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Documentation

# Gender Audit Workshop Tubman University Harper, Liberia

May 24, 2018

# THE ROAD TO MORE GENDER EQUALITY AT OUR SCHOOL



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# 1 THE WORKSHOP IN BRIEF

## 1.1 The Workshop Program

	Time	Activities
Thursday, May 24, 2018	10:00 am	<p>Words of prayer            Introduction of participants            Introduction to GIZ-EWH Project            Expectations            Presentation of WS-Program            What we know about Gender Terms</p> <p>Results from Self-Assessment and Focus Group discussions</p> <p>Reflection on Gender Perceptions and Stereotypes</p> <p><i>Lunch break</i></p> <p>Components of a Gender Action Plan            Group work on Gender Action Plan            Group work presentation</p>
	04:30 pm	Wrap-up of the workshop

PROGRAM



## 1.2 Background to GIZ EWH Project

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 in one of its components support for equitable access of women to education and career development along the career ladder. To do so, the EWH project collaborates with up to four Health Training Institutions in Liberia to carry out a gender audit process. This aims to establish and improve the gender competence of these institutions and facilitate access to women students specifically to enter study fields dominated by men as Laboratory Technicians and Physician Assistants.

The gender audit report documents the Gender Audit workshop conducted at the Tubman University in Harper, Maryland.

## 1.3 Gender Audit for Health Training Institutions

A gender audit is a participatory process in which all groups that make up an institution participate and have a say in each step of the process. The result of a gender audit is a gender action plan produced for and by the institution.

A gender audit examines structures and processes of the training institution from a gender perspective. That means asking questions like:

- Do certain structures or processes favor men or women?
- Do certain structures or processes equally consider the interests of men and women?
- How do certain attitudes/ behavior impact on women and men in the institution?

A gender audit may, for example, find out that women feel they do not have the same amount of time for studying as men, because they have more domestic responsibilities (e.g. cooking, child care). It could reveal that teachers are not aware that some of their attitudes put certain groups of students at a disadvantage. It may also identify necessary action to be taken by the management of the school to facilitate more equal treatment of all students.

The gender audit therefore helps to make the school a more equal place in its day to day activities for students, faculty, management and administration. By making everybody more sensitive to attitudes

and behavior that respect the rights of all members of the school, it also contributes to increasing the quality of work.

Important note: The gender audit does not favor women! The gender audit explores the relationship between women and men and proposes measures/ actions that support equal treatment and equal rights for all!

### How is a gender audit carried out?

A gender audit requires the involvement of each of the groups at the school: the management, the faculty/ teachers and the students. The gender audit cannot be conducted without their participation, engagement, and time. But the good news is, the time commitment required from each of the groups is not more than a few hours.

The gender audit is facilitated by external experts who are experienced in conducting gender audits. As they are external, they need to get to know the school first. They will therefore ask for school documents, such as school policies, rules and regulations for admission, student handbooks and other documents that will help to better understand the character of the school. The participatory exercise starts after the gender audit experts have analyzed the documents. The gender audit is conducted in four steps:



### 1. Information event

All students, school staff and faculty are invited by the management to an information event in which the gender audit experts introduce why, when and how the gender audit will be conducted as well as explain the different activities.

*Time requirement: 1 hour*

### 2. Self- assessment questionnaire

A self-assessment questionnaire asks for the impressions, opinions, and perceptions from school members of all groups. It asks what they think or feel about an issue. It does not ask for their knowledge. The questionnaire contains about 20 to 25 questions about school policies, procedures for students and faculty, gender training at the school or the general environment with regard to gender issues. The questionnaire may include different types of questions such as: closed questions to be answered only by “yes” or “no”, multiple choice questions to be answered by selecting an answer from a list, or open-ended questions that ask to write down thoughts in one or two sentences.

The questionnaire is anonymous and therefore does not ask for names. It will only ask which group one belongs to at the school, such as faculty, management, administration or student. It will also ask if one is a man or a woman.

The questionnaire will be distributed and filled out during the information event.

*Time requirement: 15 minutes*

### 3. Focus groups

Focus groups are comprised of 10 to 15 persons who share common characteristics. There will be four groups in total: (i) faculty members, (ii) boy/men students, (iii) girl/women students, (iv) management and administration members. In the focus groups the analysis of the self-assessment questionnaire will be presented and further discussed.

The objective of the focus groups is to better understand underlying factors for the results of the self-assessment, as well as controversial issues.

The gender audit facilitators will write down key points on flipcharts so that the whole discussion can be visualized and checked.

*Time requirement for participants: 90 minutes*

### 4. The gender audit workshop

The gender audit workshop is the final step in preparing the gender action plan.

Representatives of all groups at the school will participate in the gender audit workshop. Participation by management and administration staff is particularly important as they will be responsible for facilitating the implementation of the gender action plan. No more than 20 persons will participate in the workshop. Therefore, careful selection of participants is crucial. Students should select their representatives as should the faculty.

The objective of the gender audit workshop is to elaborate the gender action plan for the school and present it as a final product.

The workshop will be facilitated by the experts. They will present the results of the self-assessment questionnaire and the focus groups. After this input, small groups will be formed to discuss measures that provide solutions for the problems and barriers identified. The different groups will present their results in a plenary session. These will be discussed by the whole group, and a list of prioritized measure will be elaborated. From this list the gender action plan will be developed for adoption by the management

*Time requirement for participants: 1 day*

### Final product: Gender Action Plan

(followed by implementation)







## 2 WORKSHOP INTRODUCTION

### 2.1 Ice Breaker Exercise: Adjectives



The workshop started with a prayer said by one of the participants. After the prayer for a first round the participants were invited to introduce themselves with their names and add to the name an adjective that would describe themselves and would start with the same letter as their first name.

These were the adjectives mentioned: respectful, joyful, emotional, pretty, original, creative, clean, marvellous, accurate, active, accepted, wonderful, fabulous, merciful, just (magnificent, blessed were the adjectives the facilitators applied to themselves). This exercise served as an ice-breaker and put everybody in good mood.

### 2.2 Profile of Participants

The participants were asked by the facilitator to group themselves according to their position/ function at the school:

- Students
- Faculty
- Administration/Management.

Over all 21 participants represented students (5w/6m) management (3), administration (6) and faculty (1). All students were from health sciences (epidemiology, environmental health, statistics, public health) with a gender balance. The Human Resources (HR)

department was represented by four persons including someone from admissions and registration and three administrative assistants. The management group was comprised of the recently appointed Director for Gender and Development, the manager of the dormitories, and a librarian.

As in the other institutions where the gender audit workshop was conducted, higher level management was not represented, the students constituted the main sub-group, but the presence of four HR employees meant that issues of recruitment and student admission were discussed in some detail.



Participants were then asked to individually introduce themselves by writing on colored cards their names, positions/study areas, years at the university and if they had participated in the self-assessment questionnaire or not.



