GOTHELAI TOOLKIT

GENDER ON THE HIGHER EDUCATION LEARNING AGENDA INTERNATIONALLY:CO-CONSTRUCTING FOUNDATIONS FOR EQUITABLE FUTURES

UNIVERSITY OF SUSSEX

UNIVERSITY OF IBADAN
RECTE SAPERE FONS

NAZARBAYEV UNIVERSITY

O.P. JINDAL GLOBAL UNIVERSITY
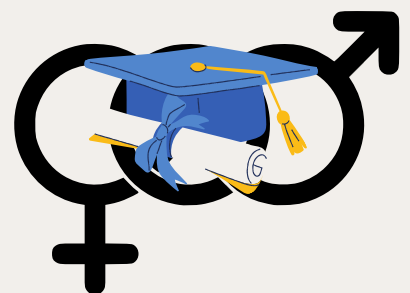
MARRAKECH
UNIVERSITE CADI AYYAD

Acknowledgements

We would like to thank everyone who has contributed to the development of this toolkit. This includes the university students and staff whose voices are included in these toolkit resources as well as all those who have participated in the research, and the universities that have been part of this project. We are further grateful for the contributions of all those who have shared their experiences and perspectives with us through our conference and workshops; our international expert stakeholders; and the British Academy for funding this project.

Dr Tamsin Hinton-Smith

Project lead

University of Sussex, 2022

Table of Contents

Introduction to the GOTHELAI Project

This toolkit has been developed by a team of interdisciplinary, international researchers from India, Kazakhstan, Morocco, Nigeria and the UK. We have been funded by the British Academy, under the Global Challenges Research Fund (GCRF) to conduct the project Gender on the Higher Education Learning Agenda Internationally (GOTHELAI). This research addresses central questions around inclusion of gender in curriculum and pedagogy across disciplines, considering relevant motivations, challenges and opportunities. It has involved conducting qualitative and quantitative research on gender inclusivity at five higher education institutions (HEIs) within our respective country contexts, the full findings of which can be accessed in our project reports via our project website: https://mainstreamgenderhighereducation.wordpress.com/reports/.

Our intention through this Toolkit and a series of facilitated international workshops is to share our research approach and findings more widely with colleagues in the international higher education research and teaching community, with the aim of cultivating greater gender inclusivity and equality within HEIs.

What this Toolkit is and is not

We have created this toolkit with the intention of sharing our resources and experience in order to support others working or studying in higher education (HE) internationally to carry out their own gender audit of their HEI. However even as we offer to share these 'tools', we recognise the problematic nature of this concept borrowed from the medical model's focus on the surgical instruments required to undertake an intervention successfully.

Unlike this medical model we do not prescribe a precise set of tools to be unproblematically applied in the same way to gain the same results across any case. This toolkit does not seek to offer a one-size-fits-all model for increasing gender inclusivity in HE. We do not seek to present ourselves as authorities on every context, recognising that 'tools' cannot be unproblematically transferred to different settings. Instead, we recognise the complexity of social contexts and research that means that each case will be distinct, and as such will need researchers to adapt tools and processes to suit the requirements of the localised contexts within which they are experts.

While the focus of our work has been on gender, informed by a feminist perspective, we have also been guided by commitment to the imperative to work to decolonise processes of research and development in HE, through an emphasis on multi-directional knowledge-sharing between locally-led strategies for developing HE. We have also been guided by an intersectional approach to gender, recognising the complex ways in which gender relates to other aspects of identity. Our intention in sharing the tools that we have used is to support colleagues to identify their own particular challenges and strategies. By sharing our reflections regarding how experiences of conducting gender audit may differ across settings, we hope to support others to add further to this growing collective body of knowledge.

Who this toolkit is for

We hope that this toolkit will be a useful resource for higher education teachers, researchers, managers and students who wish to develop understanding around gender equality and create greater inclusivity within their HEIs through focus on the teaching and learning context. While our focus is on higher education and all contexts are distinct, we hope that elements of these tools will also be adaptable to be relevant to those seeking to audit and increase gender equality in wider educational and organisational settings beyond higher education. This may include schools, colleges, adult education, and non-education organisational contexts.

