Literature Review
The Literature Review is divided into four sections for ease of reference. The sections are as follows:

2. Publications by bilateral organisations
3. Publications by the Forum for African Women Educationalists (FAWE)

The majority of publications on what is happening in Africa have been done by the Forum for African Women Educationalists and by the African Gender Institute of the University of Cape Town.


The African Union Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, agreed to in July 2003, has been endorsed by the majority of African Member States. In Article 12, it specifically agrees to the elimination of all forms of discrimination against women and guarantees equal opportunity and access in the sphere of education and training. It also seeks to “eliminate all stereotypes, syllabuses and the media, that perpetuate such discrimination and to protect women, especially the girl child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices”. It seeks to “provide access to counselling and rehabilitation services to women who suffer abuses and sexual harassment”. It also seeks to “integrate gender sensitisation and human rights education at all levels of education curricula including teaching training”. Member States who sign the Protocol agree to “promote education and training for women at all levels and in all disciplines, particularly in the fields of sciences and technology” and to “promote the enrolment and retention of girls in schools and other training institutions and the organization of programmes for women who leave school prematurely”.

The Southern African Development Community's adoption of the Declaration on Gender and Development by SADC Heads of State and Governments in 1997 required close collaboration between Governments and Women's NGOs in southern Africa. The Regional Advisory Committee, which was integral in steering this process, collaborated with SADC and gender experts to ensure that gender was incorporated into the SADC programme. Into the Future: Gender and SADC, describing the process leading up to the Declaration on Gender and Development has been published. President Nelson Mandela, who was then the SADC chairperson, launched the publication at the 1997 Summit of SADC Heads of State and Government in Malawi. Furthermore, SADC has identified gender as a crosscutting issue when it identified its Priority Intervention Areas in its 15 year blueprint, the Regional Indicative Strategic Development Plan (RISDP) which was adopted by the heads of state and

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Notes:
government in 2003. The identified priority intervention areas include poverty eradication, trade liberalisation, infrastructure development, sustainable food security and HIV and AIDS.

The Convention on the Elimination of All Forms of Discrimination against Women, CEDAW, provides the most carefully thought out and internationally agreed upon framework on women's rights. Article 10 deals comprehensively with education, covering career and vocational guidance, access in rural as well as in urban areas, curriculum, stereotypes, scholarships and grants, continuing education, female dropout rates and programmes to redress this problem.

The United Nations Third World Conference on Women held in Nairobi in 1985 produced a thoughtful Toolkit for Women. In Paragraphs 163–173 it deals with Education, which is defined as “the basis for the full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfil their role as full members of society….Special measures should be adopted to revise and adapt women's education to the realities of the developing world. Existing and new services should be directed to women as intellectuals, policy-makers, decision-makers, planners, contributors and beneficiaries….Special measures should also be adopted to increase equal access to scientific, technical and vocational education, particularly for young women, and evaluate progress made by the poorest women in urban and rural areas.”

Paragraph 168 emphasized the need to strengthen centres and programmes of women's studies “in response to social forces and to the need for developing a new scholarship and a body of knowledge on women's studies from the perspective of women”.

Another concern of the Nairobi Conference was the linkages of training to employment needs.

The United Nations Fourth World Conference on Women held in Beijing in 1995 re-affirmed the critical importance of education and training as a basic human right in Paragraphs 69–79. It emphasized the goals of equality, development and peace. Women can become “agents of change”. Women should be given the opportunity of life-long education. One area highlighted was the lack of sexual and reproductive health education for both women and men. The low enrolment and performance of girls and women in science and technology is again noted as an area for redress. The Beijing Declaration called for utilization of the mass media for education, with special emphasis on the education of women, for sufficient resources to be provided for the education of girls and women, and for gender mainstreaming into all policies and programmes.

_Ouagadougou Declaration_ adopted by the Pan-African Conference on the Education of Girls held in Burkina Faso in 1993, calls for governments to establish the education of girls as a priority, to set targets, provide appropriate resources, monitor progress on a biennial basis and to report to the International Forum on Education for All.

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In December 2003, UNESCO held a workshop in Paris on NEPAD's education strategy, and presented a paper on “The Gender Resource as Key to NEPAD's Human Development Strategy”. This paper deals with the issue of how to handle gender within the overall NEPAD framework.

Elizabeth King and Andrew D. Mason have published a seminal work on gender and development, emphasizing that gender roles and relationships evolved out of “interactions among biological, technological, economic and other societal constraints”. They defined “gender equality in terms of equality under the law, equality of opportunity including equality in access to human capital and other productive resources and equality of rewards for work and equality of voice”.

Of interest is their identification of development within an institutional framework:

“Development occurs in an institutional environment defined by customs, social norms and implicit codes of conduct and such formal structures as laws, regulations and economic institutions. These institutions establish the incentives, opportunities and constraints that determine people's choices and actions. They shape power relations within the family, society and the economy.