Name	Position	Studies	Years at school	Focus Group Participation
WK	Assitant Registrar		One year	no
JBW	Faculty Health Sciences Dpt.		7 months	no
PMD	Student	Environmental Health	2 years	yes
JJD	Student	Epidemiology	1 year	yes
MSE	Student	Epidemiology	3 years	yes
RGD	Student	Epidemiology	3 years	yes
OGW	Student	Epidemiology	3 years	-
PWC	Student	Epidemiology	3 years	yes
JLG	Student	Epidemiology	3 years	yes
MG	Recruitment officer HR Department		3 years	no
MNG	Student	Epidemiology	3 years	yes
FWF	Administrative assistant		1 month	no
CBB	Student	Nursing	2 years	no
NDW	Administrative assistant	Training and Development	4 months	yes
ABN	Dormitory manager		3 months	no
MAP	Administrative assistant Admissions Department		6 months	no
AE-L	Director for gender and development		4 years	yes
AG	Student	Epidemiology	2 years	no
ABH	HR assistant	Benefits and compensation	7 years	no
ANC	Library assistant		5 months	no



## 2.3 Participants' Expectations

The participants wrote their expectations on colored cards and pinned them on a softboard along with their names. The facilitator read out all the expectations. The facilitator explained that some expectations would not be able to be fulfilled as they were very ambitious, and went far beyond the scope of a one-day workshop.

Examples of such expectations included: having the training extended to the communities; implementing the gender audit report; and having consistent gender equality.



Expectations	
A swift implementation of the gender audit report	That all materials of the workshop be covered
	That decisions reached be used as a basis for encouraging gender sensitivity at TU
Is for the school to have their own (gender) office	I would like for this training to be extended out into our communities
We should be positive thinkers of gender balance	I would like for Tubman University to improve their system
I want for TU to support the grow your own program based on students not faculty	To fully understand everything that I learned from this workshop and make it part of my life
Gender balance at Tubman after this workshop	To employ more women faculty
GIZ to (establish) partnership with the university	Activate training for both men and women
To have consistent gender equality	To have a clear understanding about gender equality in the university context
More awareness	That after this workshop gender equity should be viewed at a balanced level
Gender plan for the university Women empowerment training	To learn more about gender equality in and around the world
More community (TU) based workshops on gender issues	Awareness on activities and the act of gender balance at TU



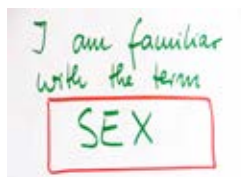
Who am I?	Expectations
William Kpoto Assistant Registrar One(1) year NO	A Swift Implementation of the Gender Audit Report.
PRETTY M DOSES Student: Environmental Health Sciences TWO years YES	<u>Expectation</u> is For the school To have their own office
MESHACH J ELLIOTT STUDENT-EPI THREE YEARS YES	We should be a positive thinking of Gender Balance
Oliver G. Wesley Student Epidemiology Long HEALTH Sciences THREE	<u>Expectation</u> I want For TU to Support the global year OWN program base on students not on
JANICE L. GORA Title - Environmental Health Science THIRD YEAR YES	<u>My EXPECTATION</u> I expect Gender Balance At TUBMAN UNIVERSITY AFTER THIS Workshop
MARIAN N. GANKPALA STUDENT GHS, EPI THIRD YEAR YES	<u>EXPECTATION</u> I expect GIZ to Partnership With the University.
CYRUS B. BARTUAH STUDENT - NURSING TWO-YEARS NO	<u>Expectation</u> To have consistent Gender Equality
Anna B. Noah Dormitory Manager 3 months NO	MORE Awareness
Ade Elliott-Iddow Director For Gender Development 4 Years YES	Gender Plan For the University Women Empowerment training
Aaron G. Gityee Student Epidemiology 2-TWO years NO	<u>What is Expectation</u> I expect to learn more about Gender Equality in and around The world.
ANTHONY H. COOPER LIBRARY ASSISTANT 5 MONTHS NO	AWARENESS OF ACTIVITIES AND THE ACT OF GENDER BALANCE AT TU -
JOSIAH B. WILSON FACULTY 7 MONTHS NO	THAT ALL MATERIALS OF THIS WORKSHOP BE COVERED
Janet J. Dorgon Student Epidemiology 2017 <del>2017</del> YES 1/year	As a participant of this workshop, I would like for this training to be extended out to our community.
RAHINE G. DENNIS STUDENT EPIDEMIOLOGY THREE YEARS YES	I EXPECT THAT RECOMMENDATIONS FROM THIS WORKSHOP WILL HELP TU BECOME GENDER SENSITIVE WHEN IT COMES TO EMPLOYING OF STAFF
Fatimata W. Copeland Student Epidemiology Third Year YES	I would like for Tubman University to improved their system.
Eric v. Forkpah Environ Health student 2016 - Sophomore Two years YES	I expect to fully understand everything learn from this workshop, and make it part of my life.
Mozella Greenfield Recruitment Officer Human Resource 10 years NO	IS to employ more female Faculty
Frances W. Farr Administrative Assistant HR 11 one month NO	Activate training For both men and women
NELSON O. WROTE HR ASST. TRAINING DEV. 4 MONTHS YES	To Have a clear understanding about gender equality in the University Context.
Madia A. Payne Administrative Assistant Admissions Department 6 months NO	I expect that after this workshop gender equity should be view on a balance level.
AUGUSTINE B. HINNESS HR ASSISTANT - BENEFITS AND COMPENSATION 7 yrs NO	MORE COMMUNITY (TU) BASED WORKSHOP ON GENDER ISSUES







## 2.4 What we know about Gender Terms



To refresh some of the concepts discussed in the focus groups, the facilitator placed pieces of paper with different gender terms on them in the center of

the room and asked the participants to come forward when they were familiar with the related term and able to explain it.

For the term “sex”, many participants felt they were able to explain it. After some discussion we came up with the following definition:

*“Sex refers to the biological differences between male and female. We are born males and females; this does not change during our lives”.*

Here is the definition from the oxford dictionary:

### Sex

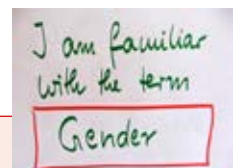
Either of the two main categories (male and female) into which humans and many other living things are divided on the basis of their biology and reproductive functions

Source:

<https://en.oxforddictionaries.com/definition/sex>

Many participants also felt they would be able to explain the term “gender”. Again, there was some discussion and several participants contributed with their ideas.

This is the definition UN Women uses:



### Gender

Refers to the roles, behaviors, 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.

Source:

UN Women OSAGI Gender mainstreaming concepts and definitions





*I am familiar with the term gender sensitive*

The third term in this exercise was the term gender sensitive. For this round, three participants came forward to explain. Being gender sensitive means to

be aware of the differences between men and women and to take them into account when planning activities, when teaching, or when communicating. In other words, it is about actively thinking about, and being aware of gender relations. Develop a conscious thinking about and attitude towards gender relations.

These are the definitions used by UN Organizations:

#### Gender sensitivity

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

Source:

UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)

#### Gender sensitization/sensitivity training

Refers to training that changes awareness, behavior 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.

Source: UNESCO

This is the definition of UN Women:

#### Gender perspective

A way of seeing or analyzing, 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 organization.

