

Gender mainstreaming  
in higher education  
toolkit



an  
introductory  
workshop

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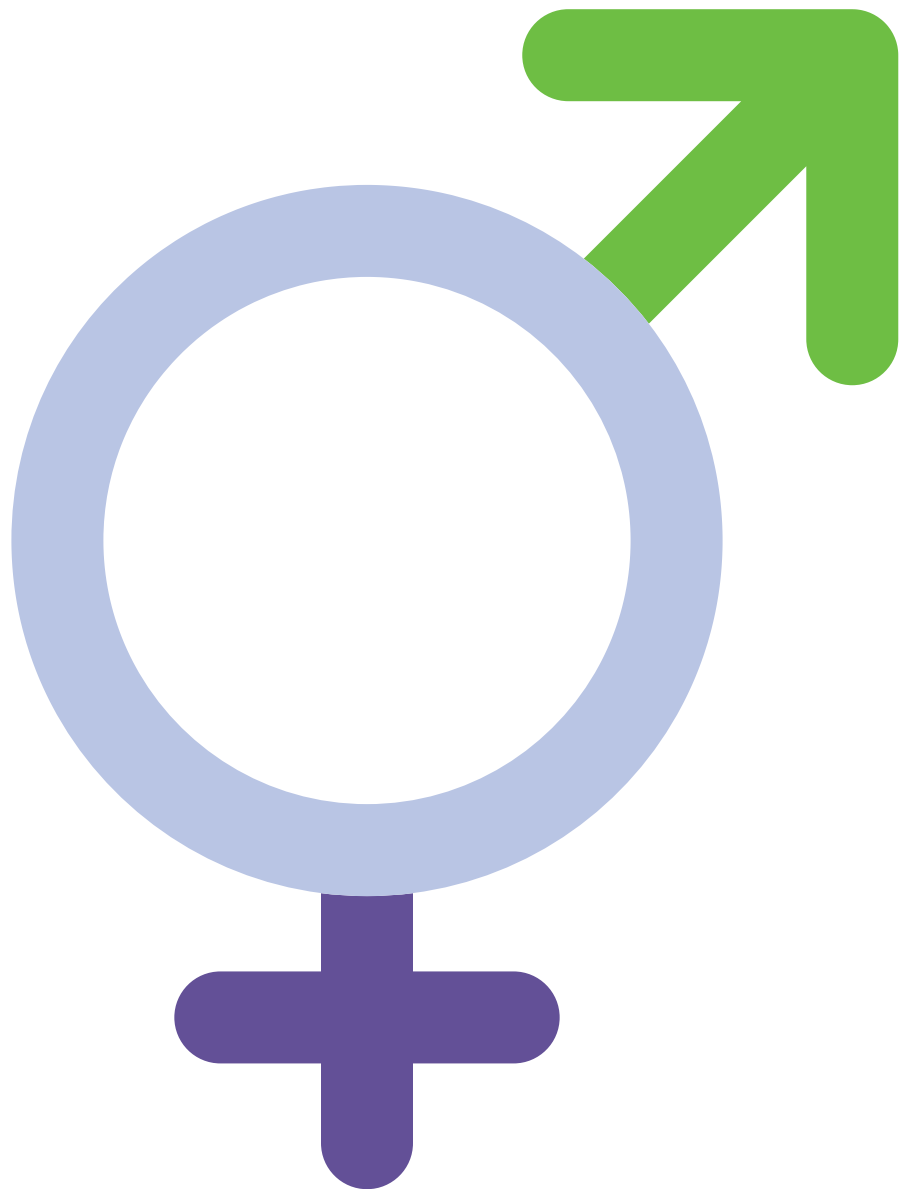


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# Foreword

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

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

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

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

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

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



**Ruth Bottomley**

Senior Programme Manager,  
Research Development and Support, INASP

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

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

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

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

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

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

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

**Flora Fabian, Mariam Hamisi and Rehema Kilonzo**

October 2016

# About INASP and AuthorAID

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

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

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

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

AuthorAID provides support through:

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

## Acronyms

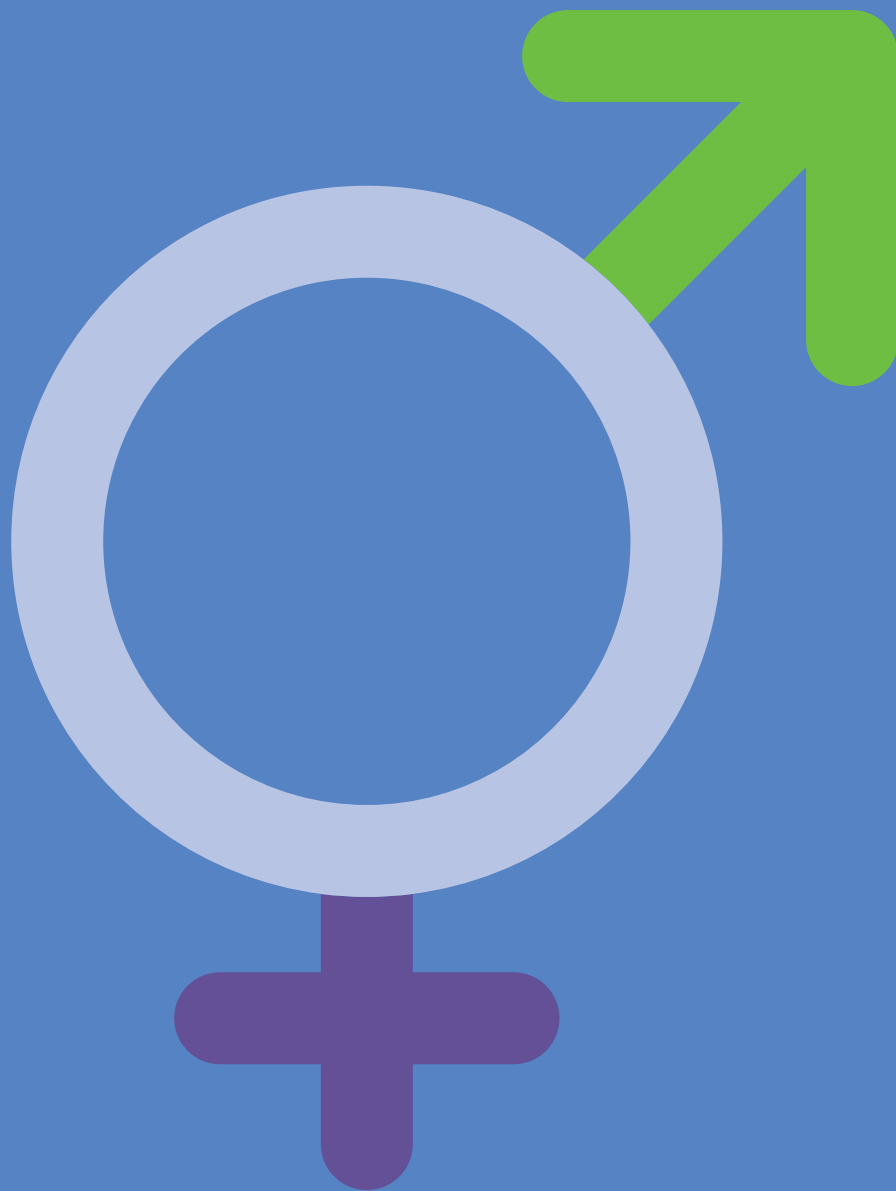
The following acronyms are used in the toolkit. They are presented in alphabetical order.

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

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# Introduction





## *Background to the toolkit*

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

## *Who is it for?*

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This toolkit has been developed for facilitators who are interested in introducing gender mainstreaming in higher education in order to challenge gender inequality. However, the content, pedagogical process and materials provided can be used to inform the work of others who are facing gender imbalances in education more generally. This introductory workshop focuses on gender awareness raising and sensitization through reflective and participatory processes. The intention is to use the workshop to create a gender platform to support activities that will lead to a formally recognized gender mainstreaming process within the institution.

## How to use it

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

- **Learning outcomes:** What is expected that the participants will cover, know and be able to do at the end of the module.
  - **Read and reflect:** A section that contains the core content for each topic that facilitators can draw on when carrying out the **Suggested activities**. Where applicable, the source of the material has been hyperlinked to allow the facilitator to explore the content in more depth. The facilitator should use the content provided under this section to inform the learning outcomes and guide their use of activities. The content has been used to develop materials that facilitators can distribute to participants. These can be found under the section called **Materials and resources**.
  - **Key idea:** A box or table that can be found at the end of each subsection that sums up the main points in each module. Combined together, the key ideas represent a summary of the topic covered in each module.
  - **Reflection point:** This is a set of questions that encourages the facilitator to reflect on the content covered in the section **Read and reflect**. The questions can be used for reflection purposes with the participants at the end of the day, the session or the workshop.
  - **Suggested activities (prefixed by A):** This is a set of learner-centred, participatory activities that are aligned with the learning outcomes. The description of each activity provides enough detail for the facilitator to be able to carry out the activity and adapt it to the specific group. Estimated times for each activity are provided. Where applicable, the source of the suggested activity has been included as a reference. Sample materials for the suggested activities can be found under the section called **Materials and resources** (see second column).
- Following the presentation of the six core modules, there are two additional sections. These are:
- **Materials and resources:** This section provides materials used during the UDOM workshop and additional sample materials and resources. The materials are organized to correspond to each of the six topics, starting with A1 and ending with A6. However, this section starts with preparatory resources labelled A0. **Facilitators need to review these carefully before they start to develop the topic-related materials.** The topic-related materials can be copied and/or adapted to suit the specific workshop context and participants. For example, where PowerPoint presentations present statistics and country-specific data, it may be necessary to adapt the information provided to correspond to the workshop context. If the facilitators choose to use the content in the sample, it is important that they are familiar with the source of the information. Please note that the links inserted in the toolkit aim to provide easy access to online materials taken from the internet. However, these links may not always be reliable or permanent. If this is the case, refer to the **Bibliography**.
  - **Bibliography:** The bibliography section presents a list of reference materials used in the compilation of this toolkit. They can be used by facilitators to access further information on the content covered and the suggested pedagogical approach.

