the governance and management structures in (name of country)' s Higher Education, the available statistics remain highly gender unequal due to various reasons. The fact that neither universities nor the University Grants Commission consistently carry gender disaggregated data clouds the issue further. Moreover, the universities as workplaces still do not account for the specific gender-related interests and needs of women and men academics, administrators or students. Aside from which, the personal narratives and experiences of many university women (staff and students) convey the gender bias and discrimination faced by them in campuses. On a different note, a large number of disciplines have yet to expand their curricula to include a gender perspective.

A Gender Policy could deal with some of these concerns such as the development of gender-sensitive infrastructure and facilities, institutional mechanisms to combat sexual harassment of students / staff, the promotion of equal opportunities for male / female staff, female visibility and representation, the recognition of the work / family balance of staff, the institution of a gender sensitive university culture, etc. It could also encourage the application of gender perspectives within university disciplines so as not to alienate women students.

It must be noted that a considerable number of African universities including the Makerere University, Uganda, the University of Dar es Salaam in Tanzania, and the University of Botswana as well as the University of Zurich in Switzerland, Linkoping University in Sweden, and Brandeis University of the United States of America are some of the forerunners in instituting gender policies for their organisations. Such initiatives have resulted in better organisational efficiency and performance by drawing on the diverse strengths, talents and ideas of both men and women; enhanced good governance and better organisational practice; improved staff and student goodwill; prompted gender justice in universities and thereby boosted the images of the universities concerned.

We hope that you will take our suggestion into serious consideration as undertaking this initiative would situate the University of ……………….. at the forefront of good organisational practices as well as give us the claim to being the first university in the region to institute a gender policy to mainstream gender concerns into university administration.

Thank you.
Yours truly,

Handout

Workshop Four / Activity III - Strategies / Action Planning / Timeline

Actions to institute a GM policy	What	With whom	When / Time period	How
1st Step				
2nd Step				
3rd Step				
4th Step				
5th Step				
6th Step				
7th Step				
8th Step				
9th Step				
10th Step				
11th Step				
12th Step				
13th Step				
14th Step				

Handout

Workshop Four / Activity III – Strategies / Action Planning / Timeline

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Makerere University, Uganda followed the process of introducing gender mainstreaming to the university as described below (Kasente: 2001: 6 – 7)

- A high level workshop was held for members of the Central Executive, Deans and Directors with the aim of collectively analysing women's and men's needs in the university and developing an action plan for meeting their gender specific needs.
- Recommendations of the workshop were presented to the Senate, in order to institutionalise the whole process. One of the recommendations of this workshop was that the Senate form a standing committee on gender mainstreaming.
- The Senate established a committee on gender mainstreaming, with the mandate to advise the Senate on the modalities on mainstreaming gender into all functions of the institution.
- The Senate Committee on Gender Mainstreaming realised that the current status of gender issues in the university was not well established and commissioned a situation analysis of gender-related concerns university-wide.

From Kasente, Deborah (2001) Popularising Gender – A Case study of Makerere University
(accessed on 2nd June 2008)
http://www.fawe.org/publications/Higher%20Education/Popgendermakerere.pdf

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Handout

Workshop Four / Activity IV – Developing a Gender Mainstreaming Policy

Handout

List of Areas / Issues to be covered by a Gender Policy	
1. Academic couples	45. Organisational memos
2. Access to facilities	46. Organisational romances
3. Advertisements	47. Organisational philosophy
4. Advertising campaigns	48. Parenting and family responsibilities
5. Allowances & bonuses	49. Participation
6. Appraisals (policy / staff)	50. Pedagogy
7. Breast-feeding	51. Productivity motivation
8. Career mobility	52. Projects
9. Communication facilities	53. Ragging / Eve-teasing
10. Compensation	54. Recreation
11. Conditions of employment	55. Recruitment
12. Contracts	56. Redundancies
13. Day care	57. Refectories / Dining Halls
14. Dress code	58. Representation (staff / student)
15. Drop outs	59. Research
16. Equipment	60. Rest rooms / Common rooms
17. Evaluation	61. Restructuring
18. Exit interviews	62. Retirement
19. Freedom (political / religious / cultural / ideological)	63. Safety
20. Functions and ceremonies	64. Societies
21. Furniture	65. Sorority Groups
22. Gender disaggregated data	66. Scholarships
23. Gender stereotyping	67. Segregation
24. Grievance redress	68. Sexual harassment
25. Harassment	69. Special needs
26. Hostels & Housing	70. Staff development
27. Hygiene	71. Supervision
28. Image	72. Survivor's benefit
29. Instructing	73. Termination
30. Insurance	74. Toilets
31. Interviews	75. Training
32. Job descriptions	76. Transfers
33. Leave	77. Transport
34. Lecture rooms	78. Transport facilities
35. Lighting	79. Unions
36. Maternity space	80. Use of equipment and reagents
37. Medical & health care	81. Vacations
38. Meetings	82. Vision
39. Mission	83. Visibility
40. Monitoring	84. Voice
41. Nursing time	85. Work time
42. Language usage	86. Work environment
43. Occupational Health	87. Working from home
44. Office layout and design	(based on ILO:2000)

Workshop Four - Facilitator's Resources

International Labour Office (1998) Gender Guidelines for Employment and Skill Training in Conflict-affected Countries, International Labour Office, Geneva.

International Labour Office, (2003) Promoting Gender Equality, International Labour Office, Geneva.

International Labour Organisation, (2003) ABC of Women Workers' Rights and Gender Equality, International Labour Organisation, Geneva.

International Labour Office / Bureau for Gender Equality, (2004) ABC of Women Workers' Rights, International Labour Office, Geneva.

Kasente, Deborah (2001?) Popularising Gender: A Case Study of Makerere University, Association of African Universities General Conference, Forum for African Women Educationalists, Nairobi.

Rees, Theresa, Gender Mainstreaming Universities , accessed on 28th January 2012, http://www.uniko.ac.at/upload/Rees_061009.pdf

The African Symposium: An Online Journal of African Educational Research Network (2004) Volume 4, No. 3, September 2004

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, accessed 20th September 2008 www.**undp**.org/women/docs/GM_INFO**PACK/GenderAnalysis**1.doc -

United Nations Educational, Scientific, and Cultural Organisation, (2002) Women and Management in Higher Education – A Good Practice Handbook, United Nations Educational, Scientific, and Cultural Organisation, Paris.

Workshop Five
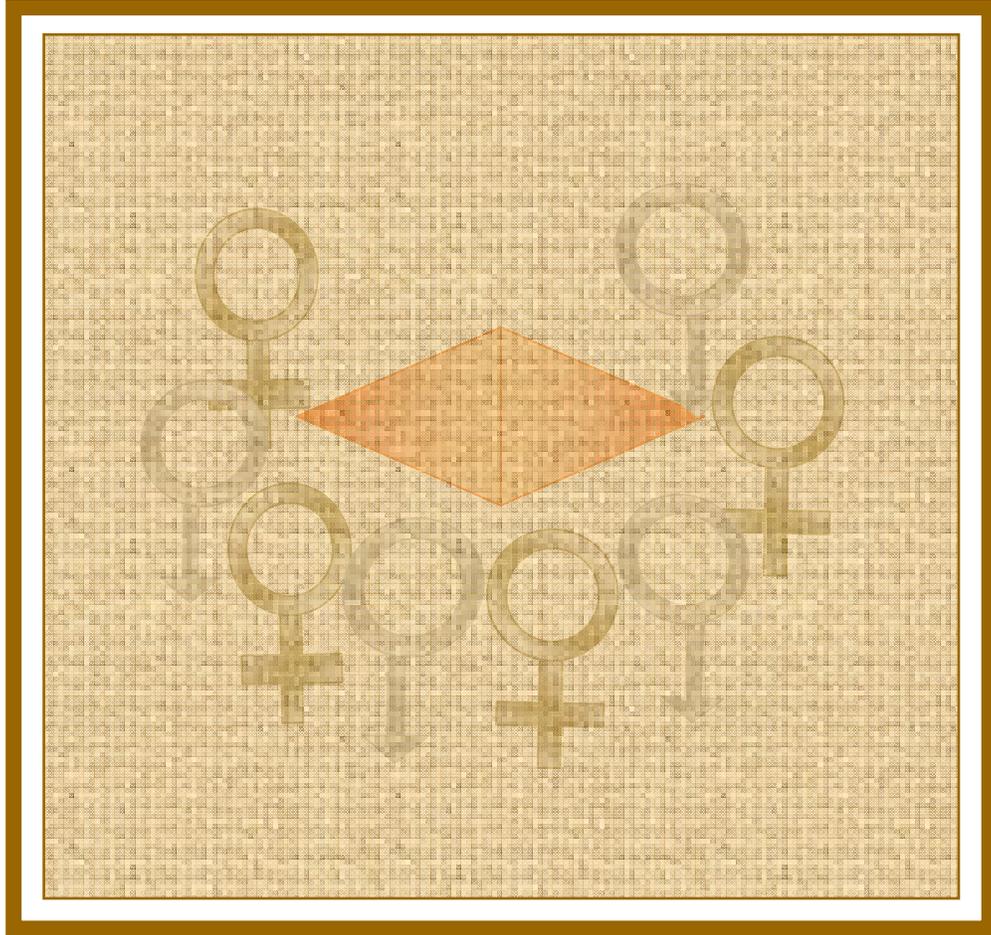
Establishing Gender-related Institutional Mechanisms and Practices

Workshop Five: Establishing Gender-related Institutional Mechanisms and Practices

Preamble

Programme
Reminder and Updating of Contract
Icebreaker
Activity I – Gender-related Offices / Machinery / Mechanisms / Procedures in a University
Activity II - Gender Planning at Different Levels
Activity III – Gender Budgeting
Activity IV - Action Planning

Handouts and Workshop Materials

Workshop Five

Establishing Gender-related Institutional
Mechanisms / Practices

Preamble

The expectations from this workshop are as follows:

- The recognition and understanding of new / specific institutional interventions required in gender mainstreaming universities;
- Enhanced knowledge of some gender-related mechanisms and practices required to achieve gender equity / equality;
- A more comprehensive understanding of how to ensure that gender equity / equality is adhered to by gender mainstreaming all aspects of the organisation;
- An idea of the outcomes of incorporating these gender-specific offices, mechanisms, machinery, practices, and procedures into HEIs;
- Action plans for next steps.

The workshop contract will be revisited for any necessary revisions or re-done if there are new participants in the workshop.

An Icebreaker is designed to prompt participants to think in terms of institutional machinery and procedures that could encourage, incorporate, monitor and evaluate gender equity / equality in universities.

Building on the icebreaker, the first activity, with the assistance of the facilitator's inputs, will encourage participants to consider the possibilities of institutionalising gender equity / equality. Participants will discuss GM institutional mechanisms and practices. Activity II will give participants experience of planning possible interventions, mechanisms and procedures in different areas / sections and at different levels of the organisation. Filling up a chart will give participants a holistic understanding of each institutional intervention.

Given the technical nature of the session, the facilitator will reiterate the objectives of the workshop as giving the participants (from all sectors / levels of the institution) an understanding of the institutional mechanisms of gender mainstreaming. It is advisable that key personnel at administrative levels are present at this workshop. The facilitator will also emphasise the need for expert advice from gender practitioners to supplement the broad knowledge acquired from the workshop sessions.

Activity III is an introduction to another very vital institutional practice to establish gender equity / equality: gender budgeting. Participants will become aware of how to channel financial assistance for GM through examining the different budgetary allocations. They will also become aware of the advantages of the practice as well as the related institutional actions required to support gender budgeting.

The next session is an action session. It will involve the development of an action plan either for trainers to run a workshop on establishing gender-related institutional mechanisms and practices; or for management development participants to make personal interventions within their professional purview.

This session will close with participants taking a couple of minutes to reflect quietly on what they have learned from the session.

It should be noted that important additional resources are to be found at the end of this workshop.

The material required for this workshop includes:
Laptop / Projector / OHP / memory sticks / Notice board / pens / White papers / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets

Workshop Five

Establishing Gender-related Institutional Mechanisms / Practices

Programme (Six Hours 15 Minutes)

Reminder and Updating of the Workshop Contract (10 minutes)

Icebreaker (10 minutes)
Required Material: Magi board / pen

Brainstorming: Participants are given two minutes to think of a successful gender-related institutional mechanism or practice and shout it out when their turn comes. No practice or mechanism can be repeated. If a person cannot think up an alternative, they can forfeit their turn and wait for a second round. The facilitator will write these down on a Magi board.

Activity I: Gender-related Organisational Positions / Machinery / Mechanisms / Practices / Procedures in Universities (65 minutes)
Required Material: PP presentation / Magi board / paper / Blu-Tak / scissors

Facilitator inputs and handout: building on the previous suggestions arising from the icebreaking exercise and the handout, the facilitator will introduce some of the possible organisational positions, machinery, mechanisms, practices and procedures that can be introduced to mainstream and maintain gender equity / equality in universities (5 minutes).

Group work: The participants will divide into groups. Using the brainstorming list from the preceding activity, as well as new ideas from the following handout, the facilitator will assign headings to each group. Each group will consider what could be achieved by any of these officers or mechanisms and put their ideas on a flip chart. They will concentrate on which issue / problem / practice they could challenge by which mechanism and how it would work (30 minutes).