Source:

UN Women Training Centre's Gender Equality Glossary

Because of the composition of the group, specifically the presence of epidemiology students and HR assistants, the facilitator also asked for explanations of two additional terms. Two participants tried to give the definition of sex-disaggregated data. Three others joined in the subsequent conversation. The university collects a wide range of data and potentially is able to do sex-disaggregation, but it seems not to use these data for any decision making.

*I am familiar with the term sex disaggregated data*

This is the definition from UN Women:

#### 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.

Source: UN Women Training Centre's Gender Equality Glossary

The next term to be explained was the term: "gender perspective". For this term only one person was brave

enough to come into the circle initially, but was then joined by another two.

There was a short debate about this term as it was not clear from the

beginning whose perspective is meant, and what this means for activities and interventions as well for teaching. The facilitator explained that taking a gender perspective means to put oneself in the other gender's shoes and to analyze before acting, what a certain activity or intervention will mean for that gender.

How are women and men affected, in which ways benefit women and men, what can be done to mitigate potential disadvantages and to minimize gender specific imbalances? These are the three gender mainstreaming questions that need to be answered before starting any intervention/activity that claims to be gender sensitive or focussing on achieving gender equality.

*I am familiar with the term gender perspective*





ures can be taken to support those who have difficulties, and promote those who perform well. The data may be used to investigate why certain groups of students drop out and develop measures to decrease the number of dropouts. It shows objectively the proportion of women and men in the school faculty, and, if followed over time, can show whether or not it has become more balanced. Knowing this, targeted interventions can be planned and conducted. The analysis of sex disaggregated data improves accountability and transparency at the school.



The term “equal opportunities” was explained followed by a discussion of examples in recruitment interviews, admission of students to certain study areas, management decisions, and promotion.

These are some useful definitions of equal opportunities:

#### Equal opportunities

The policy of treating employees and others without discrimination, especially on the basis of their sex, race, or age.

Source:

[https://en.oxforddictionaries.com/definition/us/equal\\_opportunity](https://en.oxforddictionaries.com/definition/us/equal_opportunity)

A situation in which people have the same opportunities in life as other people, without being treated in an unfair way because of their race, sex, sexuality, religion, or age.

Source:

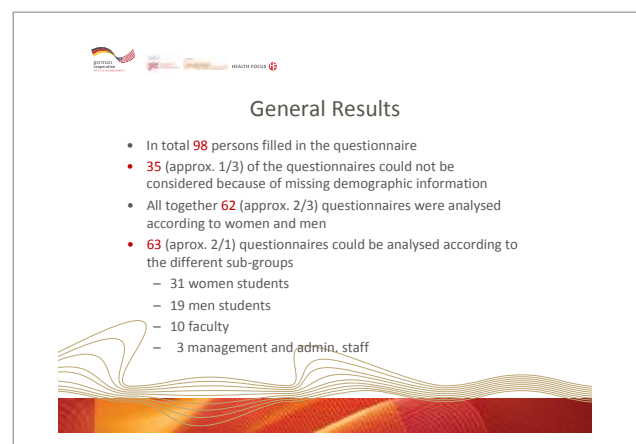
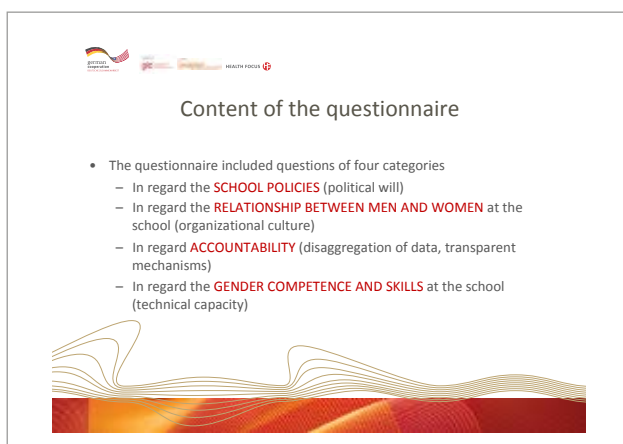
<https://www.macmillandictionary.com/dictionary/british/equal-opportunity>







# 3 RESULTS FROM THE SELF-ASSESSMENT QUESTIONNAIRE





## General Results

- In general **high diversity of opinions** among respondents
- Women** tend to be **more critical** in their opinions than men
- There is **agreement between men and women** in regard two questions
  - Both men and women somehow **disagree** that there has been **increase in % of women students in technical subjects** over the past few years (3,5)
  - Both men and women somehow **agree** that **learning materials** consider both **genders equally** (5,5)

Political Will

## Men and women: different levels of agreement

- Men are neutral while women tend to disagree in that
  - information materials** at school frequently take up gender issues (3,8/2,9)
- Men somehow agree while women are neutral in that (4,9/3,8)
  - school encourages **gender sensitive behavior and language**
- Men somehow agree and women are neutral in that
  - both genders **have equal time** and resources **for study** (4,5/5,4)

Political Will

## Results in the different subgroups

- Women students** tend to think that the **school does not encourage gender sensitive behavior and language** Political Will
- Men students, faculty and administration agree, that men **tend to dominate meetings and classroom discussions** Organizational Culture
- All groups **disagree**
  - that **sexual harassment** is a big problem at their school
  - that the **share of women students in technical subjects** has **increased** over the past few years Political Will
- All groups are neutral in that
  - that **management is actively seeking to increase the number of women among teaching staff**

## What were Challenges mentioned?

- Political will/ School policies and structures
  - Equal opportunities**, rights and responsibilities to exist
  - No (gender) office**
    - Low task /effort by the centre of gender to promote gender equality
    - No specific gender group to talk/educate people about it
    - No one to complain gender issues to
  - The **hand book** is **not at the student disposal**
  - The **lack of proper support** (education etc.)
  - Less number (of women) in the employees of Tubman University
- Financial/Geographical circumstances**
  - Funding/money or distance

## What were Challenges mentioned?

- Organizational culture**
  - Most time **men are not treated fairly** in academic issues by some professors
  - Most **women are not given the opportunities**
  - Interest of **women** in actively **participation** in campus-based activities are **lacking**
    - Equal participation during class participation
    - In calling women to meeting
    - Female have much fear of taking challenges
    - The women are not speaking out
  - If a lady decided to enrol in the technology college where you see men, **the men are going to discourage this lady** because that area is for only men

## What were Challenges mentioned?

- Organizational culture**
  - Getting public outstanding
    - Women are not treated fairly on campus**, they are over looked when it comes to decisions making
    - Having women voices heard** when things are negative
  - Some men or women will **not want to work with each other**
    - women are not in support of women on gender equality
  - Yes, in being a **class president as a women**
  - Limited time to study** compared to men
  - Have challenges in **relating to men** on certain problem
  - Challenges in **assessing male clients** at my clinical practice
  - Sexual harassment**

## What were Challenges mentioned?

- Accountability and transparency**
- Gender knowledge and competence**
  - Lack of awareness** on gender issues
  - Gender equality** has always been the **focus on women**
- Prejudices and stereotypes**
  - Women believe that math is hard** and it's hard to erase/quash their fear of the course
  - More (women)** than men **perform below average** academically
  - But **women are not in the position to voice out** most of their problem

