

Annual Report 2017



UNITED NATIONS
UNIVERSITY

UNU-GEST

Gender Equality Studies
and Training Programme

UNU-GEST ANNUAL REPORT 2017

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Foreword

No state can make universal citizenship claims without equal rights for women and men in the fields of education, employment, political activity and economic opportunities. This principle applies to all countries, whether rich or poor. As Virginia Wolf so eloquently put it: "As a woman I have no country. As a woman I want no country. As a woman my country is the whole world."

In 2017, the UNU-GEST programme celebrated the graduation of its tenth cohort. It was the largest group of students to date, 18 fellows from 12 different countries: Malawi, Mozambique, Uganda, Afghanistan, Palestine, Ethiopia, Somalia, Nigeria, Jamaica, Lebanon, Iraq and Tunisia. UNU-GEST now counts 86 alumni, 55 women and 31 men.

The UNU-GEST programme is about transnational learning and has increasingly become a venue for research that is based on knowledge production and interactions between the academic staff and the fellows. It is a site of interdisciplinary educational experience, where diverse academic and cultural perspectives meet. UNU-GEST attempts to make vision and action both central to its study and training programme.

An external evaluation of the four UNU programmes in Iceland was carried out in 2017. It was commissioned by Iceland's Ministry for Foreign Affairs to enhance accountability and learning based on an assessment of the activities and achievements. The final report, which was published in September, was overwhelmingly positive. It provides the UNU-GEST programme with enhanced awareness of where it stands and what it has accomplished. Moreover, it has helped the UNU staff to single out specific aspects of programme, which need adjustment as part of a regular review of its strategic plan.

According to the evaluation, the UNU-GEST intensive studies and training programme at the University of Iceland is of high quality and achieves high sustainability in terms of benefits. Former fellows view the UNU-GEST programme as being both relevant and useful. The results showed that returning UNU fellows are sharing their skills and knowledge and serving as change agents. Many contributors can take credit for these encouraging results, including dedicated staff members, instructors, and fellows, as well as a growing number of external partners. As Professor Cynthia Enloe, one of UNU-GEST core instructors, stresses in her newly published book *The Big Push: Exposing and Challenging the Persistence of Patriarchy*, we all need to be continuously alert and creative if we want to play an active role in the fight against gender injustice. This spirit is what the UNU-GEST programme is about. Every year, we welcome and engage with a new group of inspiring and motivated fellows who bring in new experiences, new perspectives and new ways to promote change.

Dr. Irma Erlingsdóttir, Director of UNU-GEST



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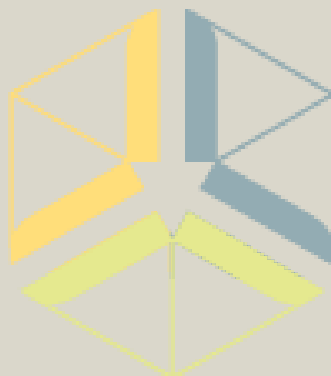
External evaluation of the UNU programmes in Iceland 90



Introduction

The UNU-GEST activities reported on in this annual report are listed under headings that are in line with the UNU-GEST Strategic Plan 2015-2018 and its mission to use a multidisciplinary approach to promote gender equality and social justice in developing, conflict and post-conflict countries in three broad ways:

Strengthening capacity of professionals, scholars, and organizations



High-quality, collaborative, and policy-relevant research

Platform for transnational dialogue, knowledge production, and exchange

The chapters that follow are set forth in accordance to these strategic themes and the threefold mission of UNU-GEST.



Strategic themes

Post-Graduate Education and Capacity Development



Each spring semester, UNU-GEST runs a 20-week post-graduate diploma programme that aims to enhance understanding of the structures and mechanisms that need to be in place to promote gender equality and advance women's empowerment. It is also intended to provide training that addresses how such mechanisms can be set up. The programme equips fellows with critical thinking skills and essential analytical tools for understanding gender equality issues and their impact on social development and public policy. UNU-GEST also offers short courses on gender issues in different contexts.

