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Documentation

# Gender Training Workshop Tubman University, Liberia

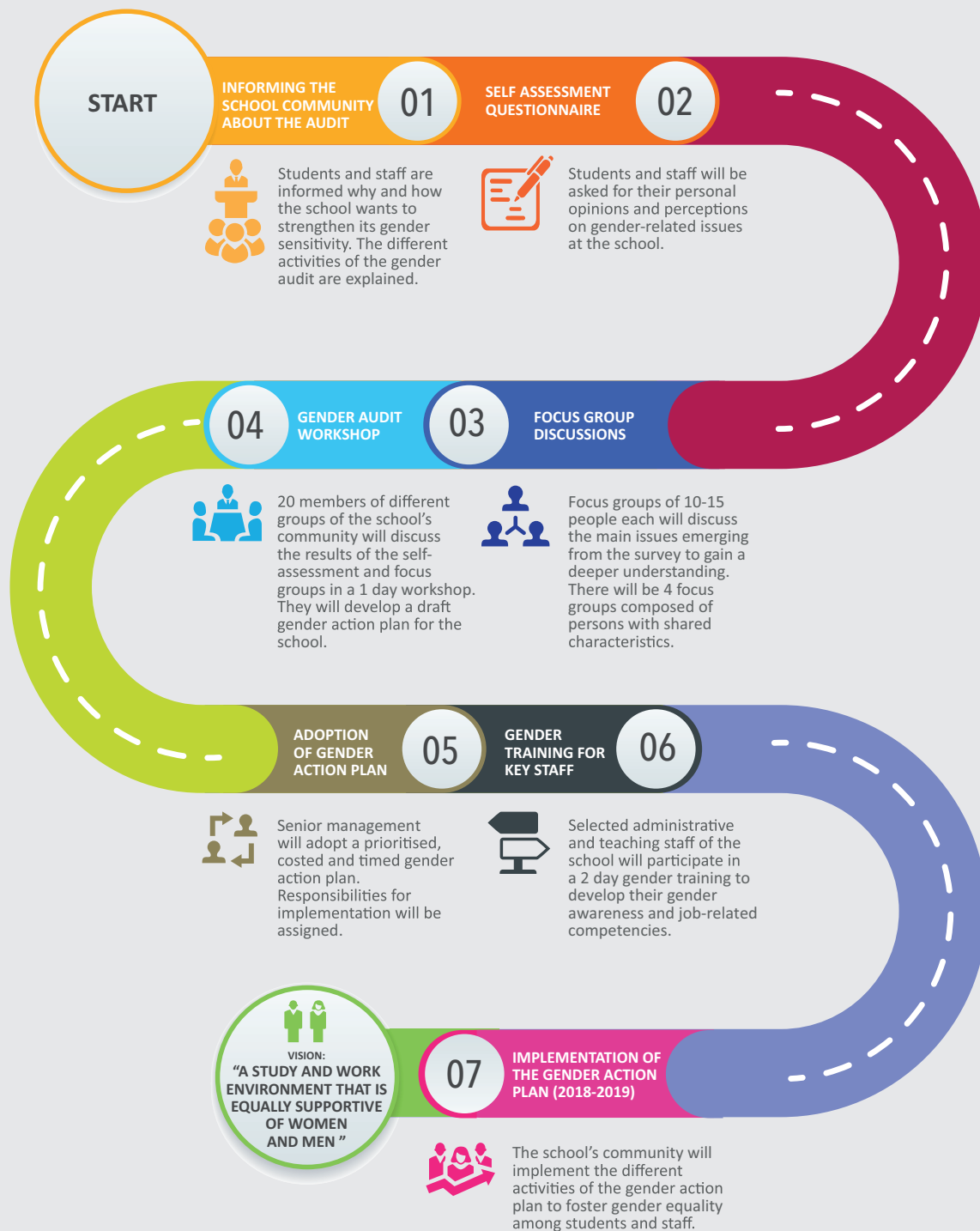
November 20 and 21, 2018



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# THE ROAD TO MORE GENDER EQUALITY AT OUR SCHOOL



# Rationale

## Background

Liberia and Germany are jointly implementing a project that seeks to address gender biases in the Liberian health workforce. The objective is to improve institutional capacities and personal empowerment of women to enable their increased economic participation in Liberia's health workforce. The project "Employment-oriented support for Women in the Health sector" (EWH) is led by Liberia's Ministry of Health (MOH), with other national partners from the health, education and employment sectors. The German technical cooperation contribution is funded by the Federal Ministry for Economic Cooperation and Development (BMZ) and focuses on capacity development. The GIZ, in close collaboration with international development partners active in Liberia, is responsible for implementation on the German-side.

The EWH project seeks to improve women's career opportunities in Liberia's health workforce. This entails support for equitable access of women to education and career development along the career ladder as well as making the general HR planning, development and management systems for the health workforce more gender responsive. EWH seeks to both empower individual women and foster institutional change. The capacity development approach accordingly targets capacities at the level of individuals, institutions/organisations and cooperation systems.

In order to make pre-service education for health sector professions more accessible to women and more responsive to their needs, the EWH aims to strengthen the gender responsiveness of selected health training institutions (HTIs). This is in turn expected to positively influence student enrolment, retention, and performance in education for women entering health sector professions. The GIZ has already identified that there is a need for and significant scope to strengthen the gender responsiveness of HTIs in terms of institutional capacities (policies and services) and human capacities (gender competencies of staff and students).

With the aim of achieving greater gender responsiveness at Tubman University in 2018 a gender audit was conducted. The gender action plan elaborated during the gender audit workshop was adopted by the university administration (step 5). Part of the gender audit was also (step 6) to develop and implement a gender training for staff, faculty and students.

This documentation is the result of a two-day gender training workshop at Tubman University on November 20 and 21, 2018. In total 18 persons participated in the training, among them 7 women and 11 men.

## Objectives

The objective of the training was to develop individual gender competencies of key administrative and teaching staff as well as selected student representatives from the College of Health Sciences at Tubman University. The training aimed to enable participants to grasp and apply key concepts related to gender in the context of their institution and thus, contribute to institutional change in order to strengthen the gender responsiveness of the institution.





# 1 WORKSHOP INTRODUCTION

## 1.1 Welcome



The workshop started with a prayer before the EWH project TA addressed introduced the EWH project,

GIZ and the gender training workshop as part of the gender audit process.

## 1.2 Sociogram

In order to identify the various subgroups among the participants and how they relate a short sociogram was conducted. Participants were asked to locate themselves in the room:

- According to gender
- According to functional groups
- According to exposure to gender issues



Men and women



Faculty, students, and management



Management



Administration

The majority (9) were students, 3 were faculty (education, public health and health sciences), 2 from management (gender center), and 4 from administration, including the president who considered himself as administrative.

### Line of gender knowledge

Participants were asked to stand along a line on the floor with numbers marked from 1 to 10. 1 represented knowing nothing, or very little about gender, while 10 meant being gender competent. Most of the group considered that they knew something about gender, ranking themselves between 3 and 5. Several participants positioned themselves below 3, and only one at the number 10.





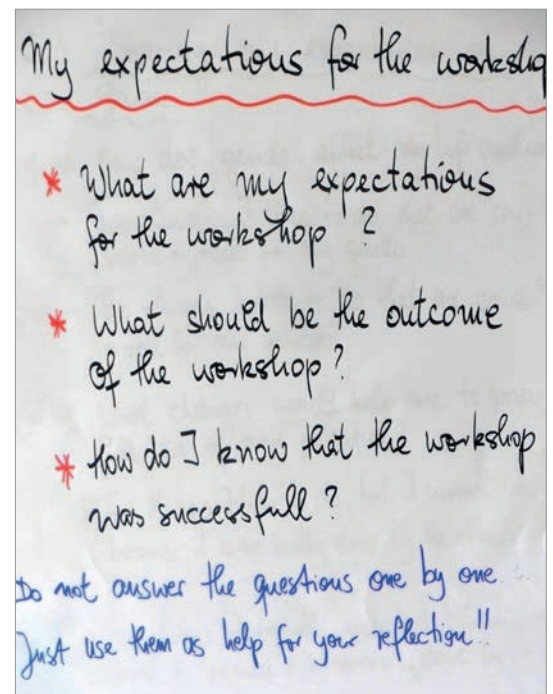
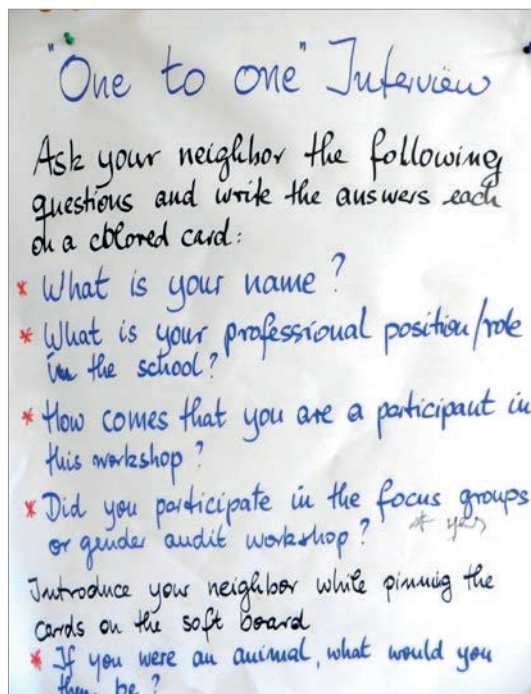
## 1.3 Introduction of participants: One to one interview

For the individual introduction of the group participants small cards with names of animals were distributed. Participants had to find their partner and interview her/him according to a set of questions that were written on a flipchart. The facilitator reminded the participants the rules for writing on colored cards:

- One idea on one card
- Not more than three (max. four) lines
- Using the whole space for writing, starting to write from the upper left corner
- Writing legibly using both capital and lower-case letters.

Each participant presented her/his partner verbally and pinned the related colored card on a softboard

It was interesting to see which animals the participants selected. There were eagles (3 men), some lions (2: 1 woman, 1 man) one monkey (woman), one gorilla (man), one leopard (man) and one fox (man), but most of them selected domesticated animals like horses (2: 1 woman, 1 man), dogs (3: 2 men, 1 woman), one cat (man), sheep (2: 1 woman, 1 man), rabbit (2: 1 woman, 1 man).





## One to one interviews and expectations

### Who is my partner?

Eric v. Forkpah  
Student  
Selected by his college to represent  
\* Eagle

William Koto  
2 Assistant Registrar  
3 Selected by the Gender office  
4 \*  
5 Eagle

1. Dan Job - Bestman  
2 Assistant Vice President for academic Affairs.  
3 Because I am a supervisor to the gender office / build  
4 X  
5 cat

1. Janet J. Danyen  
2. Student / Public Health Dept / U  
3. Selected  
4. Yes  
5. Monkey

Meshach S. Elliott  
Student  
Selected  
\* HORSE

Daveyn C. Gitayee  
Student  
Selected  
NO HORSE

DEBORAH K. WEHR  
STUDENT  
SELECTED  
NO SHEEP

ASE ELIOTT LEBLUM  
Gender Director  
DUB  
\* Rabbit

MISS MYTH CARRASOSA  
Faculty  
Selected  
\* NO DOG

Catherine R. Whist  
Student  
Selected  
\* LION

### My expectations for the workshop

I Expect to know So many things from this Workshop that I did not learned from the past Workshop.

To fully Understand gender related issues and the pathway & the training be fully implemented.

My expectation is that Gender equity workshop should be successful and Participatory.

- To be able to educate others about gender issues  
- To help change the world through gender awareness

My expectations for this workshop are that at the end of it I should be able to get the message of gender equality so that it can be implemented out there to my fellow friends.

In my own understanding, I expect to know what is Gender, Sex, and Gender equality. It will help me to be a positive thinker and understand the meaning of Gender equality.

Understanding More Participations Success

\* Better understanding of Gender Sensitivity  
\* Better

I know a very little about gender, but from this workshop now, I will learn a lot about gender, and I will like to be part next time so I can learn more!!!

James J. Mah  
Administrative Assistant Gender  
Selected  
NO dog

Dr. Elliot H. Wilson  
President of the University (TU)  
Invited  
NO Gorilla

Nelson D. Wroyc  
Manager for Computer Quality Assurance  
Selected  
\* Sheep

To know about Gender mainstreaming  
I want to know how Gender is integrated into and how to be placed in a system.

Deepen my knowledge of what it means to be Gender Sensitive

+ To have more understanding about Gender  
\* Gender mainstreaming understanding

1. EMMAWEL NWAJI  
2. STUDENT  
3. SELECTED  
4. FOX

I expect the detail information about gender, the importance, advantages and disadvantages of gender equality in the society.

1. Mulbah M. Tokpah  
2 Faculty  
3 Invited  
4 NO  
5 Leopard

1. Hope to acquire Knowledge based information for myself & students

1. Rex Matthew Nwansure  
2 Administration  
3 Invited  
4 NO  
5 LION

My Expectations:  
- To have an understanding of what Gender is  
- To enhance my knowledge in dealing with Gender issues

\* JESSICA B. WILSON  
\* FACULTY  
\* SELECTED  
\* YES  
\* EAGLE

I EXPECT TO BE REMINDER OF THINGS I HAVE FORGOTTEN FROM PREVIOUS WORKSHOPS & TO LEARN NEW THINGS

\* NEHEMIAN E. TORBOR  
\* STUDENT  
\* SELECTED  
\* YES

To know about Gender importance of what Gender is  
To know what the understanding of what Gender is  
To learn new Gender related issues.

I WOULD LIKE TO BE A DOG

Theoma B. Collins  
Intern at GIZ/MPH at Catholic University  
Because I am part of the training team.  
NO  
LION

Kahine G. Dennis  
Public Health Student / Rep of College of Health Sciences  
Was part of the Gender Audit and selected by College  
Yes  
Rabbit

I expect that Knowledge gotten from this Workshop and recommendations will be implemented and taken as a priority at TU.