To achieve gender equality development strategies must transform legal and regulatory frameworks, markets, and organizations into institutions based on the principles of equal rights, equal opportunity, and equal voice for women and men. A fundamental step is to establish equal basic rights, especially in family law, protection against gender-related violence, property rights, and political rights.”

Although the study does not deal only with education, it is an important work in its own right, and also as an expression of views within the World Bank, which remains the biggest donor to education in Africa.

2. Publications by Bilateral Agencies

Two of the most important works in terms of gender mainstreaming have been done by the Canadian International Development Agency (CIDA/ACDI). These are CIDA's Policy on Gender Equality and CIDA's Gender-Based Analysis in Policy-Making. These two works are absolutely essential reading for those interested in gender issues, in particular in gender mainstreaming. The two works are utilized extensively in Module 2. CIDA's Policy on Gender Equality provides a very thorough analysis of gender policies, linking policies to environment, information and communications technologies, and development within a Third World context. It gives practical help on gender analysis as a tool, with possible strategies and activities to support the achievement of gender equality. It also provides a performance assessment framework, including good practices to promote gender equality and gender analysis guidelines.

Gender-Based Analysis in Policy-Making provides eight very useful steps for policy development, comprising identifying the issue; defining outcomes; defining inputs; research; developing options, recommending, seeking decisions; communication; assessing quality.

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The **Gender Analysis as a Development Research Tool** by the IDRC\(^\text{12}\) provides good definitions of gender terms including sex and gender; gender equality; gender analysis; gender analysis and ICTs; practical gender needs; strategic gender needs; gender mainstreaming.

The **Handbook for Mainstreaming Gender Perspective in the Health Sector**, by Johanna Schalkwyk, Beth Woroniuk and Helen Thomas\(^\text{13}\) provides a helpful guide to mainstreaming gender into health. Many of the principles can be applied also to education. It is linked to the gender policy developed by WHO. It includes key themes in the process of developing a gender policy; examples of developing a gender policy; integration of gender awareness into Health Sector Policy in SIDA; and the institutionalisation of a gender perspective.

### 3. Publications by the Forum for African Women Educationalists (FAWE)

The Forum for African Women Educationalists has undertaken a number of studies linked to higher education. This includes **The ABC of Gender Responsive Education Policies**,\(^\text{14}\) which provides an excellent foundation for a gender audit. It includes the concepts and principles underlying a gender responsive policy; the steps to be taken in policy analysis; and charting the way forward. The steps for policy analysis includes tracing the policy philosophy; analysing the existing constitution; knowing the sector guidelines; understanding the development plans; and situating your organization in the international arena.

Regina G. Mwatha Karega’s **Statistical Overview of Girls' Education at the University Level**\(^\text{15}\) provides a statistical overview of four higher education institutions: Kenyatta University in Kenya; the University of Dar es Salaam in Tanzania; Abdou Moumouni University in Niger; and Makerere University in Uganda. The overview includes undergraduate and graduate student enrolments; academic staff; and halls of residence.

**Female Participation in African Universities: Issues of Concern and Possible Action** by V. Masanja, R. Karega, D. Kasente, M. Mbey, A. Kadi, N. Simelane, and F. Nyamu\(^\text{16}\) provides an overview of women's higher education. It includes lack of gender disaggregated data; sexual harassment; the continued existence of negative attitudes and perceptions towards women; lack of equal opportunities in admissions, accommodation and staffing; and discriminatory structural, organisational and institutional practices.

Deborah Kasente's **Popularising Gender: A Case Study of Makerere University** provides a description of the outstanding work done at Makerere University to mainstream gender over a period of fourteen years. The process included:

- A high level workshop was held for all members of the central executive, Deans and Directors with the aim of collectively analysing women's and men's needs in the university and developing an action plan for meeting their gender specific needs.
- Recommendations of this workshop were presented to Senate, in order to institutionalise the whole process. One of the recommendations of this workshop was that Senate should form a standing committee on gender mainstreaming.

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\(^{12}\) IDRC, **Gender Analysis as a Development Research Tool**. [Www.idrc.ca/en/ev-23233-201-1-DO_TOPIC.html](Www.idrc.ca/en/ev-23233-201-1-DO_TOPIC.html).

\(^{13}\) Johanna Schalkwyk, Beth Woroniuk and Helen Thomas, **Handbook for Mainstreaming Gender Perspective in the Health Sector**, SIDA, Stockholm, 1997.

\(^{14}\) FAWE, **The ABC of Gender Responsive Education Policies**, FAWE, Nairobi, 2002.

\(^{15}\) Regina G. Mwatha Karega, **Statistical Overview of Girls' Education at the University Level**, Paper commissioned by FAWE at 10\(^\text{th}\) General Assembly of AAU, Feb 2001, Nairobi.