## Learning outcomes of the introductory workshop

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

- Define and use key concepts related to gender
- Explain the role of gender mainstreaming in their institution to promote gender equality
- Analyse the educational gender gap at international, national and local levels
- Develop a realistic and effective action plan to respond to the gender gap within their institution as an essential starting point to the gender mainstreaming process

## Where to start

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The guide allows you to pick and choose activities, strategies and content that can be adapted to the local context and the participants' learning needs. Prior to planning your training, we recommend that you start by reading through the section called **Preparatory materials (A0)**. These include:

- **A0.1 Summary of the main lessons learned from the UDOM workshop**
- **A0.2 Glossary of gender-related terms**
- **A0.3 Guidelines for facilitators**
- **A0.4 Sample workshop schedule**
- **A0.5 Icebreaker activity sheet**
- **A0.6 Facilitator's daily reflection ideas**
- **A0.7 Workshop contents**
- **A0.8 INASP feedback sheet**

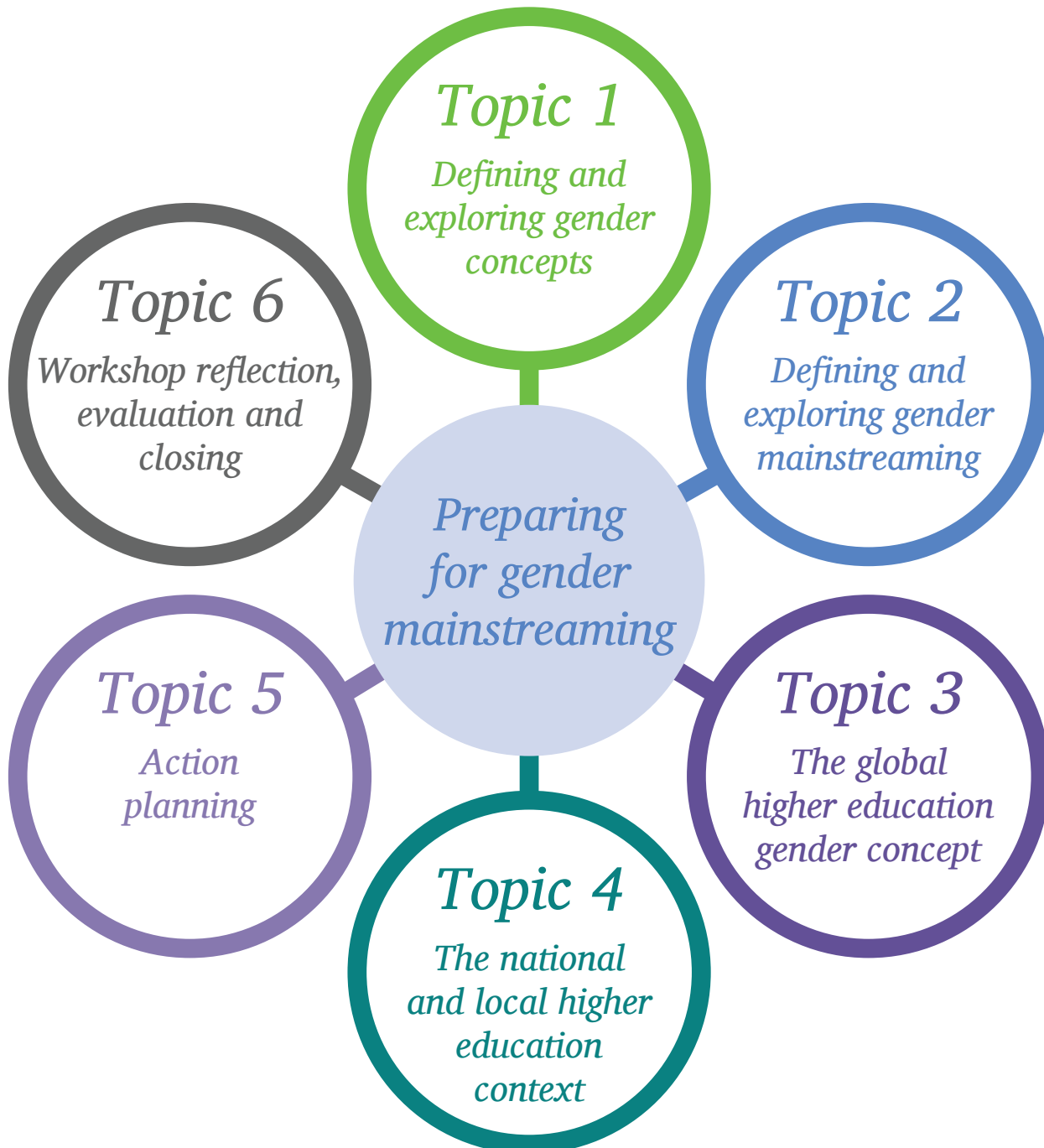
Next, read the relevant section of the toolkit to plan and prepare materials for the workshop. Decide on the most suitable way to use the resources. Links to source materials are provided in the text, allowing you to further research each topic. We recommend you spend time during planning to familiarize yourself with the content and the materials provided.

We have provided a sample workshop schedule (see **A0.4**). However, if needed, you can set new learning outcomes and develop your own schedule and training materials including PowerPoint presentations by drawing on the content offered in the **Read and reflect** and **Materials and resources** sections. Choose which activities you want to deliver and adjust the estimated time. The suggested activities were designed for a group of 20 to 25 workshop participants; if your group is bigger or smaller, you may need to adjust the activity.

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

What will be covered in this workshop?

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# *Topic 1*

## Defining and exploring gender concepts

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### *Learning outcomes*

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

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

Read and reflect



## 1.1 What is sex and what is gender?

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

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

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



### KEY IDEA

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

## 1.2 How are they different?

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



### KEY IDEA

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

## 1.3 What is sexual discrimination?

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



### KEY IDEA

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

## 1.4 Gender equality and equity

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What is gender equality? *Gender equality* refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not only a women's issue but should concern and fully engage men as well. Gender equality is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development (see [UN Women, 2016: p. 28](#)).

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

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

- In 2006, 56% of the gender gap in the economic participation had been closed; in 2014, 60% of this gap had been closed. In 2006, almost 92% of the educational attainment gap had been closed; in 2014, 94% of this gap had been closed. On health and survival, however, there was a small deterioration between 2006 and 2014, from 97% to 96%. In 2006, 14% of the global political empowerment gap had been closed; in 2014, 21% of this gap had been closed (see [World Economic Forum, n.d](#)). However, despite the closing of the gender gap, gender inequality in education and training continues to exist.
- According to [UNESCO's 2013](#), report and the [Global Partnership for Education \(2016\)](#), over 63 million girls and female adolescents are out of school; there are four million fewer boys than girls out of school. Two thirds of the 781 million illiterate adults in the world are female. Denied access to educational opportunities, the top 10 barriers to girls' and women's education will persist. These are from number 1 to 10: social and cultural factors, early marriage, opportunity cost of schooling, lack of separate toilets for girls and boys, lack of female teachers, violence at school or on the way to school, direct cost of schooling, distance to school, low value placed on girls' education and poverty. These barriers negatively impact on women's health, safety and labour force participation.
- According to [UN Women \(2015a\)](#) the gender gap in labour force participation is at 26.4% globally and women earn 24% less than men. Women do nearly two and a half times more unpaid care and domestic work than men and in most countries, when paid and unpaid work are combined, women work longer hours than men. Gender pay gaps are particularly large for women with children.
- Lower rates of labour force participation, gender gaps and less access to pensions and other social protection contribute to large lifetime income gaps. Currently, 73% of the world's population have only partial or no social protection. Women are overrepresented in this group.
- The relationship between economic growth and gender equality is evident in the gender gaps in labour force participation. In the Middle East and North Africa region, gender gaps in the labour market reduce GDP per capita by an estimated 27%; in South Asia by 19%; and among other developing regions between 9 and 12%. However, in some cases gender inequality fuels growth. In some contexts, lower wage rates for women contribute to lower average labour costs, providing a short-term boost to growth in labour-intensive industries. Virtually all economies rely on the unpaid care and domestic work that is largely provided by women. Firms, for example, depend on the human resources that are produced and sustained through such work. The unequal distribution of the costs of care therefore supports economic growth.





### KEY IDEA

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

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



### REFLECTION POINT

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



## Suggested activities

### A1.1 Icebreaker

**(estimated time: refer to Icebreaker activity sheet)**

It is important that participants start to build up a sense of confidence and trust. Start with a getting to know each other game selected from the **Icebreaker activity sheet A0.5** that you can find under the section called **Materials and resources**.

### A1.2 Gender mainstreaming pre-test

**(estimated time: 60 minutes)**

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

1. Tell participants that you are going to give them 13 statements that they need to respond to. You will find a sample **Gender mainstreaming pre-test A1.2** under the section called **Materials and resources**.
2. Ask them to individually read through the questions and decide which is the best answer.
3. When they have all finished, ask them to compare and share their answers in pairs or small groups of four or five.
4. Do not go through the answers as a whole group as it is not necessary to go into detail here with regards to the concepts as this will be the aim of the following activities that explore definitions.
5. Follow up the activity by asking participants individually to reflect on their responses and to write up their ideas on the three flipchart sheets of paper that have been placed around the room. Each sheet should have one question on it:
  - a) What do I already know about gender issues?
  - b) What am I not sure about?
  - c) What are my expectations for this workshop?

6. When participants have written up their ideas, introduce the workshop outcomes as described on page 11 of the toolkit. **Remember to keep the participants' ideas as you will be using these again for the final workshop evaluation during activity A6.2.** Tell the participants that you will return to their ideas during this activity.
7. Next hand out the **workshop contents A0.7** under the Materials and resources section. Explain that the six topics covered in this workshop represent the starting point of the gender mainstreaming process.