Examples are as follows:

Handout:

• Gender Equity / Equality (GE/E) Committees / bodies
• GE/E officers with gender expertise
• GE/E centres / units
• Gender Action Plans for different levels / sections of the university

- Regular Gender Needs Analysis / Audits
- Gender Performance Appraisals
- Gender Budgets
- Gender Training
- Human Resource Development Programmes (staff / students)
- Channels for consciousness-raising on gender equity / equality unofficially (within / outside the institution)
- Channels for official and unofficial communication (websites / institutional agenda at different levels etc.)
- Channels for on-going reporting, self-monitoring and evaluation
- Gender sensitive language
- Gender disaggregated data
- Procedures for sexual harassment / bullying / ragging / eve-teasing that do not expose victims to further violation
- Open, well-publicised, gender-neutral procedures to address discipline and grievance issues
- Inventive opportunities and procedures to address work-life balance of both academic and administrative staff
- Regular reporting procedures / levels
- Gender Staff Appraisals
- Comprehensive annual gender audits / gender needs assessments
- Organisational targets
- Gender benchmarks
- Gender-related networks in and outside the university
- Data bank of gender experts (within / outside the university)

The groups will put up the examples of their mechanisms on the wall. Based on the flip charts, there will be a discussion on what kind of issues these officers, mechanisms, procedures and practices can address in universities. What would be their possible powers, mandates, and agendas? What would be the expected outcomes? (25 minutes)

Conclusion: five minutes alone with notebooks, or alongside someone with whom you work closely - what would you most want to remember and to try to take forward from this activity? (5 minutes)

Activity II – Gender Planning at Different Levels (90 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / handouts / PP presentation

Form into groups of twos or threes and formulate Gender Plans relating to the following subject areas / sections / levels of the university (30 minutes). The groups can be chosen according to the roles and responsibilities of the participants.

Handout

Areas for Gender Planning (some of which could be amalgamated)
- Council
- Senate
- Academic Bodies
- Administrative Bodies
- Faculties
- Departments
- Teaching
- Gender Training
- Alumni
- Student Bodies
- Curriculum and Textbooks
- Research and Development
- Internship
- Residential Facilities

The following questions, where applicable, can guide the formulation of the Gender Action Plans.
- What are the concerns relevant to each subject / section / level?
- What are the planned measures and actions (human resource, financial, research etc.)?
- What are the anticipated goals / targets / outcomes?
- Who will participate / benefit?
- Who will push the issues?
- How can / to what extent can these measures and actions be incorporated / mainstreamed into the Action Plans of the University?
- What is a reasonable and concrete timetable for achieving these measures and actions (projected dates long-term / medium-term / short-term)?
- Who is responsible / at what levels?
- Who will undertake what / when will it be completed?
- What is the budget and how are monies allocated?
- Who will monitor the action / when / how / at what levels?

The following table will come in handy in drafting the gender plans.

PP Slide / OHP
Subject Area / Section / Level of the University

Con-cerns	Actions	Out-comes	Who will benefit?	Main-streaming oppor-tunities	Time-table	Respons-ibility / Levels	Who will under-take what	Com-pletion date	Budget / Monies	Monitoring: Who When How

The Gender Plans will be presented to the group for discussion (60 minutes).

Closure (15 minutes)
The facilitator will close the session by summarising some of the key institutional mechanisms and practices dealt with during the last three hours. She / he will make references to other possible machinery, procedures and officers that may need to be

established in organisations depending on internal needs. These may involve the following:

PP Slide / OHP

Gender-related Institutional Bodies / Offices such as Gender Committees / Gender Centres / Gender Units / Grievance Redress Committees

Gender-related Organisational Positions
Gender Coordinators / Gender Trainers / Gender Consultants

Gender-related Codes of Behaviour
Language usage

Gender-related Services
Transport / Crèches / security

Gender-related Benefits
Parental or family leave

Gender-related Mechanisms
To prevent and redress sexual harassment / ragging / eve teasing

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The facilitator will reiterate that gender mainstreaming requires expert inputs and that these workshop sessions are introductions to the possibilities relating to establishing gender equity and equality in universities.

_____**W O R K S H O P - B R E A K**_____

Activity III – Gender Budgeting (60 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / PP presentation / handouts

PP Slide / OHP

The European Council's definition of Gender Budgeting:

" Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality."

http://209.85.175.104/search?q=cache:O54iHjSXg18J:www.genderkompetenz.info/w/files/gkompzpdf/sandquist_en.pdf+Gender+Targets+definition&hl=en&ct=clnk&cd=8 (accessed on 28th January 2012)

Facilitator input (10 minutes): the facilitator will discuss how budgets (at all levels) may seem gender neutral but are, in reality, gender blind. Line-item budgeting systems provide information about the inputs (monies) spent on salaries, maintenance and

allowances etc. Programme or performance-oriented budgeting links inputs with results (outputs and outcomes), and thus allows for the monitoring of the achievement of set goals and targets (Schneider: 2006). Gender-responsive budgeting in an institution does not mean a separate budget for women. Rather, it means the mainstreaming of gender concerns into the planning, approval, execution, monitoring and auditing of the general organisational budget.

Group Activity: The participants will divide into groups depending on the number of participants. Considering the following two questions (which may be written up on an OHP or given as a handout if the groups are to work in different rooms) the groups will think of possible responses and put them on a flip chart (20 minutes).

1) What are the advantages of gender-responsive budgeting and what institutional actions are necessary to support gender-responsive budgeting?

2) With reference to the following, how would you mainstream gender concerns into an institutional budget?

- Equal opportunity expenditure
- Work/life support expenditure
- Women-specific affirmative action expenditure
- Other expenditure / revenue from a gender perspective

The groups will post their flip charts and facilitator will base a discussion on them (30 minutes).

Activity IV – Planning for Action
Required Material: Bristol board / Flip charts / pens / laptops with PP / memory sticks

Alternative A for Trainers (120 minutes)
Group work: Participants will be asked to divide into groups and prepare action plans for a workshop on 'Establishing Gender-related Institutional Mechanisms and Practices'. They should pay special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when planning the session (60 minutes).

Groups will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes).

Closure (5 minutes)
Participants will conclude the session by reflecting individually on what they have learned from the session. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

Alternative B for Management Development Participants (95 minutes)
By themselves, participants are asked to identify opportunities and gaps within their institutions and / or within their professional purview, which they would like to influence. Using the Personal Action Plan Handout, plot future actions for change (15 minutes).

In pairs, spend 30 minutes on each person's plan, asking useful questions and making supportive suggestions (60 minutes).

As a whole group, the facilitator asks whether the exercise was useful and, if so, why it was useful (15 minutes).

Closure: Individually, participants take two minutes to make a note about anything they would like to remember from this session. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

Workshop Five

Establishing Gender-related Institutional
Mechanisms / Practices

Handouts and Workshop Materials

Handout

Workshop Five / Activity I: Gender-related Organisational Positions / Machinery / Mechanisms / Practices / Procedures in Universities

- Gender Equity/Equality (GE/E) Committees / bodies
- GE/E officers with gender expertise
- GE/E centres / units
- Gender Action Plans for different levels / section of the university
- Regular Gender Needs Analysis / Audits
- Gender Performance Appraisals
- Gender Budgets
- Gender Training
- Human Resource Development Programmes (staff / students)
- Channels for consciousness-raising on gender equity / equality unofficially (within / outside the institution)
- Channels for official and unofficial communication (websites / institutional agenda at different levels etc.)
- Channels for on-going reporting, self-monitoring and evaluation
- Gender sensitive language
- Gender disaggregated data
- Procedures for sexual harassment / bullying / ragging / eve-teasing that do not expose victims to further violation
- Open, well-publicised, gender-neutral procedures to address discipline and grievance issues
- Inventive opportunities and procedures to address work-life balance of both academic and administrative staff
- Regular reporting procedures / levels
- Gender Staff Appraisals
- Comprehensive annual gender audits / gender needs assessments
- Organisational targets
- Gender benchmarks
- Gender-related networks in and outside the university
- Data bank of gender experts (within / outside the university)

Workshop Five / Activity 1 – Supplementary Handout

Good Organisational Practices to Promote Gender Equity / Equality

1. Formulating a Gender Policy for the University
2. Establishing a Gender Task Force
3. Adopting gender equity / equality policies in Trade Unions (student / staff)
4. Using gender analysis to match graduate talents and create opportunities for employment
5. Formulating employee contracts that take gender commitments into account
6. Formulating gender equity / equality objectives
7. Conducting gender-related research
8. Conducting Gender Training
9. Conducting Gender Staff Appraisals
10. Ensuring women's participation in conferences
11. Establishing partnerships with special interest organisations on gender issues
12. Allowing flexi hours of work
13. Establishing crèches in the university
14. Reviewing legislation / drafting legislation on women's issues
15. Engaging in social dialogues on gender
16. Establishing a bank of gender experts
17. Subscribing to gender disaggregated data collection
18. Developing organisational tools for gender equality / equity
19. Conducting Gender Audits
20. Conducting Gender Needs Assessments
21. Conducting Gender Impact Assessments
22. Conducting Gender Evaluation
23. Establishing a Gender or Women's Research Centre
24. Putting in place a Grievance Committee and Procedures for sexual harassment
25. Conducting Mentoring for young women (staff members and students)
26. Appointing women members to University Councils
27. Instituting women's academic networks (within the university / inter-university / internationally)
28. Establishing a special quota of doctoral scholarships for women
29. Incorporating gender equity / equality measures in staff appraisals
30. Incorporating gender equity / equality clauses in staff employment contracts
31. Conducting leadership trainings for women
32. Instituting a Women's and Gender Studies Course
33. Mainstreaming gender into all disciplines / courses (as far as possible)

Handout

Workshop Five / Activity II – Gender Planning at Different Levels

Areas for Gender Planning (some of which could be amalgamated)

- o Council
- o Senate
- o Academic Bodies
- o Administrative Bodies
- o Faculties
- o Departments
- o Teaching
- o Gender Training
- o Alumni
- o Student Bodies
- o Curriculum and Textbooks
- o Research and Development
- o Internship
- o Residential Facilities

The following questions, where applicable, can guide the formulation of the Gender Action Plans.

- What are the concerns relevant to each subject / section / level?
- What are the planned measures and actions (human resource, financial, research etc.)?
- What are the anticipated goals / targets / outcomes?
- Who will participate / benefit?
- Who will push the issues?
- How can / to what extent can these measures and actions be incorporated / mainstreamed into the Action Plans of the University?
- What is a reasonable and concrete timetable for achieving these measures and actions (projected dates long-term / medium-term / short-term)?
- Who is responsible / at what levels?
- Who will undertake what / when will it be completed?
- What is the budget and how are monies allocated?
- Who will monitor the action / when / how / at what levels?

Facilitator's Resources / Handout

Workshop Five / Activity III - Gender Budgeting

How is Gender Budgeting Done?

1.   Policy goal? (Is it gendered?)

2.   What activities might be subsidised (financially aided) to encourage policy goal?

3.   Identify the beneficiaries (owners; workers; consumers)

4.   What is the gender composition of the beneficiaries?

5.   Who financially benefits and by how much?

6.   Calculate gender distribution of subsidies.

7.   Consider if gender implications are desirable

From Walby http://www.genderkompetenz.info/w/files/gkompzpdf/walby_en.pdf (accessed on 23rd January 2012)

Facilitators' Resources / Handout

Workshop Five / Activity III - Gender Budgeting

Gender Responsive Budgeting requires consideration of:

- Expenditures of the budget for gender equity / equality
    - Who are the targets
    - Who are the beneficiaries

- Equal opportunity expenditures for employees
    - Equal pay for equal work
    - Training of men and women in non-conventional areas
    - Rewriting of job descriptions to reflect equal employment opportunities and principles
    - Revising employee handbooks

- The work / life support expenditures for employees
    - Parental / family leave provisions
    - Provision of child-care facilities

- Women-specific expenditures assigned to address biological needs
    - Maternity benefits
    - Breast feeding time / space allowances

- Women-specific expenditures assigned to rectify historical discrimination / disadvantages (affirmative action)
    - Scholarships for women
    - Initiatives to address violence against women
    - Women-specific health programmes
    - Security measures

- Gender Mainstreaming initiatives
    - Expertise
    - Resources
    - Policymaking
    - Training
    - Institutional offices / mechanisms / tools / practices
    - Study programmes

Facilitators' Resources / Handout

Workshop Five / Activity III - Gender Budgeting

Steps to Implement Gender Responsive Budgeting

- Collection of sex-disaggregated data / time-use data / gender indicators
- Gender-aware policy appraisal
- Sensitisation of policy-makers / planners / administrators
- Special gender training and capacity building for Finance Department in Gender Responsive Budgeting
- Consultation of experts in Gender Responsive Budgeting
- Institutionalisation of Gender Responsive Budgeting
- Analysis of the gendered impact of existing revenues and expenditures
- Implementation and monitoring of a Gender Responsive Budget
- Gender-aware beneficiary assessments
- Linking findings of gender impact analysis with policies and the budget
- Increasing the number of women in budget decision-making

Based on: Schneider, Katrin (2006) Manual for Training on Gender Responsive Budgeting, Deutsche Gesellschaft für Technische Zusammenarbeit, Eschborn accessed 6th April 2008 http://www.uneca.org/daweca/gender_mainstreaming/en-manual-training-gender-responsive-budgetingGTZ.pdf

Handout

Workshop Five / Activity IV – Planning for Action, Alternative B

Personal Action Plan

	Within the next few days	**By...**	**By...**
I will, by myself			
I will need to talk to:			
I need to get help and/or support from:			

Facilitator's Resources / Handout

Workshop Five

Disaggregated Data I

Observations made by the Forum for African Women Educationalists (2001) on gender-disaggregated data include the following:

i. Data remains quantitative and does not address the factors that influence women's (staff and students) poor performance or lack of opportunities for further studies.
ii. Data is not always gender disaggregated.
iii. Data on factors that militate against women's career advancement (involvement in research, finance, workload and staff development processes) is generally unavailable.
iv. Data on women's access and participation in informal network is inadequate. Women do not have opportunities to meet with the decision-makers in informal places, hence the disadvantage.
v. Data on facilities available for conducive working and learning environment for women (staff and students) housing, childcare, distances between building, poor lighting etc) is lacking.
vi. Data on existing networks within universities (both quantitative and qualitative) is lacking.
vii. Data on gender responsive curricula is inadequate.

Forum for African Women Educationists (FAWE) (2001) Masanja, V. Karega, R. Kasente, D Mboya, M. Kadi, A. Simelane, N. Nyamu, F. Female Participation in African Universities: Issues of Concern and Possible Action, Paper presented by FAWE at the 10th General Assembly of the AAU on 5-9 February 2001 at Safari Park Hotel, Nairobi.
http://209.85.175.104/search?q=cache:Kw2KAoC7K7QJ:www.fawe.org/publications/Higher%2520Educati on/FempaAUnisiss%26con.pdf+Forum+for+African+Women+Educationalists+(FAWE)+Disaggregated+Data &hl=en&ct=clnk&cd=2

Facilitator's Resources / Handout

Workshop Five

Disaggregated Data II

Expected Outcomes of Collecting Gender Disaggregated Data

1. Better understanding of the need for disaggregated data, and of the type of data needed for decision making.
2. Establishment of gender disaggregated quantitative and qualitative data in higher education institutions for staff and students.
3. Systematisation of utilisation of gender disaggregated data for improvement of the administration and establishment of gender equity and gender equality in higher education institutions.
4. Strengthening communication and information systems.
5. Establishment of supportive legislation, regulations and structures against discrimination and sexual harassment.