\(^{16}\) Prof. V. Masanja, Dr. R. Karega, Dr. D. Kasente, Dr. M. Mbey, Prof. A. Kadi, Dr. N. Simelane, Dr. F. Nyamu (FAWE Paper), *Female Participation in African Universities: Issues of Concern and Possible Action*, FAWE, Nairobi, 2001.
The Senate established a committee on gender mainstreaming, with the mandate to advise Senate on modalities to mainstream gender into all functions of the institution.

The Senate Committee on gender mainstreaming realised that the current status of gender issues in the university was not well established and commissioned a study to do a situation analysis of gender related concerns university-wide. This process has not been completed.

Lessons learnt were:

- Having the goodwill and commitment of the highest level managers of the institution is essential for gender mainstreaming to be effective.
- Goodwill and commitment of high level managers is better achieved through dialogue and lobbying than through 'militant' activism;
- There is need for a critical mass of committed and competent gender experts to give the process credibility and sustenance.\(^\text{17}\)

Verdiana Masanja's *Structural Changes and Equal Opportunity for All: a Case Study of the University of Dar es Salaam*\(^\text{18}\) describes gender concerns incorporated into the University's Five Year Plan 2000-2005. The analysis shows that even with affirmative action in favour of women students, enrolment in certain disciplines such as Commerce, Education, Engineering, Architecture, Medicine, and Sciences remained low. Female enrolment was close to parity in the Arts, Law, Pharmacy, Physical Education, and Nursing. In some areas women students admitted through affirmative action did very well. Mathematics and Physics appeared to be particularly difficult for girls, and stemmed from very poor secondary school preparation. The study is one of the few that analyses performance.

The percentage of women academic staff did not improve during the period 1995-2000. Women comprised only 13% of professors; 9% of associate professors; 12% of senior lecturers; 12.3% of assistant lecturers.

Masanja outlines key issues to be addressed as:

- The insufficient number of women available for recruitment candidacy.
- Mitigating factors to those women qualifying for recruitment but decline/are not ready to apply.
- Gender biased recruitment criteria.
- Gender insensitive environment for retention and advanced of women academics already recruited.
- Lack of affirmative actions at recruitment and for academic career development.

FAWE's *Gender Responsive Pedagogy Teachers' Handbook*\(^\text{19}\) provides a useful guide on gender in the classroom. Although its focus is on primary and secondary schools, it is nevertheless helpful for tertiary education practitioners. It describes the gender responsive school; gender responsive pedagogy; gender responsive lesson planning; gender responsive teaching and learning materials; gender responsive language use in the classroom; gender responsive classroom set up; gender responsive classroom interaction; sexual maturation;


\(^{19}\) Forum for African Women Educationalists (FAWE), *Gender Responsive Pedagogy Teachers' Handbook*, FAWE, Nairobi, (no date).
sexual harassment; and supportive gender responsive school management systems.

4. Publications by African Universities

The majority of the publications on gender issues have been done by the African Gender Institute (AGI) of Cape Town University. The AGI provides postgraduate programmes at Masters and Doctorate levels on policy analysis and policy making; gender analysis; research; information technology; and strategic and critical thinking. Its Associates Programme provides opportunities for African based scholars, writers, researchers and gender activities to work at the Institute. This programme is funded by the Rockefeller Foundation. Its Strengthening Gender and Women's Studies for Africa's Transformation Project seeks to strengthen African teaching and research in gender studies in African universities.

The AGI has done a number of conceptual studies such as on sexual harassment and on gender and the media. It has also done some seminal work on other African institutions. It has organized a seminar for SADC countries.

The Association of African Universities (AAU) distributed a questionnaire on Gender Mainstreaming in Higher Education in Africa, and their responses are included in this section. 20

For easier consultation the work has been divided either into general studies or by country.

General Studies

Jane Bennett's Sexual Violence/ Sexual Harassment: a Handbook of Resources 21 is a seminal work on sexual harassment, and much of the work in Module 8 on Gender Violence and Sexual Harassment is based on her work.

The African Gender Institute, in an article entitled “Building Knowledge for Gender Equity in African Contexts” 22, seeks to explore and dialogue on what gender studies is about. Based on a workshop held in Kaduna, Nigeria, in 1996, it identifies gender studies as including indigenously based knowledge of gender relations. This knowledge pays rigorous attention to the experiences of women. It involves research, which describes from multiple perspectives the complex, and diverse experiences of women living in Africa. Knowledge of gender seeks to understand the dynamics between people, in different contexts and ways, as “men” or “women”. It seeks to understand the implications of being gendered as a man or as a woman for a particular time and place: these implications weave themselves into every aspect of social production. Thus knowledge requires research in both men's and women's experiences.