### A1.3 Exploring sex and gender

**(estimated time: 30 minutes)**

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

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

## A1.4 Sex discrimination and gender inequality

(estimated time: 60 minutes)

In this activity, the extent to which sex can directly and indirectly affect how women and girls are treated and how this treatment can prevent women and girls from enjoying their rights is addressed. The aim of the activity is to work with participants to develop self-awareness of how perceptions of gender roles and stereotypes are formed leading to sexual discrimination and gender inequality.<sup>1</sup>

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

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

## A1.5 Global gender inequality

(estimated time: 30 minutes)

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

1. Introduce the participants to the Global Gender Gap Index 2014 by watching the [introductory video](#) (World Economic Forum (n.d)). You can use this video as the basis of a general discussion on global gender inequalities and how these are related to direct and indirect sexual discrimination against women and girls.
2. In the case that there is no internet connection available, you can introduce the Global Gender Gap Index 2014 report using a PowerPoint or a printed summary of the main points (see **Summary of global gender inequality findings A1.5** under the section called **Materials and resources**).
3. Participants can discuss the findings in small groups and present back their responses to the question: *What surprised you? What did not surprise you?*

## A1.6 Consolidation

You may want to consolidate **Topic 1: Defining and exploring gender concepts** by using the **Reflection point** questions on page 17. These can be done during the workshop or during participant’s own time as a homework task.

**REMINDE** participants to make notes throughout the workshop as they will use these when developing the action plan (A5.2).

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



# *Topic 2*

## Defining and exploring gender mainstreaming

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### *Learning outcomes*

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

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



### 2.1 What is gender mainstreaming?

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

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

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



#### KEY IDEA

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

## 2.2 Why is a gender mainstreaming approach necessary?

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

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

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



### KEY IDEA

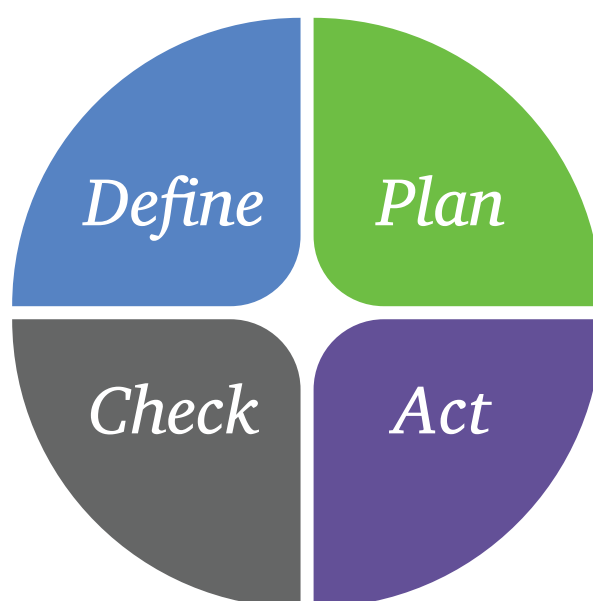
Gender mainstreaming addresses the underlying structural conditions that perpetuate gender inequality in order to develop institutions that respond more effectively to the needs of both men and women. It entails an analysis of existing inequalities in order to address these. Overall, it is aimed at generating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

## 2.3 What are the core principles of gender mainstreaming?

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

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

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



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



## 2.5. Who is responsible for gender mainstreaming?

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

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

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

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



### KEY IDEA: GENDER MAINSTREAMING

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



### REFLECTION POINT

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

## Suggested activities

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### A2.1 Icebreaker

**(estimated time: refer to Icebreaker activity sheet A0.5)**

Start with an activity or game selected from the **Icebreaker activity sheet A0.5** that you can find under the section called **Materials and resources**.

### A2.2 Gender mainstreaming

**(estimated time: 45 minutes)**

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

### A2.3 Gender mainstreaming case studies

**(estimated time: 90 minutes)**

1. Under the section called **Materials and resources** you will find a copy of **Gender mainstreaming case studies and questions A2.3**.
2. Divide the participants into groups of four to five. If you have more than three groups, give two groups the same case study or develop your own using the links that we have provided. You can use the case studies provided or find your own to suit your specific context. See footnote below.<sup>2</sup>
3. Each group has a different section of the World Vision Ghana gender mainstreaming process. One group will focus on political will; another on technical capacity and accountability, and the third group on organizational culture.
4. Ask them to read the introduction to the case study before they start to read.
5. Tell them to review the questions and then read the case study.
6. When they have finished reading, they should start to discuss the questions in their groups. Tell the participants to refer to the handout called **The gender mainstreaming process A2.2c** that they were given after the PowerPoint presentation.
7. Bring the groups together to share their ideas in plenary. There are no set answers and the aim is to encourage questions that they have about the case study and/or gender mainstreaming.

### A2.4 Consolidation

You may want to consolidate **Topic 2: Gender mainstreaming** by using the Reflection point questions on page 25. These can be done during the workshop or during participant's own time as a homework task. These questions are useful to refer back to when working on **Topic 5: Action planning**.

**REMINDE** participants to make notes throughout the workshop as they will use these when developing the action plan (A5.2).

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2. [www.trocaire.org/sites/trocaire/files/resources/policy/mozambique-gender-case-study.pdf](http://www.trocaire.org/sites/trocaire/files/resources/policy/mozambique-gender-case-study.pdf)  
[www.acu.ac.uk/membership/gender-programme/case-study-successful-women-leaders](http://www.acu.ac.uk/membership/gender-programme/case-study-successful-women-leaders)

# *Topic 3*

## The global higher education gender context

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### *Learning outcomes*

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

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



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

In the Fourth World Conference on Women in Beijing 1995, the international community reached a consensus on gender equality in education, recognizing that educating girls and women both respects a basic human right, a cornerstone to economic development and key to social and political stability. [The Millennium Development Goal Target 3 Gender Equality in Education](#) aimed to eliminate gender disparity in all levels of education by 2015.

### Enrolment

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

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

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

### Attainment

On the student side, gender gaps appear at the highest (PhD) level of academic study, even in countries where female enrolment outnumbers that of men. Despite women performing better academically than men, this does not lead to progression in the level of academic study. In Europe, women form 55% of student enrolments but 59% of graduates, indicating higher performance than men. However, only 46% of PhD entrants are female. This trend continues when research becomes an employment option. Globally 29% of researchers are women ([UNESCO, 2012](#)), highlighting the considerable barriers for women in advancing research careers.

### Subject choice

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

### Academic staff

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

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

### Seniority

Even where women are well represented overall, the gender gaps are particularly evident among the highest paid, highest status, decision-making and leadership ranks. In the UK, women hold 34.6% of academic positions but only 22.4% of professorships and 14% of heads of institutions ([Catalyst, 2015](#)). In Europe 45% of Grade C staff are women but only 21% of Grade A academic staff ([SHE Figures, 2015: p126](#)). Grading represents the level of seniority, with grade A representing the highest post at which research is conducted, typically corresponding to the rank of full professor. In Turkey, where close to half of the academic staff are female, only 7% of university vice-chancellors are women.

### Gender pay gap

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

### Subject bias

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

### Research

There is a significant gender gap in the area of research. Only 29% of researchers globally are women (UNESCO, 2012). Following on from the previously noted sharp drop in women studying at PhD level, women are also underrepresented when it comes to research as a career choice.

### Wider society

The fact that women's overrepresentation at the initial stages of higher education does not translate into academic careers is mirrored in the wider society where women are underrepresented in decision-making and leadership positions. Significant barriers remain to achieve the same work opportunities as men. Well-educated women often end up not using their full skills and education in employment.



#### KEY IDEA: GLOBAL TRENDS IN GENDER GAPS

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

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

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



#### KEY IDEA

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



### 3.3 What are the underlying causes of the gender gaps?

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



#### KEY IDEA

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



#### REFLECTION POINT

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

## Suggested activities

### A3.1 Icebreaker

**(estimated time: refer to Icebreaker activity sheet)**

Start with an activity or game selected from the **Icebreaker activity sheet A0.5** that you can find under the section called **Materials and resources**.

### A3.2 Higher education: the international context

**(estimated time: 60 minutes)**

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

### A3.3 Where have all the women gone?

**(estimated time: 90 minutes)**

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

### A3.4 Consolidation

You may want to consolidate **Topic 3: The global higher education gender context** by using the **Reflection point** questions on page 31. These can be done during the workshop or during participant’s own time as a homework task.

**REMIN**D participants to make notes throughout the workshop as they will use these when developing the action plan (A5.2).



# *Topic 4*

## The national and local higher education context

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### *Learning outcomes*

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

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



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

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

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

The fact that you are planning to run this workshop suggests that you have recognized gender imbalances in your local institution. It is important to build a general picture of gender concerns from a national-level perspective in order to contextualize and justify your intentions to conduct gender mainstreaming. For example, the request for the University of Dodoma (UDOM) workshop emerged in response to concerns about gender imbalances that disadvantage female academics in publication and promotion opportunities. The UDOM team started to build up a picture of the local context to work with in their workshop as the box on page 35 shows.

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

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

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

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

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

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

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

**KEY IDEA**

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

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

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

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

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

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



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

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



### KEY IDEA

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



### REFLECTION POINT

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

## Suggested activities

### A4.1 Icebreaker

**(estimated time: refer to Icebreaker activity sheet)**

Start with an activity or game selected from the **Icebreaker activity sheet A0.5** that you can find under the section called **Materials and resources**.

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

**(estimated time: 60 minutes)**

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

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

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

### A4.3 Balancing the baskets

**(estimated time: 1 hour and 45 minutes)**

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

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

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

#### A4.4 The gender gap: is your institution male or female?<sup>3</sup>

**(estimated time: 1 hour and 45 minutes)**

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

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

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



## A4.5 Consolidation

(estimated time: 30 minutes)

You may want to consolidate **Topic 4: The national and local level** by using the **Reflection point** questions on page 37. These can be done during the workshop or during participants' own time as a homework task.

If you choose to use the questions as a consolidation activity during the workshop, we suggest that you focus on two questions only: *What do you fear about tackling gender issues related to you and what type of challenges will you face? What opportunities do you anticipate when working towards gender equality in your institution?* Use these questions in the following way:<sup>4</sup>

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

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



# *Topic 5*

## Action planning

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### *Learning outcomes*

In this topic, emphasis is on consolidating the input from the workshop in the form of follow up actions that will lead into the development of an institutional gender mainstreaming response. We do this by:

- Identifying the purpose, characteristics and main steps involved in action planning
- Reviewing the gender gaps, the impact and causes that have been raised during this workshop
- Developing a realistic and effective action plan to respond to the gender gap within their institution



## 5.1 What is action planning and what is it for?<sup>5</sup>

*What do we mean by action planning?* It is important to understand what we mean by the term action plan in the context of this workshop. The action planning process that participants will be supported through is aimed at ensuring that the gender concerns and issues that have been raised during the workshop will be addressed in an effective and organized way in the context of participants' private and public lives. In this sense, the action planning process is an initial step towards a comprehensive gender mainstreaming process and aims to guide the development of gender mainstreaming action plan.