Name	Position	How did you come to the workshop?	Participation in gender audit	Which animal would you like to be?
E. F.	Student	Selected	Yes	Eagle
W. K.	Assistant Registrar	Selected by gender office	Yes	Eagle
T. D. J-B	Assistant Vice President for Academic Affairs	Because I am a supervisor of the Gender office	No	Cat
J. J. D.	Student, Public Health Dpt.	Selected	Yes	Monkey
M. S. E.	Student	Selected	Yes	Horse
D. C. G.	Student	Selected	No	Horse
D. K. W.	Student	Selected	No	Sheep
A. E. L.	Gender Director	Duty	Yes	Rabbit
M. M. C.	Faculty of Education	Selected	No	Dog
C. K. W.	Student	Selected	No	Lion
A. J. M.	Administrative assistant Gender Development Center	Selected	No	Dog
E. W. W.	President of the University	Invited	No	Gorilla
N. D. W.	Manager for compliance, quality assurance	Selected	Yes	Sheep
E. N. N.	Student	Selected	No	Fox
M. M. T.	Faculty Health Sciences	Invited	No	Leopard
M. A.	Administration	Invited	No	Lion
J. B. W.	Faculty Public Health	Selected	Yes	Eagle
N. E. T.	Student	Selected	Yes	Dog
T. B. C.	Intern of the GIZ EWH project/ MPH at Cuttington University	I am part of the training team	No	Lion
R. G. D.	Public Health Student, Representative of College of Health Sciences	Selected by the college	Yes	Rabbit

## 1.4 Training needs assessment

Before the gender training a short questionnaire on training needs had been distributed to participants of the gender audit workshop. Nine participants answered the questions. The answers have been categorized and summarized. They were considered when designing the workshop program and form part of the expectations of participants for the gender training.

### 1. Three things you would like to know/to know better at the end of the gender training workshop?

- Catch up with what has been learnt in the gender audit workshop
- General issues about the GIZ EWH project
- The pillar within the SDGs that speaks highly on gender issues
- General issues in regard gender and gender equality
  - To what extent gender equality in the society contributes to development?
  - To what extent a gender balance in institutions is important?
  - Differences between men and women in terms of learnt behaviors, self-confidence and self-esteem, as well as recognition and social status.
- Gender knowledge
  - How does gender as term include men and women, boys and girls?
  - Sex disaggregated data and its use
  - What is gender mainstreaming?
- How can we deal with gender issues at TU?
- How to develop one's personal capacities

### 2. Three things you would like to do better or differently after having participated in the gender training workshop?

#### Knowledge

Have more knowledge and a better understanding of gender and gender equality

#### Attitudes

Become more gender sensitive and avoid stereotypes against women

#### Practices

Become more active in explaining and advocating for gender equality at the school

Create more awareness on abuse

Be better able to engage in all activities, opportunities and decision making

#### Personal development

Become more self-reliant, increase self-esteem

### 3. What are technical terms in regard gender you want to understand better after the gender training workshop (list as many as you want)?

The most often mentioned term was: sex disaggregated data. Also, the difference between the terms sex and gender, male and men, female and women, boy and girl were mentioned several times.

Gender audit and gender mainstreaming were mentioned once each.

### 4. Did you participate in the focus group discussions or in the gender audit workshop?

Most of the nine respondents had participated in the gender audit activities in May 2018.

### 5. If yes; what are the three things you still remember from the focus groups or the audit workshop?

#### Gender knowledge

Roles relating to gender change over time  
Gender roles are changing

Sex is used to denote biological characteristics

The difference between gender and sex

Definition of gender

Gender referred to both man and woman

Sex differences biologically

Sex cannot change, but gender (roles) can change

Gender equality

Gender equality

Women and men are the same in society

Gender empowerment

Peace building

Young empowerment

#### Planning for change

Encouraging women to participate [participate] in activities

Tubman University needs to be gender ori-

ented when it comes to employment  
 There is a need to have a gender action plan  
 at Tubman University  
 Identifying stakeholders for the implemen-  
 tation of the various issues or policies being  
 developed.

#### **Workshop methodology**

Group presentation on action plan  
 Making your audience focus on the  
 training  
 Developing a focal question to be able to  
 stick to the point of discussion

## 1.5 Expectations

The participants were asked to write down their expectations on colored cards and pin them on the soft board.

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### Expectations

---

Fully understand gender related issues and the outcome of the training be fully implemented

---

I expect to know so many things from the workshop, that I did not learn from the past workshop

---

My expectation is that the gender workshop should be successful and participatory

---

To be able to educate others about gender issues

---

To help change the world through gender awareness

---

To be certificated after the training

---

To be a positive thinker about gender

---

At the end of this I should be able to get the message of gender equality so that it can be implemented out there to my fellow friends

---

I expect to know what gender, sex, and gender equality is; it will help me to be a positive thinker and understand the meaning of gender equality

---

Understanding, more participation and success

---

Better understanding of gender sensitivity

---

I know very little about gender, but from this workshop I will learn a lot about gender and I will like to be part next time so that I can learn more

---

To know about gender mainstreaming, to learn about gender disaggregated data and how to be placed in a system

---

Deepen my knowledge of what it means to be gender sensitive

---

To have more understanding about gender and gender mainstreaming

---



---

I expect detailed information about gender, the importance, advantages and disadvantages of gender equality in the society

---

Hope to acquire knowledge-based information for myself and students

---

To have an understanding of what gender is; to enhance my knowledge when dealing with gender issues

---

To be reminded of things I have forgotten from the previous workshop and to learn new things

---

To know about the importance of gender; what the understanding of gender is; to learn new ideas on gender related issues

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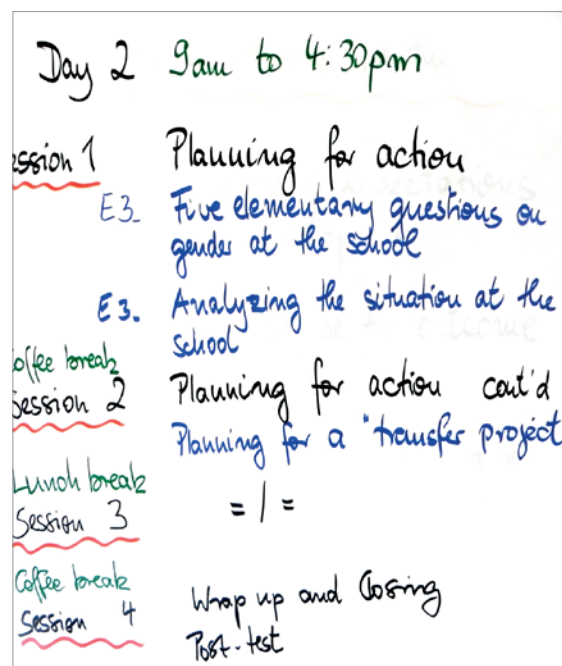
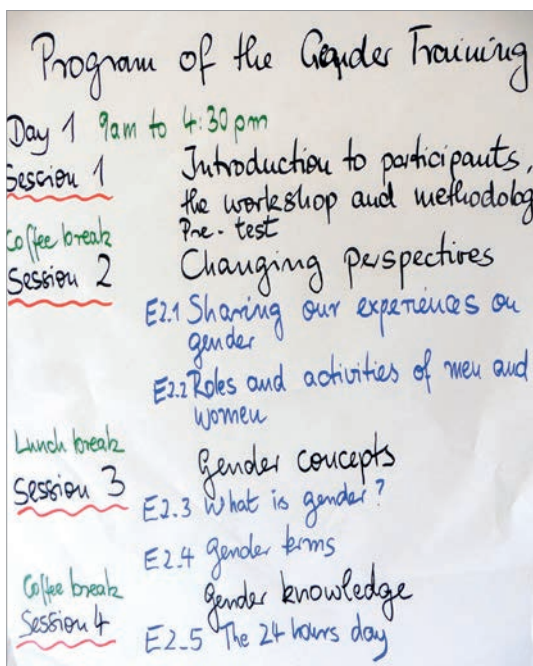
Knowledge gotten from this workshop and recommendations will be implemented and taken as a priority at TU

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## 1.6 Program of the workshop

After this activity, the program of the workshop and its methodology were presented by the facilitator.

Due to time constraints some changes to the agenda were necessary.



## 1.7 Pre-test

The pre-test asked for participants' knowledge about gender and their own experiences in this regard. The questions address the learning objectives of the different program topics.

### Pre-test

1. What, in your point of view is the difference between the terms: "sex" and "gender"
2. What gender stereotypes are you confronted with in your working environment? To what extent are these stereotypes positive? To what extent are they negative?
3. What gender stereotypes do you use often in your social environment? In your point of view, what do you think are reasons for using them?
4. If you were asked to describe the concept of gender to someone, what would you list as its key features?
5. Please write down up to five differences in the daily work(load) between men and women in your societal setting.
6. In your point of view, what are relevant questions to answer in order to analyse the situation in your working unit/institution in regard to gender equality?
7. What do you think you can personally do to increase gender equality in your working unit/school?



### Results of the pre-test

Correct and somehow correct answers	0	1	2	3	4	5	6	7	Total
No. of participants	1	2	8	5	1	3			20

The shaded part would be those who passed the test.



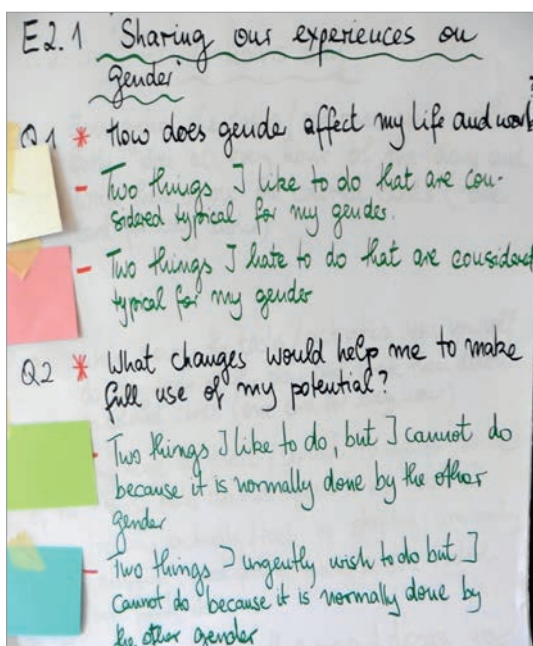
## 2 CHANGING PERSPECTIVES

### 2.1 Exercise: Sharing our experiences on gender

The group was asked to write down their individual experiences on gender based on the instructions from the exercise. It turned out that it was not so easy to come up with something that is expected from the opposite gender, that they would like to do, despite not belonging to this gender. Stepping out of the assigned gender roles proved to be difficult, even just as a mental exercise. Most of the examples then given

came from the social sphere, only one of the participants mentioned something from the working environment.

The participants were divided into two groups of women and two groups of men and worked on the exercise first individually before sharing their reflections with their group members. Finally, each group presented to the plenary.





## Women's groups

Two things I like that are typical for my gender	Two things I hate to do that are typical for my gender	Two things I like that are typical for the opposite gender	Two things I wish to do urgently that are done by the opposite gender
Caring and cooking	Fetching water and fetching fire wood	Cutting my hair and fishing	Hunting and brushing
Caring and cleaning my house	Wearing skirts and fetching water	Playing check-up and hunting	Riding a motor bike and climbing in a palm tree
Studying and cooking	Fetching fire wood and ironing of cloths	Playing football and cutting my hair	Selling and open my blouse for breeze
Baking and cooking	Brushing and hunting	Playing basket-ball and boxing	Hunting and brushing of bushes
Caring and cooking	Plating hair and farming	Cutting my hair and brushing the farm	Remove clothes when working and hunting
Cleaning the house and take care of my little brothers and sisters	Bearing children and too much talking	Too much eating and playing	Drinking and driving
	Washing the dishes and doing the laundry	Tinkering and wood working	Work topless if the weather is hot and sit like men
	I would like to cut bushes as a man does but I cannot I would like to be a fisherman, but I don't have the ability to do so		



There were two cards that generated some debate:

- Brushing and hunting was seen a man's and not a woman's activity. There seem to be some communities in which brushing and hunting is also the task for the women.
- The last card in the second column seems to pertain more to the things one would like to do but is actually not allowed to do it, because of one's gender.





## Men's groups

Two things I like that are typical for my gender	Two things I hate that are typical for my gender	Two things I like that are typical for the opposite gender	Two things I wish to do urgently that are done by the opposite gender
To provide food for the house and be a good leader	To fight war in any way and to be the only provider for the home	Stay away from others but not allowed and being the house keeper	Like to be around children, there are certain chores reserved for women: cooking, cleaning
Being a home protector and being an absolute provider	Hate to be violent and not regarding women as equal opportunity holders	To cook when I stay home during weekends and clean up the house during week-ends	To quiet my baby when it cries but cannot because the mothers does it
To be a bread winner for the house and make sure the home is peaceful	To fight a war and to hunt for animals	To take care of my brethren and to purchase food stuff	Take care of babies and dish up
Manage my unit as best as possible and exercise my authority taking into account the needs of my unit and the people assigned to me	I hate my wife trying to influence my decisions in the home	To help take care of the kids and sometimes help with the same house work	I would like to be "spect" but must do the speaking, but the women wait (to?) step up
To decide on my own and to be first in anything	I hate to brush and to climb	Cooking at home and playing Ludo	Too much of washing and too much of dressing
Being in charge of issues occurring in my home and make major decisions as to the well-being of the family	I love to be in charge of the finances in the home and love to give the final decision in the home with regards to running the home	I love to be in charge of the finances at the home and always make the final decision in the home	To share the responsibilities at the home with my wife and make the final decision in the home
To work and provide food, shelter, clothing for my family and always stay around with my family	Doing risky thing, e.g. fighting on fronts during the war and to be seen as the only provider for the home	Watching movies and too much dressing	Assist in doing some house chore when I am not busy and help to take care of the children
To provide for my family and make sure they are protected all the time	Fighting and washing of clothes	To take care of my children and to wash but is usually done by the women	Baby sitting and business
Hunting and fishing	Walking about and being rude	To get pregnant and to give birth to a baby and to cook well	Breastfeed my baby but I cannot and get pregnant but cannot
Playing musical instruments and assuming leadership roles		To cook and set up occasions for dinner, etc. and be a care giver as mostly done by women in care giving centers	Take good care of my children and wake up very early to prepare the home
			Cleaning up and performing a normal home care responsibility and total child care

## Men's groups

## Sharing our experiences on gender

### Two things I like that are typical for my gender

- To provide food for the home
- To be a good leader

Being a home protector

- Being the absolute provider

- 1) To be a bread winner for the home
- 2) To make sure the home is peaceful

- Money is my main asset
- Exercise authority
- To be the one who makes the final decision in the home

- I like to drink on my home own
- I like to be first in anything

- I am in charge of the finances in my home
- I make the final decision in the home with regards to the well-being of the family

- I like to work and provide food, shelter, clothing for my family
- I want to always stay around with my family

- Two things I like to do that are consider typical for my gender
1. To provide for my family
  2. Make sure they are protected at all time

Drinking  
Drinking

- \* PLAYING MUSICAL INSTRUMENTS
- \* ASSUMING LEADERSHIP ROLES

### Two things I hate that are typical for my gender

- To fight war in anyway
- To be the only provider for the home

I hate to be violent

- The Despecting & Gender Equity. Not respecting women as equal opportunity holders