In investigating the connections between voice, reflections and texts, the AGI aims to build up analyses and theories based on real experience. Africa suffers from the combined legacies of colonialism and traditional feudalism, which propagates ideas about the authority of men. This heritage needs to be addressed if Africa is to change for the better.

Desiree Lewis and Barbara Boswell's study, “Gender and the Media”, looks at the number of women professionals in media in Africa and the representation of women in the media. In the works of Ruth Mukama quoted in the article:

Women are perpetually stereotyped as domesticated, given to leisure, fashion and beauty interests. They are also invariably portrayed as brainless, dependent, indecisive, subservient and sport for men’s pleasure. Women are persistently objectified as men’s possessions. Educated working women activists are portrayed as audacious insubordinate agitators, while those who opt to remain single are portrayed as prostitutes, social degenerates, and immoral beings who sleep their way to the top. Those who hold high political or administrative positions are branded as incompetent and inefficient. They are ultimately demonised and isolated as irrational snobs.

Professor Amina Mama's inaugural lecture on “Critical Capacities: Facing the Challenges of Intellectual Development” presents a critical analysis of the role of the African intelligentsia and of African universities in development in the post-Independence era. She sees the African intellectual community as having a history of serving despotic rulers. Moreover the hierarchies of knowledge production have also coincided with militarism in Africa. However African militarism has not brought about an industrial revolution in the context of economic and political underdevelopment and dependency. African intellectuals have had to face the challenge of maintaining their intellectual integrity, at the same time to ensure their own economic and political survival. The two challenges may contradict each other. The organisation of knowledge within the African context has been deeply complicit in imperialist agendas, and has been largely financed through “capitalist expansionism”. Science has been given prominence, whilst arts and culture have been devalued. However science and technologies are not culturally neutral, as is evident in the challenges facing Africa including the “HIV/AIDS pandemic, the abuse of women, genocide, the multiple social and cultural consequences of deeply gendered politics of today's war making machines”.

She also highlights the “contradiction between highly educated women and feudal politics leading to a deepening gender consciousness. Post colonial and feminist epistemologies are therefore critically committed to political, social and cultural transformation of their societies”.

Elaine Salo and Desiree Lewis summarize a number of studies linking democracy, citizenship and gender. These studies are critical to the definition of gender roles in African democracies. One area is how far voting really guarantees democracy for women. Elections are not always gendered, and women are often victimized and intimidated to elect males. This is particularly true of non-elite women.

The issue of customary law is central to the identity of African women. Customary law is often utilized to oppress African women, out of alleged respect for African tradition. Traditional religious regulations such as Sharia law in Nigeria can deprive women of their rights, whilst letting men who have committed the same transgression scot free.

Ethnicity and citizenship is another area touched upon. This has been particularly tragic in countries such as Rwanda and Burundi.

Women in politics face the problem of rhetorical support, even in dictatorial regimes, when in
Ada Okoye’s “Riding on the Backseat: Thoughts on the New Constructions of Womanhood in Nigeria” meditates on women's rights in Nigeria as she takes a bus ride on a gender segregated bus: the women sit at the back of the bus according to the regulations of Kano. As the bus became fuller, women became more and more squeezed at the back. She links the bus ride to the Nigerian Constitution which seeks to promote freedom, equality, and justice. In her words:

As far as I could see, the same mechanism which was employed to define an African customary law that was oppressive for women was at work here, namely, that “customary law was not about guaranteeing rights….” Consequently, those without access to the political authority of the time, typically women, had neither the same opportunity, nor political resources to press home their point of view. Different legal regimes; same effect on women, except that in this case, Nigerian women did gain access to the political authority and did present constitutional review proposals which press home their point of view.

Women are exploited by those who wish to gain political power. Women need to utilize their power to vote to strengthen their rights.

Zenebeworke Tadesse discusses the issue of “Gender and Democratisation in Africa: the Long Road to the Front Seat”. Many of the new initiatives purporting to promote democracy, such as the New Partnership for Africa’s Development (NEPAD), do not pay any attention to gender, yet the denial of human rights and democracy to women underlies many of the barriers to development in Africa. The questionable quality of the representation of women and the exclusion of women from democratic discourses and implementation programmes undermine the real empowerment of women.

African Gender Institute provides an overview of gender studies in Africa in an article entitled “Activism and the Academy”. In Southern Africa one of the most serious challenges is that of gender violence on campuses. The Southern African Network of Institutions Challenging Sexual Harassment and Violence was formed in 1997. In South Africa the Gender Equity Task Force commissioned by the Ministry of Education in 1997 identified sexual harassment and abuse as major obstacles to gender equity in education.

SAPES, based in Harare, has produced a small but significant number of publication on gender: Gender in Southern Africa (Meena ed 1995); Southern Africa in Transition: A Gender Perspective (1998), and has the distinction of having launched the Southern African Feminist Review. CODESRIA had produced one book that addresses gender, Engendering African Social Science (Imam et al eds 1996).