What this toolkit includes:
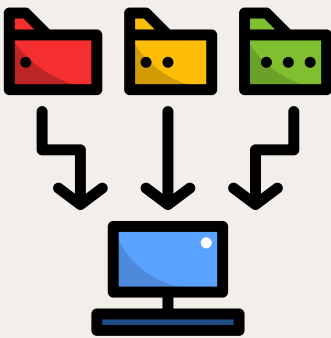
Adaptable data collection instruments and research notes	Researcher reflections and case studies of insights from participants and stakeholders in international contexts	Reflective questions and activities to guide gender audit in your context.

Research Risks and Responsibilities in International Contexts

Higher education contexts vary greatly in terms of discipline, institution and country. It will be necessary to adapt research design to suit the requirements of local contexts, including sensitivity to localised agendas and constraints, and the ethical research requirement to protect the privacy and safety of all those who are part of gender audit as participants or researchers. All research should undergo organisational ethical approval requirements, and above that should be attentive to the responsibility not to do harm to do participants through engaging them in the research. We also recommend that you identify contact details for relevant support around gender equality and discrimination, violence and harassment, and ensure that all researchers have access to these resources to share with participants as needed.

Specific localised considerations may include but may not be restricted to the following:
- Constraints in terms of where curriculum design responsibility and power lie in different contexts
- Resistance of individuals, departments or institutions to engage in the research or elements of it
- Risk to individuals from being critical of department, institution or higher-level policy
- Risk to individuals from disclosing non-conformist identities in terms of gender and/or sexuality
- Identify departments you want to work with
- Individual, disciplinary and international differences in understandings around gender equality issues and importance
- Individual, disciplinary and international differences in understandings around gender equality concepts and wider language understandings
- Individual or institutional censorship of dissemination of research insights

Gender terminology resources

The Advisory, Conciliation and Arbitration Service

https://www.acas.org.uk/research-and-commentary/diversity-and-inclusion

The European Institute for Gender Equality (EIGE)

https://eige.europa.eu/thesaurus/browse

GLAAD

https://www.glaad.org/reference/transgender

Stonewall

https://www.stonewall.org.uk/help-advice/faqs-and-glossary/list-lgbtq-terms

UNICEF
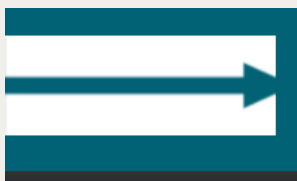
https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf

Research Process

You will need to identify which modules, courses or departments you will audit within your university. We undertook online surveys and online interviews with staff and students across three departments within each participating HEI. Carrying out interviews online using Zoom has the advantage of generating a recording and transcript free-of-charge, but is reliant on access to technological hardware, software and internet connectivity by researcher and participants. You may choose to utilise paper surveys, in-person interviews, focus groups (online or in-person) and analysis of course materials, as suits your context and aims.

The number of participants you sample will be determined by your aims, resources, and size of research context. Prior to participating in the survey or interview, participants were provided with information about the research, to enable them to make an informed choice whether they wished to participate, and to provide them with information regarding confidentiality, anonymity, and their right to decline or withdraw participation. They were asked to consent to the research via an interview consent form:

We analysed our quantitative data within the Qualtrics software that we used for our survey. Free alternatives include google forms and survey monkey but this choice may be impacted by your institutional ethical requirements. We analysed our qualitative data using Excel for widest researcher accessibility within our tea.

You can access our data analysis extraction framework template here: https://docs.google.com/spreadsheets/d/1QSpOH_iCVOhoz1AuRjwfE0N2ki8Hcjfhh36 ABteKJyE/edit#gid=1613651540

Research Process

You may wish to use a qualitative data analysis software such as NVivo if you have access to this. We stored data separately to participant identifiers, under password protection, and accessed and shared data via password protected links in line with data protection requirements.
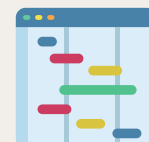
The following gantt chart indicates our key tasks and the timeframe: https://docs.google.com/document/d/176lk2UF7tej6f_HUg1jHzNc24 gj92Vs8DqHBD5zwFFQ/edit

Survey questions:

Our survey questions can be adapted to suit your specific research needs.