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

A gender mainstreaming action plan requires substantially increased inputs in terms of time and depth of research to inform short-, medium-, and long-term human and financial resource allocation decision making; it is aimed at formally guiding institutional change and should involve influential stakeholders with decision making powers. This type of action plan incorporates the **defining, planning, acting** and **checking** stages of the gender mainstreaming process as presented in the gender mainstreaming table that can be found on page 24.

A gender analysis must always be the first phase of gender mainstreaming action planning and is represented in the diagram and the table on page 24 as part of the defining stage of the process. A gender analysis identifies gender gaps and structural gender inequalities in a specific context. It is based on the rationale that women and men have different gender roles and different access to and control over resources. The gender planning process must therefore consider a gender analysis as its starting point in order to define the priorities, the objectives and the specific actions to be implemented in order to achieve the goals.

Whilst this workshop has started the process of awareness and sensitization of gender inequalities by identifying gender gaps in participants' personal and professional lives, and by discussing these in relation to global trends, this is not the same as a gender analysis on a specific HE context. The action plan that you will develop with the participants in this workshop is a small but important component of the gender mainstreaming process. It aims to consolidate the increased gender awareness and sensitization developed amongst participants by helping them to identify realistic and achievable follow up activities that will lead towards a broader and more in-depth gender analysis. These activities should be immediate and short-term. They represent a pre-defining stage of the gender mainstreaming process that is outlined in the table that can be found on page 24.



### KEY IDEA

It is important to distinguish between the action planning process that represents initial steps of planning and a comprehensive gender mainstreaming action plan that consists of planning, defining, checking and acting. An in-depth gender diagnosis is the first phase of gender mainstreaming action planning methodology.

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

5. Adapted from EIGE

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

Although it is important to understand this action planning process as distinct from more comprehensive gender mainstreaming planning, it is important to acknowledge that they share key features that will influence the effectiveness of the process.

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

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

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



### KEY IDEA

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

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

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### **Identify an overarching statement of what the action plan needs to achieve:**

The intended outcome of the action planning process is to create a gender platform to support activities leading to a formally recognized gender mainstreaming process within the institution (See UDOM's action plan on page 46).

**Identify the main concerns/problems that have come out of the workshop:** The participants identify main concerns or problems that they have discussed during the workshop; they then discuss these in relation to the causes of the concern/problem (See UDOM's action plan on page 46).

**Align the concerns/problems with causes:** The participants then decide which of these concerns/problems are related to which underlying causes. This will vary depending on the context they are working in but in most cases, it is likely that the causes are cross cutting. For example, some institutions may have no gender-related policies or equal opportunity statements in place and this may be seen as an underlying cause for a number of concerns/problems raised (See UDOM's action plan on page 46).

**Identify strategic objectives:** Once the concerns/problems have been aligned with underlying causes, it is important to identify strategic objectives that serve as intended outcomes in terms of addressing the identified causes. It may be that several causes are covered by one strategic objective (See UDOM's action plan on page 46).

**Identify strategies that correspond to the strategic objective:** Whilst the strategic objective provides an intended outcome, it is important to identify different strategies that will lead to this outcome (See UDOM's action plan on page 46).

**Identify specific activities that correspond to the strategies:** These strategies can then be broken down into specific and concrete activities that need to be carried out by different people, offices or departments to ensure that the strategic objective is reached (See UDOM's action plan on page 46).

### **Identify a person or office responsible for each of the activities:**

It is important that the participants feel ownership of the action plan. Identification of a person or office responsible for each of the activities is an important part of this ownership process. Unless responsibility for carrying out an activity is specifically allocated, it is very likely that nothing will happen. However, with responsibility must go some degree of authority. It is no use saying that someone is responsible for putting together a report by a certain date unless she/he has the authority to insist that contributors give her/him their contributions by a certain date. If the contributors fail to meet the deadline, then the collator needs to insist that their supervisors deal with the problem. You can only hold someone accountable if you give them both the responsibility and the authority to get the job done.

### **Decide on gender indicators to follow-up the activities:**

Indicators show that activities have successfully taken place. They are the results of the activities that act as a monitoring tool. So, for example, if we take the UDOM activity of conducting workshops and seminars on gender issues for UDOM staff and students, then the indicator would be number and type of workshops and seminars. Indicators are the "what" that must come out of activities if a result area is to be achieved and the action plan is to be successful. The indicators show progress towards the achievement of the strategic objectives, which in the case of this activity is to promote gender mainstreaming and gender sensitivity at UDOM.

### **Decide on monitoring and evaluation roles and responsibilities:**

One aspect of action planning that often gets neglected is gender-sensitive monitoring and evaluation. It is important to decide who will be responsible for the monitoring and evaluation of the action plan and how the results of the plan will be documented and disseminated. Monitoring helps ensure accountability to stakeholders for what is happening and it helps identify lessons learned that can lead to corrective action when necessary. Don't just collect information for the sake of having it. You must have a purpose, a reason for collecting the information.

**Decide on allocation of budget and other resources to ensure that implementation is feasible:**

It is important to discuss the budget and other resources needed to carry out the activities and assess their feasibility in terms of being realistic and achievable. The resources or inputs that are normally needed for activities are: finances; people; materials; services; and transport.

In order to work out what the financial cost is, you have to look at all the inputs required. If by the end of the discussions you believe that it is not possible to carry out any of the proposed activities at this stage, then take these out. By the end of this activity, you should have prioritized which activities the participants want to focus on in order to respond to the plan's strategic objectives.

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



**KEY IDEA**

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



**REFLECTION POINT**

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

## UDOM'S ACTION PLAN

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

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

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

**Overarching statement:** to create a gender platform to support activities leading to a formally recognized gender mainstreaming process within the institution

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

## Suggested activities

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### A5.1 Icebreaker

(estimated time: no more than 5 minutes)

Start with an activity or game selected from the **Icebreaker activity sheet A0.5** that you can find under the section called **Materials and resources**.

### A5.2 Introducing the action planning process

(estimated time: 15 minutes)

1. Refer the participants back to the core components of the gender mainstreaming process. You can hand out the **Gender mainstreaming process** diagram **A5.2a** that can be found under the **Materials and resources** section. Explain that the action planning process that is taking place in this workshop represents an initial step in the process. Refer participants back to the diagram that was handed out at the beginning of the workshop and that shows the six topics covered in this workshop and how these represent the starting point of the gender mainstreaming process (see **A0.7** under **Materials and resources**).
2. Next hand out the **Steps involved in action planning A5.2b** that can be found under the **Materials and resources** section.
3. They do not have to read this in detail. Explain that this is what they will be doing and that they can refer to the handout when necessary.

### A5.3 Preparing for the next steps

(estimated time: 30 minutes)

1. Refer participants back to the following **Reflection points** from **Topic 2: Gender mainstreaming** that you asked them to reflect on the previous day. These are: *How would you explain the term gender mainstreaming, its purpose, and its core principles? What are the different stages involved in gender mainstreaming? Which stage are we at? What do we need to do next? What would gender mainstreaming within your institution entail or need to focus on to respond to the gender inequalities that exist? What challenges would you anticipate? Who do you think should be involved in the process? What type of coordination mechanisms would need to be in place? Are there any existing mechanisms in place that could be built on?*
2. Ask participants to go through their reflection in groups of five. Leave them to discuss these alone for approximately 20 minutes or until you feel that they have said everything that they are going to say.
3. Explain to them that they have reached the part of the workshop where they will draw on everything that they have learned to develop an action plan that will guide the continued development of the gender mainstreaming process that participants are embarking on. In this sense they are taking an initial step to ensure that the gender mainstreaming process is informed by their increased gender awareness and sensitization developed during the workshop.

### A5.4 Action planning step 1: the overarching statement

(estimated time: 10 minutes)

1. Refer the participants back to the learning outcomes of the workshop and in particular the last one that states: *to develop a realistic and effective action plan to respond to the gender gap within their institution as an essential part of the gender mainstreaming process.*
2. Explain that in the case of this introductory workshop, the action planning process is a step towards creating a gender platform to support activities leading to a formally recognized gender mainstreaming process within the institution.
3. Elicit ideas for an overarching statement that will guide the action planning process and serve as a goal. Write these up on the board or on flipchart paper.
4. Next present the following sentence stub: *This action plan is intended to...*
5. Ask the participants to volunteer ideas on how to complete the sentence stub in order to develop the overarching statement.



### A5.5 Action planning step 2: identifying main concerns, causes and strategic objectives

(estimated time: 90 minutes)

1. For this activity, make sure that you are using a large space, either on the wall or the floor, so that all participants can access and see the space. This activity involves a lot of moving around, discussion and changing the position of cards. You will need five different coloured cards; so, for example, red for gender concerns/problems; blue for underlying causes; green for strategic objectives; yellow for strategies and white for activities.
2. Put the participants into groups of four to five. Hand out small red cards to each group and ask them to brainstorm the main gender concerns or problems within their institution and that they have discussed during the workshop. They write one concern/problem on each red card. Remind the participants to write clearly so that they can be read by all.
3. When they have finished writing their cards, ask the groups to share in plenary. You can ask one group to start to present. Encourage the participants to question, clarify and revise the wording if necessary. When they have finished, ask other groups to add additional concerns that have not yet been covered. Arrange the final list of gender concerns/problems in the space provided.
4. Explain to the participants that they need to align these concerns/problems with underlying causes. Again ask them to work in their small groups and identify the causes of the concerns/problems. They write these on a different colour card (blue). Once again in plenary, they rearrange the cards so that the causes are used to create categories under which the gender concerns/problems are aligned. In this way, participants can see how the causes are cross cutting and can correspond to a number of concerns/problems raised.
5. Once the concerns/problems have been aligned with underlying causes, explain to the participants that it is important to identify strategic objectives that serve as intended outcomes in terms of addressing the identified causes of the gender concerns/problems. Using a third colour of card (green), they should work in their groups to develop strategic objectives that they then arrange in a way that shows how each corresponds to the underlying cause of the gender concern/problem. It may be that several causes are covered by one strategic objective.
6. **REMEMBER:** As a facilitator, your role is to monitor the groups and provide guidance when needed.
7. What you now have is a set of strategic objectives that represent an intended outcome in order to address the identified underlying causes of gender concerns/problems that participants have identified as relevant to their own institution.