- 1) I hate to fight a war
- 2) I hate to hunt for animals

- \* I hate my wife trying to influence my decision in the home

- \* I hate to be a bookworm
- \* I hate to climb

- I love to be in charge of the finances in the home
- I love to make the final decision in the home with regards to running the home

- Two things I hate that are consider typical of my gender are
1. Being risky work ex fighting in front of my wife
  2. Hate to be seen as the only provider for the home

- \* FIGHTING
- \* WASHING OF CLOTHS

- \* WALKING ABOUT
- \* BEING RUDE

### Two things I like that are typical for the opposite gender

- Stay away from O.T.A.T.S. But not allowed
- I like to be the house keep - But

- 1) I like to cook when I stay home during weekends
- 2) I like to clean up the house during weekends

- \* I like to take care of my brethren
- \* I love to purchase food stuff

1. To help take care of my kids
2. Sometime help with some house work

- \* COOKING AT HOME
- \* PLAYING LOUD

- I love to be in charge of the finances in the home
- I love to always make the final decision in the home

- \* WATCHING MOVIES
- \* TOO MUCH DRESSING

- 1) I like to take care my children, but is usually done by the women
- 2) I like to wash, but this is usually done by women

- To get pregnant and give birth to a baby
- To cook well

- I like to go and get up decisions for dinner I eat
- I like to be a care giver as mostly done by women in our society context

### Two things I wish to do but are done by the opposite gender

- I do like to be a housewife - But
- Certain chores like ironing, cleaning, etc

- I usually want to quiet my baby when it cries, but can't because the mother does

- I like to take care of babies
- I love to dish up

- I would like to be a speaker - But I can't do the speaking - But I can step up

- \* TOO MUCH OF DRESSING
- \* TOO MUCH OF DRESSING

- I love to have the responsibility in the home with my wife
- I love to make the final decision in the home

- I wish to

  1. Assist during some house chore when I am not busy
  2. Help to take care of the children

- \* BABYSITTING
- \* BUSINESS

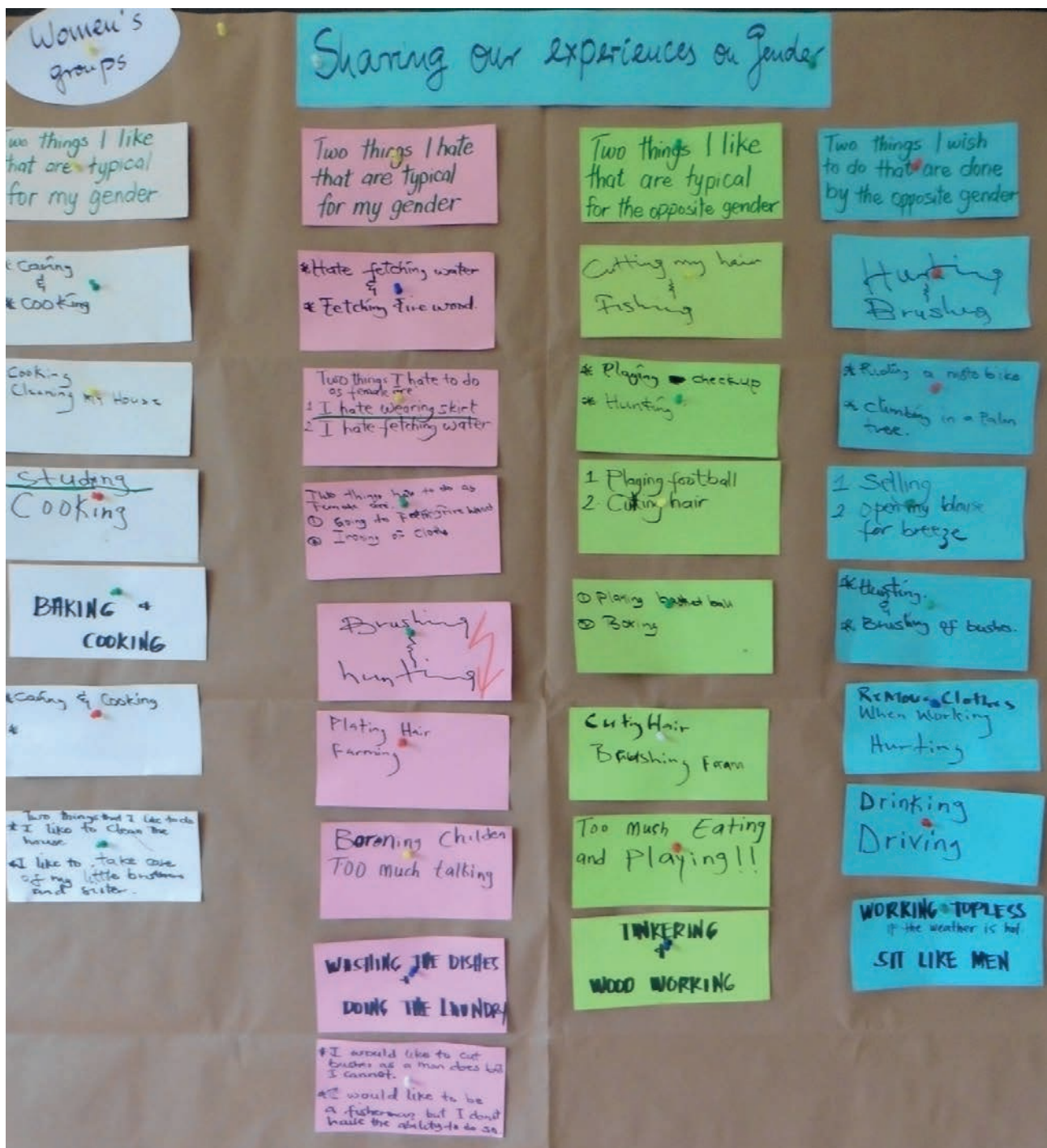
- 1) I want to gently rock my baby, but I can't do
- 2) I want to get pregnant, but I can't do

- To take good care of the children
- To wake up very early and prepare for the day

- Cleaning up and performing a normal home care responsibility
- Total child care







Things women and men like to do or not like to do refer to the usual gender stereotypes. It is interesting that men refer to violence and fighting as things they do not like but seem to be expected to act or feel social pressure to behave in this way. It is also interesting that the men participants in this group would like to contribute more in the household with cooking and looking after the children, but they are deprived from doing so. The women in the group in contrast would like to be able to take the men's liberties in terms of cutting their hair, working topless in the heat, playing football, climbing trees, and riding motorbikes.

Most of both positive and negative examples given by both genders come from the personal and societal

environment and only one from the men's working sphere. This then refers to the leadership role the person has in his working unit.

Reasons for it may be that for the participants it was difficult to imagine activities or situations in their working environment that are related to their gender condition e.g. positive for men: speaking in assemblies, and for women students that professors promote their active participation in class; or negative for men: that they are expected to always take a leading role and for women: that it is difficult to move up in the career ladder or that their male colleagues often do not consider their opinion.

## 2.2 Exercise: Power walk

### Energizer

To refresh we started after the lunch break with a short rhythm energizer: It starts by tapping your thighs twice, clap your hands twice and snap your fingers twice.

Fe... fefa... fefafo... and then you can repeat.

To continue with the technical content of the workshop we decided to do the “Power walk” exercise instead of the originally planned “Quiz on roles and activities of men and women”. Similar to the quiz, this activity illustrates that women and men do different activities during the day, having different opportunities and different limitations based on their social, economic and educational positions in a society. In taking on a new role and reflecting on its boundaries and/or opportunities, participants learn to perceive inequalities in every-day life.

Six volunteers were given colored cards on which certain roles were described. The volunteers were asked to imagine themselves in these roles before reacting to a series of questions that were read out one by one by the facilitator. The volunteers were instructed to take one step forward, if in that role one could answer “yes” to the question. If uncertain or having to say “no” the person had to stay where she/he was.



### „The Power Walk“<sup>1</sup>

The roles:

1. You are the wife of the village chief, who heads the village council and is a large land-owner
2. You are a woman doctor, unmarried, and you are in charge of the local rural health center
3. You are a married man with three children. You have a piece of land for cash crop farming that your wife helps with. She also carries out subsistence farming to feed the family
4. You are the village chief, head of the village and a large landowner. You are married with three sons.
5. You are a married woman with two daughters. Your husband has got a small piece of land on which he farms cash crops and you help him. Besides this, you have a small garden which

you farm yourself to provide subsistence crops to the family.

6. You are a mother and single parent with three children, who lives in an urban slum. You support your family by selling vegetables on the roadside.

The questions:

- Would you be able to read a newspaper and announcements of important messages?
- Would you have a final say in deciding how the family income should be used/spent?
- Would you never be vulnerable to sexual harassment?
- Would you be able to have major influence on the decision of the location of the water supply in the area you live?

<sup>1</sup> Liverpool School of Tropical Medicine and University of Manchester (Marion Marshall), taken from District Health Management Tools, InWEnt 2003, ed. Barbara Kloss-Quiroga



- Would you never go to sleep hungry?
- Would you be elected as a member of the local village or neighbourhood council?
- Would you be able to take a two weeks holiday abroad?
- Could you afford an expensive but necessary surgical intervention?
- Would you be elected member of Parliament?
- Could you go away on a three month training course to improve you job prospects?
- Could you go to evening meetings in the local bar where community politics are discussed and informally decided?
- Would your views be requested at a community meeting discussing the location for a new health center?
- Would you be asked to use your influence to get your nephew a new job?
- Would you expect to be able to relax during the evening after a full day's work?
- Would you ever become a judge?
- Could you leave your two-year-old baby to travel for work?
- Would your complaint about the treatment of your sick child at the local health center be followed up and taken seriously?
- Would you feel confident about speaking at a public meeting?
- Could you be represented in a court of law over a land dispute?
- Would you never have to stand in a queue at the health centre?
- Could you afford a refrigerator?
- Could you influence the choice of a local male health worker?



The start



The final distribution

At the end of the exercise the volunteers were asked one by one to disclose their roles and explain how they felt when listening to the questions.

The analysis generated some discussion about the various roles assigned and how representatives of these roles went forward when answering the questions positively.

Participants became aware that women's education plays a crucial role in changing traditional roles in society and overcoming gender stereotypes. In addition, they realized that despite having a husband who is well recognized in the community his wife may not have the same decision making or economic power. The same could be appreciated with the small farmer and his wife. Last in the line stood the single mother with three kids.



# 3 GENDER CONCEPTS

## 3.1 What is gender?

The exercise challenged participant's own thinking and conceptual knowledge. The related handouts were therefore distributed only after the exercise.

The participants were asked to discuss their own understanding of gender and present their discussion results to the plenary (see group work instructions)

There was still substantial misunderstanding about the differences between sex and gender and what the gender concept entails despite the various opportunities during the morning in which the term was explained.



Group 1



Group 2

Photo on top: Group 3

## Group work results

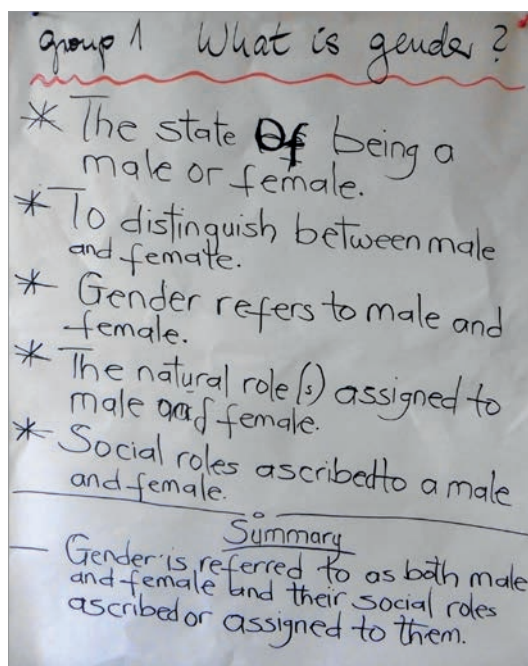
### Group 1

1. The state of being a male or a female
2. To distinguish between male and female
3. Gender refers to male and female
4. The natural role(s) assigned to male and female
5. **Social roles ascribed** to a male and female

Summary: **Gender is referred to** as both male and female and their **social roles ascribed or assigned** to them.

#### *Comment by the facilitator*

the terms male and female refer to the biological/natural differences between the two sexes. The terms man and woman refer to the societal, cultural roles and responsibilities of both genders in the society. While the summary explains the term gender correctly apart from using the biological terms of male and female instead of using the terms man and woman, the first 4 characteristics relate to biology/nature (male and female) and not gender/society (man and woman).



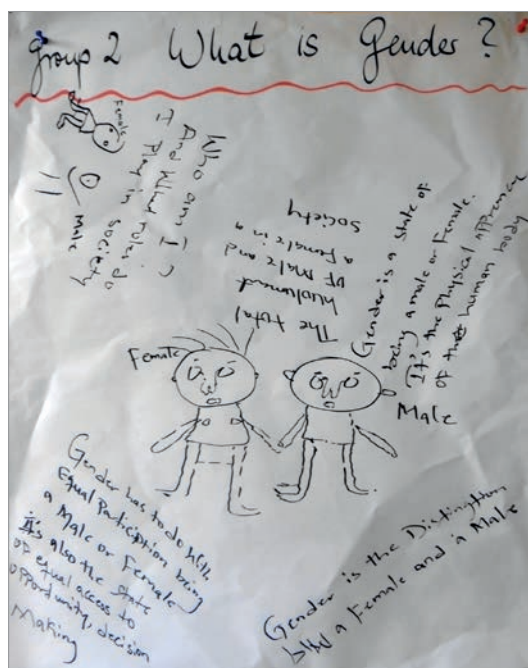
### Group 2

The group presented a flipchart sketch with their ideas about gender:

1. Who am I and what role do I play in society (female, male)?
2. Gender has to do with equal participation being a male or a female. It is also the state of access to equal opportunities, and decision making
3. Gender is the distinction between a male and a female
4. The total involvement of male and female in a society
5. Gender is a state of being a male or a female; it's the physical appearance of the human body.

#### *Comments by the facilitator*

When we talk about the distinction between male and female, we talk about biological differences. The biological differences make up the physical appearance of the human body. Gender in contrast refers to learnt social roles of men and women (we talk about men and women, when we refer to gender, not about male and female). So, men and women have assigned roles and responsibilities in the society. We talk of gender un-/equality when we refer to the extent to which women and men are equal in a society and enjoy equal participation and decision making or not.



The total and equal involvement of women and men in society is called: gender equality.