Working Group on Higher Education (2006) Module (Gender Disaggregated Data, in *A Toolkit for Mainstreaming Gender in Higher Education in Africa,* Association for the Development of Higher Education in Africa, (accessed on 7th July 2008) http://www.ungei.org/resources/1612_1722.html

Facilitator's Resources / Handout

Workshop Five

Disaggregated Data III

Guidelines in Collecting Gender Disaggregated Data

The following resource is from –

Working Group on Higher Education (2006) Module (Gender Disaggregated Data, in *A Toolkit for Mainstreaming Gender in Higher Education in Africa,* Association for the Development of Higher Education in Africa, (accessed on 7th July 2008)
http://www.ungei.org/resources/1612_1722.html

Disaggregated Quantitative Data on Students

- Enrolments by year and discipline
- Information on ethnic groups, minority groups, disabled, rural/urban, economic levels
- Information on straight-from-school as compared to mature students
- Repetition rates
- Dropout rates - causes of absenteeism and drop-out rates of girls in education system must be addressed
- Completion rates

Disaggregated Qualitative Data on Students

- Achievement levels
- Participation in extra-mural activities
- Leadership roles in student affairs

Disaggregated Social and Welfare Data on Students

- Accommodation availability, quality of such accommodation, difficulties faced by students in different forms of accommodation
- Marital status and number of children, and their impact on academic study
- Pregnancy occurrence and availability of reproductive health facilities
- Financial situation – what difficulties are faced and by what percentage and profile of students
- Frequency of transactional sex – the "sugar daddy" syndrome observable in many higher education institutions
- HIV/AIDS infection rates and care systems

Disaggregated Quantitative Data on Staff

- Academic staff by sex and by seniority levels

- Managerial staff by sex and by seniority levels
- Support staff by sex and by seniority levels
- Gender balance in recruitment and appointments, promotions committees
- Gender balance in Council and Senate
- Marital status
- Assignment of responsibilities by gender

Disaggregated Qualitative Data on Staff

- Qualifications and age of academic staff
- Teaching load
- Publications by sex
- Responsibility for student welfare programmes by sex
- Tenured and non-tenured staff
- Career progression
- Opportunities to access staff development schemes

Disaggregated Social and Welfare Data on Staff

- Accommodation: do regulations allow a married woman to access housing or housing loans?
- Marital status
- Financial status
- Availability to women of independent medical and pension schemes separate from their husbands.

Working Group on Higher Education (2006) Module (Gender Disaggregated Data, in *A Toolkit for Mainstreaming Gender in Higher Education in Africa,* Association for the Development of Higher Education in Africa, (accessed on 7th July 2008) http://www.ungei.org/resources/1612_1722.html

Workshop Five - Facilitator's Resources

Atkinson, M., Carryer, A. (2000) Women and Governance in Higher Education, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Bond, S. (2000) Women in Leadership, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Gold. A. (2004) Developing Management Skills, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

International Labour Office (1998) Gender Guidelines for Employment and Skill Training in Conflict-affected Countries, International Labour Office, Geneva.

International Labour Organisation, (2003) ABC of Women Workers' Rights and Gender Equality, International Labour Organisation, Geneva.

Moser, C. (1993) *Gender Planning and Development - Theory, Practice and Training*. London / New York: Routledge.

Rothe, A. Erbe, B Frohliech, W. Klatzer, E. Lapniewska, Z. Mayrhofer, M. Neumayr, M. Pichlbauer, Tarasiewicz, M. Zebisch, (contributions by) J. Debski, M. (2008) Gender Budgeting as a Management Strategy for Gender Equality at Universities, Frauenakademie München e. V(FAM), http://www.frauenakademie.de/projekt/eu_gender-budgeting/img/FAM-GB_management_conclusion_2008.pdf

Rowland, M., Gleeson, J. (2000) Management Development for Women: A Facilitator's Handbook, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Schalkwyak, J., Thomas, H. and Woroniuk, B. (1996). *Mainstreaming: A Strategy for Achieving Equality between Men and Women - A Think Piece*. Stockholm: Swedish International Development Agency / Department of Policy and Legal Services.

Schneider, Katrin (2006) Manual for Training on Gender Responsive Budgeting, Deutsche Gesellschaft für Technische Zusammenarbeit, Eschborn accessed 6th April 2008 http://www.uneca.org/daweca/gender_mainstreaming/en-manual-training-gender-responsive-budgetingGTZ.pdf

Status of Women, Policies and Official Documents, Gender-based Analysis / Gender Mainstreaming - Annotated Bibliography (last updated 2005), http://www.swc-cfc.gc.ca/pubs/gbabib/gbabib_3_e.html#international

Status of Women, Research Publications - Gender-based Analysis / Gender Mainstreaming - Annotated Bibliography (last updated 2005), http://www.swc-cfc.gc.ca/pubs/gbabib/index_e.html

Walby, S. *Gender Budgeting: What it is. How to do it. Why to do it* http://www.genderkompetenz.info/w/files/gkompzpdf/walby_en.pdf, accessed 2nd February 2012

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, accessed 20th September 2008 *www.undp.org/women/docs/GM_INFOPACK/GenderAnalysis1.doc -*

United Nations Educational, Scientific, and Cultural Organisation, (2002), Women and Management in Higher Education – A Good Practice Handbook, United Nations Educational, Scientific, and Cultural Organisation, Paris.

Workshop Six
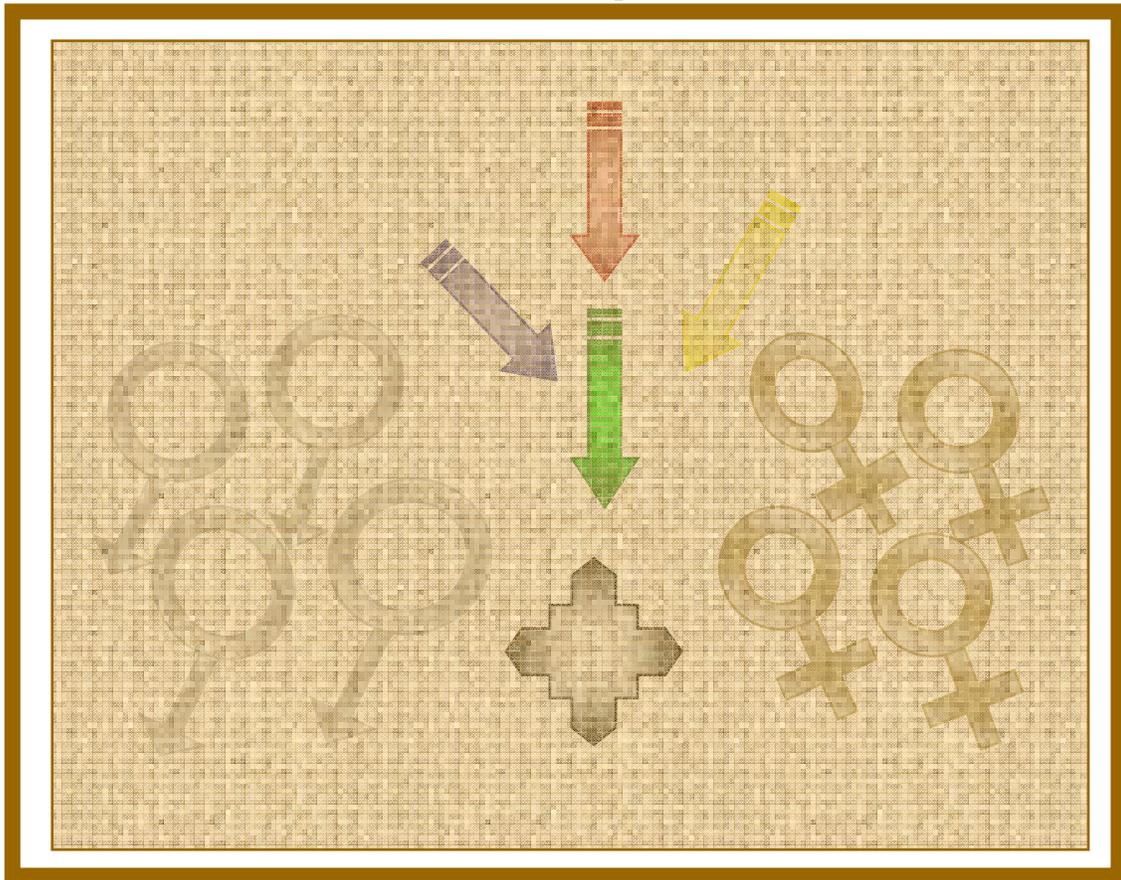
Methods of Mainstreaming Gender into Academic Curriculum/ Discipline / Department

Workshop Six: Methods of Mainstreaming Gender into Academic Curriculum / Discipline / Department

Preamble

Programme
Workshop Contract
Icebreaker

Syllabus
Activity I – Gendering a Syllabus

Research
Activity II - Gendering Research
Activity III – Research Proposal

A Holistic Approach to Gender Mainstreaming your Academic Curriculum / Discipline / Department
Activity IV – Gender Mainstreaming – A Holistic Approach

Strategies to Mainstream Gender into Academic Departments
Activity V – Departmental Strategies

Dealing with Resistances
Activity VI – Pros and Cons of Gender Mainstreaming
Activity VII – Consensus Building
Activity VIII - Action Planning

Handouts and Workshop Materials

Workshop Six

Methods of Mainstreaming Gender into
Academic Curriculum / Discipline / Department

Preamble

The expectations from this workshop are as follows:

- Improved skills on how to use the academic curriculum / disciplines as a change tool for gender mainstreaming;
- Increased awareness of the extents and possibilities of gender mainstreaming the academic curriculum;
- Exploration of academic departments as alternative starting points for gender mainstreaming;
- Better understanding of the range of arguments and pragmatic strategies for gender mainstreaming academic curricula / disciplines / departments;
- Planning for future action.

Workshop Six is formulated as a longer (possibly two-day) workshop. It can, with some inclusions and modifications from Workshop One (on gender), be conducted as a stand-alone workshop or as one of the eight workshop sessions in the Module. The main target group of this workshop should be academics.

If it is a stand-alone workshop, the session starts with instituting a workshop contract (see the Developing Management Skills module for guidance in setting up the workshop contract or agreement). Or if it is one of the series, the facilitator will remind the participants of the established contract and query the need to revise the contract criteria.

Next, an Icebreaker is designed to make participants aware of the contributions / exclusions / gaps relating to women (as historical figures / subject contributors / authorities) in their respective disciplines.

The next set of activities (I, II and III) should help participants focus on the actual details of gender mainstreaming their curriculum / department / discipline - including transformations to syllabus and research. It should also make participants reflect on gender mainstreaming disciplines that are considered to be gender neutral.

Activity IV should provide a holistic understanding of gender mainstreaming some of the intangible / intellectual aspects of academia.

The final activities (V, VI and VII) are strategic ones developed to support participants in 'selling' the idea of GM to their departments. They include considering the pros of GM while anticipating the cons of the argument that need to be addressed in institutional contexts. They also include strategies (personal / institutional / unofficial) to convince departmental members and others of the need for gender mainstreaming.

The next session is an action planning session. For trainers, it will focus on preparing action plans for a workshop on 'Methods of Mainstreaming Gender into Academic Curriculum / Discipline / Department', paying special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when planning the session. Management development participants will be given an opportunity to plan the introduction of a gendered change, which might be expected to meet resistance.

The material required for this workshop includes:
Laptop / Projector / OHP / memory sticks / Notice board / pens / White papers / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets

<u>Workshop Six</u>

Methods of Mainstreaming Gender into
Academic Curriculum / Discipline / Department

Programme (Ten Hours 10 Minutes)

Reminder and Updating of the Workshop Contract (10 minutes)

Icebreaker (15 minutes)
Each participant is asked to think of and call out the name of an influential or famous woman who has contributed / is linked to her or his discipline / subject, and what her contribution was. If women contributors are not acknowledged by the discipline, think of women who should be.

Syllabus

Activity I - Gendering a Syllabus (65 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / PP presentation

Group Work: Depending on which disciplines are represented at the Workshop, the participants are asked to divide into subject groups which could or do work together. Each Group will be asked to list ways and means of mainstreaming gender into a syllabus from the Social Sciences / Humanities / Mathematical Sciences / Physical Sciences / Life Sciences / Medical Sciences / Law / etc. (25 minutes), and present it to the workshop (30 minutes). It must be kept in mind that the point of the exercise is to start participants off on the task of gendering a syllabus at the workshop; they are expected to complete the task after further research and reflection back at their institutions.

The following PowerPoint Slide can guide the discussion. It can also be given to participants as a Handout.

The exercise will conclude with selected participants telling the group what can be done tomorrow, next month and next year (10 minutes).

PP Slide / OHP

> **It may be necessary to consider the following questions in mainstreaming gender into your syllabus**
> - Can all subjects of knowledge mainstream gender? How? Consider women / gender in relation to -
>   Gaps in knowledge
>   Bias in knowledge
>   Knowledge histories
>   Contributions to knowledge
>   Content of knowledge
>   Representations in knowledge
>   Collection / analysis of knowledge
>   Theories about knowledge / theories about subjects
>   Impacts of knowledge
>   Language use
>   Examples / illustrations / images
>   Disaggregated data
>   Reading lists
> - How can you integrate gender / women into the hard sciences?
> - Can there be multidisciplinary efforts to construct knowledge on women / men / gender? How?
> - Are there opportunities to institute Women's Studies / Gender Studies / Feminist Studies programmes of study?
> - Are there incentives for the development of gendered courses? What?
> - Are language / material used in the classroom sexist?
> - What are the gender-sensitive research methodologies that can be used?
> - What are the gender-sensitive pedagogies than can be used?