You can access the full survey template via this link: https://docs.google.com/document/d/1Skz9GsVT3eZlyuh2lcuHk8 WZ9UREaejJUy6AdBoXS5M/edit

Interview questions for staff:

You can access our staff interview template here: https://docs.google.com/document/d/16E01i51-us23gOooaR374SdBAzX7ddsPWlOJSpBSNNo/edit

Interview questions for students:

You can access our staff interview template here: https://docs.google.com/document/d/1qE1wTaPrOTQn BZQV2kU7DFqVRimZ-28hAII4FVTMD6s/edit

Research Process

Focus group questions

Alongside our data collection from participants we chose to carry out and analyse data from focus groups with the research team. This dimension to the research reflected our feminist principles of wishing to be attentive to and interrogate our own positionality, motivations and agendas as a research team, and to explore ways in which these might vary within the team, and impact the research. This added a further dimension to our insights and has become the focus of some of our research publications.

You may find our researcher focus group questions a useful tool to adapt as part of your own gender audit:

- How has the experience of working with people across different country settings been for you?
- How has the experience of working collaboratively online been for you?
- What challenges have you experienced when working on this project? (Anticipated and unanticipated challenges/challenges from a feminist perspective in particular)
- What are the possibilities, if any, that have been presented through working on this project?
- In what ways, if any, has COVID-19 impacted upon you and your engagement with this project?
- What ways, if any, has this project presented a different way of working than you might normally experience within your country contexts (prompts: different technological aids/cultural differences in styles of engagement; styles of meetings; modes of communication)
- What does collaborative research mean to you?
- Do you think GOTHELAI has been a collaborative research project? (Why/why not).
- What do you think makes for meaningful collaborative research and how do you think this could be achieved?

Reflections from the Team Members

We asked all members of our team to reflect upon their experience of conducting a gender audit within their different countries, including the challenges and opportunities this research presented. How do you think these experiences might compare to your own?

India

Dr Nupur Samuel
India Country Lead

'Research work is messy, and though this template appears like a neat, finished product, it went through multiple iterations to incorporate suggestions that echoed multiple lived realities and perspectives. The key to learning is to be open, and mindful of how we perceive things and how others do; to be able to imagine a world where multiple possibilities exist, and this also sums up our research work on this project-to allow for multiple gender identities to find an equitable space to thrive.'

Abhinav Anand
India Research Assistant

'As a student of Literature, I have always believed in the power of stories and how they can bring us together despite/because of all our differences. This collaboration was premised on difference but that never led to any dispute since we all had a common goal and the project is a product of our dedication towards achieving that goal. In the course of this research, I got a chance to listen to different perspectives which helped me learn as well unlearn and form a more informed perspective about gender in HE and the ways in which I can contribute my bit in the larger puzzle of ensuring a gender-equitable future.'

Reflections from the Team Members

Kazakhstan

'International collaborative research is not easy. Working across disciplines and cultural contexts has meant facing my own assumptions and seeing new insights. But being consistently open to collaboration as a foundational tenet, such as in this research, and willingness to confront the struggles when presented, the results of international collaboration can be particularly rich.'

Dr Anna CohenMiller
Kazakhstan Country Lead

'I realized that exploring common issues across several countries allows you to generate new insights that provide a rich description of each case and help understand your own context better. Despite all the differences there is still so much in common across countries in both challenges and opportunities in developing more gender equitable approaches in teaching and learning. This cross-national case allowed me to have a closer look and better understanding of the contexts that otherwise would still remain little known to me.'