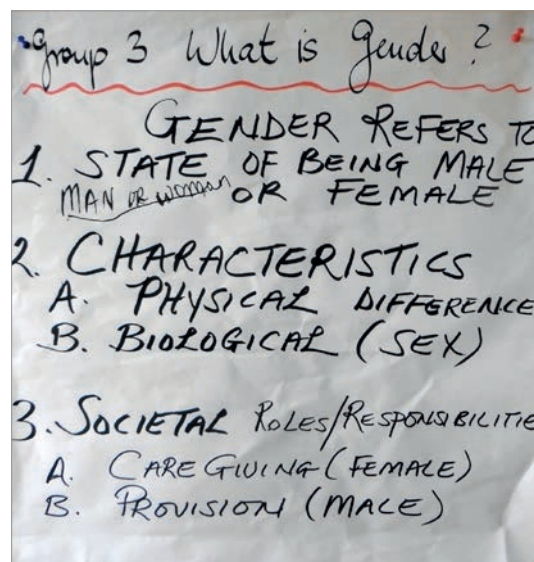


### Group 3

1. Gender refers to the state of being male or female/ man or woman
2. Characteristics
  - a. Physical difference
  - b. Biological (sex)
3. Societal Roles/responsibilities
  - a. Care givers (female)
  - b. Provision (male)

#### *Comments by the facilitator*

The facilitator commented on the presentation: when we talk about gender, we use the terms: man and woman; when we talk about the biological differences (sex differences), we talk about males and females (as with the animals). Human beings are social beings, we refer to gender when we talk about the learnt roles and responsibilities and share of work and power distribution between men and women in a society.



#### Summary of the exercise

1. Gender is different from sex; it is not biologically determined
2. It varies from culture to culture, and with the economic, social, and political context
3. It varies over time
4. We learn gender roles, which implies they can change
5. Persons who act outside their assigned gender roles may face disapproval from family and society
6. It is important to consider gender relationships
7. Gender relationships are power relationships

The following handouts were distributed to the participants:

## "What is Gender?"<sup>2</sup>

### What is Gender?

The conceptual distinction between sex and gender developed by Anne Oakley is a useful analytical tool to clarify ideas and has now been almost universally taken up. According to this distinction sex relates to biology, whereas gender identity of men and women in any given society is socially and psychologically (and that also means historically and culturally) determined.

Biological and physical conditions (chromosomes, external and internal genitalia, hormonal states and secondary sex characteristics) lead to the determination of male or female sex. To determine gender, however, social and cultural perceptions of masculine or feminine traits and roles must be considered.

Gender is learnt through a process of socialization and through the culture of the society concerned. In many cultures, boys are encouraged in the acts considered to display male traits (and girls vice versa) through the toys given to children or games assigned to them, the kind of discipline meted out, the jobs or careers to which they might aspire, and the portrayal of men and women in the media or other cultural spheres. Children learn their gender from birth. They learn how they should behave in order to be perceived by others, and themselves, as either masculine or feminine. Throughout their life this is reinforced by parents, teachers, peers, their culture and society.

Every society uses biological sex as one criterion for describing gender but, beyond that simple starting point, no two cultures would completely agree on what distinguishes one gender from another. Therefore, there is considerable variation in gender roles between cultures.

### Division of labor in society

The division of labor between the sexes is best explained by gender but, because reproduction is based on universal biological differences between the male and the female sex, societies use this as a basis for allotting other tasks. These tasks are allotted according to convenience and precedents in the particular culture and determine masculine and feminine roles.

"Professor George Murdock has surveyed the data of 224 societies (mostly preliterate) and shows

that the tendency to segregate economic activities in one way or another according to sex is strong. Taking a list of 46 different activities, he suggests that some are more often masculine than feminine, and vice versa. For example, lumbering is an exclusively masculine activity in 104 of his societies and exclusively feminine in 6; cooking is exclusively feminine in 158 and exclusively masculine in 5. Hunting, fishing, weapon making, boat building and mining tend to be masculine, while grinding grain and carrying water tend to be feminine. Activities that are less consistently allocated to one sex include preparing the soil, planting, tending and harvesting the crops, 'burden bearing' and 'body mutilation'". (Oakley 1972, p.128)

Even in child-rearing men play a substantial role in some societies:

"The Arapesh, for example, consider the business of bearing and rearing a child belongs to the father and mother equally, and equally disqualifies them for other roles. Men as well as women 'make' and 'have' the baby, and the verb 'to bear a child' is used indiscriminately of either a man or a woman. Child bearing is believed to be a debilitating for the man as it is for a woman. The father goes to bed and is described as 'having a baby' when the child is born.... The Trobriand Islanders are renowned for their ignorance of the father's biological role in reproduction, but they stress the need for the father to share with the mother all tasks involved in bringing up children". (Oakley, 1972, p.134-135)

We see, then, that tasks and the division of labor do not relate to the sex of the individuals concerned, and so are not common to one sex from one culture to another but are culture specific. Thus, gender is culture specific.

Gender not only varies from one culture to another, but it 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.

### Why is gender a development issue?

The roles that women play are different in any given society, and their situation is determined by legisla-

<sup>2</sup> OXFAM Gender Training Manual (1974), p. 94f

tion, religious norms, economic status or class, cultural values, ethnicity and types of productive activity of their country, community and household. Women are usually responsible for domestic work: they take care of children, family health, cooking and providing food and other household services. In most societies they also play a major role in the productive activities of the family; in farming, paid domestic labor, services, industries and income generating activities. In some societies they also have clear community roles.

In each of these areas – reproduction, production and the community- women have often been adversely affected by the development process. There is a wide gap between women's high, yet unrecognized, economic participation and their low political and social power. To understand gender, the activities of men and women need to be addressed

separately. The reproductive, productive and social or community roles women are playing must be looked at as well as the roles played economically and socially by men. By examining men's and women's roles a greater understanding of their needs and involvement in power and decision-making around specific tasks will be reached. This is what we call gender analysis (Caroline Moser).

'A very important point is that the women's share in labor was of much more vital importance to the maintenance of the household than the man's work..... even the food supply contributed by the women was far more important than the man's share....food collected by women was the staple food of the natives...economically (the family) is entirely dependent upon women's work.' (Malinowski 1963 as cited in Oakley 1972, p. 139)

## Gender Training Handout 2\_2

### "Unpacking Gender"<sup>3</sup>

Gender is an old word which has taken on a new meaning. It is a 'portmanteau' word containing a set of inter-related ideas.

Sex is a fact of human biology; we are born male or female<sup>4</sup>; it is men who impregnate, and women who conceive, give birth, and breastfeed the human baby. On this biological difference we construct an edifice of social attitudes and assumptions, behaviors and activities: these are our gender roles and identities. Questioning them may feel threatening, attacking the very foundations of our understanding of ourselves, our personal and social relations, our cultures and traditions.

Yet it is important to understand how we learn to be boys and girls, to become women and men; how we define masculine and feminine behavior; how we are taught activities regarded as appropriate for our sex, and the way in which we should relate to one another. What we learn depends on the society into which we are born, and our position within it, our relative poverty or wealth, and our ethnic group. For unlike sex, gender roles are variable. In some societies women are farmers, own oxen, plough their own fields; in others this is 'against God and nature'; in yet other instances where war, migration, or other factors have left many women entirely responsible for their

households, custom has been modified to enable them to have the means of production to provide for their families. So, gender roles are not only different but also change over time.

Gender analysis looks not only at roles and activities but also at relationships. It asks not only who does what, but also who makes the decisions, and who derives the benefit, who uses resources such as land, or credit, and who controls these resources; and what other factors influence relationships, such as laws about property rights and inheritance.

This reveals that women and men, because of their different gender roles and responsibilities, have different experiences and needs. Both men and women play a role in the sphere of productive work and community life, but women's contribution may be less formal. While men's agricultural work may result in a cash income, women may be producing food for family consumption, and the cash value remains hidden. In community life, men generally have the role of public representation; women's role of organization may be crucial, but less visible, particularly to outsiders. Underlying both productive work and community life is the work of biological and social reproduction. This is the foundation of human society: the care of children and family, the maintenance of the

<sup>3</sup> Adapted from: OXFAM Gender Training Manual, p.99f

<sup>4</sup> We know today that sometimes this heteronormative distinction is not easy to make, e.g. when a baby's sex is not clearly identifiable, or children/adolescents feel uncomfortable and misplaced in their body.



household, collecting water, and fuel, preparing, processing and cooking food, keeping people and home clean and healthy. These tasks can be arduous and time-consuming – and taken for granted. Generally, they fall to women.

Gender analysis reveals the roles and relationships of women and men in society and the inequalities in those relationships. Some information from the UN World's women 2015 report:

“According to the report<sup>5</sup>, prepared by the Statistics Division of the UN Department for Economic and Social Affairs, women live longer lives, benefit from a better access to education and are more independent”.

Yet:

“The UN estimates that today, 58 million children of primary school age are out of school worldwide. More than half of them are girls and nearly three quarters live in sub-Saharan Africa and Southern Asia. Although the vast majority of the world's youth is currently literate, nearly two thirds of the world's illiterate adults are women, a proportion unchanged for the last 20 years

Regarding employment, estimates reveal that only 50 per cent of women of working age are in the labour force, compared to 77 per cent of men. Women are found to remain concentrated in low paid jobs and earn on average between 70 and 90 per cent of what men earn.

Furthermore, women spend on average three hours more per day than men on household chores and caring for family members in developing countries and two hours more per day than men in developed countries. As a result of the gender division of paid and unpaid work, in many countries, women continue to be economically dependent on their spouses.

Lone mothers with children constitute about 75 per cent of all one-parent households and suffer higher poverty rates than lone father or two parent households”.

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<sup>5</sup> <https://news.un.org/en/story/2015/10/513142-women-worldwide-live-longer-healthier-lives-better-education-says-new-un-report> ; accessed October 15, 2018

## Gender Training Handout 2\_4

### Mr. Moyo<sup>6</sup>

#### A story: Mr. Moyo goes to the doctor

"What is your job?" asked the doctor.

"I'm a farmer." replied Mr. Moyo.

"Have you any children?" the doctor asked.

"God has not been good to me. Of 15 born, only 9 alive." Mr. Moyo answered.

"Does your wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four o'clock in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the homestead. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the two smallest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.

"You come home at midday?"

"No, no, she brings the meal to me about three kilometres away."

"And after that?"

"She stays in the field to do the weeding, and then goes to the vegetable garden to water."

"What do you do?"

"I must go to discuss business and drink with the men in the village."

"And after that?"

"I go home for supper which my wife has prepared."

"Does she go to bed after supper?"

"No, I do. She has things to do around the house until 9 or 10."

"But I thought you said your wife doesn't work."

"Of course she doesn't work. I told you she stays at home."

*(Source: Presented by the Women and Development Subcommittee Ministry of Community Development and Community Affairs, Zimbabwe to Women's Regional Ecumenical Workshop, 26 June - 6 July 1989, Harare, Zimbabwe)*

## Gender Training Handout 2\_5

### The Lie of the Land<sup>7</sup>



Agroforestry Today, Vol 1, No 2.

<sup>6</sup> The Oxfam Gender Training Manual. © Oxfam UK and Ireland 1994

<sup>7</sup> The Oxfam Gender Training Manual. © Oxfam UK and Ireland 1994

## Gender Training Handout 2\_6

### Types of Work/Triple Role<sup>8</sup>

Work can be divided into three main categories. Women's roles encompass work in all these categories, and this is referred to as women's 'Triple Role'.

**Productive work** involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

**Reproductive work** involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for the most part manual-labour-intensive, and time-consuming. It is almost always the responsibility of women and girls.

**Community work** involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in economic analyses of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here.

Women, men, boys and girls are likely to be involved in all three areas of work. In many societies, however, women do almost all of the reproductive and much of the productive work. Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in development projects. When they do participate, extra time spent farming, producing, training or meeting, means less time for other tasks, such as childcare or food preparation.

*(Source: Two Halves Make a Whole: Balancing Gender Relations in Development CCIC/MATCH/AQOCI)*

## Gender Training Handout 2\_7

### Practical and strategic gender needs<sup>9</sup>

#### Practical gender needs

- They are a response to an immediate perceived necessity.
- They are formulated from concrete conditions.
- They are derived from women's position within the gender division of labour (i.e. the women's role).
- They do not challenge the subordinate position of women although they arise out of it.
- They are needs mainly arising from and reinforcing women's reproductive and productive role.

Practical gender needs may include:

- Water provision.
- Health care.
- Income earning for household provisioning.
- Housing and basic services.
- Family food provision.

They are needs shared by all household members yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

#### Strategic gender needs

- These are formulated by an analysis of women's subordination in society.
- When addressed, they should lead to the transformation of the gender division of labour.
- They challenge the nature of the relationship between men and women.
- They aim to overcome women's subordination.

Strategic gender needs may include:

- Abolition of sexual division of labour.
- Alleviation of the burden of domestic labour and child care.
- The removal of institutionalised forms of discrimination such as rights to own land or property.
- Access to credit and other resources. Freedom of choice over child bearing.
- Measures against male violence and control over women.

<sup>8</sup> The Oxfam Gender Training Manual. © Oxfam UK and Ireland 1994

<sup>9</sup> The Oxfam Gender Training Manual. © Oxfam UK and Ireland 1994



## 3.2 Gender terms

In the following exercise the participants were provided with definitions and asked to discuss these and come up with a definition in their own words. Because of the earlier exercise the term gender was not among the definitions.





## Definitions

The participants discussed one definition in pairs and then presented their own explanation to the whole group before reading out what was written on the DIN4 A sheet of paper.

### Gender perspective:

A way of seeing or analysing, which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any program, policy or organisation.

### Gender mainstreaming:

Involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities and resource allocation; development of organisational functions, programs; and the policies, procedures and practices of institutions.

### Sex-disaggregated data:

Data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data is necessary for effective gender analysis.

### Gender equality:

Refers to equal rights, responsibilities and opportunities of women and men and boys and girls. Equality does not mean that men and women will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men.

### Gender sensitive:

Addressing gender norms, roles and access to resources in so far as needed to reach the objective/goal.

### Gender stereotypes:

Gender stereotypes are simplistic generalization about the gender attributes, differences and roles between men and women. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices.

### Gender statistics:

Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. They reflect gender issues, that is, questions, problems and concerns related to all aspects of women's and men's lives, including their specific needs, opportunities and contributions to society. They should also adequately reflect differences and inequalities in the situation of women and men.

The first day of the workshop concluded with the distribution of the handout on gender terms.