**A5.6 Action planning step 3: identifying strategies, corresponding activities, indicators, roles and responsibilities, timeframe, budget and other resources**

**(estimated time: 180 minutes)**

1. Before this activity, rearrange the cards from the previous activity so that the overarching statement or overall goal is positioned above the strategic objectives, which should be aligned one below the other.
2. Next to the strategic objective column, write up the following headings in a table format that looks like this:

<b>Overarching statement:</b> to create a gender platform to support activities leading to a formally recognized gender mainstreaming process within the institution						
<b>Strategic Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Indicator</b>	<b>Person or office responsible</b>	<b>Timeframe</b>	<b>Budget and other resources</b>
SO1						

3. Explain to the participants that it is now time to reflect on strategies and corresponding activities that can lead to the outcome that each strategic objective represents. Depending on how many strategic objectives have been identified, these can be divided amongst the groups so that each group has a different objective to work with.
4. Hand out the **Action plan process guiding questions A5.6** that you can find under the section called **Materials and resources**. Tell the participants that they should use the handout to guide their decision making.
5. It is best to start with the first strategic objective and to do this as a whole group in order to clarify what each column is looking for. If there are several facilitators, then there should be one facilitator placed at each table to work with each group.
6. Participants use the yellow cards for strategies and the white cards for activities.
7. Once each group has completed their table for their respective strategic objective, they present in plenary. Make sure that other groups have the opportunity to briefly question and/or comment on the group’s input. It is also important to use this opportunity to assess the feasibility of each of the activities by using the guiding questions.
8. By the end of this activity, the action plan table should be complete. The facilitators should document or photograph the completed table ready for distribution. For example, a facilitator or a participant can be assigned to making copies of the plan ready to hand out by the end of the day or the workshop. It is not advisable to leave the distribution of the plan until after the workshop has ended. However, if this is the only option due to unforeseen circumstances, facilitators should aim to send out final copies of the plan within two days.

## A5.7 Monitoring the action plan

(estimated time: 30 minutes)

It is important to decide who will be responsible for monitoring the action plan and how the results will be documented and disseminated. In most cases, this will be the responsibility of an established institutional gender committee or group whose members may be acting as the workshop facilitators or who are participants.

1. Write up the following questions on four sheets of paper so that you have four sets of the questions. Put these up in four different places around the room:

*Why should we monitor the progress of the plan?*

*Who is responsible for monitoring the implementation of the plan?*

*What should we be looking for when we monitor?*

*How should we use the information that we collect?*

*How can it be collected with the least possible trouble?*

*Who should collect the information?*

*Who should compile it and in what format?*

*How will we document the results of the plan?*

*What will we do with the results?*

2. Put participants into four groups. Ask each group to go through the questions on the sheet and make notes. Ask one group to present back and encourage the other groups to discuss and ask for clarifications. This is a general discussion to help participants prepare to analyse the proposed monitoring form. The role of the facilitator is to also participate in the discussion.
3. After the discussion has ended, present the **Monitoring form template A5.7** that can be found under the section **Materials and resources**. Ask participants to review and comment. Discuss in plenary and use the responses to revise the monitoring form template if necessary. This can be done either in the workshop or a small monitoring group should be identified to take responsibility to develop and implement the monitoring.
4. This activity should end with proposed date(s) for a follow up workshop to review progress and plan for the next steps.

# *Topic 6*

## Workshop reflection, evaluation and closing

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### *Learning outcomes*

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

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



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

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

The **Suggested activities** below refer to those that are carried out with participants. However, it is important that facilitators also carry out their own daily reflections at the end of each session as suggested under the section **Materials and resources** (see **A.0.4 Facilitator's daily reflection ideas**).

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

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

## Suggested activities

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### A6.1 Gender mainstreaming post-test

**(estimated time: 30 minutes)**

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

1. Tell participants that you are going to ask them to respond to the same 13 statements that they were given at the beginning of the workshop. Use the same set of statements that you used for the **Gender mainstreaming pre- and post-test A1.2** and can be found under the section called **Materials and resources**.
2. Ask them to go through the questions in groups of five.
3. Ask participants to compare their responses now to when they first took the test. Let them share how they feel they have developed their understanding of gender mainstreaming and awareness of gender related concerns.
4. Some guiding questions that you can use are:  
How did you find that exercise? Do you think you have changed? What have been the biggest changes? What has not changed? Any surprises?

### A6.2 Final evaluation

**(estimated time: no more than 30 minutes)**

The aim of this activity is to provide an opportunity for participants to reflect on the experience of participating in the workshop and to feedback to facilitators.

1. Put up the three sheets of paper that were used to record the participants' responses to the three questions: a) What do I already know about gender issues? b) What am I not sure about? c) What are my expectations for this workshop?
2. Give them time to read through these ideas and then hand them the final evaluation questions. You will find a sample **Final evaluation sheet A6.2** under **Materials and resources**.
3. Participants can either do this individually or you can ask them to do this in small groups or even as plenary. If done in groups or as a plenary, make sure that one participant is responsible for taking notes that can then be handed in.
4. The choice of method will depend on the context, relationship between participants, number of participants etc. Whichever way you choose to do this, remember that the evaluation should be confidential and anonymous if participants wish. Facilitators should not be part of the process and participants should feel comfortable about sharing their experiences.
5. Remember to collect in the feedback and emphasize the value of their feedback to inform future workshops.

## A6.3 Closing activities

**(estimated time: at least 30 minutes)**

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

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

# *Materials and resources*

## *Preparatory materials (A0)*

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- A0.1** Summary of key recommendations taken from the UDOM workshop report
- A0.2** Glossary of gender-related terms
- A0.3** Guidelines for facilitators
- A0.4** Sample workshop schedule
- A0.5** Icebreaker activity sheet
- A0.6** Facilitator's daily reflection ideas
- A0.7** Workshop contents
- A0.8** INASP feedback sheet

## *Topic 1: Defining and exploring gender concepts (A1)*

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- A1.1** Icebreaker activity sheet (see A0.5)
- A1.2** Gender mainstreaming pre- and post-test
- A1.3** Gender or sex statements
- A1.4** Gender stereotypes
- A1.5** Summary of global gender inequality findings

## *Topic 2: Defining and exploring gender mainstreaming (A2)*

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- A2.1** Icebreaker activity sheet (see A0.5)
- A2.2a** Gender mainstreaming PowerPoint presentation
- A2.2b** Key ideas: Gender mainstreaming
- A2.2c** The gender mainstreaming process table
- A2.3** Gender mainstreaming case studies and questions

## *Topic 3: The global higher education gender context (A3)*

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- A3.1** Icebreaker activity sheet (see A0.5)
- A3.2** The international HEd. context quiz
- A3.3** Reading: "Why women leave academia and why universities should be worried"
- A3.4** What are the underlying causes of the gender gaps?



## *Topic 4 The national and local higher education context (A4)*

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- A4.1** Icebreaker activity sheet (see A0.5)
- A4.2** Building up the national-level picture
- A4.3** Recognizing the influence of gender on my life

## *Topic 5 Action planning (A5)*

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- A5.1** Icebreaker activity sheet (see A0.5)
- A5.2a** The gender mainstreaming process
- A5.2b** Steps involved in action planning
- A5.6** Action plan process guiding questions
- A5.7** Monitoring form template

## *Topic 6 Reflection, evaluation and closing (A6)*

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- A6.1** Gender mainstreaming post test (see A1.2)
- A6.2** Final evaluation
- A6.3** Closing activities

# A0.1 Summary of key recommendations taken from UDOM final workshop report<sup>6</sup>

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

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6. See INASP, 2015

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

# A0.2 Glossary of gender-related terms

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These terms are used in the toolkit.

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

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

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

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

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

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

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

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

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

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

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

## A0.3 Guidelines for facilitators

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This is list of main points that facilitators need to consider when planning the activities and running the sessions.

1. The role of the facilitator is to guide participants in developing their thoughts, ideas and attitudes on gender concerns. It is not the role of the facilitator to “teach” participants. Present yourself as an equal who expects to share and listen to knowledge and experiences in order to create an environment where mutual learning is taking place.
2. Read through the relevant part of the toolkit and prepare all handouts and materials before each day.
3. When participants work in pairs or groups, your role is to facilitate. This means providing assistance so the aim is achieved. It is best to give participants time to start an activity once the instructions have been given. Then walk around, check progress and offer assistance.
4. Each topic presented suggests starting with an icebreaker. Icebreakers are intended to build trust and develop a sense of solidarity towards a common goal. They do this by providing fun opportunities for participants to work together in non-conventional ways. You are provided with ideas for icebreaking activities (see **A0.5 Icebreaker activity sheet**). However, choose activities that match the needs of your participants. Be prepared for some participants to resist engaging in activities or for some who may not participate. Respect their response. Some suggestions to help you work with icebreakers include: keep to a maximum of 30 minutes in the morning to allow people to settle in but preferably 15 minutes in the afternoon. You can also ask participants to sign up to do an icebreaker each morning and/or afternoon. This allows them to choose activities that they know and want to share.
5. In the reflection ideas under **A0.6 Facilitator’s daily reflection ideas** you are provided with some ideas for reflection activities. It is important to carry out a daily reflection to make any necessary changes to the content or the process in the session the next day. You should document your ideas and thoughts so that they can be used to inform any future training that you carry out and to make suggestions on how this toolkit can be revised. You can send your suggestions to INASP using the form provided called **A0.8 INASP feedback sheet**.
6. The ideas provided in this toolkit are intended to guide your work as a facilitator. Once you have familiarized yourself with the material and gained confidence working with it, you can adapt the activities and draw on supplementary materials. By listening to your participants and to yourself, you will be able to respond to participants’ needs and workshop contexts.

