

## Module 10

### Resource Mobilisation for Gender Equity

#### Expected Outcomes

1. Careful analysis of existing budgeting models with regard to how they incorporate gender issues.
2. Obtaining a combination of state, institutional, private as well as donor funding for gender issues.
3. Funding of specific posts to work on gender issues.
4. Targeting of gender funding according to prioritisation.
5. Better funding for gender equity and equality programmes in general.

#### Situation Analysis

With a few exceptions, higher education institutions presently do not allocate specific funds to establish gender equity and gender equality, or for gender programmes in general. There may be no budget for employing any staff, whether these are staff for academic programmes, managerial areas or staff devoted to the welfare of students and staff. There may be no budgets for research into gender related issues. Budgets are presently gender-blind and do not take into account gender issues.

There is a reluctance to fund gender-related issues and areas, on the grounds that present resource constraints caused by cuts in state budgets for higher education mitigate against funding for new initiatives.

Despite these severe budgetary constraints, there is nevertheless evidence that many universities have embarked on the establishment of gender-related programmes, as a result of a groundswell of demand from students, from lecturers, from the society as a whole, and from international pressure. For example at the National University of Lesotho, which does not have an overt policy on gender equity and does not have specific funding for gender courses, nevertheless some half a dozen gender courses have been established in different faculties. The Lesotho example appears to indicate that students find a gender course advantageous in their later employment prospects, creating a high demand for such courses.

The existence of such programmes despite lack of active policies, strategies and funding may also be due to the dedication and commitment of a few staff, who have been prepared to provide free labour in order to generate and establish such programmes. These laudable efforts may have limited outcomes because of non-recognition and non-funding.

The influence of the world wide movement for gender equity and gender equality has also influenced academic institutions in Africa, leading to the adoption of some gender courses and programmes. Presently many such programmes are funded by international

organizations and have not been incorporated into the state and institutional budgetary systems. Many gender based programmes depend heavily on outside funding, with the danger that they may collapse once the outside funding is stopped. It is essential for the long term survival of such programmes that their budgets should be institutionalized within the state and institutional budget. There is also the question of academic freedom and autonomy when funding is from outside. Outside funders may have different priorities from national and regional ones.

### **Activity 9A**

What funds are specifically available for gender based courses in your institution and where do these funds come from? What is the percentage of the total institutional budget devoted to gender issues? Are the funds specifically designated, e.g. for research or student welfare? How many full-time and part-time staff are employed on gender issues?

### **Funding for Policy Priorities**

Gender mainstreaming within the institutional vision and plan requires inclusion of a funding plan as well. Funding usually begins modestly in an *ad hoc* manner: this seems to have occurred in a number of institutions, where staff were appointed to do gender work on a part-time basis in addition to other responsibilities. But in order to mainstream gender more profoundly and more thoroughly, funding should be planned and provided on a long term basis. A good example is that of Makerere University which established the Department of Women and Gender Studies in 1991, which has now developed into a fully fledged institute. In addition a Gender Mainstreaming Division was established in 2002 under the Office of the Academic Registrar, with the aim of engendering the university function across the board. Thus gender has grown from a small, specialized but narrowly focused teaching and research department, into an area which is in the process of being mainstreamed into all faculties and departments.

#### **i) Genderisation of the Budget**

The long term approach should be the genderisation of the budget as a whole, i.e. analysing each budget item within the institution to see how far and how differently women and men benefit from the specific allocation. Due to past history and experience, a budget line may be more beneficial to men than to women. This may be because there are more qualified men than women applicants for a programme or for a post: past deficiencies and discrimination may have led to the situation where fewer women were given the opportunity to gain doctorates or to do research. Care should be taken not to continue with this discrimination, by setting genderised targets. For example half the available scholarships should be for women, half the new appointment or promotion posts should be for women, etc.

## **ii) Staffing**

One of the most important areas to be financed in terms of gender mainstreaming is that of staffing. A gender plan and programme necessarily must have some full time staff. In addition part-time staff can be appointed at different levels, for example in each department and faculty. The Makerere Department of Women and Gender Studies began with two staff and three chairs (one for a student to sit on!) in one room in 1991, but today has fourteen full time staff, three part-time staff, and seven support staff, in a beautiful building of their own. The Gender Mainstreaming Division has a further four professional staff.