## "Gender terms"

Term	Definition
Gender	<p>Refers to the roles, behaviours, activities and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable.</p> <p><i>Source: UN Women OSAGI Gender mainstreaming concepts and definitions</i></p>
Gender analysis	<p>A critical examination of how differences in in gender roles, activities, needs, opportunities and rights effect men, women, girls and boys in certain situations and contexts.</p> <p><i>Source: UNICEF, UNFPA, UNDP, UN Women: "Gender Equality, UN Coherence and You</i></p>
Gender Based Violence (GBV)	<p>GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed difference between men and women. The nature and extent of specific types of GBV varies across countries, cultures and regions. Examples include sexual violence including sexual exploitation/ abuse and forced prostitution; domestic violence, forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings and widow inheritance. There are different kinds of violence, including (but not limited) physical, verbal, sexual, psychological, and socio-economic violence.</p> <p><i>Source: UNICEF, UNFPA, UNDP, UN Women: "Gender Equality, UN Coherence and You</i></p>
Gender equality	<p>Refers to equal rights, responsibilities and opportunities of women and men and boys and girls. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a pre-condition for, and indicator of, sustainable people-centred human development.</p> <p><i>Source: UN Women OSAGI Gender Mainstreaming Concepts and Definitions.</i></p>
Gender equity	<p>This is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.</p> <p><i>Source: UNFPA</i></p>



Term	Definition
Gender Focal Points/ Persons	<p>Change agents whose over-riding role is one of advocating for increased attention to and integration of gender equality in his/her agency's policies and programs. He/she may also facilitate communication and connections related to gender equality and empowerment, and dissemination of what has worked well in the organisation.</p> <p><i>Source: UN Women ITC-ILO 2013, Blended course for UN system gender focal points</i></p>
Gender gap	<p>The discrepancy in opportunities, status and attitudes etc. between men and women.</p> <p><i>Source: <a href="https://en.oxforddictionaries.com/definition/us/gender_gap">https://en.oxforddictionaries.com/definition/us/gender_gap</a></i></p>
Gender mainstreaming	<p>Involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities and resource allocation; development of organisational functions, programs; and the policies procedures and practices of institutions.</p> <p><i>Source: OSAGI Gender Mainstreaming/ The UNITED NATIONS.</i></p>
Gender neutral	<p>Gender norms, roles and relations are not affected (worsened or improved).</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender perspective	<p>A way of seeing or analysing, which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any program, policy or organisation.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender responsiveness	<p>Means going beyond acknowledging gender gaps and to really doing something about the discrepancies and to overcome historical biases. It also refers to identifying and removing the constraints and barriers that limit women's access to such rights as education, employment and careers.</p> <p><i>Source: UN Women/REFAC Cameroon</i></p>
Gender sensitive	<p>Addressing gender norms, roles and access to resources in so far as needed to reach the objective/goal.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender sensitisation/ sensitivity training	<p>Refers to training that changes awareness, behaviour towards, and perceptions about people because of their gender and gender orientation. It is one of the first steps in a gender education course or program.</p> <p><i>Source: UNESCO</i></p>
Gender statistics	<p>Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. They reflect gender issues, that is, questions, problems and concerns related to all aspects of women's and men's lives, including their specific needs, opportunities and contributions to society. They should also adequately reflect differences and inequalities in the situation of women and men.</p> <p><i>Source: Gender Statistics Manual, UNSTATS</i></p>

Term	Definition
Gender stereotypes	<p>Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles between men and women. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold the they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender transformative	<p>Transforming unequal gender relations to promote shared power, control of resources, decision-making and support of women's empowerment.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Sex	<p>Either of the two main categories (male and female) into which humans and many other living things are divided on the basis of their biology and reproductive functions</p> <p><i>Source: <a href="https://en.oxforddictionaries.com/definition/sex">https://en.oxforddictionaries.com/definition/sex</a></i></p>
Sex-disaggregated data	<p>Data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data is necessary for effective gender analysis.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Sexual Harassment	<p>Any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behaviour, it can take the form of a single incident. Sexual harassment may occur between persons of the opposite or same sex. Both males and females can be either the victims or the offenders.</p> <p><i>Source: UN Women Anti-Harassment Policy</i></p>
Women's Empowerment	<p>The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>



## 4 FROM PLANNING TO ACTION

### 4.1 Introduction to day-two exercises

The day started with a short energizer: “Do what I do as I do just do it” (see picture above).

The second day of the workshop was dedicated to action planning. The knowledge and skills transmitted during the first day were to be applied to the development of a small “transfer project” that would have the possibility of receiving technical and financial support by the EWH project for its implementation.

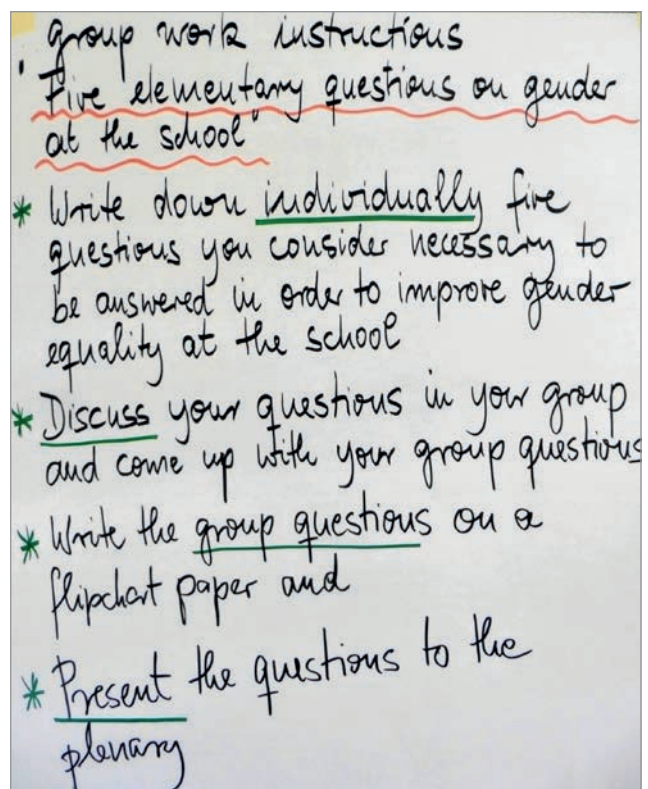
The day’s activities and exercises led to the development of such a transfer project by first asking relevant questions in regard to gender and gender equality at the school, then looking for some evidence concerning a potential or potential answer/s and based on these, planning for an intervention that would improve the encountered situation at the school.

For its preparation the day was structured into a logical sequence of three exercises building one upon the other. The first exercise dealt with:

#### 4.1.1 Five elementary questions about gender at the school

The groups were asked to discuss what in their point of view were the five most relevant questions for improving gender equality at the school. The groups should come up with the consensus list of five questions and write them on a flipchart. Each group presented their list of questions to the plenary after discussing in the small groups.

#### Group work instructions





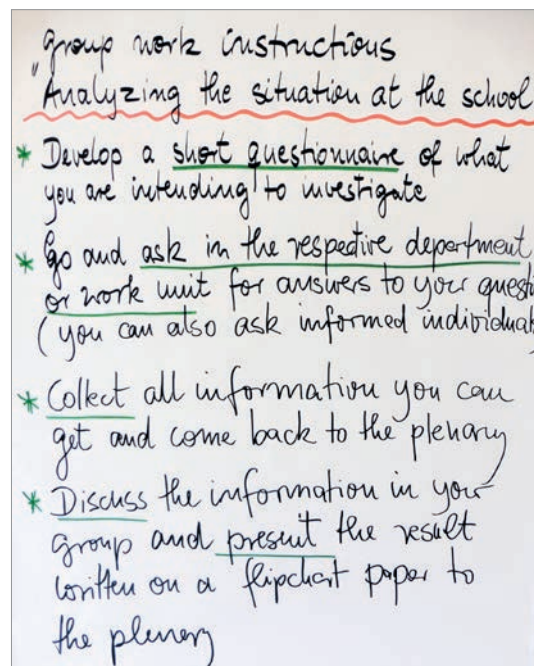
#### 4.1.2 Analysing the situation at school

The groups were asked to get valid data/ information about their departments that show how gender issues are taken or not taken into account. They were asked to look into potential areas for analysis:

- institutional policies (e.g. recruitment)
- data systems and use of data
- organizational culture (student-teacher relationships)
- technical gender competence (teaching methods).

Before the lunch break the groups were asked to do a short survey at the school in regards gender issues based on the questions they had elaborated in the previous exercise. As it was around midday and the administrative offices were closed, there was no opportunity to get quantitative data about employees at the university. All the groups therefore opted to just do a random survey among students and available staff in the university. Each group chose a different way to get the information and to present the results.

#### Group work instructions



The results were then used to discuss and develop small transfer projects as the last exercise of the day.

#### 4.1.3 Planning for the "transfer" project

In a third step the groups were asked to develop a small transfer project based on the information collected. The facilitator presented a Power Point presentation explaining the various steps in project planning and development.

THE TRANSFER PROJECT PROPOSAL

- The transfer project proposal is a short 1 to 3 pages document that is written to be used for convincing the EWH Project director to support the implementation
  - It needs to be written and presented in a persuading way
  - It is important for a convincing proposal that you know well the agency you are going to present it to.

Adapted from: Katja Janowski, Project formulation and proposal writing, WHO, 1997

THE TRANSFER PROJECT PROPOSAL

- Project documents accompany normally the proposals. They describe what the project is going to do and how.
  - Relevant parts of a comprehensive project proposal document are
    - The Logical Framework table
    - The Operational Plan/ Implementation Plan
    - The detailed budget

Adapted from: Katja Janowski, Project formulation and proposal writing, WHO, 1997

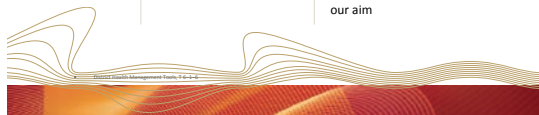
THE TRANSFER PROJECT PROPOSAL: STAGES

- Stage 1 Formulation
  - Formulating the idea,
    - Defining the objective: What is going to change in terms of gender equality?
    - Planning the arguments: Why is such a change needed?
  - Preparing a preliminary project paper /concept note/project proposal
    - Collecting supporting evidence: What data and information (quantitative and qualitative) support the idea?
    - Writing the proposal document: What content are we going to present?
    - Cleaning and packaging it: How are we going to present the proposal?

Adapted from: Katja Janowski, Project formulation and proposal writing, WHO, 1997

## SWOT Analysis

	Positive	Negative
Internal	<b>Strength:</b> something others do not have, an advantage	<b>Weakness:</b> something only we have, something to be improved
External	<b>Opportunity:</b> something favourable to our goals	<b>Threat:</b> an obstacle, something threatening our aim



## TRANSFER PROJECT PROPOSAL: STAGES

- Stage 2 Circulating and feedback
  - Among colleagues or stakeholders to receive feedback and suggestions for adaptations
- Stage 3 Communication with funding agencies
  - Sharing the draft with EWH project managers
- Stage 4 Writing and submission
  - Formulating the final version and submitting it



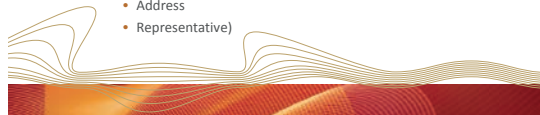
## TRANSFER PROJECT PROPOSAL: GENERALITIES

- Make sure the proposal has a logical flow of its arguments and an inherent consistency
- Write in an easy to understand style, considering the variety of different stakeholders you will consult
- The better you yourself are clear in your own mind the better will be your proposal presentation



## PARTS OF THE TRANSFER PROJECT PROPOSAL DOCUMENT

- Version (draft/final) and date of submission
- Project overview
  - Title page
  - Time span/Duration
  - Budget requested
- Applying organization/department
  - Name
  - Address
  - Representative)



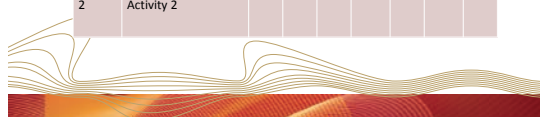
## PARTS OF THE TRANSFER PROJECT PROPOSAL DOCUMENT

- Project description
  - Context and problem statement
  - Project objective
  - Target group, intervention areas and main stakeholders
  - Approach and main activities
- Implementation plan
- Budget
- Results framework
  - Indicators for success and achievement of objective/s



## THE PROJECT DOCUMENT: IMPLEMENTATION PLAN

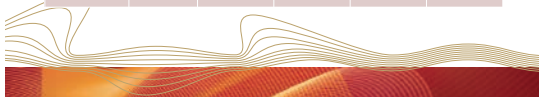
Year	2018							
No.	Activity/Month	1	2	3	4	5	6	7
1	Activity 1							
2	Activity 2							



## THE PROJECT DOCUMENT: BUDGET

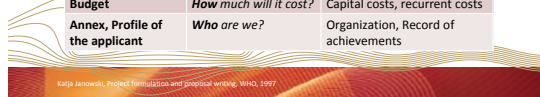
- Project Title
- Organization

Description of expenditure item	Unit type	Quantity	Frequency	Unit cost	Total



## CHAPTERS/MODULES OF A COMPREHENSIVE PROPOSAL

Name of Chapter	Question	Content
Summary	<i>What is it all about?</i>	
Problem statement	<i>Where are we now?</i>	Background, Needs analysis
Goals and Objectives	<i>Where do we want to go?</i>	Goals, Objectives
Strategy	<i>Which route will we take?</i>	Components, Assumptions, Methods, Outputs, Feasibility
Implementation plan	<i>How will we travel there?</i>	Resource inputs, Workplan, Organization
Monitoring and Evaluation	<i>How will we know, when we arrive?</i>	Monitoring, Evaluation
Budget	<i>How much will it cost?</i>	Capital costs, recurrent costs
Annex, Profile of the applicant	<i>Who are we?</i>	Organization, Record of achievements



## “Analyzing the situation at our school”

### Group work instructions on situation analysis<sup>10</sup>

The objective of this exercise is to get to know better the current situation at the school in regard to gender issues.

Read carefully the group work instructions before you start working. Clarify any questions with the facilitator (10’).

**Exercise:** Go and collect valid data/ information about your department that shows how gender issues are taken or not into account. Potential areas for analysis may be:

- institutional policies (e.g. recruitment)
- data systems and use of data
- organizational culture  
(student-teacher relationships)
- technical gender competence  
(teaching methods).

**Step 1:** Develop a short questionnaire of what you are intending to investigate (15’). You may use the five questions you have developed in the Exercise 3\_2 Five elementary questions on gender at the school. You can also choose other questions you feel are relevant.

**Step 2:** Go and ask for the information needed in your working unit or in the working unit you are dealing with (20’)

**Step 3:** Collect all information received and come back to your group (15’)

**Step 4:** Discuss the results within your group and develop a presentation (this may be a drawing, a table, a list of statements, etc.) (15’)

**Step 5:** Present your results in the plenary (10’).

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<sup>10</sup> Examples for questions for analysis: what are problems in our department related to gender? How many women and men work in the department and in which positions? What are the distinct functions of men and women in the department? Who is doing what? How do men and women relate during their work? What are teaching methods applied by men and women teachers?