# A0.4 Suggested workshop schedule

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

DATE & TIME	ACTIVITY/MATERIAL DESCRIPTION
Date	DAY 1: PREPARATION
09:00 - 17:00	Planning and material preparation session for facilitators only
Date	DAY 2: EXPLORING GENDER CONCEPTS & GENDER MAINSTREAMING
08:30 - 09:00	Registration of participants
09:00 - 09:30	Opening and introductions/icebreakers (A0.5)
09:30 - 10:30	Gender mainstreaming pre-test (A1.2)
10:30 - 11:00	Morning Break
11:00 - 11:30	Exploring sex and gender (A1.3)
11:30 - 12:30	Sex discrimination and gender equality (A1.4)
12:30 - 13:30	LUNCH
13.30 - 14.00	Icebreaker (A0.5)
14:00 - 14:30	Global gender inequality findings (A1.5)
14:30 - 15:30	Gender mainstreaming (A2.2)
15:30 - 16:00	Afternoon Break
16:00 - 16:30	Reflection time (A0.4 and A1.6)
Date	DAY 3: GENDER CONCEPTS AND GENDER GAPS
09.00 - 09:30	Icebreaker (A0.5)
09:00 - 10:30	Gender mainstreaming case studies and questions (A2.3)
10:30 - 11.00	Morning Break
11:00 - 12:30	Higher education : the international context (A3.2)
12:30 - 13:30	LUNCH
13:30 - 13:45	Icebreaker (A0.3)
13.45 - 15.15	Where have all the women gone? (A3.3)
15:15 - 15:45	Afternoon Break
15:45 - 16:45	The gender gap: the national-level HE context (A4.2)
16:45 - 17:00	Reflection time (A0.4 and A2.4 and A3.4)

Date	DAY 4: EXAMINING LOCAL GENDER CONCERNS AND RESPONSES
08:45 - 09:00	Icebreaker (A0.5)
09:00 - 10:30	Balancing the baskets (A4.3)
10:30 - 11:00	Morning Break
11:00 - 12:30	The gender gap: Is your institution male or female? (A4.4)
12:30 - 13:30	LUNCH
13:30 - 13:45	Icebreaker (A0.5)
13:45 - 14:00	Introducing the Action planning process (A5.2)
14:00 - 14:30	Preparing for the next steps (A5.3)
14:30 - 14:40	Action planning step 1 (A5.4)
14:40 - 15:10	Afternoon Break
15:10 - 16:40	Action planning step 2 (A5.5)
16:30 - 17:00	Reflection time (A0.4 and 4.5)
Date	DAY 5: ACTION PLANNING
09:00 - 09:30	Icebreaker (A0.5)
09:30 - 11:00	Action planning step 3 (A5.6)
10:30 - 11:00	Morning Break
11:00 - 12:30	Action planning step 3 (A5.6)
12:30 - 13:30	LUNCH
13:30 - 14:00	Monitoring the action plan (A5.7)
14:00 - 14:30	Gender mainstreaming post test (A6.1)
14:30 - 15:30	Final evaluation (A6.2)
15:30 - 16:30	Afternoon Break
16:30 - 17:30	Closing activities (A6.3)

# A0.5 Icebreaker activity sheet

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These are examples only and you will need to select activities that are culturally appropriate and that suit the needs of your participants. Please refer to **A0.3**

**Guidelines for facilitators** for suggestions on how to use these activities.

- 1. Banana game:** A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.
- 2. Taxi rides:** Ask participants to pretend that they are getting into taxis. The taxis can only hold a certain number of people, such as two, four, or eight. When the taxis stop, the participants have to run to get into the right sized groups. This is a useful game for randomly dividing participants into groups.
- 3. "Prrr" and "Pukutu":** Ask everyone to imagine two birds. One calls 'prrr' and the other calls 'pukutu'. If you call out 'prrr', all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out 'pukutu', everyone has to stay still and not move a feather.
- 4. Tide's in/tide's out:** Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts "Tide's out!", everyone jumps forwards over the line. When the leader shouts "Tide's in!", everyone jumps backwards over the line. If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.
- 5. What has changed?:** Participants break into pairs. Partners observe one another and try to memorize the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance; for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles.
- 6. The animal game:** This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.
- 7. Paper and straws:** Participants split into teams. Each team forms a line and places a piece of card at the beginning of their line. Each member of the team has a drinking straw or reed. When the game starts, the first person has to pick up the piece of card by sucking on the straw. The card then has to be passed to the next team member using the same method. If the card drops, it goes back to the first person and the whole sequence has to start again.
- 8. Knees up:** Participants stand in a close circle with their shoulders touching and then turn, so that their right shoulders are facing into the centre of the circle. Ask everyone to put their hand on the shoulder of the person in front and to carefully sit down so that everyone is sitting on the knees of the person behind them.



- 9. I like you because...:** Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!
- 10. Knots:** Participants stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands.
- 11. Rainstorm:** Everyone sits quietly in a circle, with their eyes closed, waiting for the facilitator's first movement. The facilitator rubs their palms together to create the sound of rain. The person to their right makes this sound, and then the next person until everyone in the group is making the same sound. Once everyone is rubbing palms, the facilitator makes the rain sound louder by snapping his/her fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle to create a rainstorm. Then the facilitator slaps their thighs, and the group follows. When the facilitator and the group stomp their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order, thigh slapping, then hand clapping, finger snapping, and palm rubbing, ending in silence.
- 12. What am I feeling?:** Participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.

For more ideas see:

100 ways to energise groups: Games to use in workshops, meetings and the community, International HIV/AIDS Alliance, 2002.

[wilderdom.com/games/Icebreakers.html](http://wilderdom.com/games/Icebreakers.html)

# A0.6 Facilitator's daily reflection ideas

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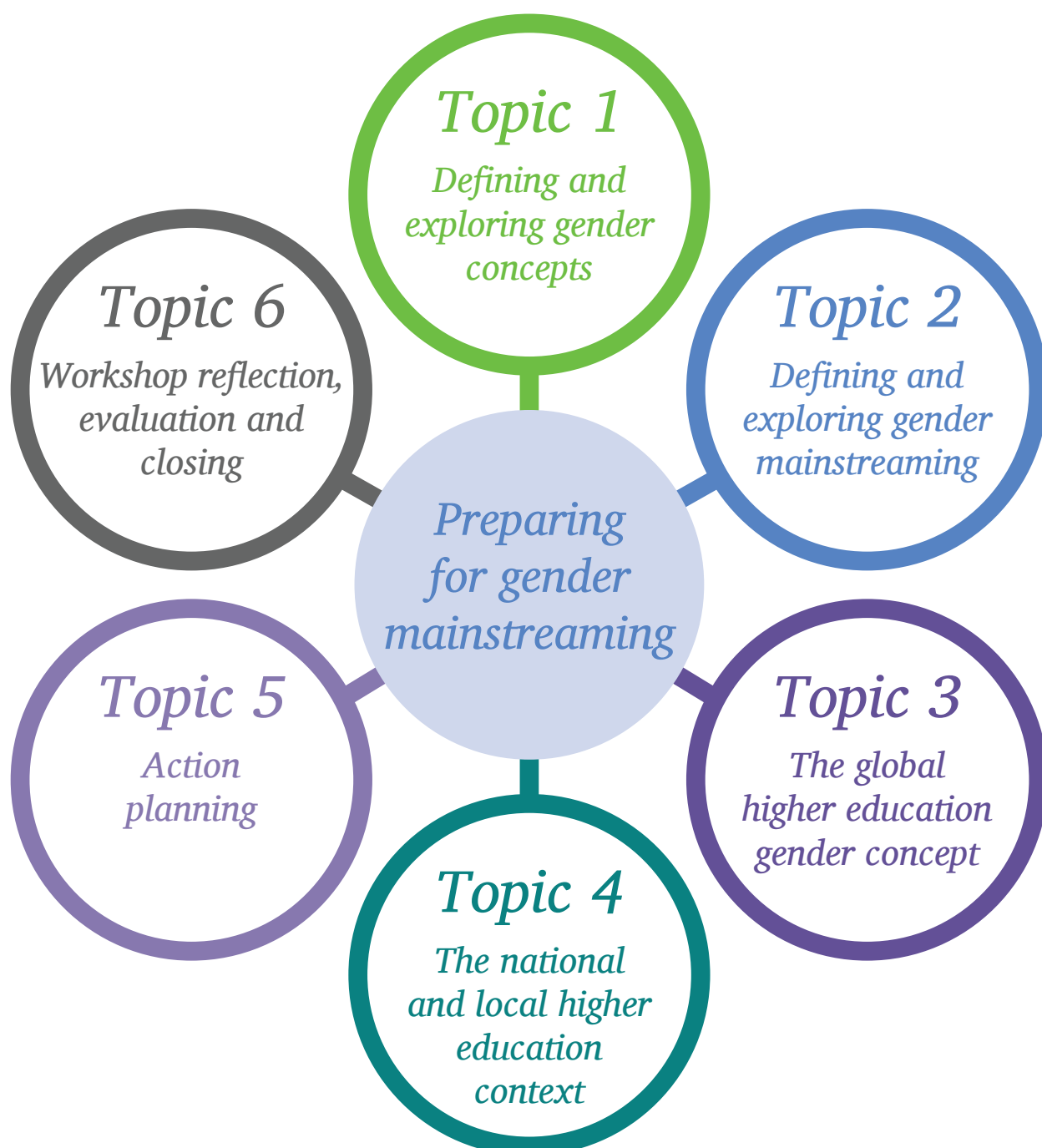
It is important for facilitators to take the time after each day to reflect on what went well and what did not go as planned and why. This information is important to help you review what you have planned for the following day and make any necessary revisions. It is also a good reminder that the participants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

1. After each day, select five to eight questions from the list below and use these to review the workshop process and content each day. We recommend that you document your ideas and thoughts so that you are able to use these to provide feedback to your institution and/or supporting institutions such as INASP. You can use the **INASP feedback sheet A0.8** to send back your ideas to INASP.
  - What did we feel worked well in terms of the content area?
  - What could be improved and how?
  - What did we feel worked well in terms of participation?
  - What could be improved and how?
  - What worked well in terms of the methodology and approach?
  - What could be improved and how?
  - What was my own best moment during any of these sessions today? Why do I feel good about this particular aspect of my facilitation? What can I do to lead to more such moments at future trainings?
  - Was there anything that I did during any of today's sessions that I wish I hadn't done? If yes, what was this? What else could I have tried?
2. Use exit cards at the end of each day to collect participants' thoughts on the sessions. Hand out three blank cards and ask them to write down:
  - One thing that they have learned on one card
  - One question that they have from the day's sessions
  - One suggestion as to how the sessions or logistics can be improved