## What were Successes mentioned?

- Political will/school policies and structures**
  - Empowering men and women in gender issues**
  - Women based organization** allows them to associate with
  - Equal learning opportunities** for all
    - More students are now involved
    - Women and man have equal positions
    - Women participation
    - Recognition (of) both men and women grouping
  - Freedom of speech, unity**
  - Female inclusion when hiring staff/faculty**
    - The success is women are coming to educate us
  - During **inter-college league** **both sexes** are the focus

## What were **Successes** mentioned?

- Organizational culture
  - **Equal participation in class**
    - When both women and men worked together with understanding
    - Both women and men interest are taken
    - Women have been encouraged to be participatory
    - Females are becoming participatory
  - **Equal learning opportunities**
    - In having a position in class
    - Motivate them to have interest in mathematics
- Gender knowledge and competence
  - I really feel the **success** at my school, to **educate students about gender equality**

## **Suggestions** for improving gender equality

- School policy
  - Develop **policy that promote** and protects **gender equality**
  - **Conduct research** and put in **plan gender and sexual equality policy**
  - **Women** should be represented **at all levels**, either ministerial, department etc.
  - **More scholarships for women** in the university
  - Send **women for further studies**
  - Create an **avenue for female participation**; encourage female to participate in indoor and outdoor program
  - **Periodic meeting with women to encourage** them on the advantage of actively **getting involved in campus based and academic activities**

## **Suggestions** for improving gender equality

- Apply and enforce university handbook
  - Promote the **culture of diversity**
  - Making **students to respect each other**
- Recruitment policy
  - **Equal opportunity** policy in recruitment
  - **Employ both men and women** administrator, faculty, staff
  - Employ more **women teachers**
- Accountability
  - **Gather gender disaggregated data** to carry on gender sensitivity

## **Suggestions** for improving gender equality

- Gender structure at the school
  - Have a **focus person at management level** to direct gender issues
  - **Establish a department with clearly defined tasks** that will be dealing with gender issues
    - Encourage student both men and women to get involve in every activities in my school
    - Conduct internal audit on gender equality in institution: monitor&evaluate all gender issues
    - Students, mainly women would be able to take their complains in case of any sexual harassment
  - Establish a **conducive training centre** to:
    - promote equal rights for all,
    - revisit and strengthen the act of increasing and providing information that relates to womens' and mens' ability to perform well
  - **Create a gender based organization** on campus

## **Suggestions** for improving gender equality

- Developing gender knowledge and competence
  - Regular **sensitization** for promoting gender equality
  - **sensitizing people** about the importance of gender equality
  - general **awareness campaign** on the campus
  - **Serious training** on gender knowledge
  - **Continuous training**, awareness on gender equality
  - Make **professors to know** the importance of gender
  - **Training of staff and students** in gender planning and analysis
- **Educate the public on gender issues**
  - **Civic education in every community** and teach people about the effect for gender equality

## **Suggestions** for improving gender equality

- Create gender sensitive environment
  - Allow gender balance by **respecting women's and men's views and suggestion**
    - Establish an atmosphere where all women voices or advocacy will be heard
    - Take in to consideration both men's and women's ideas in making decision at the university
  - Provide **training among women** to encourage them **overcomes their fears**
    - Encourage both student to practice math, should **provide much time advising women with their lessons**
    - Quizzing men versus women
  - **Discourage women from early mother/parent** because men use this means to continue their studies ahead of women

## Results from the Focus Group Discussions

## General Results

- In total **54** persons
  - **16** women students
  - **15** men students
  - **13** women teachers and admin. staff
  - **10** men teachers and admin. staff

## General Results

### Learnings:

- we are **born male and female (sex)**
- we are **educated to become boy/girls and men/women (gender)**
- **Society and culture shapes gender roles, responsibilities, opportunities, attitudes and behaviour**
- **Gender roles are changing: „doors can open“**

## General results

- Men and women, both teachers and admin. and students have **different views on certain issues:**
  - Equal participation in class and meetings
  - In decision making
    - all the **decisions are mostly made by men**
  - In acknowledging women's point of view
    - **If the man is there they will see their opinion as more valuable**

## School policies

- Gender friendly structures
  - A structure is placed in the University for Gender
  - The university women organization that provides scholarship for females
  - Two female student groups that help with awareness on women common practices or hygiene
    - They provide scholarships
    - Educational programs
    - Debates in high school

## School policies

- Increased number of women studying and employed
  - Vice president of academic affairs is a woman; she employs the teachers
  - During my time we had only two females in agriculture department, but now there are more people
  - The same thing also applies to the college of engineering and technology
  - There's actually a woman there who is responsible for data
  - There are still many senior positions in which there are only men
    - Public health
    - Engineering and Technology
    - College of management
    - College of agriculture

## Gender issues at the school

- Gender issues in the university handbook
  - Handbook is going to be revised
  - Clause on the status of women
  - Maternity leave and family leave
  - There is a clause on sexual harassment on the handbook
    - There is no systematic process to follow
    - In committee those who are perpetrators are the ones to judge
    - Is a sensitive issue because of the power imbalance
- Gender issues in class
  - Pregnancy
  - Violence against women
    - Dowry, low education, religion, forced prostitution

## Encouragement to participate

- Women tend to be quiet in class
  - I have to always invite my women students to come to me
  - Women are still afraid to come up
  - I have to tell the woman you will be the leader; I appoint them as group leader
  - When you go to the community they will help collect the data, but when it comes to analyze the data they will give it to the men
  - Even if a woman is a group head, the responsibility will still come to the man
- Men dominate in class
  - When it comes to women participation I will rate it 60:40. Men speak more than women
  - **For example:** for math the teacher only calls females. I asked him once why he calls only the females so he said he wants the females to be strong. After doing house work they will be too tired to study. So he wants women to be strong because men have more time to study

## Encouragement to participate

- Women become more active
  - There are only few women that are willing and always present for group activities
  - Many of these girls are very committed to meeting at the time set
  - So, what female needs is to give them responsibilities
  - The school carries on something called group work. This group work force you to do work and talking
- Give women opportunities
  - There's a program called grow your own. This program provides opportunity students to go out and study and come back to give back. But since they started that program, there have been no women on the list
    - Is mostly for staff

## Encouragement to participate

- Incentives for women
  - There's a scholarship for only female students who earn 3.0 gpa. If a girl makes 3 point and above, she will get the scholarship
- Leadership is needed
  - At the first president of the institution. During her time women voices were heard. When she speaks, one or two women give their support and that decision will stand
  - And now since a man is in charge, the decision of the man stands

**If we don't talk they will think it's ok**

## Equal opportunities

- Recruitment
  - When they do job advertisement, they say women are highly encouraged to apply
  - If the man and the woman go head to head the woman will get the job
  - Even if stated that women are encouraged to apply. women need to be capacitated
- Student Admission
  - Men and women stand on line to register based on first time first serve
  - They don't stop you if you want to go to engineering college. They won't stop you
- Leadership positions
  - The student leadership on campus. They allow both male and female to participate
  - For the recent election, the male won the president and the female is the vp. Last election the president was a female and the vp was a male

## Geographical disadvantages

- Women are not here because where the university is situated is far away from Monrovia
- There are women who are capable, but they are not willing to leave town to come and be here
- A woman who has a PHD and comes from America wouldn't want to come here
- A woman will stay in Monrovia because she can be working and going to school at the same time. Women don't have that opportunity here