## **iii) Bursary and Staff Development Programmes for Women**

This is one of the most important areas. The establishment of Structural Adjustment policies in African countries led to the end of subsidies for tertiary students. This has affected poorer students, particularly poorer women students, who may find themselves short of food and accommodation. The previous system by which all students were generously funded by the state has been replaced by a system where both wealthier and poorer students are treated equally under the loan system. There may be urgent need to differentiate treatment of students according to their socio-economic backgrounds, with special effort to ensure that women students from low income families are not unnecessarily disadvantaged. The rise of transactional sex on campuses is partly due to the pauperisation of students. Their replacement by loan schemes may place pressure on poorer students to utilize the loans to support their parents and siblings, so denying themselves of basics. Excellent bursary funds for women students have been funded mainly by donor agencies, such as the Carnegie Foundation which has generously funded the bursary programme for both undergraduates and graduates at Makerere University.

There is also need to examine the staff development programmes, in so far as they apply to each gender. If opportunities are tailored to suit the needs of women, who have family and child care responsibilities, they will need to be specially designed and funded to suit the needs of women, for example by combining periods of distance education with short periods of face to face residential study.

## **iv) Research**

Africa is often characterised as lacking research, and where research is done, this research may not inform policy and decision-making. An ambitious plan and programme for gender mainstreaming will require sound research, and some research funds should be targeted at gender research, so as to provide base-line data for the various disciplines, as well as student and staff profiles.

**v) Establishment of a Gender Institute**

An early challenge is the establishment of a gender department or gender institute so that your institution can develop its own internal specialist knowledge, skills and experience of gender mainstreaming. Expertise is essential for success, and having an internal source of expertise is healthier than depending solely on outsiders. Having a minimum of two full-time professional staff in an institution may be a good start. Funding for this should be made available as soon as possible.

**vi) Integration of Gender into All Departments/Faculties**

Once an institution has developed its own source of gender expertise, it will be time to integrate gender into all departments and faculties, as well as to examine how gender issues can be addressed in halls of residence, students' clubs, etc. This necessarily requires specific organs and staff responsible for this. The Makerere solution was to establish the Gender Mainstreaming Division under the Office of the Academic Registrar. Witswatersrand University has a Transformation and Employment Equity Office. Gender has been incorporated into responsibilities such as Industrial Relations Advisor, Dean of Students, Legal Advisor, Manager of the Equity Development Unit, etc. there is a member of staff whose job description includes Sexual Harassment Advisor. Thus integration of gender requires funding at the different operational levels.

**vii) Outreach to Secondary Schools**

The performance of women students could be boosted through partnerships between tertiary institutions and their feeder secondary schools. In particular, women coming from underprivileged secondary schools with no libraries, computers, and laboratories, can benefit from bridging courses during the school holidays. The University of Dar es Salaam has had an excellent bridging programme to enable women students to improve their knowledge and skills of science, mathematics and technology. Funding of such courses can be a way to improve the chances of women doing better at tertiary education.

**viii) Welfare Programmes Targeted at Women Students and Staff**

There is need for programmes specifically targeted at women students and staff. For example provision of child care facilities on campuses can do much to alleviate the burdens on women students and staff. More on-campus accommodation for women can lessen the problems women students face in terms of overloading with house work and safety and security concerns en route.

**Sources of Funding**

Sources of funding include the state; the institutional budget; donors; the private sector; fees; and community contributions.

## **State Funds**

Governments usually fund state universities. They may also fund a Ministry of Gender and Women's Affairs. There may also be funds for NGOs, such as for the blind. Very few governments have actually made a line item for gender mainstreaming, women's rights, etc. It is important to investigate ways in which state funds can be allocated in a gender sensitive way, so that they benefit both men and women. If there is a women's caucus or a human rights parliamentary committee, these can be utilized to ensure that funds are allocated specifically for women and gender concerns, and that ministry budgets are actually genderised.

## **The Institutional Budget**

The allocation of funds to tertiary education institutions should be analysed in detail, to monitor how far these budgets take into account gender concerns. Key areas would be whether funds for staffing benefit men and women equally; whether there are specific bursaries reserved for women; allocation of research funds for gender based research in every discipline; equal distribution of staff development funds; and funds addressing the welfare of women such as reproductive health care, child care, etc. The full transformation of the institutional budget into a genderized budget will probably take some years. However, some gains can be made immediately. The experience of Makerere and Witswatersrand Universities are very useful: over a period of fourteen years, Makerere has managed to achieve a reasonably high level of success in the genderisation of some budget areas; Witswatersrand's concern with equity, whether this be racial or gender, has meant that a large number of departmental budgets have already been genderized.