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

## A0.7 Workshop contents

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# A0.8 INASP feedback sheet

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

Name of person filling in the form:

Date:

Institution:

Workshop venue and time:

Number of participants:

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

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

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

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

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

# A1.2 Gender mainstreaming pre- and post-test

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Adapted from [Oxfam, 1994](#):p. 609

<b>Tick the number that best reflects your response: 1 = not at all; 5 = completely</b>					
I don't think that women and men have different roles and responsibilities because they are biologically different.	1	2	3	4	5
Raising gender issues does not cause conflict between men and women.	1	2	3	4	5
Gender inequality is a women-only concern.	1	2	3	4	5
I am familiar with human rights instruments that address gender inequalities.	1	2	3	4	5
Men and women have the same rights, opportunities and access to services.	1	2	3	4	5
I know facts about gender inequalities globally and nationally.	1	2	3	4	5
I am familiar with the gender policy context in my institution.	1	2	3	4	5
Gender mainstreaming is a process that understands men and women as having the same needs and interests.	1	2	3	4	5
Gender mainstreaming should be the responsibility of a gender unit.	1	2	3	4	5
Female students are underrepresented in higher education globally.	1	2	3	4	5
Men have a higher success rate in access to research funding.	1	2	3	4	5
I feel confident discussing gender issues with both men and women	1	2	3	4	5
I feel confident that gender inequalities can be addressed in my institution	1	2	3	4	5

## A1.3 Gender or sex statements

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

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

# A1.4 Gender stereotypes: a human rights violation

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## **Personality traits:**

Men are: self-confident and aggressive

Women are: passive and submissive

## **Occupations:**

Men are: doctors and construction workers

Women are: nurses and secretaries

## **Domestic behaviours:**

Men are: responsible for household repairs

Women are: responsible for caring for children

## **Physical appearance:**

Men are: big and strong

Women are: small and graceful

## **Article 2 of the Universal Declaration of Human Rights**

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

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

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

## **Questions:**

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



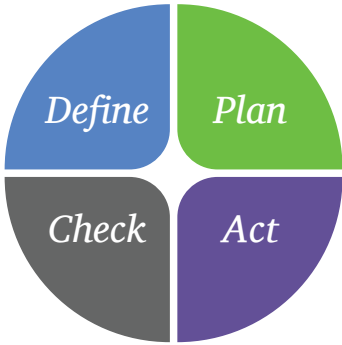
# A1.5 Summary of global gender inequality findings

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

Drawn from [The Global Gender Gap Index 2014](#)

<p><b>SLIDE 1: What is the Global Gender Gap Index?</b></p> <ul style="list-style-type: none"> <li>• Introduced by the World Economic Forum in 2006.</li> <li>• The Index benchmarks national gender gaps on economic, political, education and health criteria.</li> <li>• The rankings are designed to create greater awareness among a global audience of the challenges posed by gender gaps and the opportunities created by reducing them.</li> </ul>	<p><b>SLIDE 2: Why is gender equality important?</b></p> <ul style="list-style-type: none"> <li>• The most important determinant of a country's competitiveness is its human talent (the skills and productivity of its workforce).</li> <li>• Women are one half of the world's available talent pool.</li> <li>• There is also a rights-based case for gender equality: women have the right to equal access to health, education, economic participation and earning potential and political decision-making power.</li> <li>• Gender equality is fundamental to whether and how societies thrive.</li> </ul>
<p><b>SLIDE 3: What does the index show us?</b></p> <ul style="list-style-type: none"> <li>• No country in the world has fully closed the gender gap.</li> <li>• All five of the Nordic countries have closed more than 80% of it.</li> <li>• Yemen, the lowest ranking country, has closed just over 50% of the gender gap.</li> </ul>	<p><b>SLIDE 4: What about economics?</b></p> <ul style="list-style-type: none"> <li>• No country has closed the economic participation.</li> <li>• 14 countries have closed more than 80% of gap.</li> <li>• 17 countries have closed less than 50% of the economic participation and opportunity gap.</li> <li>• 34 countries are below world average (weighted by population) on that subindex.</li> </ul>
<p><b>SLIDE 5: What about in health?</b></p> <ul style="list-style-type: none"> <li>• 35 countries (two more than last year) have fully closed the gap in Health and Survival.</li> <li>• No country currently has a gap bigger than 90% on this subindex.</li> <li>• 9 countries are below world average (weighted by population) on that subindex.</li> </ul>	<p><b>SLIDE 6: What about in political participation?</b></p> <ul style="list-style-type: none"> <li>• No country has closed the political participation gap.</li> <li>• Only Iceland and Finland have closed more than 60% of the gender gap.</li> <li>• 37 countries have closed less than 10% of the political empowerment gender gap.</li> <li>• 98 countries are below world average (weighted by population) on that subindex.</li> </ul>
<p><b>SLIDE 7: What about in education?</b></p> <ul style="list-style-type: none"> <li>• In 22 countries women still have less than 90% of the education outcomes that men have.</li> <li>• Twenty-nine countries are below world average (weighted by population) on that subindex.</li> <li>• There are significant gaps between women and men on STEM education and PhD degrees.</li> </ul>	<p><b>SLIDE 8: What about in our country?</b></p> <ul style="list-style-type: none"> <li>• Where do you think our country is ranked?</li> <li>• In health?</li> <li>• In economic participation?</li> <li>• In political participation?</li> <li>• In education?</li> </ul>

# A2.2a Gender mainstreaming PowerPoint presentation

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

## A2.2b Key ideas: gender mainstreaming

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

## A2.2c The gender mainstreaming process table

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

## A2.3 Gender mainstreaming case studies and questions

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This exercise includes excerpts from:

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

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

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

## Group 1: Political will

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

### **CASE STUDY: WORLD VISION GHANA**

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

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

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

### **Political will**

#### **Gender mainstreaming mandated globally**

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

#### **Ghana hires a gender coordinator and conducts needs assessment**

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

#### **Ghana forms gender task force and gender action plan**

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

#### **Budget funds committed to gender action plan in Ghana**

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

#### **Ghana analysis of employment patterns**

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

## CASE STUDY: WORLD VISION GHANA – CONTINUED

### Temporary moratorium on hiring and promotion of men

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

### New employment patterns in field offices

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

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

### National Director publicly supports Gender Coordinator

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

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

### Expanded parental leave policy

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

## Questions:

1. How does the gender mainstreaming approach relate to the different stages and methods/tools presented in previous activities (A2.2a and A2.2b)?
2. Which stages are evident and which stages are not evident?
3. Who is responsible for the gender mainstreaming process?
4. Why is it necessary to maintain a gender unit/focal point if gender is to be mainstreamed throughout the institution and the responsibility of everyone?
5. Is the gender mainstreaming approach adding on a ‘women’s perspective’ or a ‘gender equality component’?
6. What is the difference?
7. How is the commitment and involvement of men approached and why is it necessary?

## Group 2: Technical capacity and accountability

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

### **CASE STUDY: WORLD VISION GHANA**

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

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

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

### **Technical capacity**

#### **Gender audit conducted**

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

#### **Recognition that staff capacity is critical**

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

#### **Increase in recruitment and promotion of women**

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

#### **Gender analysis information shapes policies and programmes**

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



## CASE STUDY: WORLD VISION GHANA – CONTINUED

### Accountability

#### **National Director and HR Manager accountable for success**

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

#### **Staff monitor and evaluate gender mainstreaming**

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

### Questions:

1. How does the gender mainstreaming approach relate to the different stages and methods/tools presented in the previous activity?
2. Which stages are evident and which stages are not evident?
3. Who is responsible for the gender mainstreaming process?
4. Why is it necessary to maintain a gender unit/focal point if gender is to be mainstreamed throughout the institution and the responsibility of everyone?
5. Is the gender mainstreaming approach adding on a 'women's perspective' or a 'gender equality component'?
6. What is the difference?
7. How is the commitment and involvement of men approached and why is it necessary?

## Group 3: Organizational culture

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

### CASE STUDY: WORLD VISION GHANA

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

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

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

### Organizational culture

#### Support increased for including men in mainstreaming

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

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

#### People applaud positive role models in women managers

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

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

#### Men acknowledge relevance of gender mainstreaming to both sexes

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

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

## CASE STUDY: WORLD VISION GHANA – CONTINUED

### Women take active role in self-development

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

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

### Women working for other women

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

### Initial negative reaction from male employees

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

### Some Men Support Gender Mainstreaming

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

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

## Questions:

1. How does the gender mainstreaming approach relate to the different stages and methods/tools presented in the previous activity?
2. Which stages are evident and which stages are not evident?
3. Who is responsible for the gender mainstreaming process?
4. Why is it necessary to maintain a gender unit/focal point if gender is to be mainstreamed throughout the institution and the responsibility of everyone?
5. Is the gender mainstreaming approach adding on a ‘women’s perspective’ or a ‘gender equality component’?
6. What is the difference?
7. How is the commitment and involvement of men approached and why is it necessary?