## Men and women relationship at the school

- Women leading
  - When we have something the women will be assigned to do the decorations and the pretty things and the men will be assigned to do all the logistics
- Increased self confidence
  - In the institution, women are strong. We don't really depend on men. We are self-independent. Some of the men even depend on us

## Changing gender roles

- Men taking women's roles
  - I know of a family. The woman goes to the market in the morning. The husband takes care of the kids and he cooks. When the woman comes from the market, food is already ready. The woman doesn't cook
  - My landlord and his wife. He does all the work. He cooks, clean-up and take care of the children. People say he's the woman in the home and the woman is the man. But he said that's how he was brought up
- Women taking men's roles
  - Another area the university has done well in encouraging more women is security area. I see more women involvement in security
  - I came from Unmill security sector. There is both male and female on third shifts
  - There are a lot of areas on campus where more women can go

## Changing gender roles

- From the engineering department
  - a female students who we live together. When it's time for test, the house can be packed with men and the girl can be teaching them
- The world has changed
  - What a man can do women can do it and even do it best
  - I know other females that are fighting hard to beat men
  - When it comes to decision making; now both men and women participate
  - Backbone behind this change is education
- Men now have seen women as partners
- More parents now focus on girls' education

## Persisting stereotypes

- The mindset of the community is sometimes putting barriers:
  - If you want to help your wife and go to the market, you will start to think about what people will say and they will laugh at you
  - If you are a male, the father will always take you on the farm. If the girl will want to go, the father will always say go back to the kitchen and help your mother to cook.

## Different opinions about sexual harassment at the school

- Everything is o.k.
  - The law is very active
  - No women are allowed to go to professors house
  - "women are very protected"
  - Let's say an instructor falls in love with a student and the teacher wants to fail the students, the school will take drastic action against the teacher
- Dress code
  - Some professors enforce a dress code for both women and men any clothes you wear have to be below your knee. No sleeveless, no body blouse. For men no short trousers and slippers

## Different opinions about sexual harassment at the school

- There are problems
  - The teacher will intimidate the girls. They wouldn't want to give the female student test papers back because they want a relationship with the female students
  - The teachers go without punishment. Nothing is happening that's why it's on the rampage
  - If you have a case with administration, the same people in that group will be the one to judge the case
  - A girl is repeating a course because she refused to have a relationship with a teacher
  - An issue was brought up about sexual harassment and the person was shut down and was asked: did you tell anyone? You have to write a letter before I respond

## Recommendations

- School policies
  - Gender balance in committee to revise handbook
  - Reformulate the clause on sexual harassment
  - Equal salaries for women and men in same positions
  - Have a gender policy
- Gender centre to fully function
  - Gender centre be given resources to conduct gender awareness activities
  - Gender friendly centre with an infrastructure where people will be seen working
  - At days meet with women, some days you meet with only men and some days you blend them. And some days you meet with just faculty and some days you mix the teachers and the students.

## Recommendations

- Recruitment and admission policy
  - Bring more women into the Public health department
  - School needs to employ more female teachers
  - University should try to encourage females to go in those colleges like management and administration, engineering
  - Team for career guidance to talk and encourage women to go into areas where women can't go
  - We need more women in teaching staff and administration
    - women staff will be able to fight for students
    - women staff will stand up for female students
- Incentives for women students
  - The school to provide more scholarships for female students
  - Attract women through free education. Scholarship program for women

## Recommendations

- The website needs to have an area on the website that will prioritize women
  - Access to college program through social media
  - Use TU radio station and encourage women
- Have gender balance panelist for interview.
- Have a friendly environment for interview
- Certain positions should be exclusively occupied by women
- Policy for if both gender have same qualification, and if a woman has 5 years experience and the man has 7 years experience, we should choose the woman in that case



## Recommendations

- Use objective information for decision making
  - The school should improve their registration system
  - Use sex disaggregated data to see how many males and females dominating in the different fields of study and encourage people to go where you don't find more of the other gender
- Develop personal competences
  - Ascertainness training for men and women
  - Conduct anti- harassment workshop
  - Have a committee for every semester, people with talents will come and perform. People have talents, but those talents can only be implemented if we are empowered. These are for both men and women skills building activities

## Recommendations

- Take up good practices again
  - Sponsor the gender group that used to go in community to continue
  - Have such a program also at the school
  - Team set up for psychosocial counselling; department is there, needs to be activated

If you are encouraged from primary school, when they get to college they will not be shy to participate and do what they want to do organizing a forum and encouraging girls to take up roles

Thank you for your attention and your contributions





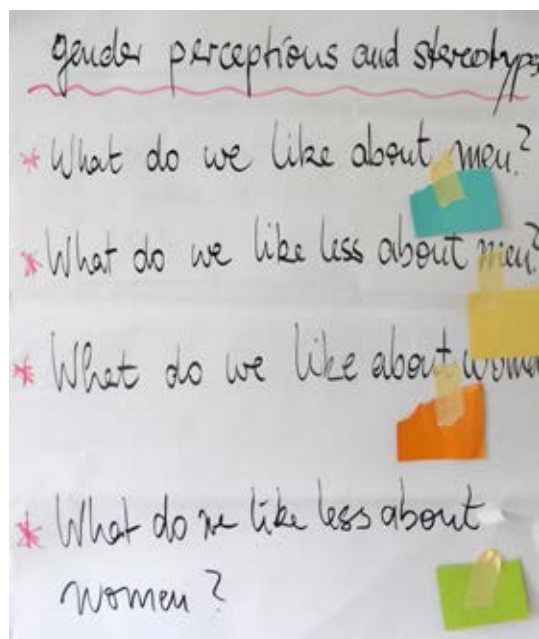
## 4 GENDER PERCEPTIONS AND STEREOTYPES

After the lunch break we started with an energizer: do what I do as I do, just do it!

Before breaking into groups for the development of the gender action plans, another sensitization exercise was conducted in regards gender perceptions and stereotypes. The exercise is recommended in the ILO Gender Audit Handbook (p60, [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms\\_187411.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf)) as an ice-breaker and stimulator for discussion.

The participants were asked to turn to their immediate neighbor and briefly discuss the following four questions and write each of their answers on a colored card. Some participants wrote on their cards several answers.

1. What do we like about men?
2. What do we like less about men?
3. What do we like about women?
4. What do we like less about women?





After that the cards were collected and pinned on a soft board before reading them out.