Dr Aray Saniyazova
Kazakhstan Research
Assistant

Reflections from the Team Members

Morocco

Dr Kholoud Kahime
Morocco Country Lead

'From this project, I can see how important it is to work as an International collaborative work group, form several disciplines and multitude cultural contexts to achieve a real benchmark about gender. In my opinion, gender inclusion remains one of the most important gaps that needs urgent attention and consideration. This is not only in higher education but in all curriculum fields and levels, to give more and more of a positive global impact in order to break all forms of resistance, and create a social dynamism open to tolerant citizenship and modernity. I think everyone can be involved in gender inclusion, but we have to overcome first, social hypocrisy, customs and personal judgments and attitudes.'

Dr Fabrice Shurweryimana
Morocco Research Assistant

'The results of this project in the five involved countries have been both reassuring and touching for me. Reassuring because they enabled me to observe that on an international scale, more and more people, in particular teachers, researchers and students, are increasingly sensitive to the question of gender and are working for gender inclusivity and gender mainstreaming in higher education. Touching also because the statistics and experiences shared by some participants in the study showed that, if progress has been made so far, much remains to be done to arrive at an adequate qualitative and quantitative gender reality in higher education teaching and learning. Finally, I cannot finish without mentioning how socially and humanly rich this project has been, because I met a team of researchers with human and intellectual qualities that were largely beneficial and appreciated.'

Reflections from the Team Members

Nigeria

Professor Olapeju Aiyelaagbe
Nigeria Country Lead

'This project has given me a fresh experience in international collaboration. I have collaborated with other researchers, scientists like myself on different projects but this always involved travelling to other countries to carry out the research or the scientists visiting my country. I am a physical scientist and my research is laboratory based. This is the first kind of research collaboration that I have been involved in which was done virtually. I have never met any of the GOTHELAI team members physically but the research is progressing well and we interact as if we have known each other for a long time. Our meetings are done on Zoom and we also interact on WhatsApp. This is an enriching experience for me and has opened new frontiers for me in research. I am grateful for the opportunity to be part of this team.'

Uko Idorenyin
Nigeria Research Assistant

'Thanks to the pandemic which took us to a new dimension of learning and collaborating, and yes! It worked for us. Interestingly, many research collaborations happen online due to the researcher's location and not being able to conduct their work together physically. Being part of international collaboration is certainly very engaging and a developing experience. It provided me with the opportunity to learn from other research teams about different work practices and share insightful thoughts. Having been involved in Gender studies, I feel I'm obliged to not only end here but push for inclusion which is the aim of this research.'

Reflections from the Team Members

UK

Dr Tamsin Hinton-Smith
UK Country Lead

'Exploring experiences of students and staff of different genders, and from different academic disciplines, universities and countries, helped us to develop rich insight into the ways in which gender equality is included and excluded in different ways within the curriculum focus and pedagogic approaches of higher education teaching internationally. This included experiences of the topics taught, experts whose ideas are drawn on, and how different students and teachers are seen by others. Our case studies do not provide exhaustive understanding of how gender is present in higher education, but they do present a range of possibilities that we hope will be useful to others.'

Dr Fawzia Mazanderani
UK Research Assistant

'I found that when people put aside the time to think about ways of mainstreaming gender in higher education, there were so many innovative ideas regarding how to create more gender inclusive teaching and learning environments. This made me consider how, if our leaders place greater value on fostering gender inclusivity and diversity within our institutions, there is scope for change to occur at both an individual and societal level. This requires collective responsibility and action and a recognition of how issues concerning gender inclusivity intersect with other equality concerns.'

Reflections from the Participants

India

'Departments of natural sciences tend to push back against the inclusion of gender in their curriculum'
(India Science Male Institution Lead)

'In a political science class, all men stopped saying anything once we started discussing feminism. There is a need for more allies.'
(India Social Science Female Student)

Kazakhstan

'Another important obstacle that hinders integration of gender into curriculum is lack of time. And given the fact that there are no policies or regulations that in a certain way measure or monitor gender inclusion into curriculum, faculty do not take an initiative to do it on their own... it means that this is extra work, and someone has to do it...' (Sciences Female Staff)

'Sometimes I hear some stereotypes about females, for example, that female directors are not good, that it is too hard to work with females, that we are detail oriented and often cannot provide an objective view of point in some issues... We have a traditional society.' (Social Sciences Female Student)

UK

'Gender inclusivity can include 'examples people use, the theories they have, how they present with their teaching materials...the way they write assessment questions and it could just be in the informal discussion and how people are with different groups of students within the classroom setting'
(Social Science Female Staff).