## "Planning my/our transfer project"

### Group work instructions

#### Introduction

The group work on a transfer project that helps improving gender equality at your school or in the working unit is an exercise where you can put into practice what you have learnt so far in the gender training workshop. There are several recommendations for you, which will help you to complete this exercise successfully:

- a) a) Select a small project that does not need too much assistance from other people/institutions/entities
- b) Base the selection on previous exercises, in which you have developed ideas for changes at the school in favor of gender equality
- c) Relate the transfer project/activity to the adopted gender action plan
- d) Follow the group work instructions, then you will make best use of the little time you have been given to conduct the exercise

#### Procedure

**Step 1.** Organise your workplace and your team (task assignment: facilitator, time keeper, researchers, writer, presenter, etc.)

**Step 2.** Decide on a small project that you are going to implement in the next three months in your working unit and that is based or related to the activities in the adopted gender action plan.

**Step 3.** Each group member writes down what he or she wants to be changed on colored cards. Pin the colored cards to the softboard, grouping similar topics into clusters. Decide as a group which of the clusters to tackle.

**Step 4.** In the group, please discuss the following questions and write down the results of your discussion for each of the questions:

- What will be the end-result of the project? (this is the objective/aim)
- Why are we going to do it? (this is the justification)
  - Use the situational analysis to describe the problem you are addressing with the project, the objective/s to be reached and the justification for it (see power point slides on Transfer Projects)

- How are we going to realize it? What are practical approaches? (this is the strategy)
  - What are we going to do concretely? As a team? As individual? (these are tasks and activities/ responsibilities)
- What kind of support do we need? Whom do we need to convince? Who may be hindering us? (this is the stakeholder analysis). Identify and describe the important stakeholders involved or affected. These can be other school departments, student groups, committees, etc.
- What are your assumptions, what are risks? (optional)
- Define the main activities/ the next steps.
  - What is the first step?
  - What are next steps?
- Draft a logframe for your project (optional)
- When are we going to start? (this is the time frame)
- How do we measure results and success?
  - o Define at least 2 indicators per project objective measuring your expected achievements over time
- How much will it cost?
- Select a convincing title for your transfer project!

**Step 5.** Prepare your presentation for the plenary (this can be a PowerPoint, a text that you present, flip chart papers for each of the chapters, soft board with colored cards). The full text should not exceed three A4 pages:

- The presentation should have the following structure: Title, objective, target group, list of activities, time plan, cost estimates for each of the activities.

You can use the following documents/handout for your group work:

- PowerPoint proposal content
- Logframe pattern
- SWOT analysis pattern
- Organizational plan pattern.

The groups then worked based on the PowerPoint and the group work instructions on three different but interrelated transfer projects that are linked to the gender action plan.

### Group work instructions

Select a small project that does not need too much assistance from other people/institutions/entities  
Base the selection on previous exercises, in which you have developed ideas for changes at the school in favor of gender equality

Relate the transfer project/activity to the adopted gender action plan

Use the power point presentation to develop the most essential parts of a project proposal: title, project context and problem statement, objective(s), target group(s), main stakeholders, approach and main activities, budget.

In your group, please discuss the following questions:

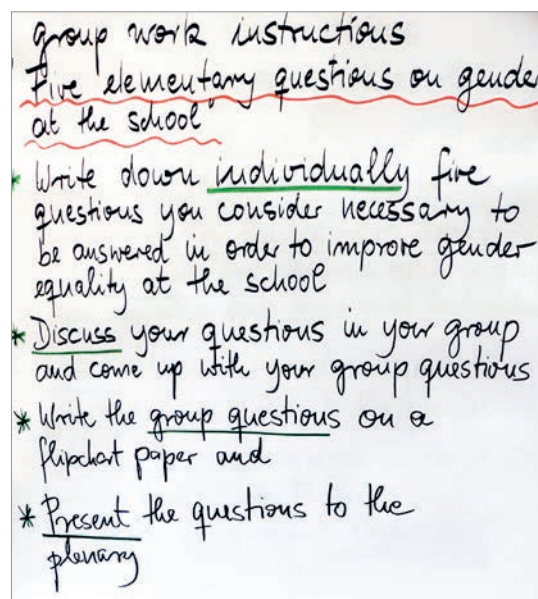
- What will be the end-result of the project? (this is the objective/aim)
- Why are we going to do it? (this is the justification)

- How are we going to realize it? What are practical approaches? (this is the strategy)
  - What are we going to do concretely? As a team? As individual? (these are tasks and activities/ responsibilities)
  - What kind of support we need? Whom we need to convince? Who may be hindering us? (this is the SWOT analysis)
  - When are we going to start? (this is the time frame)
  - What is the first step?
  - What are next steps?
- How much will it cost?

The groups changed their composition for the last exercise and worked on the transfer projects and developed a sketch for a project proposal based on the project description given in the presentation. The output of the group work is just a draft document which needs further elaboration. It is up to the gender center and the TU president to choose which of the projects to select.

## 4.2 Group work results

### 4.2.1 Group 1 - Blue



This activity laid the foundations for the transfer projects. The exercise focused participants on essential gender topics to be dealt with before elaborating the situation analysis.

The participants were divided into three groups: one group men only, one group women only, one group mixed. At the start of the second day of the workshop only 12 participants had arrived, and the workshop started 30 minutes later than planned. Over the course of the morning six additional participants arrived and were assigned to one of the three groups. That way the groups became rather big and discussion was uneven among the participants.

Each group member worked first individually on his/ her own ideas for questions. That way the groups came up with many questions that were put on to a soft board and then further discussed. Questions were clustered according to themes or taken out when too general to be applicable for answers in the university.

## Transcripts of the Men' Group individual cards

- Does gender perspective actually pave the way for the formation or crafting of a good gender policy on gender sensitivity or gender equality.
- Are women students and men students treated equally at Tubman University?
- How many men as compare to the number of women working in the Gender office at TU?
- There are how many male and female staff working in the office of the president of TU?
- How many men and women do we have as instructors in the Tubman University?
- How many male and female instructors are there in the college of the health sciences?
- How well both men and women who are students know what gender is?
- Why females are less competitive in the school?
- Are activities on the Tubman University well balanced when it comes to gender?
- What method can be used to have gender balance in the institutions?
- There are how many female and male instructors working in the college of health sciences?
- Will special treatment for women increase their participation in an organization, institution or program?

Questions taken out because they were too general

- What is the essence of gender equality?
- What is the essence of participating in gender sensitivity in our society?
- Is gender equality actually achievable in our society?
- Does gender equality transform our society positively?
- Is there any disadvantage of gender equality?
- What are the roles and responsibilities of a gender?
- There are how many types of gender?
- What is gender and its importance?

Questions taken out because referring to organizational issues

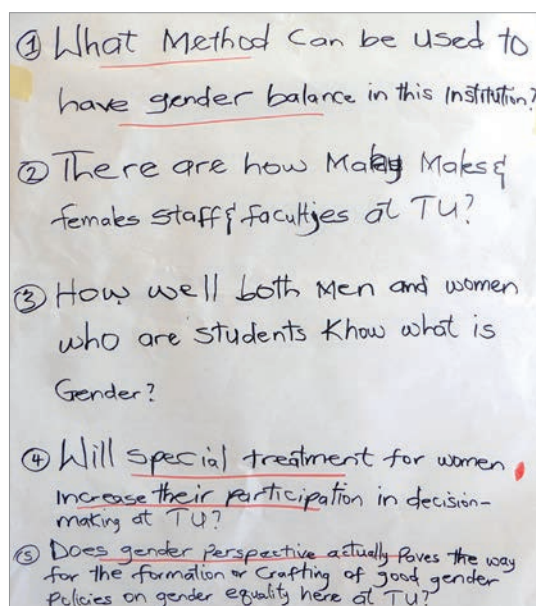
- Why is it that students who are participating in this workshop are only health sciences students precisely Public Health?
- Why choose this venue to carry on the gender workshop?

The group discussed about all the questions and then decided which ones to present as their five elementary questions in regard gender at the university.





The result of the group discussion is shown in the photo below:



#### Consolidated questions:

- What method can be used to have gender balance in this institution
- There are how many male and female staff and faculty at TU?
- How well both men and women who are students know about gender?
- Will special treatment for women increase their participation in decision making?
- Does gender perspective actually pave the way for the formation and crafting of good gender policies on gender equality here at TU?

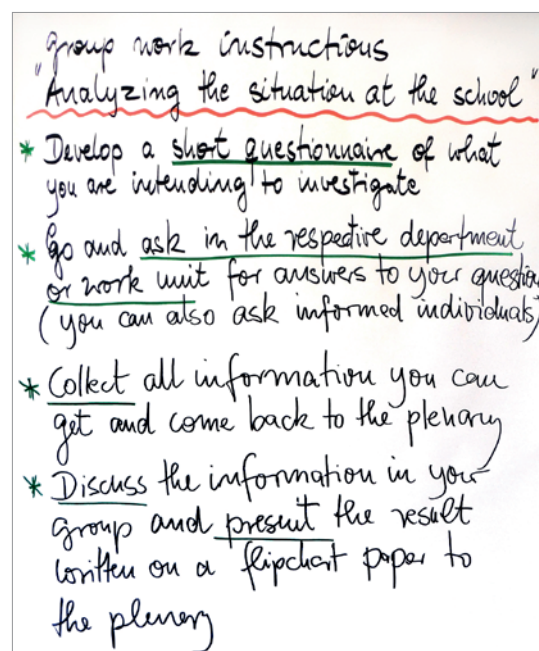
There was some discussion about the question: “Will special treatment (attention, focus) for women increase their participation in decision-making at TU?” Concerns were raised in the sense that such special “treatment” would create jealousy among men students and employees. However, the facilitator explained that as long as women are underrepresented in the TU activities and positions special attention to this fact will be necessary for reaching a better gender balance.

#### Comments from the facilitator

The facilitator explained that there is no single “method” for improving the gender balance, but that it is a medium- to long-term goal to be reached by many different strategies including promotion of women’s participation in all activities of the university, gender sensitive recruitment procedures, special training for women students to talk in front of the class, etc.

The last question referring to if a gender perspective is necessary to develop sound gender policies for gender equality was answered by the facilitator with a determined YES. Without a gender perspective gender policy will become “gender-blind”.

The groups were then asked to select one of the five questions to find more information about it conducting a very small field research at the university campus.



#### Research question: “How well both men and women who are students know what gender is?”

Each member of the group interviewed five (5) persons coming up with a sample of 30 interviewees.

The group presented the results in a table with qualitative indicators for gender knowledge: no knowledge, little knowledge, full knowledge. They rated the answers according to their own understanding of gender. In the discussion they verbally explained the interpretation of each of the parameters:

- No gender knowledge: if the person said he or she did not know about gender
- Little gender knowledge: if the person relate gender to males and females or men and women
- Full gender knowledge: if the person knew that gender has to do with roles and responsibilities of women and men in society

The table shows that the majority of the respondents thinks they have no or little knowledge about gender. Only two (2) men and five (5) women were found to have “full gender knowledge”, which is a little more than 10% (in this size of the sample it is justified to have percentages).

Total number of students interviewed				
GENDER	NO knowledge	Little knowledge	Full knowledge	Total
MEN	6	22	2	30
WOMEN	6	19	5	30
Total	12	41	7	60

Question: How well both men and women who are students know what gender is?

#### Comments from the facilitator

The group used a qualitative question for the small research and defined beforehand the categories of gender knowledge they would expect in the respondents' answers. This is a good way to have consistent results. The group also decided to conduct this research among one university group only: the students. The presentation in a table facilitates understanding of the findings. These findings give a good argument for having gender sensitization activities or information campaigns about gender and gender issues at the university.

### The transfer project: Gender sensitization and awareness for students at TU

<p><b>Project title</b> → Gender Sensitization awareness for students at TU.</p> <p><b>Problem statement</b> → Based on a survey conducted, we realized that most students don't have the basic understanding of gender. Empirical data shows that there is an urgent need to carry on gender sensitization and awareness.</p> <p><b>Objective</b> → To educate students of Tubman University about the meaning of gender and creating an enabling environment for equal opportunities.</p> <p><b>Target group</b> → Students of Tubman University.</p> <p><b>Intervention areas</b> → Breaking the stereotype about gender and gender related issues.</p> <p><b>Stakeholders</b> → Gender center of TU, GIZ</p>	<table> <tr> <th>Activities</th><th>Budget</th></tr> <tr> <td>(content development) Radio Talkshow</td><td>N/A</td></tr> <tr> <td>Focus group</td><td></td></tr> <tr> <td>Group discussions</td><td>US\$ 1,000.00</td></tr> <tr> <td>Gender awareness events</td><td>US\$ 1,500.00</td></tr> <tr> <td>Sensitization materials (flyers, brochures, posters, etc)</td><td>US\$ 1,000.00</td></tr> <tr> <td></td><td>Total = US\$ 3,500.00</td></tr> </table>	Activities	Budget	(content development) Radio Talkshow	N/A	Focus group		Group discussions	US\$ 1,000.00	Gender awareness events	US\$ 1,500.00	Sensitization materials (flyers, brochures, posters, etc)	US\$ 1,000.00		Total = US\$ 3,500.00
Activities	Budget														
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Gender awareness events	US\$ 1,500.00														
Sensitization materials (flyers, brochures, posters, etc)	US\$ 1,000.00														
	Total = US\$ 3,500.00														

#### Project Title

**Gender sensitization and awareness for students at TU**

#### Problem statement

Based on a survey conducted, we realized that most students don't have basic understanding of gender. Empirical data shows that there is an urgent need to carry on gender sensitization and awareness.

#### Objectives

- To educate students of Tubman university about the meaning of gender, and
- To create an enabling environment for equal opportunities.