# A3.2 The international HEd. context quiz

<p><b>SLIDE 1: Student enrolment</b></p> <p><i>Do you think women are underrepresented at the HE level in countries with low GDP, high GDP, or both?</i></p> <p>Women still underrepresented in countries with low GDP per capita, e.g sub-Saharan Africa, South and West Asia, but also Japan with high GDP</p> <p>E.g. Japan 45% graduates are women</p>	<p><b>SLIDE 2: Student attainment</b></p> <p><i>Do you think that there are more women than men who pursue a PhD in Europe?</i></p> <p>E.g. In Europe, women make up 55% bachelor degree enrolment but only 46% of PhD entrants</p>	<p><b>SLIDE 3: Student subject choice</b></p> <p><i>What do you understand by the term “feminization of subjects”?</i></p> <p>Women are underrepresented in STEM subjects, engineering, manufacturing and construction;</p> <p>Feminization of subjects eg. life sciences, social sciences, business, law</p> <p>E.g. Germany, Japan women less than 25% science and engineering Women 70% Life Sciences in Arab States, Central &amp; East Europe</p>
<p><b>SLIDE 4: Women academic staff</b></p> <p><i>Are women equally represented in academic positions at HE?</i></p> <p>E.g. Only 33% of academic staff globally are women. Japan has only 12.7%, Turkey 47.5% female academics</p>	<p><b>SLIDE 5: Academic seniority</b></p> <p><i>Do you think women progress at the same rate as men up the academic career ladder?</i></p> <p>E.g. In UK: women are 34.6% academics, 14% institution heads. In Europe: 45% Grade C staff, 31% Grade A staff are women. In Turkey 47.5% academic staff are female, but only 7% of university vice-chancellors</p>	<p><b>SLIDE 6: Gender pay gap</b></p> <p><i>Is there equal pay for equal work in academia?</i></p> <p>E.g. In the UK female academic staff are paid 11.4% less than their male counterparts. In Australia the gender pay gap is 15%</p>
<p><b>SLIDE 7: Research</b></p> <p><i>What % of women are researchers globally?</i></p> <p>E.g. Only 29% of researchers globally are women</p> <p>Men have a higher success rate in access to research funding</p> <p>E.g. Success rate in EU of funding applications is 31.8% for men, 27.4% for women</p>	<p><b>SLIDE 8: Subject bias</b></p> <p><i>What is the impact of the gender gap on subject specialization?</i></p> <p>Gender bias in subject choice leads to the same gender bias in subject area at teaching level</p> <p>E.g. In EU women are 43% arts and humanities academics, 19% physical sciences, 15.6 engineering and technology</p>	<p><b>SLIDE 9: Discussion</b></p> <p><i>Did any of these findings surprise you?</i></p> <p><i>Why?</i></p>

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

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

**After reading discuss:**

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

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

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

# A4.2 Building up the national-level picture

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## **General situation**

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

## **Institutional situation**

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

## **Gender policy response**

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

## A4.3 Recognizing the influence of gender on my life

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

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

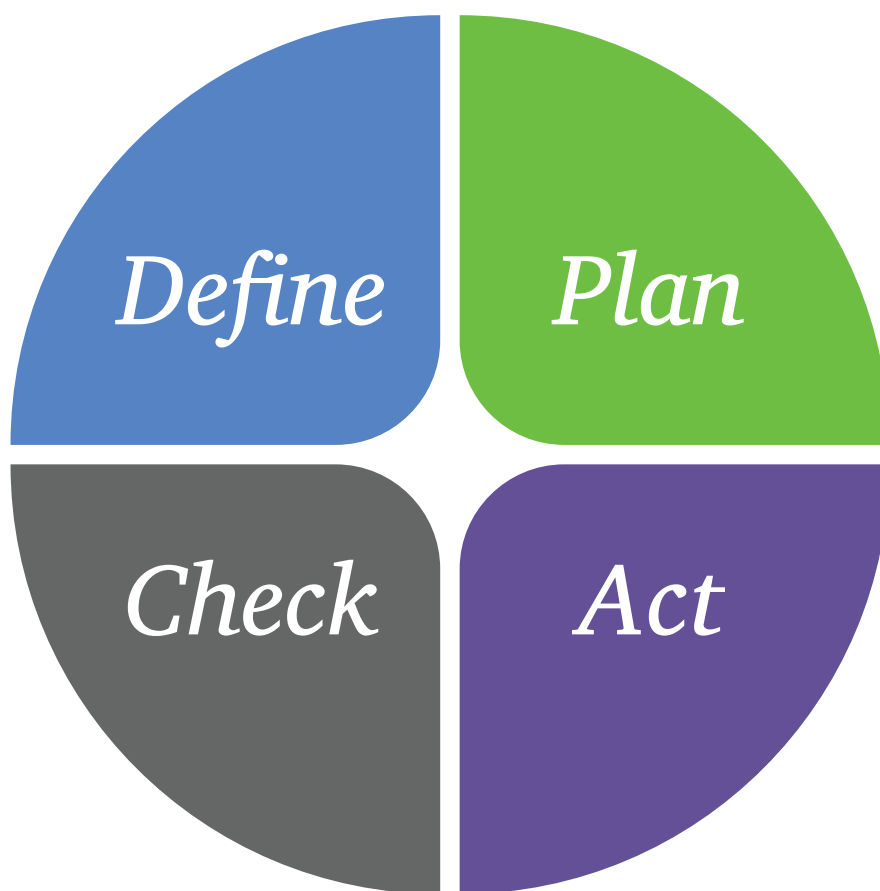
At the professional level, gender inequalities exist in obvious and subtle ways. In order to identify gender inequalities, think about the following aspects within your workplace and how they represent gender imbalances:

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



## A5.2a The gender mainstreaming process

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## A5.2b Steps involved in action planning

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**Identify an overarching statement of what the action plan needs to achieve:**

The intended outcome of the action planning process is to create a gender platform to support activities leading to a formally recognized gender mainstreaming process within the institution.

**Identify the main concerns/problems that have come out of the workshop:**

The participants identify main concerns of problems that they have discussed during the workshop; they then discuss these in relation to the causes of the concern/problem.

**Align the concerns/problems with causes:** The participants then decide which of these concerns/problems are related to which underlying causes. This will vary depending on the context they are working in but in most cases, it is likely that the causes are cross cutting. For example, some institutions may have no gender-related policies or equal opportunity statements in place and this may be seen as an underlying cause for a number of concerns/problems raised.

**Identify strategic objectives:** Once the concerns/problems have been aligned with underlying causes, it is important to identify strategic objectives that serve as intended outcomes in terms of addressing the identified causes. It may be that several causes are covered by one strategic objective.

**Identify strategies that correspond to the strategic objective:** Whilst the strategic objective provides an intended outcome, it is important to identify different strategies that will lead to this outcome.

**Identify specific activities that correspond to the strategies:** These strategies can then be broken down into specific and concrete activities that need to be carried out by different people, offices or departments to ensure that the strategic objective is reached.

**Identify a person or office responsible for each of the activities:** It is important that the participants feel ownership of the action plan. Identification of a person or office responsible for each of the activities is an important part of this ownership process. Unless responsibility for carrying out an activity is specifically allocated, it is very likely that nothing will happen. However, with responsibility must go some degree of authority. It is no use saying that someone is responsible for putting together a report by a certain date unless she or he has the authority to insist that contributors give him/her their contributions by a certain date. If the contributors fail to meet the deadline, then the collator needs to insist that their supervisors deal with the problem. You can only hold someone accountable if you give him or her both responsibility and authority to get the job done.

**Decide on gender indicators to follow-up the activities:** Indicators show that activities have successfully taken place. They are the results of the activities that act as a monitoring tool. So, for example, if we take the UDOM activity of *conducting workshops and seminars on gender issues for UDOM staff and students*, then the indicator would be *number and type of workshops and seminars*. Indicators are the “what” that must come out of activities if a result area is to be achieved and the action plan is to be successful. The indicators show progress towards the achievement of the strategic objectives, which in the case of this activity is to *promote gender mainstreaming and gender sensitivity at UDOM*.

**Decide on monitoring and evaluation roles and responsibilities:** One aspect of action planning that often gets neglected is gender-sensitive monitoring and evaluation. It is important to decide who will be responsible for the monitoring and evaluation of the action plan and how the results of the plan will be documented and disseminated. Monitoring helps ensure accountability to stakeholders for what is happening and it helps identify lessons learned that can lead to corrective action when necessary. Don't just collect information for the sake of having it. You must have a purpose, a reason for collecting the information.

**Decide on allocation of budget and other resources to ensure that implementation is feasible:** It is important to discuss the budget and other resources needed to carry out the activities and assess their feasibility in terms of being realistic and achievable. The resources or inputs that are normally needed for activities are: finances; people; materials; services; and transport.

# A5.6 Action plan process guiding questions

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Overall goal:						
Strategic Objective	Strategy	Activities	Indicator	Person or office responsible	Timeframe	Budget and other resources
SO1						
SO1						

So far we have identified an overall goal and strategic objectives that will lead us to the realisation of this goal. Now we need to identify a strategy, activities, indicators, person or office responsible, timeframe and budget and other resources. Use these questions to guide you whilst working in your groups.

**Strategy:** (broad plan such as advocacy work or awareness raising)

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

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

1. What type of activities would work to support the strategy?

**Indicators:** (for example, completion of the workshop)

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

**Person or office responsible:**

1. Who has time to do the task when it needs to be done, as well as the ability to do it?
2. Does the person have experience, skills, capabilities, confidence needed to do the task?
3. Does the activity complement their current work or does it unrealistically increase their workload?
4. Is it better to assign the activity to an office or an individual?
5. Do we need to hire in short-term contract support? Do we have the available funds?
6. What additional support does this person or office need? Who can offer this support?

**Timeframe:**

1. What needs to be done before and after the activity is carried out and how much time does this require?
2. How much time does each step of the activity require?
3. When is a realistic starting date for carrying out the activities needed to achieve the intended result?
4. When does the activity need to be carried out by to achieve the intended result?

**Budget and other resources:**

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

## A5.7 Monitoring form template

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This is a template for an action plan monitoring form that can be adapted. It draws on the indicators that you have developed as part of the action plan.

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

In the section called Progress report (the last column), respond to the following questions:

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

<b>Strategic objective</b>	<b>Activities</b>	<b>Person responsible for the activity</b>	<b>Timeframe</b>	<b>Indicators</b>	<b>Progress report (ongoing/completed)</b>
<b>S01</b>					
<b>S02</b>					
<b>S03</b>					

## A6.2 Final evaluation (taken from [OXFAM, 1994;p.593](#))

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Please write your comments below to assist us in finding out how useful the workshop has been, and how we can work towards future steps to address gender inequalities in our institutions. Thank you.

1. What did you find most useful about the workshop?

2. What did you find least useful about the workshop?

3. Was the content of the workshop (please tick the appropriate word/s)

- Not useful
- About right
- Very useful

Comments:

4. Was the style of the workshop (please tick the appropriate word/s)

- Unhelpful
- About right
- Helpful

Comments:

5. What do you think you have learned in the workshop?

6. How will you use what you have learned in your job?

7. What might stop you using what you have learned? (include your own attitudes and fears)

8. What future steps would you like to see taken?

9. Any other comments?



## A6.3 Closing activities

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

### 1. Reflecting on the workshop

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

### 2. The story from our workshop

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

For example:

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

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

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

### 3. Fish bowl

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

#### **4. It's in my bag**

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

#### **5. No talking please!**

Participants work in groups to respond to the questions:

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

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

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