Research

Activity II – Gendering Research (45 minutes)
Required material: White paper / pens / Blu-Tak / PP presentation

The facilitator will pose the following questions for a collective discussion. The following PowerPoint Slide can guide the discussion. It can also be given to participants as a Handout.

PP Slide / OHP / Handout

> **Some Points to consider when gender mainstreaming research**
> **Subject** – How are research topics chosen? Who chooses them? Which topics are chosen? Why? What are the assumptions made about gender in so-called gender-blind research studies? What are the assumptions that you may make with regard to your subjects due to your specific class / ethnicity / age / religion / language etc.?
> **Data & Information** – Who collects data? How is data collected? What sort of data is collected? Interpreted? Utilised? Is there a practice of gender disaggregation of data? What are the benefits of collecting gender / emphasising gender disaggregated data?
> **Theorisations / Conclusions –** What kinds of theories are applied? What kinds of theoretical conclusions are arrived at? Are gender & social analysis frameworks applied?
> **Legitimacy** - Who specialises in which topics? How are gender studies recognised / valued? How are they legitimised as academic research? What are the standards of research validity applied?
> **Dissemination** – How is research disseminated? Who disseminates research? What are the formal / informal fora that can be used in disseminating gender / women's research? Does your research reach the general public? How?
> **Institutionalising Women / Gender Research –** What are the possibilities of ensuring that all research conducted by your university has a gender dimension? How can this be done? What are the benefits of including students when conducting gendered research?

After the discussion, give out the supplementary handout with the reading list of feminist research methodology. Participants could also refer to the ACU's module on Women and Research.

Closure: participants will take two minutes to note anything they have learnt, re-learnt or do not want to forget.

Activity III - Research Proposal (120 minutes)
Material required: pens / White paper / Blu-Tak

Group work: Divide into four, discipline-based groups and write an outline for a gender-related research proposal in the four different disciplines along the following lines (60 minutes):
- Introduction
- Good rationale
- Research objectives
- Research methodology
- Feasibility of conducting research and addressing the research problems
- Ethics / politics of the research study
- A time frame

N.B. Ultimately, of course, any proposal will need to include a budget outline (including staffing, staff time, resources and dissemination)

Each group will present its proposal to the overall group (60 minutes). This will be followed by a discussion on the research proposals.

Closure (2 minutes)
Each participant will reflect quietly on what has been achieved by her / him during the session.

_____W O R K S H O P - B R E A K_____

A Holistic Approach to Gender Mainstreaming your Academic Curriculum / Discipline / Department

Activity IV - Gender Mainstreaming – A Holistic Approach (105 minutes) Required Material: Handout / pens / Half sheets

Facilitator inputs: The workshop makes distinctions between a syllabus, a curriculum, a discipline and a department.

PP / OHP

- A **curriculum** can be understood to be a body of knowledge to be transmitted; as an attempt to achieve certain ends in students; as process and as praxis within a university (Smith: 1996 / 2000).

- A **syllabus** refers to an agreed body of courses that are taught / learned.

- An **academic discipline,** on the other hand, is taken to refer to a sphere of knowledge that goes beyond the confines of the university to include a historical evolution of a subject, archives, assessments, authorisation, and formal / informal forums of knowledge-making and transmitting.

- A **department** is an institutional section that sustains and promotes a curriculum / discipline. It consists of a physical / conceptual space, staff, students, policies, practices, culture and has a wider linkage with the university on the one hand and the community on the other.

Group Activity: Divide into three groups according to disciplines (or similar disciplines), each group to consider one of the sets of questions posed in the Handout below (40 minutes). This exercise can be used as a preliminary framework for Gender Mainstreaming the curriculum / discipline / department at a later time.

Handout

Consider the following questions *vis-à-vis* your syllabus / curriculum / discipline / department:

Gender Mainstreaming an Academic Curriculum
- Are there influential women figures who have contributed to your discipline – but who are not studied in your curriculum?
- How can their contributions be recognised / valued?
- Does the history of your discipline take note of women figures and their contributions? How can they be included?
- Does your syllabus include women as subject matter? If not, in what ways can you study women and women-related areas as subjects?
- Do you run women's / feminist studies programmes? At what levels?
- Does your curriculum represent women's experiences? If not, how can women's experiences be recognised / given legitimacy?
- Does your syllabus include women's perspectives (as critics / commentators / authorities / experts)? If not, are there women who can be used?
- Does your curriculum include subject literature by / for / on women? If not, what literature by / for / on women can be used in your discipline?
- Does your university provide access to resources (books / journals / internet / speakers / conferences) on women & gender?
- Does your curriculum consider men as the norm? How can women be made visible / heard and integrated into such norms?
- How can you use women as non-stereotypical examples / graphics? Can you use women as positive examples in your work? In what ways?
- Is there women-centered research being done?
- Can you use feminist research methodologies / pedagogies?

Gender Mainstreaming an Academic Discipline
- Consider who is in / who is out in your discipline / curriculum / syllabus?
- Who / what is valued / prioritised / what is not?
- How are men / women presented & theorised?
- Does your curriculum propagate sex-based myths? If so, how can you eliminate them?
- Does your curriculum account for gender-specific experiences / processes / impacts? If not, how can you include them?
- Who does your curriculum target when supplying knowledge? Who is the assumed student?
- Whose books are included in reading / reference lists? Are there key figures that have been ignored?
- Are there gender studies being done in relation to your discipline? What are the possibilities to do research from a gender perspective?
- Are there funding / interest / competencies to conduct and disseminate research studies on gender?
- Can you use gender disaggregated data in your work? What would this involve doing?
- How can you use women and men as non-stereotypical examples / images / graphics? How can you go about doing this?
- How can you ensure that gender-sensitive language is used? What would this require doing?
- Can you represent gender issues and perspectives at knowledge forums related to your discipline? How?
- Are there prizes / awards / scholarships / studentships / fellowships etc. especially for the study of gender? At what levels? How can they be instituted?
- How far / in what ways can you use distance learning / mass media to promote gender related issues in your discipline?

Integrating Women / Gender Mainstreaming an Academic Department
- ☐ Can your department formulate a departmental policy on gender / women? What should it include?
- ☐ Can your department adopt an equal opportunity / participation policy (recruitment / promotions / representation)? Consider the possibilities.
- ☐ What is the ratio of female to male staff at all levels in the department?
- ☐ Can you provide mentoring for new women colleagues and introduce them to influential networks? In what ways?
- ☐ Can your department conduct gender sensitisation trainings for its staff members?
- ☐ Does your department adhere to the legal and policy rights of women? (maternity leave / baby feeding times / day care / flexi-times) What else can be done?
- ☐ Can your department reward (through academic recognition or as criteria for promotion) gender based initiatives in academia?
- ☐ Can your department establish a departmental mechanism to redress sexual & other forms of harassment? What? How?
- ☐ Can your department institute a women's network? How?
- ☐ Can your department lobby for wider institutional changes? How?
- ☐ How can you get political / institutional support to gender mainstream your department / curriculum / discipline?
- ☐ Do you have financial and other resources to gender mainstream your department / curriculum / discipline? How can you get financial support?
- ☐ Are there technical competencies in gender mainstreaming? How can they be achieved?
- ☐ Do you have access to technical support to gender mainstream your department / curriculum / discipline? How can you get support?
- ☐ What are the gender dynamics in class? How are classroom spaces gendered? Who sits where?
- ☐ What are the classroom groupings? Who participates more? Whom does the professor address more?
- ☐ Is the classroom environment free from sexist jokes / discussions?

☐ Are classrooms / laboratories / libraries / toilets / safe for women? How can they be made safe?
☐ Does your department maintain gender segregated internal data?
☐ Are there possibilities for monitoring / peer evaluations related to gender mainstreaming? How can this be done?
☐ Is there space for gender activism by students? Examples?
☐ Could there be Departmental forums for gender activism? Examples?
☐ How can the Department support / liaise with the general public / wider community vis-a-vis gender?

Compare notes in the whole group (60 minutes) and post the notes on the wall for reference (5 minutes).

Strategies to Mainstream Gender into Academic Departments

Activity V – Departmental Strategies (65 minutes)
Improvisation from available furniture and implements.

Role Play: Participants are asked to divide into two groups. Each group will take 30 minutes to prepare a 10 minute simulation either of:

• a successful meeting, despite initial resistance and inertia, on introducing departmental mechanisms for addressing sexual harassment.
or:
• an unsuccessful meeting on eliminating sexist language / graphics / textual examples from syllabus content.

This will be followed by a discussion on what the participants have learnt from this activity as a way of summing up the exercise (10 minutes).

Closure (15 minutes)
Required Material: PP presentation

At the close of this part of the workshop, participants are invited, in a whole group discussion, to consider what they have achieved through this workshop (15 minutes). The facilitator can also include this slide/ handout as part of concluding the session.

PP Slide / OHP

For instance, participants should have identified methods to mainstream women and gender into their curriculum / disciplines / department through:
☐ Content analysis of subject matter
☐ Syllabus reform to include women and gender
☐ Use of feminist research methodologies / pedagogies / gender-sensitive language
☐ Increase in gender / women-related research
☐ Departmental gender policies and mechanisms
☐ Infrastructure development
☐ Gender sensitive training

☐ Institutional practices
☐ Reform of departmental structures / mechanisms
☐ Incorporation of gender-sensitive academic and professional standards / methodologies in forums outside the university
☐ Mainstreaming gender and incorporating women in disciplinary knowledge forums outside the university
And developed strategies to recognize opportunities and to overcome threats and obstacles to gender mainstreaming their departments, disciplines and curriculum.

_____W O R K S H O P - B R E A K_____

Dealing with Resistances

Activity VI - Pros and Cons of Gender Mainstreaming (45 minutes)
Required Material: White paper / Pens / Blu-Tak

Group Work: Participants are asked to divide into mixed subject groups. Each group is asked to consider the following list and identify the pros and cons of gender mainstreaming particular aspects of an academic curriculum (15 minutes). The groups will then present their suggestions (20 minutes). This will be followed by a general discussion to bring it all together (10 minutes).

Handout

• **Consider the implications of / assumptions relating to the following statements. Can they be used in arguments for gender mainstreaming?**
• Women constitute ½ or even more than half a country's population.
• The education of women leads to lower child mortality, better nutrition for the family and higher education levels for children.
• Women / girls have equal rights as men / boys to education and employment.
• International Standards such as the UN Declaration of Human Rights / United Nations Convention on the Elimination of all forms of Discrimination against Women / United Nations Millennium Development Goals assure women and girls of their rights.
• Sensitisation of academic staff to the gender dimensions of teaching and learning is an important step to ensure gender equity / equality.
• Historically, there have been instances of women's oppression as well as women's empowerment.
• Research (especially in the 1970s) has indicated that gender is a development issue as the development of women has a major impact on poverty, population growth, education, health and family wellbeing.
• In many countries, the empowerment of women has a positive impact on the curtailment of HIV/AIDS.
• Engendering gender into academic disciplines / curricula will enhance the quality / dynamism of the discipline / curriculum.
• Gender mainstreaming can lead to increased productivity in academic departments.
• Gender mainstreaming leads to excellence in academia.
• Gender mainstreaming will lead to more / representational research on women and gender, thereby filling knowledge gaps that are vital for holistic and sustainable development.
• Engendering gender into academic disciplines can eliminate gender stereotypes which obstruct gender equity.

Activity VII - Consensus Building (10 minutes)
Required Material: Flip chart / pen

Brainstorming: The facilitator will pose the broad question "what strategies can be used to build consensus for gender mainstreaming an academic curriculum?" Participants will shout answers that will be listed on a flip chart by the facilitator.

Activity VIII – Action Planning (120 minutes)
Required Material: Bristol board / Flip charts / pens / laptops with PP / memory sticks

Alternative A for Trainers
Group work: Participants will be asked to divide into groups and prepare action plans for a workshop on 'Methods of Mainstreaming Gender into your Academic Curriculum, Department and Discipline'. They should pay special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when planning the session (60 minutes).

Groups will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes).

Alternative B for Management Development participants
Either individually or in pairs, according to choice, participants will prepare a detailed / step by step action plan to introduce a gendered change which they know will meet resistance (90 minutes).

The facilitator will invite participants to speak on some of their plans (30 minutes).

Closure (10 minutes)

Participants will contribute to summing up the session by articulating in one sentence an instance of what they have learned from the session. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

Workshop Six

Methods of Mainstreaming Gender into your Academic Curriculum / Discipline / Department

Handouts & Workshop Materials

Handout / Workshop Material

Workshop Six / Activity I – Gendering a Syllabus

It may be necessary to consider the following questions when mainstreaming gender into your syllabus

- Can all subjects of knowledge mainstream gender? How? Consider women / gender in relation to -
  - Gaps in knowledge
  - Bias in knowledge
  - Knowledge histories
  - Contributions to knowledge
  - Content of knowledge
  - Representations in knowledge
  - Collection / analysis of knowledge
  - Theories about knowledge / theories about subjects
  - Impacts of knowledge
  - Language use
  - Examples / illustrations / images
  - Disaggregated data
  - Reading lists
- How can you integrate gender / women into the hard sciences?
- Can there be multidisciplinary efforts to construct knowledge on women / men / gender? How?
- Are there opportunities to institute Women's Studies / Gender Studies / Feminist Studies programmes of study?
- Are there incentives for the development of gender courses? What?
- Are language / material used in the classroom sexist?
- What are the gender-sensitive research methodologies that can be used?
- What are the gender-sensitive research pedagogies that can be used?

Handout / Workshop Material

Workshop Six / Activity II – Gendering Research

PP Slide / OHP / Handout

Some points to consider when gender mainstreaming research:

Subject – How are research topics chosen? Who chooses them? Which topics are chosen? Why? What are the assumptions made about gender in so-called gender-blind research studies? What are the assumptions that you may make with regard to your subjects due to your specific class / ethnicity / age / religion / language etc.?

Data & Information – Who collects data? How is data collected? What sort of data is collected? Interpreted? Utilised? Is there a practice of gender disaggregation of data? What are the benefits of collecting gender / emphasising gender disaggregated data?