#### Target group

Students of Tubman university

#### Intervention area(s)

Breaking the stereotype about gender and gender related issues

#### Stakeholders

Gender center of TU and GIZ

#### Budget

Activity	Budget
Radio talk-shows (content development)	N/A
Focus group discussions	US \$ 1,000.00
Gender awareness events	US \$ 1,500.00
Sensitization Materials (flyers, posters, brochures, etc.)	US \$ 1,000.00
Total	US\$ 3,500.00





### Comments from the facilitator

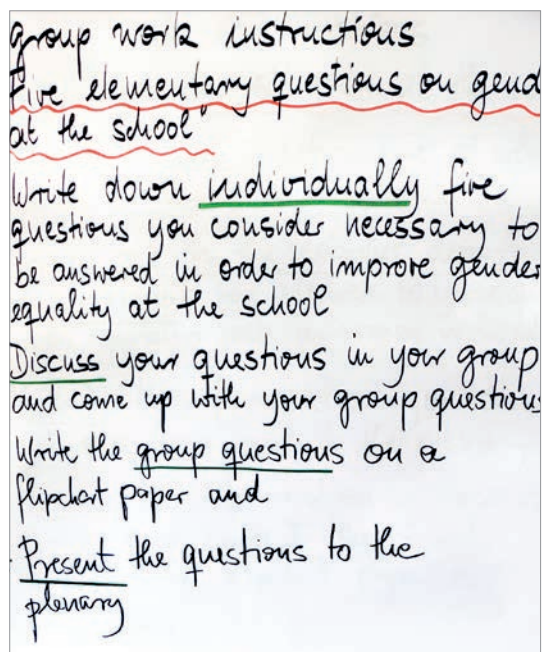
The activities proposed and the intervention area match well with the problem statement. The project implementation will need, however, external assistance for the development of professional and technically sound radio messages as well as for the information material. The group wisely decided to leave this position open in the budget. The project can make a change in regard gender stereotypes by using mass media approaches to address the students of both genders at the university. At the same time, other members of the university will also become aware when listening to the TU radio station. Again, these messages if they are general enough can also be used to inform the communities outside the campus.

It is important to decide who will be responsible for the development of the messages and the implementation of such a project. Is it the gender office or the student organizations or both? Also, there may be recurrent costs involved if the activities are to be conducted every semester for new students.



### 4.2.2 Group 2 - Yellow

#### Five elementary questions about gender at the school

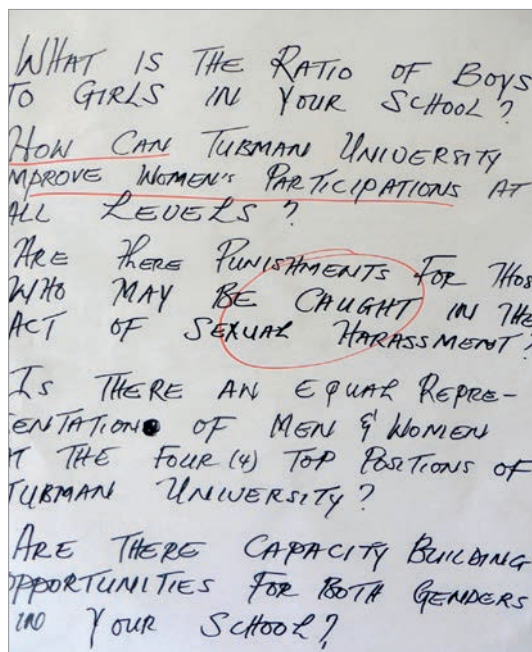


- How is the participation of men and women like in the various classes?
- Is there a representation of men and women at the position dean in the various colleges?
- Is there a balance in the gender department at TU?
- Is there an equal representation of men and women at the four top positions at the university?
- What is the percentage of men and women employed at the university?
- Is there balance at the finance department?
- What policies does your school have regarding employment?
- Are gender related data collected and analyzed? How often?
- What is the ratio of boys to girls in the school?
- What are gender related activities in your school?
- Is there a gender center in your school?

The group discussed about all the questions and then decided which ones to present as their five elementary questions in regard gender at the university.

#### Transcript of the Mixed Group's individual Cards

- What is the importance of gender at Tubman University?
- What are some ways in which institutions can address issues of female unemployment?
- How can TU improve female participations at all levels?
- Can employment and skill training help to change the perception of men and women?
- How can gender issues be handled effectively with success stories?
- Are there policies on gender balance in the institution?
- Do women serve as departmental heads at Tubman University?
- Are there punishments for those who may sexually harass females?
- Is the university gender sensitive in its recruitment plans?
- How many men and women are there in key administrative positions at TU?
- How many pillars is this university based on? Is there gender equality?
- Who is the vice president of the university? Is the vice president a male or a female?
- Are there capacity building opportunities for both genders in your school?
- Is there a representation of men and women of the position of dean at the various colleges?

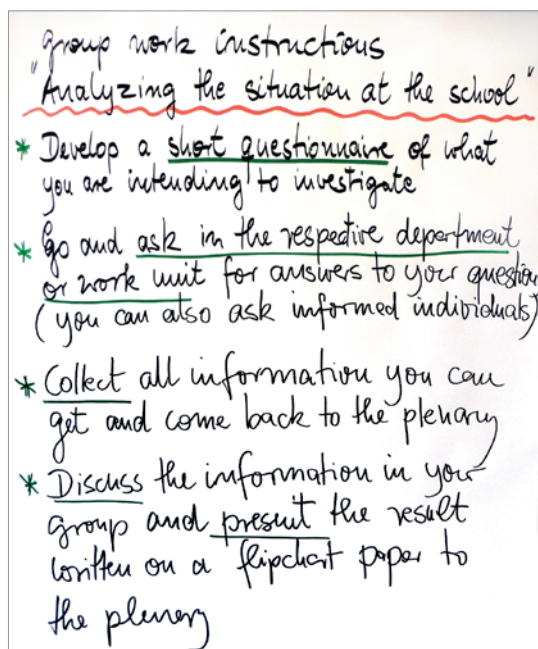


#### Consolidated questions:

- What is the ratio of boys to girls in your school?
- How can Tubman University improve women's participation at all levels?
- Are there punishments for those who may be caught in the act of sexual harassment?
- Is there an equal representation of men and women at the four top positions of Tubman University?
- Are there capacity building opportunities for both genders in your school?

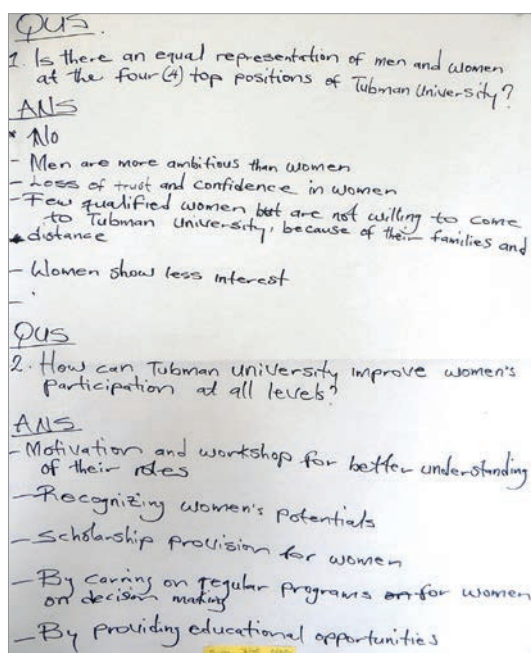
### Comments from the facilitator:

Although some of the questions are stated in a general way, all can be relevant when conducting a sound situation analysis regarding gender at the university. This list of questions provides a very relevant input to the gender center when it comes to analyzing the school situation.



### Research question:

**Is there an equal representation of men and women at the four top positions of Tubman University?**



The group was composed of six (6) members. They decided to ask two questions each to a random sample of 12 person in total:

### 1. Is there equal representation of women and men at the four top positions at Tubman university?

All respondents answered with "no". Some of the reason presented by the group were:

- Men are more ambitious than women
- Loss of trust and confidence in women
- Few qualified women are not willing to come to Tubman university because of their families and the distance
- Women show less interest

### 2. How can Tubman university improve women's participation at all levels?

This question focused on recommendations how to change the situation. The answers may be taken to develop strategies for change:

- Motivation and workshop for better understanding of the women's roles
- Recognizing women's potential
- Scholarship provision for women
- Carrying out regular programs for women on decision making
- Providing educational opportunities

The group was asked to also provide quantitative information on their sample. They interviewed seven (7) men and five (5) women, among these four (4) faculty, four (4) students, one (1) from administration and three (3) from other staff.

### Comments from the facilitator

In a first presentation of the research results all information gathered needs to be presented. There were more answers to the two questions that were either categorized or omitted by the group when presenting. In doing so, the results of such findings are not complete.

Yet, the qualitative results represent valid information for further investigation specifically in terms of the recommendations.

The group presented the numbers also as percentages. In this small sample it may not be useful to have percentages, the absolute numbers may in this case be more revealing than percentages.





## The transfer project: Fully functional gender center at Tubman university

PROJECT TITLE: FULLY FUNCTIONAL GENDER CENTER AT TUBMAN UNIVERSITY

PROBLEM STATEMENT:

\* Most students at TU are not aware of gender issues.

PROJECT OBJECTIVE: To make TU students aware of gender issues through the activities of a fully functional gender center.


TARGET GROUP:  
 Gender center staff (direct)  
 TU students and faculty & staff  
 Community members (indirect)

Approach/ Main activities

- \* Furnish office - - - - -
- \* Adequate training for staff - - - - -
- \* Procuring materials/logistics - - - - -
- \* Creating a gender library - - - - -

IMPLEMENTATION PLAN

- \* FUND RAISING ACTIVITY
- \* DONORS
- \* GRANTS AND PROJECT PROPOSAL
- \* TU Support



BUDGET

Approach/main activities	Budget US\$
Furnish office	1,000.00
Adequate training for staff	5,000.00
Procuring materials/logistics (equipment)	2,000.00
Creating a gender library	2,000.00
<b>Total</b>	<b>10,000.00</b>

### Project Title

Fully functional gender center at Tubman University

### Problem statement

Most students of TU are not aware of gender issues

### Objectives

- To make TU students aware of gender issues through the activities of a fully functional gender center.

### Target group

- Gender center staff (direct)
- TU students, faculty, and staff and community members (indirect).

### Budget

Approach/main activities	Budget US\$
Furnish office	1,000.00
Adequate training for staff	5,000.00
Procuring materials/logistics (equipment)	2,000.00
Creating a gender library	2,000.00
Total	10,000.00

### Implementation plan

- Fund raising activities
- Donors
- Grants and Project proposal
- TU support





#### Comments from the facilitator

The project proposed does not refer directly to the findings from the short research. The problem statement refers to insufficient gender awareness among Tubman University students. To deal with that problem a fully functioning gender center is not directly needed (see project proposal of group 2). The link between the problem and the proposed solution is rather indirect. Yet, a fully functioning gender center can represent the necessary infrastructure to conduct all gender related activities and plan for them.

The problem statement would then be adapted accordingly:

- There is no institutional structure nor sufficient technical gender competence at Tubman University that is responsible for gender awareness raising activities.

The objective of the project would then be:

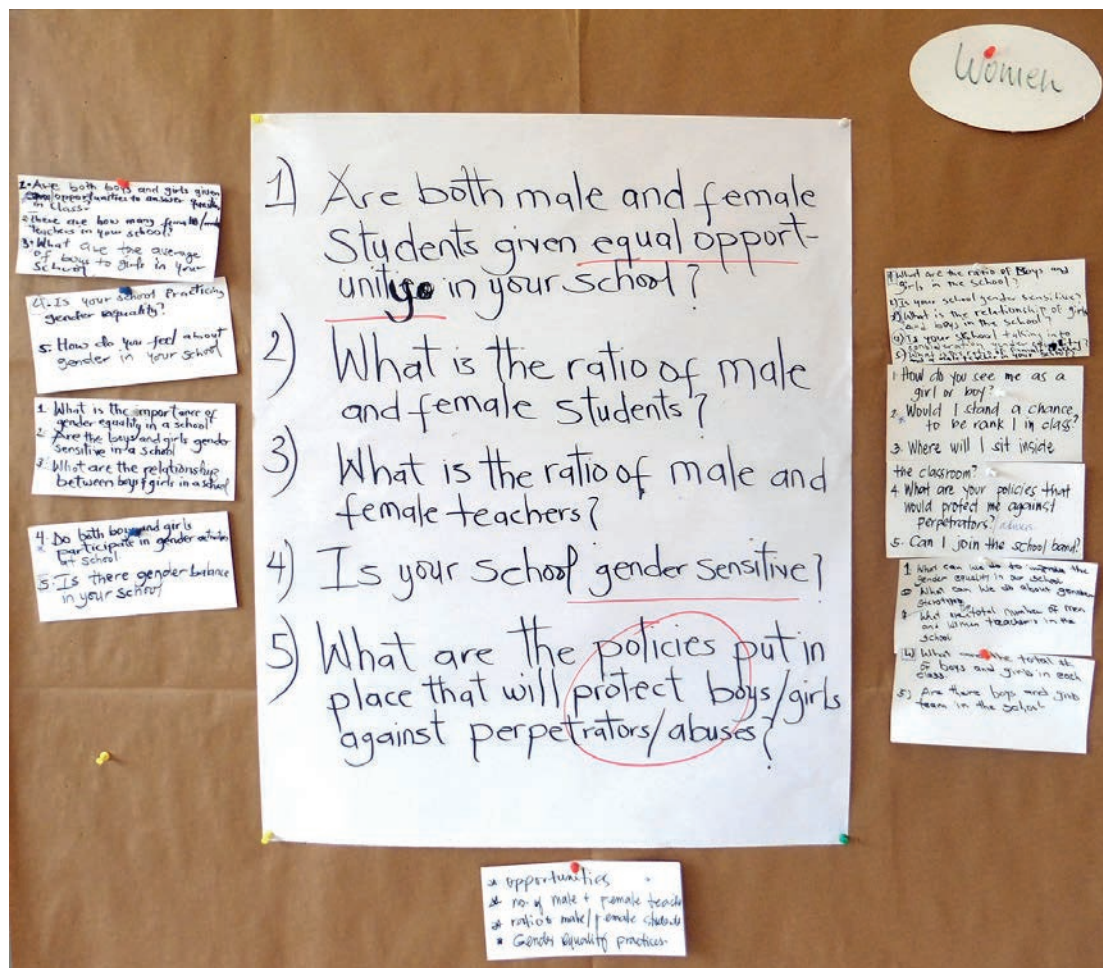
- A fully functional gender center is able to increase gender awareness among students and employees at TU.

There are some pre-conditions for a fully functioning gender center which are not mentioned in the project sketch: there should be a job description/ task description for the person in charge of the gender center; the implementation plan as well as the budget needs to be in accordance with the example presented in the ppt presentation from the workshop. And last but not least, a gender center will have running costs in terms of stationery, budget for activities, cost for printing materials, room rent (?), electricity (?), etc.