However on the whole achievements in the area of gender studies in African academies have been modest, depending largely on outside funding. Yet gender studies is an essential and fundamental input into development, with the likelihood that development is hampered because critical gender issues have been ignored. The article appeals for more endogenous support for gender studies.
The African Gender Institute was invited to prepare and provide gender training modules to the Southern African Development Community Organisation of Supreme Audit Institutions. The programme was organized by Sisonke Msimang and included six SADC countries.

Cameroon

Joyce Endeley describes the establishment of the Department of Women and Gender Studies of the University of Buea, in Cameroon. The Department was not established by feminist activists, but by a forward looking senior male academic. Beginning in 1993, it has produced staff for the NGO and the state sectors. It presently has over 300 undergraduate and postgraduate students and seeks to serve not only Cameroon, but also other African countries.

Ethiopia

*Women in Faculties of Teacher Training Institutions in Ethiopia* by Almaz Eshete looks at teacher educators in teachers' colleges and universities in Ethiopia. The percentage of women lecturers is dismally low, averaging 2.8% of the total. Women report being intimidated at appointments and promotions committees.

Emebet Mulugetta and Mulumebet Zenebe describe the work of Center for Research Training and Information on Women in Development (CERTWID), recently transformed into the Gender Institute, at Addis Ababa University in Ethiopia. Established in 1995, the Institute has conducted a large array of research on gender and development. It runs training programmes in research, planning, implementation and monitoring of development projects. It has incorporated gender into the University curricula, and it has an Information, Publications and Documentation Unit.

The study, which was the focus for a panel discussion, showed that 12.7% of students had actually been raped, with a further 27.5% who had suffered attempted rape. 58% of students had faced sexual harassment at some time, compared to 41.8% who had faced sexual harassment in the last 12 months. These students received no assistance or support from the University. Their trauma was not addressed.

Ghana

Ho Polytechnic in Ghana provided information on its policies and programmes through a gender perspective in response to the *Association of African Universities (AAU) Questionnaire on Gender Mainstreaming in Higher Education in Africa*. The Polytechnic offers a range of technical and vocational courses. Its hostel accommodation provides in almost equal numbers for men and women students. Although it does not have a gender policy, it does have an Ethics policy which emphasises non-discrimination in terms of gender.
in respect of admissions and academic awards which are based on merit. It has a total of 63 academic staff, and women comprise 77.8% of the total. It has 14 senior management staff, and women comprise 21.4% of the total. The Academic Appointment and Promotion Boards both have women members. Women students comprise 53.6% of its 276 full time certificate students, and 31.7% of its 1792 full time diploma students (2004–2005 statistics). Academic staff and student population statistics are disaggregated and collected regularly. However this data may not be utilized for decision making. There is no finance either from within the institution or from outside agencies for gender specific programmes.

This is the only polytechnic which responded. Its Ethics policy appears to be very powerful in ensuring a sound gender balance in staffing and in student enrolment, given that the major part of the disciplines are considered traditional “male” occupations (e.g. automotive engineering, building, electronic engineering). It may not be typical of the situation of polytechnics as a whole.

Kenya

The Centre for Gender Studies at Kenyatta University, Kenya, was established by the Vice Chancellor, who also chairs the Board, in 2001. He had attended an international conference which convinced him that such a department was essential. One of the first tasks addressed was the level of student violence, culminating in the rape of two women students. Its work is deeply concerned with the ways gender influences life, philosophy, politics and development. The department undertakes training and research, and provides consultancies.

Judy Omale studies the extent and impact of sexual harassment in schools and educational institutions in Kenya.

South Africa

As part of the liberation of South Africa, with its basis on human rights for all, a Gender Task Force was established in 1992 at Fort Hare University. The first problem it had to face was the high level of violence against women on the campus. The Gender Task Force was transformed into the Gender Forum as the number of members increased. However the representation of academics remained very small. The Forum focuses on gender issues within the University and its neighbouring community. It uses workshops to develop gender related policies. It has established a gender resource centre, which has conducted research and documented gender inequalities. In addition it facilitates staff counselling and represents the University at provincial, national and international forums on gender equality.

Tammy Shefer describes the work of the Women and Gender Studies Department at the University of Western Cape where she is the Director. The Department was established in 2001, and had over 100 students in 2003. It has recently established postgraduate studies. It has strong community linkages. Courses include gender and nationalism, women’s health; sexuality, masculinity, gender and development; gender and law; women and technology. The Department has strong international relationships, particularly with other African universities.