Theorisations / Conclusions – What kinds of theories are applied? What kinds of theoretical conclusions are arrived at? Are gender & social analysis frameworks applied?

Legitimacy - Who specialises in which topics? How are gender studies recognised / valued? How are they legitimised as academic research? What are the standards of research validity applied?

Dissemination – How is research disseminated? Who disseminates research? What are the formal / informal fora that can be used in disseminating gender / women's research? Does your research reach the general public? How?

Institutionalising Women / Gender Research – What are the possibilities of ensuring that all research conducted by your university has a gender dimension? How can this be done? What are the benefits of including students when conducting gendered research?

Supplementary Handout / Facilitator Resource

Workshop Six / Activity III

Some Resources on Feminist / Gender Research Methodology

- Alcoff, L. and Potter, E. (1993) Feminist Epistemologies, New York and London: Routledge.

- Buikema, B. Griffin, G. and Lykke, N. (eds.) (2011) *Theories and Methodologies in Postgraduate Feminist Research - Researching Differently,* Buikema, Gabriele Griffin, Nina Lykke, London and New York: Routledge.

- Fonow, M. M. and Cook, J. A. (eds.) (1991). *Beyond Methodology - Feminist Scholarship as Lived Research*, Bloomington: Indiana University Press.

- Goldberger, N., Tarule, J., Clinchy, B. and Belenky, M. (1996), *Knowledge, Difference and Power - Essays Inspired by Women's Ways of Knowing*. New York: Basic Books.

- Harding, S. (2004) The Feminist Standpoint Theory Reader – Intellectual and Political Controversies, New York / London: Routledge.

- Hawkesworth, M. (2006), *Feminist Inquiry - From Political Conviction to Methodological Innovation*. New Brunswick / New Jersey / London: Rutgers University Press.

- Hesse-Biber, S. N. and Yaiser, M. L. (eds) (2004b) Feminist Perspectives on Social Research, Oxford / New York: Oxford University Press.

- Hesse-Biber, S. N. and Leavy, P. L. (eds) (2007) Feminist Research Practice, Thousand Oaks / London / New Delhi: Sage Publications.

- Jaggar, A. M. (2008) (ed.) Just Methods – An Interdisciplinary Feminist Reader, Boulder / London: Paradigm Publishers.

- Jarviluoma, H., Moisala, P. and Vilkko, A. (2003). *Gender and Qualitative Methods.* London / Thousand Oaks / New Delhi: Sage Publications.

- Leach, F. (2003) Practicing Gender Analysis in Education, Oxfam, Oxford.

- Letherby, G. (2003), *Feminist Research in Theory and Practice*. Buckingham / Philadelphia: Open University Press.

- Livholts, M. (2011) *Emergent Writing Methodologies in Feminist Studies,* Routledge: London and New York.

- March, C. Smyth, I. Mukhopadhyay, M (1999) A Guide to Gender Analysis, Oxfam: Oxford.

- Mason, J. (2002), *Qualitative Researching*. (2nd ed.). Thousand Oaks: Sage publications.

- Mauthner, M., Birch, M., Jessop, J. and Miller, T. (eds) (2002), *Ethics in Qualitative Research*. London: Sage.

- Maynard, M. and Purvis, J. (1994). *Researching Women's Lives from a Feminist Perspective*. London: Taylor and Francis.

- Naples, A., Nancy. (2003), *Feminism and Method - Ethnography, Discourse Analysis and Activist Research*. New York / London: Routledge.

- Oakley, A. (2000). *Experiments in Knowing Gender and Method in the Social Sciences*. Cambridge: Polity Press / Blackwell Publishers.

- Ramazanoglu, C. and Holland, J. (2002), *Feminist Methodology Challenges and Choices*. London Thousand Oaks New Delhi: Sage Publications.

- Reinharz, S. (1992). *Feminist Methods in Social Research.* New York / Oxford: Oxford University Press.

- Roberts, H. (ed.) (1981). *Doing Feminist Research,* London / Boston / Melbourne / Henley: Routledge and Kegan Paul.

- Stanley, L. (ed.) (1990). *Feminist Praxis.* London / New York: Routledge.

- Wickramasinghe, Maithree (2010) *Feminist Research Methodology – Making Meanings of Meaning-Making*, London, Routledge.

Handout

Workshop Six / Activity IV – Gender Mainstreaming – A Holistic Approach

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Consider the following questions *vis-à-vis* your syllabus / curriculum / discipline / department:

Gender Mainstreaming an Academic Curriculum

- Are there influential women figures who have contributed to your discipline – but who are not studied in your curriculum?
- How can their contributions be recognised / valued?
- Does the history of your discipline take note of women figures and their contributions? How can they be included?
- Does your syllabus include women as subject matter? If not, in what ways can you study women and women-related areas as subjects?
- Do you run women's / feminist studies programmes? At what levels?
- Does your curriculum represent women's experiences? If not, how can women's experiences be recognized / given legitimacy?
- Does your syllabus include women's perspectives (as critics / commentators / authorities / experts)? If not, are there women who can be used?
- Does your curriculum include subject literature by / for / on women? If not, what literature by / for / on women can be used in your discipline?
- Does your university provide access to resources (books / journals / internet / speakers / conferences) on women & gender?
- Does your curriculum consider men as the norm? How can women be made visible / heard and integrated into such norms?
- How can you use women as non-stereotypical examples / graphics? Can you use women as positive examples in your work? In what ways?
- Is there women-centered research being done?
- Can you use feminist research methodologies / pedagogies?

Gender Mainstreaming an Academic Discipline

- Consider who is in / who is out in your discipline / curriculum / syllabus?
- Who / what is valued / prioritised / what is not?
- How are men / women presented & theorised?
- Does your curriculum propagate sex-based myths? If so, how can you eliminate them?
- Does your curriculum account for gender-specific experiences / processes / impacts? If not, how can you include them?
- Who does your curriculum target when supplying knowledge? Who is the assumed student?

- Whose books are included in reading / reference lists? Are there key figures that have been ignored?
- Are there gender studies being done in relation to your discipline? What are the possibilities to do research from a gender perspective?
- Are there funding / interest / competencies to conduct and disseminate research studies on gender?
- Can you use gender disaggregated data in your work? What would this involve doing?
- How can you use women and men as non-stereotypical examples / images / graphics? How can you go about doing this?
- How can you ensure that gender-sensitive language is used? What would this require doing?
- Can you represent gender issues and perspectives at knowledge forums related to your discipline? How?
- Are there prizes / awards / scholarships / studentships / fellowships etc. especially for the study of gender? At what levels? How can they be instituted?
- How far / in what ways can you use distance learning / mass media to promote gender related issues in your discipline?

Integrating Women / Gender Mainstreaming an Academic Department

- ☐ Can your department formulate a departmental policy on gender / women? What should it include?
- ☐ Can your department adopt an equal opportunity / participation policy (recruitment / promotions / representation)? Consider the possibilities.
- ☐ What is the ratio of female to male staff at all levels in the department?
- ☐ Can you provide mentoring for new women colleagues and introduce them to influential networks? In what ways?
- ☐ Can your department conduct gender sensitisation trainings for its staff members?
- ☐ Does your department adhere to the legal and policy rights of women (maternity leave / baby feeding times / day care / flexi-times)? What else can be done?
- ☐ Can your department reward (through academic recognition or as criteria for promotion) gender based initiatives in academia?
- ☐ Can your department establish a departmental mechanism to redress sexual & other forms of harassment? What? How?
- ☐ Can your department institute a women's network? How?
- ☐ Can your department lobby for wider institutional changes? How?
- ☐ How can you get political / institutional support to gender mainstream your department / curriculum / discipline?
- ☐ Do you have financial and other resources to gender mainstream your department / curriculum / discipline? How can you get financial support?
- ☐ Are there technical competencies in gender mainstreaming? How can they be achieved?

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- ☐ Do you have access to technical support to gender mainstream your department / curriculum / discipline? How can you get support?
- ☐ What are the gender dynamics in class? How are classroom spaces gendered? Who sits where?
- ☐ What are the classroom groupings? Who participates more? Whom does the professor address more?
- ☐ Is the classroom environment free from sexist jokes / discussions?
- ☐ Are classrooms / laboratories / libraries / toilets / safe for women? How can they be made safe?
- ☐ Does your department maintain gender segregated internal data?
- ☐ Are there possibilities for monitoring / peer evaluations related to gender mainstreaming? How can this be done?
- ☐ Is there space for gender activism by students? Examples?
- ☐ Could there be Departmental forums for gender activism? Examples?
- ☐ How can the Department support / liaise with the general public / wider community vis-à-vis gender?

Handout

Workshop Six / Activity VI – Pros and Cons of Gender Mainstreaming

Consider the implications of / assumptions relating to the following statements.   Can they be used in arguments for gender mainstreaming?

- Women constitute ½ or even more than half a country's population.

- The education of women leads to lower child mortality, better nutrition for the family and higher education levels for children.

- Women / girls have equal rights as men / boys to education and employment.

- International Standards such as the UN Declaration of Human Rights / United Nations Convention on the Elimination of all forms of Discrimination against Women / United Nations Millennium Development Goals assure women and girls of their rights.

- Sensitisation of academic staff to the gender dimensions of teaching and learning is an important step to ensure gender equity / equality.

- Historically, there have been instances of women's oppression as well as women's empowerment.

- Research (especially in the 1970s) has indicated that gender is a development issue as the development of women has a major impact on poverty, population growth, education, health and family wellbeing.

- In many countries, the empowerment of women has a positive impact on the curtailment of HIV/AIDS.

- Engendering gender into academic disciplines / curricula will enhance the quality / dynamism of the discipline / curriculum.

- Gender mainstreaming can lead to increased productivity in academic departments.

- Gender mainstreaming leads to excellence in academia.

- Gender mainstreaming will lead to more / representational research on women and gender, thereby filling knowledge gaps that are vital for holistic and sustainable development.

- Engendering gender into academic disciplines can eliminate gender stereotypes which obstruct gender equity.

Workshop Six - Facilitators Resources

Bond, S. (2000) Academic Leadership, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Chesterman, C. (2001) Women and Mentoring in Higher Education, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Kilden Norway, *Women in Science – Norway, Promoting Gender Equality,* http://kvinneriforskning.no/english/statistics/

International Labour Office (1998) *Gender Guidelines for Employment and Skill Training in Conflict-affected Countries,* International Labour Office, Geneva.

Luke, C. and Gore J. (1992) *Feminisms and Critical Pedagogy*, Routledge, New York / London.

Moses, I. (2000) Women and Research, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Smith, M. K. (1996, 2000) 'Curriculum theory and practice' *The Encyclopaedia of Informal Education,* www.infed.org/biblio/b-curric.htm.

Shrewsbury, C. M. (1987) What Is Feminist Pedagogy? *Women's Studies Quarterly*, Vol. 15, No. 3/4, Feminist Pedagogy (Fall - Winter, 1987), pp. 6-14

UNESCO *Gender Mainstreaming Science and Technology: An Asia and Pacific Gender Mainstreaming Manual*, http://unesdoc.unesco.org/images/0013/001360/136088eb.pdf

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis, accessed 20th September 2008 *www.**undp**.org/women/docs/GM_INFO**PACK/GenderAnalysis**1.doc -*

United Nations Educational, Scientific, and Cultural Organisation, (2002), *Women and Management in Higher Education – A Good Practice Handbook*, United Nations Educational, Scientific, and Cultural Organisation, Paris

Weltch, Penny (2004) *Feminist Pedagogy* http://perswww.wlv.ac.uk/~le1810/femped.htm (accessed on 22nd December 2011)

Williams, G., Harvey, C. (2000) Women's Studies as a Catalyst for the Advancement of Women in Higher Education, *Women in Leadership and Management in Higher Education Series of Workshop Modules*, Association of Commonwealth Universities / Commonwealth Secretariat, London.

Workshop Seven

Sustaining a Gender-Sensitive University Culture

Workshop Seven: Sustaining a Gender-Sensitive University Culture

Preamble

Programme
Reminder and Updating of Contract
Icebreaker - Gender Equity / Equality as Part of University Culture
Activity I - Gender Equity / Equality Targets and Indicators
Activity II - Dealing with Micropolitics
Activity III - Facing the Backlash
Activity IV - Action Planning

Handouts and Workshop Materials

Workshop Seven

Sustaining a
Gender-Sensitive University Culture

Preamble

The expectations from this workshop are as follows:

- An enhanced outlook of the concepts of gender equity and equality as encompassing the intangible features of an organisation such as the organisational culture;
- An understanding of how to monitor / evaluate the climate of GM through reference to gender targets and indicators;
- Familiarity with strategies for engaging with gender and other micropolitics at the institutional level;
- Preparation for dealing with possible reactions / backlash against GM;
- The development of action plans for next steps;
- Recognition of the successful completion of the first seven workshops in this module.

This workshop is designed for participants who have already taken part in the previous workshops. One distinctive feature in this workshop is that participants will be requested to have made themselves aware of the gender status quo in their organisations. As should be the practice for all workshops, the workshop should commence by drawing up a workshop contract, or revisiting the old one.

The Icebreaker at the beginning of the session is devised to facilitate thinking beyond the norm of existing institutional structures and systems – to conceptualise other means by which HEIs can establish a way of life or culture that is gender sensitive. For instance, this may include sponsoring a women's film festival by the student union, or debates on sexual freedom, protesting on women's issues, a conference on masculinities, visually incorporating women and men in all publicity material / artefacts of the university etc.

Activity I is about developing gender–sensitive targets and indicators - which is usually understood to mean methods of monitoring the tangible outputs / outcomes of gender equity / equality in an institution. However, it is included in this workshop session so as to encourage participants to consider ways in which gender–sensitive targets and indicators could be devised to encompass the more intricate workings of gender relations and micropolitics within an institution.

'Dealing with micropolitics' (Activity II) focuses further on the institutional culture. The exercise is expected to empower participants further in how to deal personally as well

as institutionally with the more subtle challenges of personal interactions. In closing, the participants will reflect on the actions required to institute a gender-sensitive university culture.

In Activity III, it is expected that participants, who will have an awareness of the specific personalities and ground situations in their universities, will be prompted to anticipate the possible backlashes against gender mainstreaming and how to deal with them.