'Some teachers obviously care more than others' (Social Sciences 'Other' Student).

Reflections from the Participants

Morocco

'We don't have a serious problem with the inclusion in our faculty, in ourdiscipline, in what we are teaching. In the universities, there are more girls who succeed in their studies compared to men. So, there is a kind of positive discrimination, as we call it. So, girls are perhaps more favoured than men.' (Sciences Male Staff)

'Higher education needs expertise. As long as a professor knows her field it's good. But filling higher education with professors who might not be as good or have what it takes just for the sake of representing everyone (race, sexuality, gender, etc..) might have a negative effect on education.'
(Social Sciences Male Student)

Nigeria

To be candid, I feel there is not much representation of the role of women generally. I offered a course where the role of men and women in history were mentioned, yet only few women were mentioned...' (Humanities Female Student)

'No classes are assigned based on gender, and I do not teach with gender in mind. Our courses are gender-neutral, but we should be aware of concerns of gender and balance when instructing students.' (Social Science Male Staff)

Case study: UK Student Perside Ngani

'I am a student and social activist, with an interest in how gender, intersecting with race and class, shapes the experiences and aspirations of female academics, particularly within the Sciences. I believe that teaching staff should reflect more on the gendered and racialised identities of the researchers they draw upon and should undertake a critical review of their curriculum, in order to represent the diversity in researcher expertise. Institutions should utilise internal communication channels, as well as social media, to disseminate and draw attention to the work of colleagues from under-represented backgrounds. There needs to be more platforms whereby students and staff share personal challenges and opportunities and in doing so 'humanise' the academic experience and provide the means for developing stronger networks and support systems.

We also need greater pastoral support for female students in particular, to allow these students to have the same opportunities to progress within what remains a patriarchal field. This requires more than initiatives for women to access HE, but the resources to flourish and belong within these spaces. An approach here are 'buddy systems' whereby students at further stages of their degree offer mentorship for others. There should be training for all staff on how to provide effective pastoral support which recognises the gendered experiences of students and universities should hire staff who work explicitly on issues of diversity and inclusivity.

While some lecturers are concerned about how they represent gender in their teaching, using different gendered examples and highlighting of the identities of researchers, this is not a priority for all. While there are opportunities for people to promote gender inclusivity within HE institutions in the UK, these opportunities attract individuals who are already passionate about the topic, so more work needs to be done for wider audiences to recognise the value of attention being paid to gender equality. This requires institutions to prioritise gender inclusion as integral to everyone, requiring mandatory training, rather than work that is taken up only by select students and staff. We're all in this together. We all have a role. We all have the power to change this. We all have the power to make a difference to the student experience.'

Case study: India Staff Dr. Mohammad Sayeed

'I believe gender inclusivity begins with making the campus safe for everyone and by safe I mean a space where you feel a sense of freedom. You can talk, think and act in ways that you want to, without the fear of judgement. Once this freedom of thought and expression is ensured, the rest of the changes, be it in terms of classroom participation, syllabus, etc. will follow. At the level of the classroom, I believe teachers need to make efforts to recognise the categories of students who don't really voice their concerns and make efforts to ensure participation by these students as well. There is no magic formula to ensure this but the awareness of teachers' part that usually the students belonging to minority and underprivileged groups tend to remain silent in classrooms is a good place to start. The online classes with the technological divide have furthered this gap and I have used techniques like conducting half of the class on chats to ensure maximum participation from everyone. However, there is a lack of awareness among the faculty members regarding the issue of gender sensitisation. Furthermore, when a course related to gender or caste is offered, certain sections of students are supposed to be active participants in these courses, and a lack thereof is perceived in a negative light as if it is the sole responsibility of these students to take up these courses.