### Exercise: Gender perceptions and stereotypes

What we like about women	What we like less about women	What we like about men	What we like less about men
Caregivers, Merciful	Women lack self-confidence and lack of participation	Very emotional Men are eager	Thinking superior of themselves
Women are caring, loving and hard working	Not receptive to man when he wants to see her as a partner	The leadership role of men	Men are full of violence Men are dominating in decision making
Welcoming Caring supportive	Always staying at the back	Men are energetic Men are highly participative	Authoritative Lack partnership spirit
The care- giving attitude of women	They always shy away from participation	Men take up initiatives Are caring Are gentle	Men marginalize women They are womanizers They are power-greedy
Their patience They are loving They are peaceful They are strong	Lack proper management	Self-reliance Bordness (Boldness?)	Is their nagging
They are kind-hearted and welcoming	They shy away from duties They are gossipers They are slow	They take responsibility, they are head(s), hero(es)	Men allow women work harder
They are hard-working Beautiful Caring Kind-hearted	Being argumentative Their total reliance on men Not taking the front roles	They are strong Their leadership abilities and their bravery	Being authoritative Selfish Being unrealistic in decision making
Women are caring	Women's unwillingness to be productive intence (in sense/ for instance?) of work or higher education	I like the loving and emotional aspect about men	Men don't take responsibilities as the head of their home
I like their caring responsibilities and training of children	Women play less role in achieving higher education	Men are hard working	High temper attitude Always busy don't spent time at home
Women are respectful Women are good caretakers	Women don't have a self-goal More (many) women are less focussed	They are focus people Encourage their family members of important issues They are good lovers	They don't focus on things that are of no use They don't take things personally





For the men it stands out that they are expected to be eager, energetic, brave, leaders, heads and heroes. In contrast women are expected to be caring, and they are soft: kind hearted, welcoming, peaceful, merciful. This brings the general stereotypes about women and men to the surface. Men take ACTIVE roles in life while women are PASSIVE.

The facilitator took the opportunity to emphasize the positive aspects that these characteristics we like can have in the working or studying environment, and that changing roles will also open opportunities for both men and women to make use of their wide range of skills and personal attributes without being stereotyped. It can be relieving for men to be able to share the responsibility for the household income with their women partners, and enriching when they take on caring roles for their children. It can boost the self-esteem and confidence of women, when they participate as equals in decision making, and make use of their conceptual capabilities when studying, or taking a position with a greater level of responsibility. It enriches teams and widens their perspectives when both women and men are part of the team. Work performance has proved to be better when women and men work together (<http://gap.hks.harvard.edu/impact-gender-diversity-performance-business-teams-evidence-field-experiment>).

The range of what we do not like about men and

women often shows the downsides of the stereotypes we like about both genders.

With the positive characteristics ascribed to men of leadership, taking responsibility, guiding the family taking initiatives, relying on themselves, come also violence, domination, thinking themselves as being superior, and being authoritative.

With the positive characteristics ascribed to women of caring, loving, kind hearted come also little self-esteem, staying in the back, shying away, not having a goal. It stands out that the variety of supposed characteristics of women in a negative sense is much broader than with the supposed positive characteristics. This is not the case with the characteristics mentioned for men. For both categories, the positive and the critical characteristics, the participants found highly diverse adjectives to describe men.



# 5

## GENDER ACTION PLAN

### 5.1 Introduction

To begin the planning exercise, the facilitator gave a short introduction of what is a plan and why it is recommended to plan.

Participants then were split into four arbitrary groups by counting from one to four. They were asked to first write down their own ideas in silence,

based on the earlier presentation, and then discuss in the group potential actions to increase gender awareness at the university. Discussions flowed smoothly and were very lively, with high levels of energy as well as a high degree of seriousness.



The groups then presented their individual group work results in a participatory way: every group member in all four groups took part in the presentation.



## 5.2 Presentation of Group Work Results

### Gender Action Plan Group 1 (green)

*Rahine Dennis, Oliver Wesley, Madia Payne, Aaronic Gitayke, Anna Noah, Marian Gankpala*

Activity	When	How long	Where	Responsible parties	With whom	Necessary resources
Workshop to empower gender division	Sept. 2018 24. – 28.	5 days	TU campus	GIZ/TU admin.	Gender division	Funding TU
Training for both students and faculty within the University	Oct. 2018 15. -17.	2 days	TU campus	Gender division	Students and faculty	Funding for necessary materials
Computer training programs for both men and women graduating seniors of Tubman university	March 2019	1 month	TU campus	Computer teachers	Graduating students	Computers







Gender Action Plan for:

Developed by: giz  
Date: 24 May 2018

**GROUP #1**  
RAHNE DENNIS  
OLIVER WISLER  
MADIA PATRIC  
ANNA GRITZNER  
ANNA MARINA NOAH GAWRATA

Activities	When	How Long	Where	Responsible parties	With whom	Necessary resources
WORKSHOP TO EMPOWER GENDER DIVISION	SEPTEMBER 2018 24-28	5 DAYS	TU CAMPUS	GIZ/TU ADMIN.	GENDER DIVISION	FUNDINGS TU
Gender training for both students and faculty within the University.	OCT 2018 17-18	2 DAYS	TU CAMPUS	GENDER DIVISION	STUDENTS & FACULTY	FUNDINGS FOR NECESSARY MATERIALS
Computer training program for both male and female graduating seniors of Tubman University.	MARCH 2019	1 MONTH	TU CAMPUS	COMPUTER TEACHERS	GRADUATING STUDENTS	COMPUTERS



## Gender action plan Group 2 (yellow)

*Nelson D. Wroye, Patience W. Copeland, Frances, Pretty Pretty*

Activity	When	How long	Where	Responsible parties	With whom	Necessary resources
Gender awareness through workshops and sports	Every semester	2 days	TU Campus	Gender department	Students, faculty, and staff	Funds, materials
Organize a committee to address gender issues	The beginning of next semester	2 weeks	TU campus	Gender office and TU and HR Office	Students government, Faculty and staff	Stationery





# Gender Action Plan for:

Developed by:  
Date

yellow

24 May 2018

D NELSON J. WROTE  
P. Mthembu Copied  
P. JAMKE L. GORA  
P. Frances  
B PRETTY PRETTY

Activities	When	How long	Where	Responsible parties	With whom	Necessary Resources
GENDER AWARENESS THROUGH WORKSHOP AND SPORTS	EVERY SEMESTER	2 DAYS	TU CAMPUS	GENDER DEPARTMENT	STUDENTS, FACULTY, STAFF	FUNDS MATERIALS
ORGANIZE A COMMITTEE TO ADDRESS GENDER ISSUES	THE BEGINNING OF NEXT SEMESTER	2 WEEKS	TU CAMPUS	GENDER OFFICE AND TU HR OFFICE	STUDENT GOVT REP., FACULTY AND STAFF	STATIONARY



### Gender Action Plan Group 3 (blue)

*William Kpoto, Cyrus M. Bartuah, Anthony N. Cooper, Josiah B. Wilson, Eric V. Forkpah*

Activity	When	How long	Where	Responsible parties	With whom	Necessary resources
Talent exhibition to encourage equal participation of both men and women	Nov. 2018	1 month	TU Campus	Students Affairs	Students	Stationery PA-System Finance
Conducting seminars on community-based awareness	August 2018	1 month	TU/Harper/communities	Gender Center	Community dwellers	Stationery, PA-System Finance
Do a regular radio talk show program on gender issues	July 2018	2018 -	TU Radio	Gender Center and Radio Station	Gender office and students	Finance
Do more trainings on gender related issues	October 2018	2018 -	Harper Community	Gender center	Community members	Stationery Finance
Conduct intercollege debates to promote gender participation	Sept. 10.-15. 2018 and in 2018/2019	5 days	TU campus	Student Affairs	Colleges, campus-based groups	Stationery PA-system Finance
Outreach activities in high school for career counselling	August 2018	1 month	High Schools	Gender Center	High school students	Logistic Finance