The next Activity (IV) will focus (A) on trainers preparing action plans for a workshop, and (B) on management development participants formulating strategies, for sustaining a gender-sensitive university culture.

The material required for this workshop includes:
Laptop / Projector / OHP / memory sticks / Notice board / pens / White papers / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets

Workshop Seven

Sustaining a
Gender-Sensitive University Culture

Programme (Six Hours)

Reminder and Updating of the Workshop Contract (10 minutes)

Icebreaker (15 minutes)

Each participant will think of a novel or even radical way of building a more gender equitable / equal university culture (that has not been discussed till now) and convey it to the person seated next to her who will convey it to the group in one sentence.

Activity I – Gender Equity / Equality Targets and Indicators (75 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / PP presentation

Facilitator inputs (15minutes): with the help of the following PP slide and the first of the accompanying Handouts, the facilitator will introduce concepts of gender equity / equality targets and indicators. These are fundamental to monitoring and evaluation. The facilitator needs to convey that gender-related objectives tally with clearly defined and fixed gender targets. Gender equality / equity indicators identify organisational inequality / inequity at a certain point in time. They help to recognise causes of inequality with a view to suggesting redress; and are fundamental to monitoring the impact of these policies over time. Gender indicators need:

PP / OHP

Gender indicators need:
- To show a comparison to the norm
- To have clearly defined principles of measurement, concepts, definitions and classifications
- To involve disaggregated data (sex / gender / time / age / socio-economic / national / regional etc)
- To be based on novel concepts and methods in data collection (to reflect the realities of women and men, as conventional methods may be inadequate)
- To reflect new methods and conceptualisations of data collection to engage with the new policy concerns that emerge
- To be easy to use
- To be linked with policy goals
- To be able to monitor progress over time
- To be able to measure impact / outcomes rather than outputs.

(based on University of Adelaide: 2008 and Beck: 1999)

Gender indicators include:

- Sex-disaggregated statistics
- Gender statistics
- Gender-sensitive indicators

Group Activity: The participants will divide into three groups and discuss the following (30 minutes):

N.B.   Participants are likely to find the supplementary handout 'Gender Indicators in Universities' helpful when engaging in these exercises.

A)   Group A will develop a set of gender indicators:

PP Slide / OHP

What needs to be measured / indicated? (tangible / intangible)	How should it be measured?	When / how often should it be measured?	Does the data collected reflect the objective of the indicator?	What best use can be made of this information (for you / your institution)?
Example	*Example*	*Example*	*Example*	*Example*
The increase over the last ten years in the numbers of women over men graduating in medicine	By collecting graduation statistics over a period of time By collecting gender disaggregated statistics	Every three years	Yes	To raise consciousness To revise institutional policy

B)   Group B will develop gender sensitive indicators to measure and indicate the following:
- Intervention
- Outputs
- Process
- Outcomes

PP Slide / OHP

What is the gender –related intervention that needs to be measured?	What is the best method to measure outputs?	What is the best method to measure process?	What is the best method to measure outcomes?	Who / what are the sources of data?

C)   Group C will link gender-related qualitative and quantitative targets and indicators for Administrative staff / Academic staff / Students. They will consider who will be responsible for monitoring and accessing gender equity / equality in the organisation and how. Further, they will discuss ways and means of making use of gender indicators.

PP Slide / OHP

Gender Target	Who will give leadership	Who will be accountable?	Gender Indicator	What does the indicator mean?	What use will be made of the Indicators?

Groups will then present their work (20 minutes). In conclusion, selected participants will revisit key points in developing and applying Gender Indicators (10 minutes).

Activity II – Dealing with Gender Micropolitics (80 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / PP presentation

Facilitator inputs (10 minutes): The facilitator, with the assistance of the PP Slide / OHP, will define institutional micropolitics as the insidious power dynamics that take place within organisations. In most instances, these politics have gender implications and therefore result in gender inequity and inequality. (For further reading about gender-related micropolitics, refer to the ACU's modules 'Women and Governance' and 'Developing Management Skills'.)

PP Slide / OHP

Institutional Gender Micropolitics
Gender micropolitics refers to the ways in which power is relayed in everyday practices (Morley: 1999), especially within institutions, through such issues as morality, language, dress, and codes of conduct at the workplace.

Group work (30 minutes): The participants will divide into three groups. Each will be given a case study of gender micropolitics from the Workshop Seven / Activity II Handout (Dealing with Gender Micropolitics) to discuss and recommend possible strategies to address the issues highlighted. At the same time, the group can supplement this exercise with narratives of some of the gender micropolitics that they have personally experienced in their institutions and their strategies for dealing with these situations.

The groups come together to report back on the discussions in their groups, and to see, despite the different case studies, the extent to which the agreed strategies are similar (30 minutes).

Example of a case study:

> *The dark room of the photography lab in the university was not a place that Angena or any of the other few female students following the photography course cared to linger in. On the rare occasions that the light was switched on they were confronted with the walls on which were pasted large, life-size posters of nude women. Each time she came out of the dark room, Angena had to face the knowing leer of one of the departmental demonstrators (male). Today, however, there was a new addition to the dark room's gallery – a nude couple in a state of erotic display. Angena was aghast – never in her conservative upbringing had she had to deal with this kind of issue. She had been in the dark room and when she came out she had to face the demonstrator and some of his friends who had been tittering with laughter. She felt that she just could not face going back to the Department and the dark room again.*

Closure (10 minutes)
The session will end with participants reflecting individually on the session (5 minutes).

The facilitator will sum up the session by asking participants what insights they have gained from the above exercises that would help towards maintaining a gender-sensitive university culture (5 minutes).

_____W O R K S H O P - B R E A K_____

Activity III – Facing the Backlash (60 minutes)
Required Material: Paper / Pens

Group Work: Participants will form self-appointed groups of three or four people who do not normally work together and discuss in confidence adverse situations that they have experienced / or they might expect to experience in their universities as a result of gender mainstreaming – given their insider knowledge of the respective ground situations and personalities concerned in their HEIs. This activity can be supplemented with the Handout Workshop Seven / Activity III that lists some of the backlash arguments against GM (30 minutes).

Each group will write down and post on a flip chart their responses and suggested strategies for dealing with these situations (30 minutes).

Private reflection: note anything you want to remember from this exercise.

Activity IV – Action Planning (120 minutes)
Required Material: Bristol board / Flip charts / pens / laptops with PP / memory sticks

Alternative A for Trainers
Group work: Participants will be asked to divide into groups and prepare action plans for a workshop on 'Sustaining a Gender-sensitive University Culture'. They should pay

special attention to the objectives of the workshop, the target group, the timeframe and the outputs of the workshop when planning the session (60 minutes).

Groups will then present and discuss their action plans with the assistance of PP or board / charts (60 minutes).

Alternative B for Management Development participants
In groups, participants will consider strategies to sustain a gender sensitive university culture (60 minutes).

Groups will reconvene to present and discuss their strategies (60 minutes).

Closure
Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

Certification and any other appropriate ending ceremony will conclude this set of seven workshops. (The eighth will follow a year later.)

Workshop Seven

Sustaining a
Gender-Sensitive University Culture

Handouts and Workshop Materials

Facilitator's Resources / Handout

Workshop Seven / Activity I - Gender Equity / Equality as Part of University Culture

Gender targets are clearly defined and fixed gender-related objectives. Gender equality / equity indictors help to identify organisational inequality / inequity at a certain point in time. They help to recognise causes for inequality with a view to suggesting redress and are fundamental to monitoring the impact of these policies over time. Gender indicators include:

- Sex-disaggregated statistics, which "give the straightforward numbers of males and females in a given population" (UNDP: 2001: 18).

- Gender statistics, which reveal "the relationships between women and men that underlie the numbers. Gender statistics can indicate the need for a policy intervention, but not what that intervention should be. Gender statistics provide factual information about the status of women, for example a change in their status over time. They do not have to be disaggregated by sex. For example, "73% of married women report experiencing domestic violence at least once in their lives"." (UNDP: 2001: 18).

- Gender-sensitive indicators, which attempt "to provide direct evidence of the status of women, relative to some agreed normative standard or explicit reference group". For example, "a gender statistic" could be "73% of women in country X are literate, as opposed to 71% ten years ago". A gender-sensitive indicator could be "60% of women in country X are literate, as compared to 82% of men, and compared to 30% and 52% respectively five years ago. The norm of reference in this example is men in the same country" (UNDP: 2001: 18).

Gender Indicators need:
- To show a comparison to the norm
- To have clearly defined principles of measurement, concepts, definitions and classifications
- To involve disaggregated data (sex / gender / time / age / socio-economic / national / regional etc)
- To be based on novel concepts and methods in data collection (to reflect the realities of women and men, as conventional methods may be inadequate)
- To reflect new methods and conceptualisations of data collection to engage with the new policy concerns that emerge
- To be easy to use

- To be linked with policy goals
- To be able to monitor progress over time, and
- To be able to measure impact / outcomes rather than outputs.

(based on University of Adelaide: 2008 and Beck: 1999)

Facilitator's Resources / Handout

Workshop Seven / Activity I – Gender Equity / Equality as Part of University Culture

Facilitator inputs (5 minutes): Like any other organisation, a university also has its own culture.

PP Slide / OHP

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"Spoken of in other ways, culture in organizational terms is broadly the social / behavioural manifestation and experiencing of a whole range of issues such as :

- the way work is organised and experienced
- how authority is exercised and distributed
- how people are and feel rewarded, organised and controlled
- the values and work orientation of staff
- the degree of formalisation, standardisation and control through systems there is / should be
- the value placed on planning, analysis, logic, fairness etc.
- how much initiative, risk-taking, scope for individuality and expression is given
- rules and expectations about such things as informality in interpersonal relations, dress, personal eccentricity etc.
- differential status
- emphasis given to rules, procedures, specifications of performance and results, team or individual working" (Jarvis: 2003)

</div>

Within a university, this may include the image of a university, people's perceptions about the university, people's interactions and micropolitics within the university, the attitudes, traditions and values of the people in the university, the tangible as well as indefinable atmosphere within the university, what is seen and heard within the university premises, the degree of freedom and control within a university etc.

Facilitator's Resources / Handout

Workshop Seven / Activity I – Gender Equity / Equality Targets and Indicators

What needs to be measured / indicated? (tangible / intangible)	How should it be measured?	When / how often should it be measured?	Does the data collected reflect the objective of the indicator?	What best use can be made of this information (for you / your institution)?

Facilitator's Resources / Handout

Workshop Seven / Activity I – Gender Equity / Equality Targets and Indicators

What is the gender –related intervention that needs to be measured?	What is the best method to measure outputs?	What is the best method to measure process?	What is the best method to measure outcomes?	Who / what are the sources of data?

Facilitator's Resources / Handout

Workshop Seven / Activity I – Gender Equity / Equality Targets and Indicators

Gender Target	Who will give leadership?	Who will be accountable?	Gender Indicator	What does the indicator mean?	What use will be made of the Indicators?

Supplementary Handout

Workshop Seven / Activity I

Gender Indicators in Universities

Criterion	Indicator	Evidence
Policy		
Policy on recruitment	A Gender Equality/Equity policy is in place at the University	Relevant policy documents (Minutes of Faculty Boards, Senior Management Committee, Council)
Policy on sexual harassment/ragging/eve-teasing	Policy on sexual harassment /ragging/eve-teasing is in place at the University	Relevant policy documents (Minutes of Council)
Policy on maternal leave/infant feeding	Policy on maternal leave/infant feeding is in place at the University	Approval of relevant decisions
Implementation of policy		
All approved policies	All approved policies equitably implemented	Grievances related to female recruitment, sexual harassment etc., maternal benefits are less, and if any, are duly taken up and redressed
Participation		
Participation of women in decision-making bodies	% of women in decision-making bodies (Council, Senate, Senior Management Committee) has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on members of decision making bodies in 1990, 2000, 2010
Participation of women academics	% of women academics has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on academics in 1990, 2000, 2010
Participation of women academics in science-oriented fields	% of women academics in science-oriented fields has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on academics in science-oriented fields in 1990, 2000, 2010
Participation of women academics in Engineering	% of women academics in Engineering has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on academics in Engineering in 1990, 2000, 2010

Participation of women students in decision-making bodies (Faculty Boards, Senate etc.)	% of women students has increased in decision-making bodies (Faculty Boards, Senate etc.) from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on student members of decision making bodies in 1990, 2000, 2010
Participation of women students in student unions (Faculty Boards, Senate etc.)	% of women students has increased in student unions (Faculty Boards, Senate etc.) from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on student members of student unions in 1990, 2000, 2010
Resources & facilities		
Access to resources	Equitable access to resources (library, laboratories, computer laboratories) ensured	Student surveys & feedback
Access to facilities	Equitable access to toilets, hostels, transport, medical facilities ensured	Student surveys & feedback
Curriculum		
Inclusion of gender courses	Gender courses are mainstreamed, and are mandatory for all students	Examination of curricula, syllabuses, print materials if any in 1990, 2000, 2010
Teaching-learning is gender-sensitive	Gender sensitivity is ensured in teaching-learning	Student surveys, observation of classes
Staff Development		
Inclusion of gender courses	Gender courses are included	Examination of Staff Development curricula in 2000, 2010
Induction into gender-sensitive teaching - learning	Gender sensitivity is included in teaching - learning approaches	Surveys of academic staff following Staff development courses
Achievement & Empowerment		
Achievement of women academics	% of women academics with research degrees, Ph.D.s has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on qualifications of academics in 1990, 2000, 2010
Achievement of women academics	% of women academics, in higher academic positions (Professor, Assoc. Professor) has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on promotions of academics in 1990, 2000, 2010
Achievement of women graduates	% of women graduates with 1st & 2nd Upper classes, has increased from (e.g. 1990,	Gender-disaggregated data on performance of graduates in 1990, 2000, 2010

	2000 to 2010) in comparison with men	
Achievement of women graduates in science-oriented fields	% of women graduates with 1st & 2nd Upper classes, in science-oriented fields has increased from (e.g. 1990, 000 to 2010) in comparison with men	Gender-disaggregated data on performance of graduates in science-oriented fields in 1990, 2000, 2010
Achievement of women graduates in Engineering	% of women graduates with 1st & 2nd Upper classes, in Engineering has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on performance of graduates in Engineering in 1990, 2000, 2010
Employment of women graduates	% of employed women graduates has increased from (e.g. 1990, 2000 to 2010) in comparison with men	Gender-disaggregated data on employed graduates in 1990, 2000, 2010

Source: Professor Chandra Gunawardena

Handout

Workshop Seven / Activity II - Dealing with Gender Micropolitics

N.B. Facilitators may wish to adapt these case studies, or draw upon other examples, to fit the cultures in which they are working.
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1) Hannah had been exceedingly pleased and proud of the new undergraduate syllabus drafted by her. All the sleepless nights searching the internet, and scouring the library for good textbooks had paid off as she knew that she had come up with a cutting-edge, creative syllabus. True, Samuel and Ayden had given some inputs but those had been mainly in relation to language. Samuel as the Head of Department had presented it to the Faculty – though most unfortunately Hannah had not been present at the crucial Faculty Meeting. It was later that she realised through a friend working in another Department that Samuel had inferred to the faculty that the syllabus had been drafted by Samuel and Ayden. They had been congratulated openly on the new syllabus and other departments had been interested in adopting some of the new pedagogies included in it. Hannah was devastated; but Samuel was her boss and while she knew that this could happen to anyone she was sure that this was an extension of the old boys' network at work, again. In any case, Hannah and the only other female staff member of the department (Eliza) were always marginalised in some of the departmental and other activities that Samuel and the other men in the department were involved in. Though she felt that they had gone too far this time, what could she do?