### 4.2.3 Group 3 - White

Five elementary questions about gender at the school

Group work instructions  
Five elementary questions on gender at the school  
 Write down individually five questions you consider necessary to be answered in order to improve gender equality at the school  
 Discuss your questions in your group and come up with your group questions  
 Write the group questions on a flipchart paper and  
 Present the questions to the plenary





## Transcript of the Women's Group's individual Cards

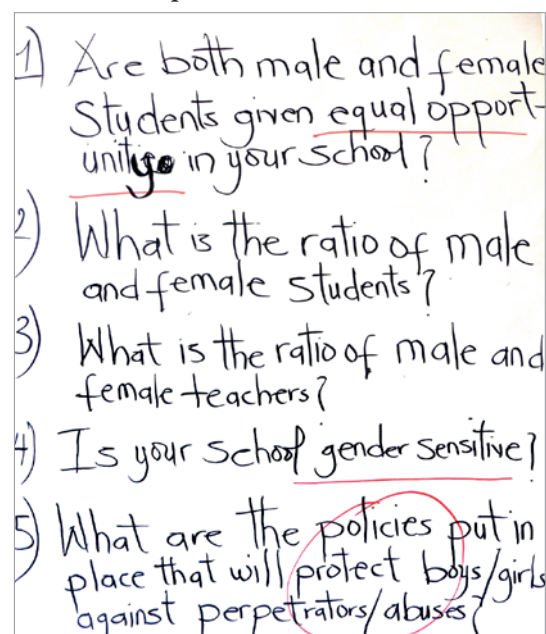
- Are both boys and girls given equally opportunities to answer question in class?
- There are how many females and male teachers in your school?
- What is the average of boys to girls in your school?
- Is your school practicing gender equality?
- How do you feel about gender in your school?
- What is the importance of gender equality in a school?
- Are the girls and boys gender sensitive in your school?
- What are the relationships between boys and girls in a school?
- What are your policies that would protect me against perpetrators/abusers?
- Can I join the school band?
- Do both boys and girls participate in gender activities at school?
- Is there gender balance in your school?
- What is the ratio of boys and girls in the school?
- Is your school gender sensitive?
- Is your school taking into consideration gender equality?
- What is the ratio of female and male teachers in your school?
- How do you see me as a girl or a boy?
- Would I stand a chance to be rank 1 in class?
- Where will I sit inside the classroom?
- What can we do to improve the gender equality in our school?
- What can we do about gender stereotypes?
- What is the total number of men and women teachers in the school?
- What are the total number of boys and girls in each class?
- Are there boys and girls-teams in the school?

The group had developed clusters or themes of their questions and developed from these then their consolidated five questions.

- Opportunities
- Number of male and female teachers
- Ratio of male and female students
- Gender equality practices

This group brought up a wide range of questions both relating to the school and its policies in favor of gender equality and very concrete questions that would make a change for the individual person. As with the gender mixed group the women's group addressed the issue of sexual harassment. This may be taken as an indicator for action by the gender directorate.

## Consolidated questions:



## Research question:

**"Do male and female share equal opportunities in Tubman University?"**

Number of respondents: .....	25
Male: .....	16
Female: .....	9
Yes: .....	21
No: .....	4
Male who said "yes": .....	12
Male who said "no": .....	4
Female who said "yes": .....	9
Female who said "no": .....	0

Why "no"?

- The scholarship offering is mostly for women
- Because professors prioritize female students over male students
- Number of employed men are many compared to women
- Issue of female students entering TU over the years have been based on personal relationship not professional relationship
- Females don't feel discriminated in Tubman University

During the discussion the following additional information was given:

Staff: 5, 2 women, 3 men

Students: 20, 13 men 7 women

The group had five members. Each member asked five persons randomly in the floors of the university to answer their question coming up with a sample of 25 persons interviewed.



The results were presented on a flipchart paper.  
The information would have been more transparent if presented in form of a table:

Equal opportunities for both genders at Tubman?	Male		Female		Total
	Students	Staff	Students	Staff	
Yes	13	3	7	2	25
No	4		0	0	4
<b>Total</b>	<b>13</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>25</b>

In the discussion the question came up, how the sample was composed in regards staff and students. This information was then given by the group and added to the flipchart.

The four men who thought there are no equal opportunities at the university were asked for their reason to give this answer. The answers were also presented on the flipchart.

The qualitative answers revealed that there seems to be a critical perception of the men in regard focusing on opportunities for women and the status of women students at the university:

- The scholarships offered are mostly for women
- Professors prioritize female students over male students
- Issues of female students entering TU over the years have been based on personal relationships not professional relationships

In addition to it there had also been the opportunity to ask the persons who answered the question in a positive way about their reasons for such an answer. The group did not present the answers of those who said "yes", there are equal opportunities in their results.

These findings match with those from the self-assessment, and the focus groups results. The findings may be used by the gender center to inform the students and staff about the universities activities to promote women and how women, e.g. are considered when approving scholarships or how women perform in their studies. If these facts are published in a transparent and anonymized way on wall papers or other publicity channels, these false perceptions may decrease at the medium term.

One observation is necessary, though: the number of critical responders was only four. So, each of the above statements come from one individual man. In relation to the 12 men who were affirmative in regard the questions, it is the minority (25%). Yet,

the share of 25% critical respondents seems to be too much to be ignored. The results justify a sounder investigation with a bigger sample.

Another answer matches with the gender audit results:

- Women do not feel discriminated at Tubman university

Again, this statement may be questioned by a sounder investigation about the reasons of women students to express that feeling.

Answers to both issues may result in a better understanding of gender issues at the university and lead to respective actions by the gender center.

### **The transfer project: Gender training for students, staff, and faculty at Tubman university (TU)**

Before entering the last group work of the exercise, the facilitator gave a short input about how to develop project proposals. The groups then worked based on the powerpoint and the group work instructions on three different but interrelated transfer projects that are linked to the gender action plan.

#### **Project title**

Gender training for students, staff, and faculty at Tubman university (TU)

#### **Problem statement**

There is a misunderstanding how scholarships are awarded on TU campus: that scholarships favour women over men at TU.

#### **Project objective**

To provide regular training to reduce the misunderstanding of how scholarships are awarded at TU.

#### **Target Groups**

Students, faculty and staff (100 people)

### Intervention areas

- Supplying (?) scholarship information especially for male students at TU
- Publish a list of scholarship recipients each semester

### Main stakeholders

GIZ and TU scholarship department

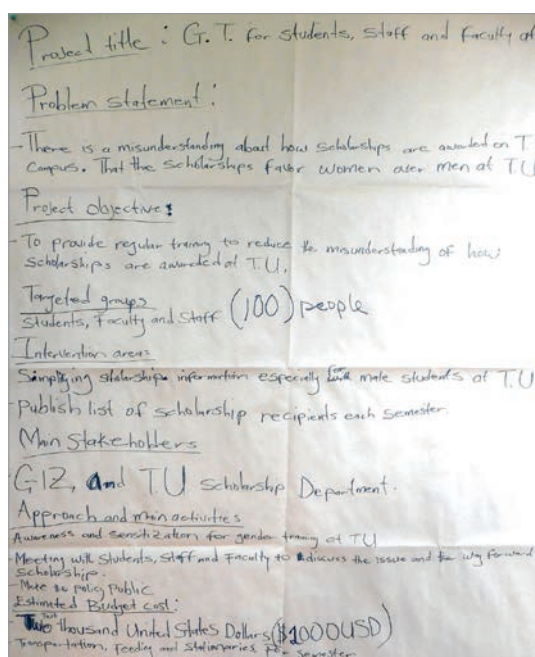
### Approach and main activities

- Awareness and sensitization for gender training at TU
- Meeting with students, staff, and faculty to discuss the issue and the way forward on scholarships
- Make the policy public

### Estimated budget costs

2000 US Dollars, transportation, feeding and stationaries per semester.

The audience asked why the target group was set as 100, when the university has more than 1700 students, staff and faculty. The group explained that the gender training workshops are planned for 100 people per semester.



### Comments by the facilitator

While the title of the project deals with gender training for the different groups at TU, the problem statement refers to misperceptions about the status and situation of women at the university. Especially in regard favorable treatment of women concerning scholarships and preferences by the professors, it may be wise to conduct gender trainings that reduce gender prejudices and jealousy of men students. A second strategy in this regard is transparency in all issues related to

scholarships and academic performance. This should be done in an anonymized way, for example providing the percentage of women and men student in their grades of academic performance (sex disaggregated data); the ratio of men and women awarded scholarships in the different study areas among others. It may be counterproductive to organize discussions with students about these issues as such discussions may deepen the prejudices when contested and debated the topic. Publishing results has an informative character, and everybody can access this information. Having these statistics available when discussion arises may be a more successful strategy compared to organizing meetings about it.

### Summary comments

#### Step 1: Five elementary questions on gender at the school

The questions of all three groups can be categorized according to the four analytical categories of the gender audit:

1. Political will/ Structure
2. Organizational culture /Women and men relationships/Communication
3. Accountability/transparency (necessary quantitative information/gender data and statistics)
4. Gender knowledge and competence

Although some of the questions need reformulation and some questions are too broad the end results of the questions from the groups was impressive.

#### Step 2: Analyzing the situation at the school about gender

Some of the results are very interesting because they reveal serious prejudices about women among respondents that match with the results from the self-assessment and the focus groups. Also, the recommendations from the qualitative questions can be taken on board by the gender center.

#### Step 3: The transfer projects

The projects elaborated are in a very initial state and need further work. It is up to the gender center and the TU president to choose which of the projects to select.

Two of the proposed projects deal with raising awareness on gender and sensitize for gender issues at the school aiming at decreasing prejudices and increasing gender knowledge. There is obviously a need for a structure or a person responsible to plan and organize these activities. Therefore, the project aiming to set up a fully functioning gender office at Tubman University establish such a structure responsible for gender activities. There are some pre-conditions, though, for its establishment. They are mentioned above.



## 5 WRAP UP AND CLOSING

### 5.1 Pre-test and post-test

1. What, in your point of view is the difference between the terms: “sex” and “gender”?

The difference between the terms “sex” and “gender” is the following: “sex” refers to the biological (natural) differences in the physical features/characteristics of a male and a female person. “Gender” refers to the social roles, responsibilities, and the power relations between men and woman in a society, these roles are learnt and not inherited.

2. What gender stereotypes are you confronted with in your working environment? To what extent are these stereotypes positive? To what extent are they negative?

- Men are more intelligent compared to women
- Women do not participate in class, they are shy
- Men perform better academically
- Women are not active

These stereotypes may have positive implications because everybody “knows” them and there is security about one’s own role. They are negative, because they stigmatize women and therefore maintain the unequal power relations between men and women.

3. What gender stereotypes do you use often in your social environment? In your point of view, what do you think are reasons for using them?

- Women are in the home

- Women take care of the children
- Women cook
- Men are outside the home
- Men provide for the family
- Men make the important decision

Reason for using them certainly lie in the cultural environment and the traditional task sharing between men and women. Societies change with time and roles also change but thinking stays behind and is maintained a long time after roles have changed. Now women study, they are more independent, they share the family income and are professionals. But still the typical stereotypes are maintained in the society, more in the rural areas than in the urban setting.

4. If you were asked to describe the concept of gender to someone, what would you list as its key features? Key features/components of the gender concept are:

- Gender is different from sex; it is not biologically determined
- It varies from culture and culture, and with the economic, social, and political context
- It varies over time
- We learn gender roles, which implies they can change
- Persons who act outside their assigned gender roles may face disapproval from family and society



- It is important to consider gender relationships
  - Gender relationships are power relationships.
5. Please write down up to five differences in the daily work(load) between men and women in your societal setting.
- Women stay up early in the morning to prepare breakfast and fetch water, while men sleep later and get served by the women
  - Women are mostly the ones who sell vegetables at the market, while men do the farm work
  - Women are the ones who prepare food, while men come home and expect the dinner to be ready for them
  - Men relax in the evenings while women have to clean the house and wash the dishes
  - Women take care of the children while men meet with their friends to talk.
6. In your point of view, what are relevant questions to answer in order to analyse the situation in your working unit/institution in regard to gender equality? All the questions that the groups developed during the exercise in the gender training:
- What is the share of women and men among students in all levels and all study fields?
  - What is the share of women and men among faculty members in all study fields?
  - How many women are in decision making positions at the TU compared to men?
  - To what extent is gender a known concept among students, faculty, and employees at TU
  - What are prejudices about women and men at TU?
7. What do you think you can personally do to increase gender equality in your working unit/school? All the answers given in the post-test when they relate to activities and actions/attitudes of the responding individual.

No. of correct or partly correct answers	0	1	2	3	4	5	6	7	Total
Pre-test	1	2	8	5	1	3			20
Post-test				5	6	3	3		17

The results of the pre- and post-test show the usual distribution in regard the range and shift. The range in the pre-test is between 0 and 5 points whereas in the post- test it is between 3 and 6, much narrower. Also, the whole group shifted in the post-test towards better results. While in the pre- test, only 4/20 (20%) would have passed, in the post-test 12/17 (71%) would have passed.

The workshop concluded with some words of thanks and farewell.

## The Trainers

### Dr. Barbara Kloss-Quiroga

c/ o Health Focus GmbH  
Friedrich-Ebert-Str. 33  
D-14469 Potsdam  
Germany  
T +49 331 2000-70  
E [barbara.kloss@t-online.de](mailto:barbara.kloss@t-online.de)  
I [www.health-focus.de/office-potsdam.22.en.html](http://www.health-focus.de/office-potsdam.22.en.html)

### Massa T. Mamey

Liberian-German cooperation in health  
Employment for Women in Health  
Technical Adviser

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH  
P.O. Box 648  
Tubman Boulevard (adjacent Lonestar Cell HQ)  
Congo Town, Monrovia, Liberia  
M +231 (0)775020251  
E [massa.mamey@giz.de](mailto:massa.mamey@giz.de)  
I [www.giz.de/en/worldwide/59985.html](http://www.giz.de/en/worldwide/59985.html)

### Theoma B. Collins

Liberian-German cooperation in health  
Employment for Women in Health  
Technical Adviser

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH  
P.O. Box 648  
Tubman Boulevard (adjacent Lonestar Cell HQ)  
Congo Town, Monrovia, Liberia  
M +231 (0)886549967  
E [theoma.collins@giz.de](mailto:theoma.collins@giz.de)  
I [www.giz.de/en/worldwide/59985.html](http://www.giz.de/en/worldwide/59985.html)

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Dr. Barbara Kloss-Quiroga

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Dr. Barbara Kloss-Quiroga

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Nicole Fritsch | visuelle Kommunikation, Leipzig

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Liberian-German cooperation in health  
Employment for Women in Health  
Deutsche Gesellschaft für Internationale  
Zusammenarbeit (GIZ) GmbH

P.O. Box 648  
Tubman Boulevard  
(adjacent Lonestar Cell HQ)  
Congo Town, Monrovia, Liberia

E [info@giz.de](mailto:info@giz.de)  
I [www.giz.de](http://www.giz.de)