GIME SESSION AND MEETING
10-11 August 2015

Report

The report provides feedback on the good practices, a summary of the discussions held at the University of Botswana with staff and students, and guidance for forward processes.

This report must be read in the context of the following constraints.
- Overall administrative arrangements were weak.
- The working session with the institutions of higher learning did not happen as planned. The University of Botswana was not prepared for the session. The group went to the University and had to return to the hotel. The programme had to be substantially shortened to focus on plans and testing the audit tool.
- The GIME audit was sent to the facilitator during the GIME session. There was no opportunity for testing or revisions. As a result the session became an opportunity to test.

The result of the administrative challenges was very little time to accomplish what was planned. The sessions focused on planning and forward processes. There was little to focus on strategy and conceptual content.

Overall feedback on the presentation of good practices

Seven institutions presented good practices. These included:
- National University of Science and Technology
- Polytechnic of Malawi
- Malawi Institute of Journalism
- Durban University of Technology
- University of Limpopo
- Eduardo Mondlane University
- University of Mauritius

All the presentations were insightful the judges made the following observations.
- Evidence was generally lacking. Presentation focused on the process rather than results. This something that needs addressing moving forward. GL can assist institutions with putting in place strong monitoring and evaluation strategies.
- Many institutions had gender specific projects but not overall strategies to mainstream gender. Perhaps in the next Summit there should be two categories, one for gender mainstreaming overall and one where institutions present gender specific projects.
- Participants' presentations were very long and not always relevant. The template needs review.
- While many of the projects were innovative and very effective the judges were concerned about the lack of institutionalisation. If the individuals driving the projects were to leave the projects would in all likelihood end. This is an important criteria for adjudication and needs to be emphasised in the next Summit.
- The judges and presenters had different views on what it meant to mainstream or integrate gender into their respective programmes. Some of the judges had a limited and narrow understanding while others felt that it should include projects such as creating safe spaces for students to learn and projects that build young women's agency. In future judges and presenters need an orientation into the criteria and what they mean.

- While it is important to grow people and provide exposure to junior staff it is important that there is high level buy in from senior and management staff in the department. This is an important indication of commitment. Some presenters could not answer questions because they did not have a complete understanding of the process and progress towards gender mainstreaming.
- The University of Mauritius presented a case study on mainstreaming gender in the Department of Sociology. It was very interesting case study but not relevant to the session. This must be addressed in the next Summit.

Feedback from the interactive session with the University of Botswana

Six institutions of higher learning met with students and staff from the Department of Media Studies from the University of Botswana to exchange experiences on gender mainstreaming. The session began with the institutions from higher learning sharing where they come from and a brief description of how they are mainstreaming gender. The students shared the following perspectives:
- The gender mainstreaming projects have assisted the students to examine different perspectives on the issues they cover. They have benefitted from specific training such as gender, media and elections.
- Several students shared how the projects helped build their confidence and skills.
- The students and lecturers are interested in exchange programmes with other institutions of higher learning.
- The Polytechnic of Malawi will explore whether they can share their online gender resource centre.
- The students expressed the view that they need to have an overview of what gender has to do with journalism and media studies, the lecturers expressed a similar view.
- The gender projects are informative the students struggle to integrate the learning into their mainstream courses.
- Gender mainstreaming is happening in parallel to the actual media and journalism courses. It needs integration and linking.

There is a high level of innovation on gender mainstreaming in all institutions. The main challenge is integrating these into the way the Departments work.

REVISED GIME WORKPLAN, OUTPUTS AND MONITORING AND EVALUATION TOOLS

	INTERVENTION ONE	OUTPUTS	MANDE	INTERVENTION TWO	OUTPUTS	MANDE	INTERVENTION THREE	OUTPUTS	MANDE
Durban University of Technology	Curriculum development – first week of October	Revised curriculum	GIME audit and scorecard, comparison of findings	Teaching, learning, assessment - second half of November	Revised curriculum	GIME audit and scorecard, comparison of findings			
University of Botswana	Teaching, learning, assessment	Revised lesson plans and assessments	GIME audit and scorecard, comparison of findings						
IFASIC, DRC	Research			Teaching, learning, assessment	Revised lesson plans and assessments	GIME audit and scorecard, comparison of findings			
Malawi Institute of Journalism/ Polytechnic of Malawi	Teaching, learning, assessment Second week of January 2016	Revised lesson plans and assessments	GIME audit and scorecard, comparison of findings	Research	Strengthened and increase in the number of gender research projects	GIME audit and scorecard, comparison of findings	Materials development	Materials development plan	GIME audit and scorecard, comparison of findings
University of Mauritius	TBC								
Eduardo Mondlane University	Curriculum review First week of November 2015	Revised curriculum	GIME audit and scorecard, comparison of findings						
University of Limpopo	Gender 101, research	Strengthened and increase in the number of gender	GIME audit and scorecard, comparison of findings	Curriculum review	Revised curriculum	GIME audit and scorecard, comparison of findings	Gender Policy development	Gender policy	GIME audit and scorecard, comparison of findings

	INTERVENTION ONE	OUTPUTS	MANDE	INTERVENTION TWO	OUTPUTS	MANDE	INTERVENTION THREE	OUTPUTS	MANDE
		research projects							
University of Dar es Salaam	Teaching, learning, assessment	Revised lesson plans and assessments	GIME audit and scorecard, comparison of findings	Research	Strengthened and increase in the number of gender research projects	GIME audit and scorecard, comparison of findings			

The text in red indicates the initiatives institutions have suggestions. Other institutions require follow up and confirmation. One of the suggestions is that GL organise a colloquium on gender and research. This could include two people from every institution for a period of a week. Participants suggested the first week of December to conduct the workshop. Gender and research is a common need across all institutions.

The session ended with feedback on the online GIME Audit tool. The comments were as follows:
- Change form title to include *and or communications departments*
- Formats for the survey e.g. cell numbers; dates; spaces between numbers
- Explanatory notes on what is expected to be filled in
- Postal address block should be made bigger
- No. 7 should read which Faculty or School does the department fall under
- Split the different levels of study e.g. give number of students from each level study
- Separate question on gender policy and sexual harassment policy and insert skip patterns for each
- Provide a drop downs e.g. for selection of country
- Remove No.25 section on score card. This has been administered already and if one person fills in it will not be a representative result for the department.

All the institutions are very enthusiastic to start the process. The GL Media Department must follow up and set up the sessions as a matter of urgency.