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The University of the Western Cape also has a Gender Equity Unit (GEU), established in 1993, responsible for formulating and implementing gender sensitive policies such as on sexual harassment, policy guidelines for staff recruitment and appointments and a policy on sexist language. The GEU is responsible for monitoring the transformation process at the University following the establishment of several gender sensitive laws in the country such as the Employment Equity Act of 1999. Women students comprise 57% of the total. The GEU has embarked on programmes to improve the quality of life for women students. It has also established a programme to improve older women's access to tertiary education. It links up with the poor communities from which most students come through joint projects between students and communities. It also undertakes research, for example on gender violence and gender exploitation.

The University of Natal, South Africa, has two campuses, one in Pietermaritzburg which has 52% female students out of a total of 5 341 students, the other in Durban, which has 47% female students out of a total of 11 636. A survey was undertaken to gauge the level and types of sexual harassment on the campuses. The survey was intended to provide the basis for the establishment of a policy on sexual harassment. The study by Nomcebo O. Simelane entitled Sexual Harassment: A Case Study of the University of Natal, outlines the survey and the subsequent policy development processes. Sexual harassment was defined as unwelcome and unwanted sexual conduct such as verbal comments, abuse, gestures or physical contact of a sexual nature by an individual or a group resulting in one or more of the following:

- mental, physical and social discomfort;
- interference with her/his work and/or academic performance. This could result from the threatened downgrading of marks, demotion, withholding of privileges and/or dismissal as a result of the refusal of sexual advances or the promise of a reward for compliance;
- creation of an intimidating, hostile or offensive environment for him/her on campus.

A policy was developed which outlined various steps and instituted structures to deal with complaints, including peer consultants, a sexual harassment panel, and the University disciplinary structures. However it was found that these structures were too heavy and were not used by abused students, who were afraid that reporting would lead to adverse publicity as well as further violent abuse. It was not safe to report abuse. Instead students were keen on instituting preventive measures. Safety precautions were seen as paramount. These included safety on residences, accessibility to facilities such as libraries by female and disabled students at night, counselling services and prompt action where cases are reports.

The issue of who commits sexual violence and abuse was addressed: the response is that it could be anyone. Some abusers were older students. Some abusers attacked in groups. Black male students were more involved in sexual violence than other races. This points to values and cultural differences, as well as to underlying economic problems: the Zimbabwean studies indicate that student poverty may have a great deal to do with student male violence against women students, who may in turn be solving their poverty problems by dating rich older men.

Witswatersrand University provided very useful and detailed information to the *Association of African Universities (AAU) Questionnaire on Gender Mainstreaming in Higher Education in Africa*. Although it does not have a specific gender policy, much of the areas covered by such a policy are addressed under its Employment Equity Plan, Employment Equity Policy, Policy on Sexual Harassment, and a Policy and Procedure for dealing with complaints of unfair racial and sexual discrimination. All of these touch on gender issues. It appears to be one of the most advanced institutions in terms of having in place and in practice gender policies which protect against discrimination and exploitation.

The University has also established a process for policy formulation which includes:

- Draft prepared by the Transformation and Employment Equity Office.
- Draft discussed with Senior Executive Team to get approval for basic principles.
- Draft circulated to relevant stakeholder constituencies, e.g. Student Representative Council, unions, Senate, Faculty Staffing and Promotions committees, etc.
- Meetings held with stakeholder groups, input incorporated, second, third, fourth, etc. drafts prepared.
- Final draft to Human Resources Committee, University Forum and Council for approval.

There is regular monitoring by the Transformation and Employment Equity Office and by the Sexual Harassment Advisor’s Office. Quantitative and qualitative data are reviewed. Review is done from once a quarter to once a year.

A number of staff work on gender as part of their overall job description, including the Industrial Relations Advisor, the Dean of Students, the Director of the Transformation and Employment Equity, the Legal Advisor, the Manager of the Equity Development Unit, etc.

Targets have been set for 50% female academic staff, 50% female undergraduate level, 50% female graduate studies level, 50% female for staff development programmes. Appointments and promotions committees do have female members. Women comprise 65.9% of the 624 full time undergraduate diploma students; 51.8% of the 15 293 full time first degree students; 40% of the 921 postgraduate diploma students; 56.5% of the 1082 honours students; 44.5% of the 4 723 masters students; and 43.3% of the 861 full time Ph. D. students.

Gender disaggregated data is collected in each faculty, and are regularly utilized to inform decisions on staff and student development programmes, appointments and admissions. The following gender specific data are collected:

- Staff: faculty, school, race, gender, level of appointment, age group, full time/part time.
- Students: race, gender, year of study, degree, undergrad/postgrad, in residence, not.

The University does not have any specific fund reserved for gender specific programmes, but the University has received about US$1 million from donors for this area.
It appears that Witswatersrand University has integrated gender issues quite substantively in a number of areas, and could provide a model for other African universities.