As far as our school system, usually at both matriculation and senior secondary level the majority of toppers are girl students but as we proceed further in University level exams, we do not see this overwhelming majority of girl students. I always ask my students to think of what might be the reasons for this sudden decline. We usually trace it to the issue of non-application by women or in other cases minority groups but what we really need to explore are the reasons which prevent a certain section of students from applying at certain institutions of higher education or for competitive exams. One of the reasons that I can think of for this gap is that of accessibility, in its most literal sense. After their senior secondary education, students, especially in the Indian context need to travel to other cities and that brings in the issue of safety and security, especially for the girl students. There have been movements to reclaim the space, especially the University spaces, and make it accessible and free for everyone. One of these is the *Pinjra Tod* (Break the Cage)movement where students from one of the Universities in Delhi extended their hostel curfew time from 6:00 P.M. to 11:00 P.M. and consequently, the streets around the University and the University campus can be seen abuzz with women around 10:30 P.M. providing a sense of safety and freedom that was earned through student politics and struggle. I firmly believe that student politics which can foreground students' interest is one of the key ways to tackle issues related to gender discrimination.'

Case study: Nigeria Stakeholder Kikelomo Ladipo

'Gender inclusivity transcends mere equality. This to me means that opportunities should be open to everyone, irrespective of gender. Male and female stereotypes should not define the expectations within institutions as well as appointments and opportunities in the institutions. Hence there is a need to work towards the improvement of the system, especially for the marginalized. Nigeria, with her uniqueness having been stratified into North, East and West, opportunities (promotion, appointments, admission etc) should be open irrespective of state of origin, ethnic group, religion or gender. Admission into a course of choice should be based on merit irrespective of state of origin, ethnic group, religion or gender. To promote inclusivity, it is important for staff and students to note that gender inclusion is not a tussle nor feminism, rather equal opportunity for the citizenry.

The most common challenges include: Personal and interpersonal insecurities, discrimination and intimidation by the dominant group and exposure to violence. As a higher education regulator, I will speak to the entire university system. Although gender balance is not the reality in the Nigeria University System, particularly in the appointment of principal officers, there have been some improvements compared to previous years. In 2018 about 17% of all principal officers in the NUS were female. Compared to the previous years, you will observe a slow increase in the proportion of females occupying principal officer positions. With regards to student admission, as of 2018 about 44% of undergraduates in the NUS were female. This I think is an impressive statistic in the march to higher gender parity index. Sensitization programmes aimed at educating the university community on the meaning and purpose of Gender inclusivity is necessary because women are not well represented in leadership positions in Nigerian universities. Female academics should be encouraged to attend and contribute at meetings, contest for positions and make their voices heard. In addition to general university sensitization campaigns, the leadership of student groups should be encouraged to sensitize their peers at their clubs and associations on the importance of gender inclusivity through physical and electronic campaigns. Finally, research is a pathway to school improvement. Hence, researchers should influence policy and change by actively engaging with relevant stakeholders and policy makers.'

Case study: Kazakhstan Lead Dr Anna CohenMiller

'For me, gender inclusivity in HE teaching and learning means that gender is considered as part of the foundation of teaching and learning in all the aspects of HE, such as in curriculum development, in implementing curriculum, in discussions and talks about women, sexuality and LGBTQ+, in selecting books and readings to be used in courses, etc. It is recognizing internationally that gender is not a binary concept, based on a socially constructed idea of a black or white way of thinking. It's about promoting and raising a specific way of thinking that considers gender as a part of everything that we do, a part of our nature, meaning we're individuals, we are gendered institutions and we need a gendered teaching, a depth of thinking regarding gender and an intersectional approach. For many people, it can be harder to recognize and reflect this in our HE system. Some challenges will restrain gender mainstreaming, at least in curriculum, in promoting women authorship, in standing up for gender issues and considering women voices, and soon.