# Gender action plan for:

Developed by: blue

Date: 24 May 2018

GROUP #3  
1. William Kato  
2. CRISTIAN SANTANA  
3. Anthony N. Cooper  
4. JOSHUA B. WILSON  
5. ERIC V. FORKPAH

Activities	When	How long	Where	Responsible Party	With whom	Resources
Talent Exhibition to encourage equal participation of both males and females	NOV. 2018	1 month	T.U. Campus	Student affairs	Students	-Stationery -PA System -Finance
Conducting Seminars on Community based Awareness	August 2018	1 month	T.U. Harper Community	Gender Center	Community dwellers	-Stationery -PA System -Finance
Do a regular radio talk-show program on Gender Issues	July 2018	2018-	T.U. Radio	Gender center & Station	Gender office and Students	Finance
Do more trainings on Gender related Issues	October 2018-	2018-	Harper Community	Gender Center	Community member	-Stationery -Finance
Conduct Inter-College debates to Promote Gender Participation	Sept 10-15 2018 AT 2018/19	5 days	TU Campus	STUDENT AFFAIRS	COLLEGES campus based groupings	Stationery PA Syst
Outreach Activities in high school for Career counselling	AUGUST 2018	1 month	High Sch.	Gender Center	High Sch. Students	Finance Logistics finance



## Gender action plan Group 4 (orange)

*Meshach S. Elliot, Augustine Hinneh, Ade Elliot-Ledlun, Mozetta Greenfield, Janet J. Doryen*

Activity	When	How long	Where	Responsible parties	With whom	Necessary resources
Collection of sex disaggregated data at TU	Oct. 10-25, 2018	15 days	Tubman University	Gender office Admission Human resources Academic Affairs	Faculty, staff and students at Tubman University	Stationery, Laptop, Man/women power
Organizing gender programs on the TU radio station and other stations	August 2018	Once/weekly	Tubman university Harper city	Gender office, Student groups, other campus-based organizations	TU- community Harper city community	Show fees
Interactive session on gender perceptions	October 2018 -	Regularly	TU-Community other communities in Harper	Gender office in partnership	TU-community, other communities in Harper	Camera, projector, white board, markers
Meetings with students, administration, faculty and management as it relates to gender	June	Regularly	TU-community, High schools	Gender office in partnership	TU, other schools	Projector white board marker
Capacity building and skill training for empowerment for women and men to participate in gender related issues	November	Regularly	TU community, other communities	Gender Office in partnership	TU, other communities	Funds, projector white board, markers
Long-term gender center for adequate space for empowerment and skills training and to enhance confidentiality	2019	Until completed	On campus	GIZ, gender office (TU)	Gender office (TU)	Building materials (?) office supply







Gender action plan for:  
Developed by: grange  
Date: 24 May 2018

George H.  
D. Marshall, B. Elliott  
D. Armstrong, H. Hurrell  
D. Ake, Elliott, Ledgers  
D. Nozette, Greenfield  
D. Janet J. Doran

Activity	When	How long	Where	Responsible parties	With whom	Necess Resources
Collection of sex disaggregated data for TU <i>Assigned grange</i>	October 10-25 2018	15 days	Tubman University	- Gender Office - Admissions - Human Resources - Academic Affairs	Faculty Staff and Students of Tubman University	Statistics Laptop - Meeting power
Organizing Gender Program on the TU Radio Station and other outlets	August 2018 <del>June 2018</del>	Once/week Academic year	Tubman University/ Harper City	- Gender Office - Students group - Other campus based org	TU-Community Harper City community	- Show fees -
All Interactive sessions on Gender program • October 2018 • February 2019	October 2018	Regularly	- TU community - Other community in Harper	- Gender Office in partnership	TU community - Other community in Harper	- Projector - White board - Marker
Meetings with student Administrators, Faculty, and management as it relates to gender	June	Regularly	- TU-Community - High Schools	- Gender Office in partnership	TU Others Schools	- Projector - White Board - Marker
Capacity building and case training for empowerment for female and male to participate in gender-related issues.	November	Regularly	TU community - Other community	Gender Office in partnership	TU Other community	- Funds - Projector - White Board - Projector - Building materials - Office supplies
Long term Gender act for subsequent space for empowerment and skills training And to ensure confidentiality	2019	until completed	On Campus	- GIZ - Gender Office (TU)	Gender Office (TU)	

All groups had restricted their proposed actions to a small number, trying to prioritize those most important ones in their points of view. As a result, there was very little overlap between the four gender action plans.



## 5.3 Synthesis of Gender Action Plans

Although there was a diverse selection of activities across groups, four sets of activities can be deduced from the individual plans::

1. Gender training at the school for the different groups: students, faculty, administration
2. General sensitization activities to be organized and conducted by the Directorate of Gender and Development or a committee established as support to the directorate
3. Outreach activities to sensitize the communities for gender issues including radio programs
4. Strengthen the Directorate for Gender and Development

Some of the groups proposed specific activities like computer courses for graduates of both genders to increase the self-confidence of women students and collection of sex disaggregated data for management decisions regarding student involvement and human resources at the school.

A consolidated gender action plan for the Tubman University could look as follows:

Activity	When	How long	Where	Responsible parties	With whom	Necessary resources
Gender training for both students and faculty within the university	Oct. 2018 15. -17.	2 days	TU campus	Gender division/ GIZ support	Students and faculty	Funding for necessary materials
Develop a calendar of gender sensitization activities at the campus throughout the semesters				Gender Division/ GIZ support	Students government and faculty	
Organize outreach activities to communities and high school to sensitize on gender issues and career opportunities for girls and boys				Students Government and faculty		
Establish a fully functioning Gender Centre	2019	Until completed	On campus	GIZ, gender office (TU), executive management Tubman	Gender office (TU)	Building materials (?) office supplies, human resources
Collect sex disaggregated data for students and administration to be used for management decisions				Admission office, registration office, academic vice president		

The precise activities proposed in the gender action plans from all four groups can be used to specify some of the consolidated actions and further elaborate them. This plan can be discussed with the decision makers at the Tubman University to be adopted and after that further planned in regard time hori-

zon, duration, location(s), responsible parties for implementation and target group and planning for the acquisition of necessary resources. The GIZ EWH project will be able to provide some assistance at the implementation stage.