Carla Sutherland's study “The Law and Sexual Harassment in S. Africa” looks at the legal situation regarding the widespread practice of sexual harassment in South Africa.\(^{41}\)

**Uganda**

Makerere University is one of the most advanced in Africa in terms of gender mainstreaming. It has two structures institutionalized within the University. The first is the Department of Women and Gender Studies established in 1991\(^{42}\), responsible for the undergraduate (1,500 students trained in 6 years) and graduate (150 masters in 14 years) academic programmes; the outreach programmes of short courses for local and international community including gender training and awareness creation; gender and ICT courses; research and development; and consultancies.

The second institution is the Gender Mainstreaming Division established in 2002 under the Academic Registrar's Office to engender the university function across the board. The Gender Mainstreaming Programme objectives are:

- To promote a gender-friendly, inclusive and secure environment in the university for staff and students.
- To ensure that gender balance in student enrolment and performance is improved across all disciplines.
- To advocate for increased recruitment, promotion and retention of female staff.
- To work for the engendering of the University curriculum.
- To make provision for the training of a critical mass of staff in gender analysis skills across all university units.
- To promote and advocate for the integration of gender in university research.
- To promote the integration of gender perspectives in the university outreach programmes.
- To advocate and promote increased participation of women in decision-making at all levels in Makerere University.
- To ensure that university policy on women's access to benefits, allowances and other entitlements is streamlined, regularized and wholly implemented.
- To promote the use of gender sensitive language in all forms of communication at Makerere University.

The scope and focus of the Gender Mainstreaming Programme include:

- Teaching, learning and access.
- Basic and applied research.
- Outreach programmes.


\(^{42}\) Information from Makerere University, The Department of Women and Gender Studies, http://web.uct.ac.za/org/agi/progs/post.htm and www.makerere.ac.ug/womenstudies/; Makerere University, *Department of Women and Gender Studies Flyer*; Stella Mukasa and Nite B. Taurame, *Department of Women and Gender Studies, Makerere University*, 2002.
Governance and administration.
Student welfare.
Staff welfare.
Public space and campus security.
Organizational culture.
Budgeting.  

The processes and achievements of Makerere University offer a strong model for replication by other African higher education institutions. One of the major successes at Makerere University is the gender mainstreaming in the Faculty of Agriculture. This has been integrated into the University's five year strategic plan 2002-2007. Implementation has been in four phases, including sensitisation of executive and academic staff of the Faculty on gender issues; integrating gender into the Faculty curriculum; review and assessment of the gendered curriculum by stakeholders; gender skills training for academic staff; piloting the gendered curriculum and acquisition of more training materials with local gender case studies.

Zimbabwe

Rudo B. Gaidzanwa's study, “Academic Women at the University of Zimbabwe: Still a Long Way to Go” indicates that women lecturers still suffer serious discrimination and prejudice which hamper their career progress. At the University of Zimbabwe in 2001, out of 70 professors, only 7.1% were women; and out of 1166 lecturers, only 17.7% are women. Her study is based on the case study of twelve women academics.

Marriage in some cases prove to be a barrier to promotion, as some women give up many years of their career to build up their husband's career. Child rearing makes women academics less physically and socially mobile: women academics have to make serious sacrifices to remain with their children at critical periods of their upbringing. A critical support system for women would be child care facilities and a primary school on the campus, making it easier for women to juggle a career and child rearing. Women lecturers at the University are as affected by the deterioration of security on the campus as women students, and as a result cannot remain in their offices in the evenings.

The issues of mentoring and of professional networks also affect women adversely. Men easily mentor other men, whereas it may be difficult for a young woman academic to find a mentor. This is partly because there are very few women academics anyway. Some women manage to be mentored by men, but this may present other problems in a highly sex segregated society. Women report feeling totally isolated within their departments. Moreover many women did not want to ask for help, even when they were out of their depth. Many women became depressed and demoralized, as they were not well versed in the prevalent academic competition. Moreover senior women may be demonized within academia, so that younger women may not feel free to consult with them.

There are few women on the promotions committee. Women generally are not familiar with the procedures of university committees, and so cannot make their mark there. Women may not be familiar with the skills of coalition building in the process of competition, as they tend
to operate very individually outside formal institutional structures. Promotions depend heavily on publications, and women publish less than men. In one example of a University publication, men contributed 83% of the articles. Other areas of a lecturer's work such as counseling students, career guidance and related functions are given to women, but are not considered relevant for promotion. As a result, women lecturers are overworked and exhausted. Women academics reported exhaustion, emotional frustration and helplessness in dealing with a wide variety and huge quantity of student problems that affected their learning.

Sexual harassment was mentioned as a problem by almost all women regardless of class, age, status or specialization. Young women academics are harassed by both colleagues and students, whereas older women academics are harassed by older male academics. Secretarial staff suffer the most sexual harassment of all. Generally sexual harassment was not reported, particularly by married women academics, as the publicity would affect them and their marriages adversely. A woman who reports may be accused of having an affair anyway. She will get no support officially or personally.