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2) The dark room of the photography lab in the university was not a place that Angena or any of the other few female students following the photography course cared to linger in. On the rare occasions that the light was switched on they were confronted with the walls on which were pasted large, life-size posters of nude women. Each time she came out of the dark room, Angena had to face the knowing leer of one of the departmental demonstrators (male). Today, however, there was a new addition to the dark room's gallery – a nude couple in a state of erotic display. Angena was aghast – never in her conservative upbringing had she had to deal with this kind of issue. She had been in the dark room and when she came out she had to face the demonstrator and some of his friends who had been tittering with laughter. She felt that she just could not face going back to the Department and the dark room again.

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3) Rajah was the Vice-Chancellor's secretary. But from the day that he was appointed he was aware that there were sniggers and innuendos amongst the other administrative

staff as to his masculinity and sexuality for being in a non-traditional vocation. Members of the academic staff were more subtle about their gossip – but not the administrative staff who had taken to giving Rajah nuisance-calls from time to time and ridiculing his personal preferences and tastes. For instance, they scorned his penchant for tight trousers that accentuated his buttocks and the fact that he liked to keep his shirt unbuttoned to his waist. He also liked to keep up with the latest in male fashion - going for regular facials and cleaning up his eyebrows every week - which was also cause for great mirth. But it seemed that now it was not only his sexuality and masculinity that was being questioned; but also the VC's - as Rajah was now being referred to as the VC's 'keep'.

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Workshop Seven / Activity III – Facing the Backlash

Develop strategic responses to the backlash against gender equity / equality.

- Including women / mainstreaming gender into university disciplines are not legitimate academic activities

- Women's rights and gender mainstreaming are Western concepts, alien to local situations

- Gender equity / equality has been achieved to a large extent, therefore special measures are unnecessary

- Local cultures protect women's rights in endemic ways

- Gender equity / equality measures will damage local cultures

- Gender equity / equality will lead to even more violence against women

- There is no demand for gender equity / equality from a majority of women

- Funds for gender mainstreaming can be channelled for more worthwhile activities such as sport

- Time devoted for gender stuff can be utilised more profitably

- There is no space / mandate for gender-related activities

- Only feminists want gender equity / equality – normal women are fine

- By talking gender equity / equality, women want special concessions

- This is an anti-men movement

- Gender equity / equality will break up families

- Gender equity / equality will result in abortion and unborn babies being killed

- Gender mainstreaming is against our religion

Workshop Seven - Facilitator's Resources

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Workshop Eight
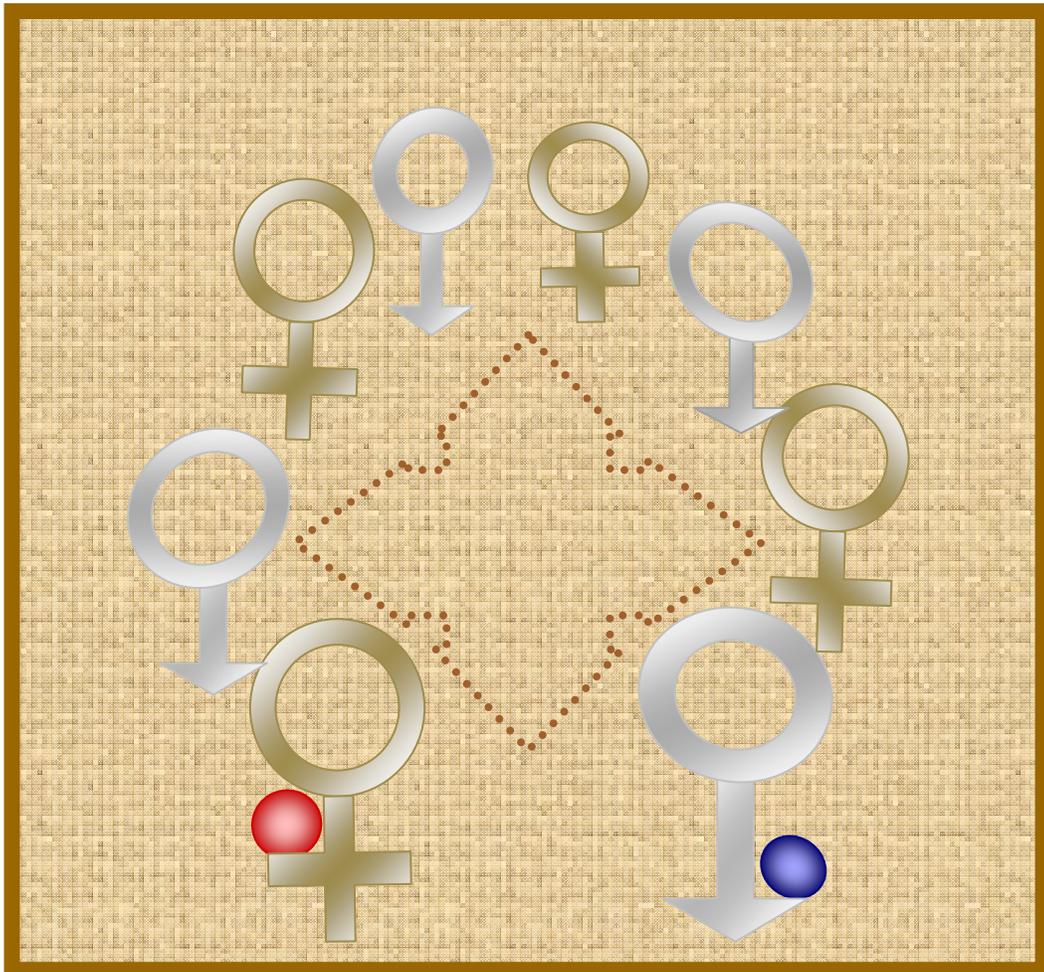
Reviewing Gender Mainstreaming
One Year Later

Workshop Eight: Reviewing Gender Mainstreaming – One Year Later

Preamble

Programme
Workshop Contract
Icebreaker
Activity I - Beyond Policy and Practice
Activity II - Gender Mainstreaming Outputs versus Outcomes
Activity III - Gender Mainstreaming – What is not Working?
Activity IV - Checklist of Gender Mainstreaming Outcomes
Activity V - The future agenda

Handouts and Workshop Materials

Workshop Eight

Reviewing Gender Mainstreaming – One Year Later

Preamble

N.B.   This workshop is for management development participants and for change agents. It does not specifically address the interests of trainers.

The expectations from this workshop are as follows:

- An improved outlook of what constitutes gender equity / equality within HEIs, by looking beyond institutional policy and practice;
- An understanding of the distinction between the inputs, outputs and related outcomes of gender mainstreaming;
- An improved understanding of the gender-related tools required to review / evaluate gender mainstreaming;
- An identification of the failures and mistakes made in the process and the possibilities of rectifying these mistakes;
- An agenda for planning supports and further development of gender mainstreaming.

This final session in the workshop module is ideally supposed to take place one year later. Consequently, the session will commence by instituting a new workshop contract.

The Icebreaker will provide an overview of GM efforts that have been undertaken by participating universities.

Activity I looks beyond the policies and practices of GM and distinguishes between mainstreaming activities, indicators and outcomes as well as possible supportive actions. Given that the greatest risk of GM is that of being confined to policy or the mere subscription to methods, the participants are made aware of the distinction between GM activities and inputs and the expected outputs and outcomes.

Activity II focuses further on GM outputs and outcomes with a view towards discussing successful indicators of GM. It also looks towards rectifying mistakes made, as well as the actions which did not result in the expected outcomes, and discusses further supportive actions or redress.

Activity III concentrates on gender mainstreaming initiatives that have failed and discusses both the reasons underlying the failure and possible avenues for redress.

Activity IV provides a checklist of GM outputs and outcomes for individual reflection. This will act as a guideline for participants to consider best practices and explore where there are gaps and where there are opportunities for further initiatives.

The final session (V) will focus on possible supports for, and further development of, gender mainstreaming at regional, country, institutional and individual levels. The objective of this exercise is to provide an opportunity for discussing strategies for networking, funding, capacity building, training and research etc.

Two additional activities - a Gender Audit and a Gender Needs Assessment (already included in Workshop Four as being essential elements of initiating a Gender Policy) are appended here for ease of reference, as are the Handouts on institutional and personal action planning.

The material required for this workshop includes:
Laptop / Projector / OHP / Magi board / memory sticks / Notice board / pens / white papers / flip charts / Blu-Tak / photocopies from the handouts in the Appendix / half sheets

Workshop Eight

Reviewing Gender Mainstreaming – One Year Later

Programme (Six Hours)

Instituting a (new) Workshop Contract for the Session (15 minutes)

Icebreaker (15 minutes)
Participants will tell the group in one sentence each about one thing, however big or small, that has changed relating to gender equity / equality in their institution or at an individual level since the last workshop.

Activity I - Gender Mainstreaming - Beyond Policy and Practice (15 minutes)
Required Material: Magi board / pen

Building on the Icebreaker, each participant will (alone first) distinguish between gender mainstreaming inputs (such as financial allocations / the engagement of gender experts) undertaken by his / her university and the outputs / outcomes of these inputs (e.g. sexual harassment policy and the reduction in sexual harassment). The facilitator will write down a list of GM inputs and GM outputs / outcomes on a flip chart (it may not always be easy to distinguish between inputs / outputs and outcomes). In other words, what has been done, formally, in the area of gender mainstreaming since we last met? And, what has really changed?

Activity II - Gender Mainstreaming Outputs versus Gender Mainstreaming Outcomes (60 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak

Facilitator inputs (10 minutes): Building on the previous activity the facilitator will identify that one of the great dangers relating to the gender mainstreaming process is that it could easily become an 'instrumentalised' process, where the organisational policies and procedures could be installed and followed, but substantive changes and outcomes may not be experienced by the staff. Policies could be in place and lip service paid; procedures could be on paper; a gender officer incorporated and reports and research churned out. But, there may not be any tangible differences in the work environments of the university; women and men may not be making use of sexual harassment mechanisms of redress; the work/life balance could still be retarding academic growth etc. Regular gender needs assessments, gender audits and gender indicators, though necessary, can become expensive and tedious; they may not necessarily reflect the qualitative outcomes of gender mainstreaming. Furthermore, monitoring and evaluations of gender mainstreaming can become preoccupied with

institutional outputs. Consequently, it is vital that, in monitoring progress, efforts are made to assess both the outputs of the gender mainstreaming process as well as the 'felt' outcomes and indicators of staff satisfaction.

With the assistance of the following Handout, and working alone, participants will consider ways and methods (qualitative and quantitative) of assessing the range of gender mainstreaming outputs (immediate results) and outcomes (long-term effects) instituted at various institutional levels. They will also identify further supports to enhance existing GM efforts (30 minutes).

Handout

GM Outputs	GM Outcomes	Qualitative and Quantitative Indicators to Assess GM Outcomes	Identifying Further Supports
At the Individual Level			
(Staff)			
(Students)			
At the Policy Level			
At the Departmental Level			
At the Faculty Level			
At the Senate Level			
At the Council Level			
At the level of Student Organisations			
At the level of Institutional Mechanisms / Procedures			
At the level of Work Environments			
Vis-à-vis Campus Culture			
Vis-à-vis Wider Society			
Vis-à-vis Curricula			
Vis-à-vis Research			
Vis-à-vis Academic Programmes			
Vis-à-vis Affirmative Actions			

In the whole group, the facilitator leads a discussion and notes down any key points that arise (20 minutes).

Activity III – Gender Mainstreaming – What is not working? (60 minutes)
Required Material: Flip charts and White paper / Pens / Blu-Tak / PP presentation

Group Discussion: With the assistance of the following PP slide, the facilitator will first ask participants to spend five minutes, individually, thinking about the questions on the

slide and will then lead a group discussion on institutional gender mainstreaming actions that have not worked. The discussion will take into account why it did not work, what can be done to rectify the situation and where to go from there.   (50 minutes)

PP Slide / OHP

What GM action(s) did not work?	Were there any other outcomes than the expected?	Why did the GM action(s) not work?	What are the possible strategies of redress?	What Next?

Closure (10 minutes)

Selected participants will sum up the session by reviewing the need for HEIs to review their work frequently through various methods and highlight the risks of backlash, instrumentalisation, and complacency towards gender equity / equality within an organisation.

_____**W O R K S H O P - B R E A K**_____

Activity IV – Checklist of Gender Mainstreaming Outcomes (1 hour 45 minutes)
Required Material: Handout Paper / Pens

Individual Reflection: With the assistance of the following checklist participants will consider whether their universities have achieved the following and what further action is required (75 minutes).