## **Donors**

A number of donors have made gender one of their core concerns. These include:

- Carnegie Foundation
- CIDA/ACDI
- Ford Foundation
- Kellogg Foundation
- Norwegian Government and NORAD
- Netherlands
- Rockefeller Foundation
- SIDA
- UNDP
- UNESCO
- UNICEF (related to children's concerns, such as girls' education, teacher education and curriculum development)
- UNIFEM
- USAID

Each donor has specific core interests and it is important to know in detail what these interests are so that funding requests fit into their existing work plans. It is also of critical importance to get to know the people in these organizations, and to work closely with them beforehand. Funding depends not only on the quality of the funding request, but also on the funder's knowledge and understanding of the work being done by your institution, and its ability to succeed. Funders usually start with small donations, and only move on to more substantial grants when they see that systems and personnel are in place to ensure the success of the programme. Trust is a fundamentally important component for all decision making, and it is essential to build up trust.

An important issue to consider is whether there are any drawbacks to donor funds. One of the most important considerations is whether the programme is sustainable without donor funds. All too often, excellent programmes are initiated, but funding is cut at the end of the donor financial cycle. One way to overcome this is to ensure that there is a pattern of joint funding, which will include institutional, state or private sector support as well as donor funding.

Some donors may also make demands which compromise academic autonomy. Academic autonomy has to be carefully guarded, as future problems may arise if care is not taken. The belief that "We are too poor to refuse any money" is a dangerous one, and can lead to a great deal of problems in the future. Donors may also influence areas of training and research, and this may result in the skewing of the institution's work. The result may be that the institution's training and research can begin to reflect the donor rather than the national or institutional vision and interests. However it is generally possible to work closely with donors, whilst retaining institutional autonomy. This is particularly true in the area of gender studies, which the majority of donors have recognized as critical for development.

Another area to guard against, and it is linked to sustainability, is that of paying local staff unsustainable salaries which cannot be sustained once donor support is removed. Generally salaries of temporary project staff should more closely linked to national salaries rather than to international salaries, although they should receive some additional pay to compensate for their temporary status.

### **Private Sector**

With the increasingly powerful role of the private sector in African economies, it is important to understand their potential for assisting higher education. The private sector usually reserves some money for public relations and advertising, and such funds can be targeted. In return some companies would like to associate themselves with your institution. You will need to consider whether it is a good idea to associate your institution and your programmes with a particular company. A company which depends heavily on a female clientele (food, clothing, housing, cosmetics, etc.), may very well want to be associated with women and gender programmes.

Companies may also receive tax rebates for donations, so that it is to their advantage to donate to worthy causes. It is worthwhile finding out what are the tax laws in your country, and how this can benefit your institution and programmes.

The banking laws may also be potentially beneficial to your institution. Banks operate under laws and regulations laid down by the Reserve Bank. They may have to hold some investments in actual physical assets, like buildings. This may be an opportunity for your institution to borrow money at below the market rates through the issuing of bonds.

### **Fees and Consultancies**

Student fees are usually modest in Africa, and are not based on market forces, as the majority of students may come from lower income groups. Nevertheless, fees can constitute a reliable source of funding. In deciding on the level of fees it is necessary to consider the actual unit cost of education with and without state and other subsidies; the amount charged by rival institutions; and the student's ability to pay.

A potential area for fund-raising is consultancies by your department or institution. In order to be successful, consultancies should be beneficial both to the institution and to the individual lecturer. In some institutions, individuals do not benefit from consultancies, and may not be allowed to undertake consultancies without permission. In other institutions consultancies may occupy most of the time of academic staff, so that they neglect their teaching and research responsibilities. A good mix by which both the academic staff and the institution benefit can be worked out, for example limiting consultancies to a maximum number of days; the department can get a proportion of the consultancy fee, etc.

### **Community Contributions**

Communities may be willing to contribute to your institution. An example is the contribution of land by many local communities and municipalities, as communities may feel that they benefit from the work of your institution. Specific courses, including courses which empower women, can be seen as beneficial to the community, and can therefore receive support. It is important to enjoy good relations with the various communities that surround you, with a view both to providing them with services, and with gaining their support.