Zindi has done a study of sexual harassment of female students by their lecturers. The study establishes that there is widespread sexual harassment of female students by male lecturers.46

*Speaking for Ourselves* edited by Professor Rudo Gaidzanwa is an anthology of research done by six students on gender.47 The study explores the masculinities and femininities amongst university students, touching on issues of sexual harassment in and outside the lecture room. Male lecturers demonstrated control, discipline and authoritarianism towards students. Lecturers may show hostility towards female students who reject their sexual advances. The studies demonstrate the level of poverty and violence suffered by university students, linking the violence to socio-economic class problems.

The *Zimbabwe Human Development Report 2003*48 focuses specifically on HIV/AIDS in the country. It identifies the relative social and economic powerlessness of women as one of the key factors fuelling the HIV/AIDS pandemic. The HIV/AIDS infection among females 15-24 years is reported to be over 20% in some areas. Both male and female students at tertiary and secondary school are reportedly involved in transactional sex for food or for luxury goods.49 The Government's decision to privatise catering in tertiary institutions has led to a situation where students cannot afford to eat. The attraction of fast foods has apparently also led to students exchanging sex for fast foods. Girls accept fast foods in exchange for sex from taxi drivers.

The National University of Science and Technology (NUST) has an affirmative action policy for the admission of female students aiming at the 60:40 ratio, rising in 2006 to 50:50 ratio. The University was given a directive by the Ministry of Higher Education to institute a gender policy, but the details were worked out by the University itself. Monitoring is done by the University Council on admissions. There is no gender policy regarding staff appointments and promotions.

Women comprise 18.07% of the 98 full time diploma students; 32% of the 3,919 full time first degree students; 23.81% of the full time post-graduate diploma and masters students.

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49 Ibid, pp. 57-58.
There are no specifically targeted programmes to assist women students, and there are not research projects incorporating gender in the last 12 months. There are no internal or external funds for gender specific programmes.  

Women's University in Africa (WUA) has a gender policy which includes goals, principles, gender analysis, gender equality, strategies, and performance assessment. The processes followed for policy development include proposal by the faculty; ratification by the faculty boards; draft of the policy; ratification by Senior Management and Council. Monitoring is done by each faculty once per semester. The Faculty of Social Sciences and Gender is responsible for gender issues. WUA has a quota of 80% women students. Women presently comprise 74% of its 959 undergraduate students. Its teaching and research programmes are gender related: it has embarked on short term agricultural courses for women and has completed a study on HIV/AIDS from a gender perspective. It has limited institutional and donor funds.

**Conclusion**

Some laudable and substantive work has been done in African tertiary education institutions. Most outstanding of these include work done by the Forum for African Women Educationalists (FAWE), the African Gender Institute (AGI), Makerere University, and Witswatersrand University. A number of other higher education institutions have also made some laudable achievements, establishing gender departments and undertaking research and development in difficult situations of poor funding and support.

The important work on gender done by international organizations such as the various United Nations conferences on women, CIDA, IDRC, SIDA and other organizations on gender, has been very important for Africa, providing a new perspective to African academic leaders. Their work has stimulated initiatives in different institutions such as Makerere and Kenyatta Universities, where gender transformation was begun from the top.

Gender violence and sexual harassment appear to be very serious challenges, particularly in Southern Africa. They are linked to the socio-economic developments in that sub-region including more recent and more painful processes of decolonisation. Severe socio-economic pressures have been placed on these societies by the endemic lack of employment and by Structural Adjustment programmes which led to underfunding of tertiary education, with pauperising effects on students from lower economic backgrounds. Many students are the first generation to enjoy tertiary education, as a result of the democratization of tertiary education by post-Independence governments.

Sexual harassment also appears to be linked to value systems, which favour male authoritarianism and aggressiveness, and at the same time expect women to be subservient and passive. These cultural values and behaviours owe much to colonial and feudal conceptualization of masculinity, which have not been transformed despite the accession of political independence.

However it is evident that much more work needs to be done within African higher education institutions. Some pioneering work has been done, and they provide models for future development. The presented modules have been developed to provide a toolkit of practical

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50 Information from Association of African Universities (AAU) Questionnaire on Gender Mainstreaming in Higher Education in Africa.
steps on how African tertiary institutions can go about gender sensitising their campuses. The literature review informs this toolkit and also provides a contextual realisation that work is being done in addressing gender imbalances in tertiary institutions and that there are institutions and organisations that African universities can also turn to be it for expertise and potential funding to further their gender sensitisation efforts.

The vision of gender equity and gender equality as absolutely essential for the transformation of African development has been articulated by both individuals and institutions. Gender exploitation and discrimination pose hazards and barriers to development, and gender studies provide the possibility of addressing some of these hazards and barriers with a view to influencing and facilitating more successful future development.

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