Handout

Checklist for Further Action	Yes	No

Policy
- Has your institution revised its institutional vision and mission / existing policies / strategic plans in line with goals of gender equity / equality (GE/E)?
- Are gender equity / equality policies linked to other diversity initiatives?
- Does the policy address the disadvantages within gender groups (poverty / gay & lesbian / ethnicity / rural etc.)?
- Are these revisions reflected in:
      Male and female representation at different levels / bodies
      Enhanced female or male participation (depending on who was disadvantaged)
- Has your institution initiated a gender policy?
- Have you revised gender-related employee guides / codes / expectations / contracts / staff appraisals to reflect gender equity / equality? (Perhaps with the help of gender-related learning instruments SMART – Simple Methods to Access the Relevance of policies To gender.)
 	
- Do university staff (at different levels) have knowledge of these revisions in policy?		

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Offices / Machinery
- Has your institution established offices / machinery to oversee gender mainstreaming?
        GE/E Committees / bodies
        GE/E officers with gender expertise
        GE/E centres / units

Organisational Procedures and Practices
- Has your institution initiated procedures / practices to support gender mainstreaming in the following areas?
        Gender Action Plans for different levels / sections of the university
        Regular Gender Needs Analysis / Audits
        Gender Budgets
        Gender Training
        Standards for gender-sensitive language
        Channels for consciousness-raising on gender equity / equality unofficially
        (within / outside the institution)
        Channels for official and unofficial communication (websites / institutional agenda at
        different levels etc.)
        Channels for on-going reporting, self-monitoring and evaluation

- Have the following been incorporated:
        Procedures for sexual harassment / bullying / ragging / eve-teasing that do not expose
        victims to further violation
        Organisational sanctions against sexual harassment / bullying / ragging / eve-teasing
        Open, well-publicised, gender-neutral procedures to address discipline and grievance
        issues
        Inventive opportunities and procedures to address work-life balance of both academic
        and administrative staff

Monitoring and Evaluation
- Are there regular reporting procedures taking place on gender?
        Examples?
        At what levels?
        Have they been mainstreamed into other reporting procedures or do they stand alone?
        What have been the outputs?

- Do you conduct comprehensive annual gender audits / gender needs assessments?
        Do they result in organisational targets?
        Have these been achieved?

- Can your institution map voluntary initiatives and activities already taking place by individuals to incorporate gender equity / equality within the organisation?
        For example?

External Linkages
- Has the university established gender-related networks in and outside the university?
        International
        Inter-university
        With the state
        Women's / community groups
        Private sector
        What have they achieved?

- What has your university learned from the benchmarks of the organisations which have adapted themselves according to similar policies?
 	
- Do you have a data bank of people with gender expertise from within your own university?
 	
- Does your university take gender concerns out into the community?
     Research collaborations
     Community teaching
     Public relations exercises
     Media interventions
     Advertisements
     Websites		

In groups of three, participants will discuss (30 minutes):
- Whether their organisations have introduced initiatives which have proved to be particularly effective
- Whether their organisations have done anything other than the suggestions on the checklist
- Whether there are further initiatives which ought still to be introduced

In whole group, participants will give examples of good practice (and examples of what to avoid) arising from their discussions (30 minutes).

Activity V – Support for Gender Mainstreaming (60 minutes)
In plenary session, participants will discuss supports for, and further development of, gender mainstreaming. Suggestions may be considered at regional, country, institutional or individual levels.

Some of the areas for discussion may be:

- Networking
- Funding
- Capacity building
- Training
- Researching
- Strategising

Closure
The workshop should be closed according to the culture and customs of the country / region in which it is hosted. Closure might include evaluations, certification, closing ceremonies etc.

Workshop Eight

Reviewing Gender Mainstreaming – One Year Later

Handouts and Workshop Materials

Handout

Workshop Eight / Activity II – Gender Mainstreaming - Outputs versus Outcomes

GM Outputs	GM Outcomes	Qualitative and Quantitative Indicators to Access GM Outcomes	Identifying Further Supports
At the Individual Level (Staff)			
At the Individual Level (Students)			
At the Policy Level			
At the Departmental Level			
At the Faculty Level			

GM Outputs	GM Outcomes	Qualitative and Quantitative Indicators To Access GM Outcomes	Identifying Further Supports
At the Senate Level			
At the Council Level			
At the level of Student Organisations			
At the level of Institutional Mechanisms / Procedures			
At the level of Work Environments:			
Vis-à-vis Campus Culture			
Vis-à-vis Wider Society			
Vis-à-vis Curricula			
Vis-à-vis Research			

GM Outputs	GM Outcomes	Qualitative and Quantitative Indicators to Access GM	Identifying Further Supports
Vis-à-vis Academic Programmes			
Vis-à-vis Affirmative Actions			

Handout

Workshop Eight / Activity IV – What did not Work?

What GM action(s) did not work?	Were there any other outcomes than the expected?	Why did the GM action(s) not work?	What are the possible strategies of redress?	What Next?

Workshop Eight / Activity III – Checklist for Further Action

Checklist for Further Action	Yes	No

Policy
- Has your institution revised its institutional vision and mission / existing policies / strategic plans in line with goals of gender equity / equality (GE/E)?
- Are gender equity / equality policies linked to other diversity initiatives?
- Does the policy address the disadvantages within gender groups (poverty / gay & lesbian / ethnicity / rural etc.)?
- Are these revisions reflected in:
      Male and female representation at different levels / bodies
      Enhanced female or male participation (depending on who was disadvantaged)
 	
- Has your institution initiated a gender policy?
 	
- Have you revised gender-related employee guides / codes / expectations / contracts / staff appraisals to reflect gender equity / equality? (Perhaps with the help of gender-related learning instruments SMART – Simple Methods to Access the Relevance of policies To gender.)
 	
- Do university staff (at different levels) have knowledge of these revisions in policy?
 	
Offices / Machinery
- Has your institution established offices / machinery to oversee gender mainstreaming?
      GE/E Committees / bodies
      GE/E officers with gender expertise
      GE/E centres / units
 	
Organisational Procedures and Practices
- Has your institution initiated procedures / practices to support gender mainstreaming in the following areas?
      Gender Action Plans for different levels / sections of the university
      Regular Gender Needs Analysis / Audits
      Gender Budgets
      Gender Training
      Standards for gender-sensitive language
      Channels for consciousness-raising on gender equity / equality unofficially (within / outside the institution)
      Channels for official and unofficial communication (websites / institutional agenda at different levels etc.)
      Channels for on-going reporting, self-monitoring and evaluation
 	
- Have the following been incorporated:
      Procedures for sexual harassment / bullying / ragging / eve-teasing that do not expose victims to further violation
      Organisational sanctions against sexual harassment / bullying / ragging / eve-teasing
      Open, well-publicised, gender-neutral procedures to address discipline and grievance issues
      Inventive opportunities and procedures to address work-life balance of both academic and administrative staff		

Monitoring and Evaluation
- Are there regular reporting procedures taking place on gender?
      Examples?
      At what levels?
      Have they been mainstreamed into other reporting procedures or do they stand alone?
      What have been the outputs?

- Do you conduct comprehensive annual gender audits / gender needs assessments?
      Do they result in organisational targets?
      Have these been achieved?

- Can your institute map voluntary initiatives and activities already taking place by individuals to incorporate gender equity / equality within the organisation?
      For example?

External Linkages
- Has the university established gender-related networks in and outside the university?
      International
      Inter-university
      With the state
      Women's / community groups
      Private sector
      What have they achieved?

- What has your university learned from the benchmarks of the organisations which have adapted themselves according to similar policies?

- Do you have a data bank of people with gender expertise from within your own university?

- Does your university take gender concerns out into the community?
      Research collaborations
      Community teaching
      Public relations exercises
      Media interventions
      Advertisements
      Websites

Additional Activity – Gender Audit – Assessing Participation / Representation (25 minutes)

Required Material: Handouts / paper / pens

Individual reflection: Participants are asked to write down gender disaggregated data in their universities from memory or refer to any statistics that they may have with them (25 minutes). Obviously, the objective is not to complete the exercise but to get an idea of what a Gender Audit entails. In any case, the participants will carry away the following Handout with them to collect the relevant data later on.

Handout

Number of men and women colleagues in your department
Number of men and women Heads of Department in the University

Number of men and women Deans of Faculties
Number of men and Women Vice-Chancellors in the country

Number of men and women in the position of Registrar / Assistant Registrar / Bursar / Assistant Bursar

Number of men and women in your University Council
Number of men and women in influential committees (study boards / research evaluation / welfare etc.)

What is the gender configuration in staff unions?   Who holds office?

Percentage of men / women in academic / administrative staff positions in the university
Percentage of men / women heads of department

Percentage of men and women students accessing university education in comparison to the percentage
            passing the qualifying exam
Years of university education completed by level and sex
Percentage of women and men students graduating by sex and field
Percentage of male female retention / drop outs / completion
Percentage of men and women students in various faculties
Access to different programmes of study by sex
Which are male dominated disciplines?
Which are female dominated disciplines?
Numbers and percentages of undergraduates enrolling to higher education by age and sex
What is the gender configuration in the student union? Who holds office in student unions?
What is the percentage of male and female on-campus accommodation
Any other striking gender disaggregated data from your university?

Handout

Workshop Eight / Additional Workshop Activities – Gender Audit (25 minutes)

Surveying Gender Participation / Representation in your University

University structures / hierarchy / divisions / spheres	Men	Women	
Colleagues Head of Department Deans VCs			
Registrars Asst. Registrars Bursar Other			
University Councils Study boards Research committee Welfare (staff) Welfare (student) Other			
Students accessing University Student drop outs Student Completion Majority in Faculties 1) Medical Sciences 2) Humanities / Liberals Arts 3) Social Sciences 4) Physical Sciences 5) Architecture 6) Management 7) Law 8) Life Sciences 9) Mathematical Sciences			
Contributions made by women at meetings			

Additional Activity - Conducting a Gender Needs Assessment (25 minutes)

Required Material: Handouts / paper / pens / Magi board / PP Slide / OHP

Participants will (in pairs) identify which individuals to tap within an institution to collect data on gender needs and issues faced by women and men in the universities and the resultant institutional needs (25 minutes). The following Handout (to be taken away) will act as a guide to collect the relevant data later on. Interview Schedules can be developed based on this Handout.

Handout

For instance, what are the problems associated with -

Existing university policies / establishment codes
Personal safety (university premises / to and from the university / in your place of residence)
Choice of what you want to study / research / teach
Infrastructure (facilities / lighting / office space etc)
Representation (students / trade unions / committees / governance / management)
Working environment
Workplace harassment / ragging / eve teasing / sexual harassment
University culture
Micro-politics in the classroom / office
Staff entitlements and benefits
Upward mobility
Work / family conflict
Diversity issues
Special needs
University image
Data availability
Institutional practices

Workshop Eight / Additional Workshop Activities - Conducting a Needs Assessment (25 minutes)

Required Material: paper / pens / Magi board / PP Slide / OHP

Number of men and women colleagues in your department
Number of men and women Heads of Department in the University
Number of men and women Deans of Faculties
Number of men and Women Vice Chancellors (in the country)
Number of men and women in the position of Registrar / Assistant Registrar / Bursar / Assistant
       Bursar
Number of men and women in your University Council
Number of men and women in influential committees (study boards / research evaluation / welfare etc.)
What is the gender configuration in staff unions? Who holds office?
Percentage of men / women academic / administrative staff positions in the university
Percentage of men / women heads of department
Percentage of men and women students accessing university education in comparison to the
         percentage passing the qualifying exam
Years of university education completed by level and sex
Percentage of women and men students graduating by sex and field
Percentage of male and female retention / drop outs / completion
Percentage of men and women students in various faculties
Access to different programmes of study by sex
Which are male dominated disciplines?
Which are female dominated disciplines?
Numbers and percentages of undergraduates enrolling to higher education by age and sex
What is the gender configuration in student union? Who holds office in student unions?
What is the percentage of male and female on-campus accommodation?
Any other striking gender disaggregated data from your university?

What are the problems associated with -

Existing university policies / establishment codes
Personal safety (university premises / to and from the university / in your place
of residence)
Choice of what you want to study / research / teach
Infrastructure (facilities / lighting / office space etc)
Representation (students / trade unions / committees / governance / management)
Working environment
Harassment / ragging / eve teasing / sexual harassment

University culture (ceremonies / extra-curricular activities / visibility / image / perceptions)
Micropolitics in the classroom / office
Entitlements and benefits
Upward mobility
Work / family conflict
Special needs
University image
Data availability
Institutional practices

Workshop Eight / Additional Workshop Activities - Institutional Action Planning

ACTION PLAN

The aim of this is to help clarify and focus ideas for change, and to identify strategies for implementing those changes.

BRAINSTORMING - identify and list what you feel needs to change:

PRIORITISING - list those issues and ideas in order of priority:

PLANNING - action that needs to take place to implement those changes:

Individual action:

Institute/Group action:

Gaining acceptance - identify benefits to be gained if changes were to take place:

Identify anticipated blocks:

Identify pre-implementation preparation needed and strategies to deal with these:

Where you could get support:

Short-term steps required (give time scale):

Long-term steps required (give time-scale):

Workshop Eight / Additional Workshop Activities - Personal Action Planning

PERSONAL ACTION PLAN

	Within the next few days	By...	By...
I will, by myself			
I will need to talk to:			
I need to get help and/or support from:			

Workshop Eight - Facilitator's Resources

Beck, T. (1999) *Using Gender Sensitive Indicators – A Reference Manual for Government and Other Stakeholders*, Commonwealth Secretariat, London.

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Task Force on the Status of Women (1999) Report on Gender Equity at the University of Virginia, http://www.virginia.edu/topnews/equity.html

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West, M. S. and Curtis, J. W. (2006) *Organizing Around Gender Equity,* American Association of University Professors (AAUP), (accessed 10th January 2012)

West, M. S. and Curtis, J. W. (2006) *AUP Faculty Gender Equity Indicators*, American Association of University Professors (AAUP), http://www.aaup.org/NR/rdonlyres/63396944-44BE-4ABA-9815-5792D93856F1/0/AAUPGenderEquityIndicators2006.pdf (accessed 10th January 2012)