# 6

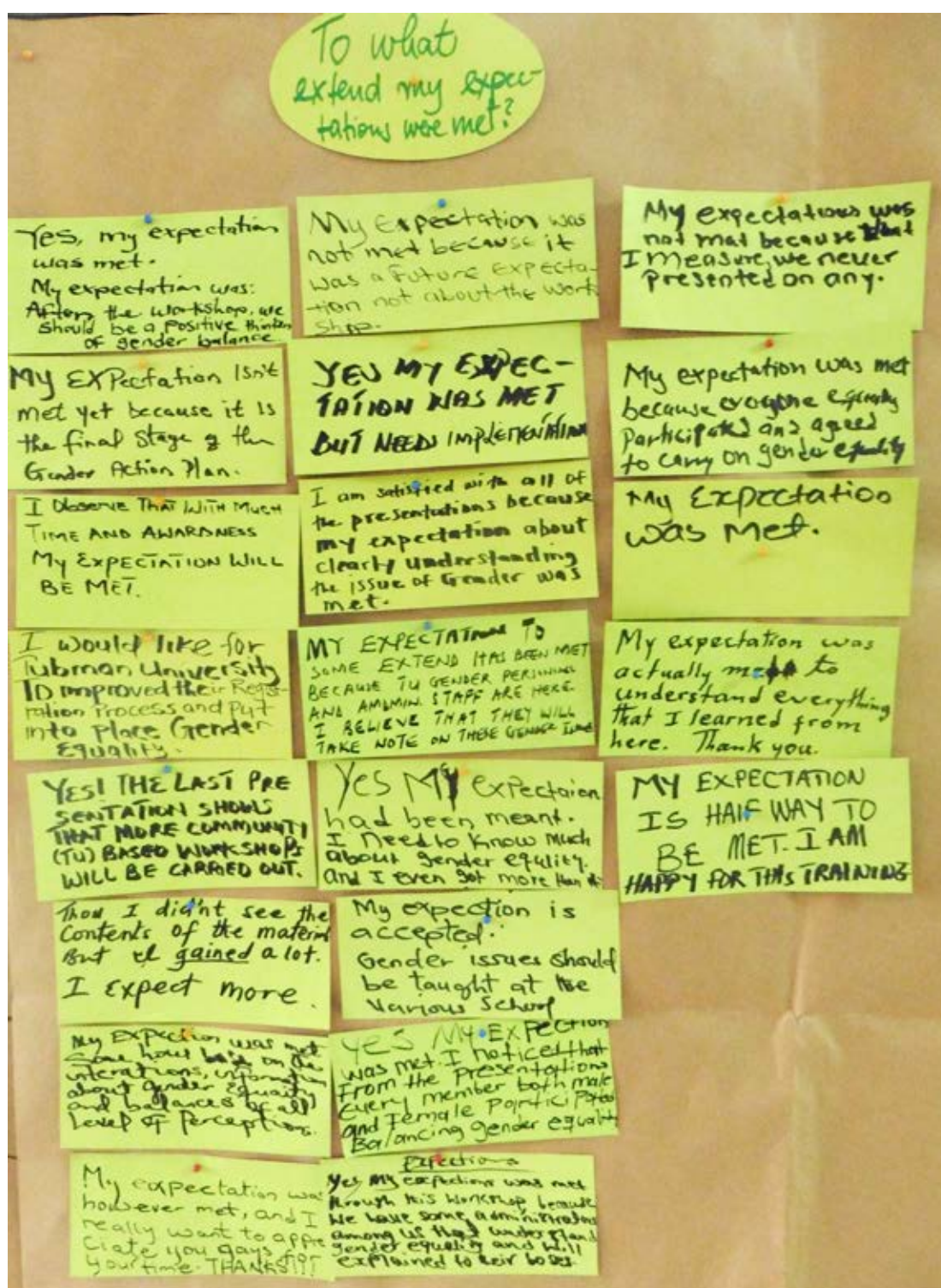
## WRAP UP: EXPECTATIONS MET

### 6.1 To what extent the expectations were met?

The participants wrote on colored cards to what extent they felt their expectations were met during the workshop and pinned them on a softboard. The facilitator read the cards loud.

- Yes, my expectation was met. My expectation was: after the workshop, we should be a positive thinker of gender balance
- My expectation isn't met yet, because it is the final stage of the Gender Action Plan
- I observe that with much time and awareness my expectation will be met
- I would like for Tubman University to improve their registration process and put into place gender equality
- Yes, the last presentation shows that more community (TU) based workshops will be carried out
- Though I didn't see the contents of the materials, but I gained a lot. I expect more.
- My expectation was met somehow based on the interactions, information about gender equality and balances of all level(s) of perceptions
- My expectation was however met, and I really want to appreciate you guys for your time, THANKS
- My expectation was not met because it was a future expectation not about the workshop
- Yes, my expectation was met, but (it) needs implementation
- I am satisfied with all the presentations because my expectation about clearly understanding the issue of gender was met
- My expectation to some extent has been met because TU gender personnel and admin. staff are here. I believe that they will take note on these gender issues
- Yes, my expectation has been met. I needed to know much about gender equality and even got more than it
- My expectation is accepted: gender issue should be taught at the various schools
- Yes, my expectation was met. I noticed from the presentations, every member both men and women participated balancing gender equality
- Yes, my expectation was met through this workshop because we have some administrators among us that understand gender equality and will explain to their bosses
- My expectation was not met because I measure, we never presented on any of them
- My expectation was met because everyone equally participated and agreed to carry on gender equality
- My expectation was met
- My expectation was actually met: to understand everything that I learned from here. Thank you
- My expectation if half way to be met. I am happy for this training.





## 6.2 Closing

For the parting exercise, the group stood up in a circle and crossed their arms to reach out with their hands to the next person on both sides. The facilitator gave her words of thanks and the whole group disentangled the circle by turning as one to the outer side, and said goodbye.



## Annex 1: The Trainers



Dr. Barbara Kloss-Quiroga (right) and  
Massa T. Mamey (left)

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## Annex 2:

# Guidelines and Recommendations for Group Work



### Work Place preparation

- Organize a favourable working place: you may sit in a semi-circle and place your materials and boards/flipcharts in front of you. You may also sit around a table leaving one side for the boards to be seen by everybody

### Group work

- Read the group work instructions carefully or write down the questions to be discussed and clarify them with the group. Everybody should understand the task the same way. In this case:
  - › how would you like to categorize your proposed actions? According to the groups at the school? According to the processes at the school?
- Allocate the different tasks for the members of the group: there should be somebody to monitor the time; there should be somebody guiding the discussion, who is going to present the results later in the plenary? How are you going to present the results? It is recommended to clarify these questions before you start your work
- If you feel necessary, allocate a specific time limitation for each of the tasks in the group work, so to have a good structure for your work
- It is always difficult in a group to start with silence, but we strongly recommend thinking first individually in silence about the first task: in this case,
  - › what are in your point of view necessary actions for the school to become even more gender equal?
  - › think of actions that can be implemented by the management, by the faculty and by the students themselves
  - › you may also decide to think in terms of processes in the school: admission process, school policies, student handbook, information days, teaching and learning materials, assemblies, classes, student accommodation, etc.
- Write your ideas down on colored cards and collect them.
- One of you will act as moderator and will put all cards on the board. You may also decide that

each of you allocates the cards on the soft board

- Discuss each card in the group and cluster them according to themes. This way you have automatically a prioritization of the actions proposed (repeated cards have higher priority)
- Ask after this step: what is missing? Should we add something important/relevant?

### Presentation

- Prepare the results for the plenary, in this case:
  - › Fill the table for the action plan
- Present the results as a team
- When presenting read all your cards/text pointing at the respective card/text. Do not add lengthy explanations
- Maintain eye-contact with the audience



Gender Audit Workshop  
Tubman University  
Harper/Maryland Liberia

May 24, 2018

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