Due to our cultural sensitivity regarding discussing uncomfortable topics in our society, like sexuality or family and societal pressures and expectations, there will probably be a push back intending to bring back the binary conception of genders with the false assumption that men are better than women, so they must keep leading and shaping our HE learning and teaching. Besides that, we also must consider that, in the context of my work, most of the faculty are not from Kazakhstan, they come from many different country contexts with different backgrounds and experiences, so that showcasing or bringing the awareness about inclusivity requires multifaceted discussion. We are in an interesting time because we have an emerging and engaged generation, raised between the Soviet times, where women were not given the same place as men in society, and this more postmodern era, where expectations towards women include being in the workplace, being highly educated, and maybe having their own businesses. This is speeding up and shaping major changes in line with gender mainstreaming. For instance, I started years ago a consortium of gender scholars across departments to raise awareness of gender research both at the university and across the country and region. Now we're starting to see naturally, as result of the consortium, that there are some student groups who have been very active with concrete actions like organizing a women's march for women's day.

We need to harness that energy and move it forward, for students are really the lifeblood of making changes. Moments of critical self-reflection, peer feedbacks, or peer evaluations about what is being taught, need to be upheld to see if gender is part of your courses, if there is a gender balance between authors who are engaged with, for example. This can help to set up content and courses in which students are aware of differences, aware of gender, aware of social and cultural differences, and aware of the need for everyone's voices to be heard and considered. Discussions related to staff at all the levels of the university must be seen as an important component of that. From there we can structure a HE system that consider people as humans and gender as an important part of one's life, along with other various aspects.'

Case study: Morocco RA Dr Fabrice Shurweryimana

"Gender inclusivity in higher education is about many things. Many people perceive it mostly as gender balance in the workplace or gender balance in the student population, but it goes beyond that. In my view, in the first place it is about opportunities. Is everyone getting the same opportunity regardless of their gender? The same opportunity to get promoted, to get paid, to get access to resources. And the most important thing to consider in promoting gender inclusivity is the mindset. Am I doing the right thing, at the right time and with the right people? Are we sharing the same mindsets?

These are very important. Mindsets are shaped by culture which may be different at different levels: culture of the entire society, culture of higher education institutions, culture of each family. In many cases gender discrimination starts in families when girls are not given the same opportunities as boys. Society sets gender stereotypes and puts a glass ceiling to women preventing them from entering certain fields. Some fields continue to favour males rather than females. And therefore, changes in mindset and raising awareness should go through all levels of culture. Another important thing is that students are not actively involved in the gender inclusion process. The main reason is that approaches to gender inclusion are often of a top-down approach, students often have a fear of asking questions and raising gender topics.

I think it is important to involve students in this process both inside and outside the classroom and arrange various activities, projects, conferences, colloquiums in the broader context of diversity. In terms of curriculum, I think including gender in teaching and learning should be a requirement, and at the same time teachers should be provided with resources to do that.'

Reflection Tool

- What are your own priorities in auditing gender? (Including what you want to get from this; your context of work)
- What challenges do you anticipate?
- What networks and resources can you draw on to support you? (Think within and beyond your own department or university)
- What might you need to do the same and differently to us?
- What elements of our process and tools will work for you and which won't?
- What adaptations will you need to make?

Further Resources

- European Institute for Gender Equality (EIGE) (nd). What is Gender Mainstreaming? Retrieved from: eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming

- OECD (2011). Report on the Gender Initiative: Gender Equality in Education, Employment and Entrepreneurship Retrieved from: www.oecd.org/social/48111145.pdf

- OXFAM (1994). The OXFAM Gender Training Manual. Retrieved from http://policy-practice.oxfam.org.uk/ publications/the-oxfam-gender-training-manual-141359

- UNESCO (2012), World Atlas of Gender Equality in Education. Paris: UNESCO. Retrieved from:www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012.pdf

- UNNATI (2009). Gender Awareness and Sensitivity Applications. Training Resource Pack. UNNATI Development Education Organization. Retrieved from issuu.com/tarundg/docs/gender_awareness-manual_web_sept09

- UN Women (2016). Typology on Training for Gender Equality. Retrieved from www2.unwomen.org/~/media/ headquarters/attachments/sections/library/publications/2016/typology-on-training-for-gender-equality-en. pdf?v=1&d=20160503T200520

- World Economic Forum (n.d). The Global Gender Gap Report 2017. Retrieved from: reports.weforum.org/ global-gender-gap-report-2017/