Research activities



The UNU-GEST strategic research programme is based on three interrelated and interdisciplinary research themes, addressing gender equality and social justice at its core:

- I Sustainability**
- II Human security**
- III Societal transitions**

UNU-GEST fosters close collaboration with academic institutions and researchers in developing countries. One of the aims of the research programme is to build research and teaching capacity within partner academic institutions in developing countries and influence policy making in the field of gender equality within partner countries and institutions.

Knowledge transmission and transnational dialogue



UNU-GEST organizes conferences, seminars, and workshops for special events or around specific themes and topics as a part of its mission on knowledge transmission and transnational dialogue. The overall objectives are to support and increase the capacity of the participants in addressing gender equality issues in their work and to have an impact on high-level policy and the UN system. The workshops aim to generate or introduce new knowledge in the field of gender equality, share tools and lessons learned, and serve as a platform for transnational dialogue. Some events are organized in collaboration with other UN agencies and serve to support their missions. UNU-GEST also organizes an open lecture series each spring semester featuring leading international experts.

Management



The management is the framework in which UNU-GEST carries out its mission. This includes personnel management, the UNU-GEST governing board and organizational structure, internal policies, operational procedures, and finances. The scope of the programme has increased significantly in recent years, both in terms of finances and personnel.



Post-Graduate Education and Capacity Development in 2017

POST-GRADUATE DIPLOMA PROGRAMME IN INTERNATIONAL GENDER STUDIES

Each spring semester, UNU-GEST runs a 20-week post-graduate diploma programme which aims to enhance understanding of the structures and mechanisms that need to be in place to promote gender equality and advance women's empowerment. It is also intended to provide training that addresses how such mechanisms can be created. The programme equips fellows with critical thinking skills and essential analytical tools for understanding gender equality issues and their impact on social

THE MAIN OBJECTIVES ARE TO DEVELOP:

1. the capacity of professionals and organisations who work in the field of advancing gender equality in developing, conflict, and post-conflict societies and countries;
2. an understanding of the main issues in gender equality studies and how they apply to different cultures and circumstances and are intersected by ethnicity, sexuality, religion, race, and class;
3. skills in gender analysis and in dissemination of knowledge about gender equality methods;
4. the capacity to engage in critical and transnational dialogue on gender equality issues;
5. the ability to organize and manage projects focusing on gender equality;
6. a sense of their own localization and of how meanings of main concepts and practices are changed through transnational transfers and dialogues.

development and public policy.

The learning approach is transnational with and emphasis on dialogue and diversity. Fellows and trainers are encouraged to develop a sense of how meanings are transformed when

travelling from one culture to another. The annual postgraduate degree programme (30 ECTS) in international gender studies took place from January to the end of May for the tenth consecutive year. Eighteen fellows, six men and twelve women, from eleven countries graduated from the UNU-GEST programme at the University of Iceland.

The semester started on the 7th of January and graduation took place on the 23rd of May, 2017. Dignitaries who attended the UNU-GEST graduation ceremony included Mr. Jón Atli Benediktsson, the Rector of the University of Iceland, and Mr. Stefán Haukur Jóhannesson, Permanent Secretary of State at the Ministry for Foreign Affairs, who addressed the graduates. Mr. Guðmundur Hálfðánarson, Dean of the School of Humanities, together with the Rector handed out diplomas to all fellows. The First Lady of Iceland Mrs. Eliza Jean Reid presented the Vigdís Finnbogadóttir Award of Excellence for the best final assignment to Mr. B. Yeshiwes Degu from Ethiopia. UNU-GEST Director, Dr. Irma Erlingsdottir, staff, teachers, and several other invited guests attended the graduation ceremony, which was held at the ceremonial hall of the University of Iceland. Ms. Caroline Kalangala Kanyago from Uganda gave a speech on behalf of the UNU-GEST graduates. She discusses her final assignment in a [video produced by ICEIDA, the Icelandic Development Agency](#).



[ment Agency](#).

Caroline Kalagala Kanyago giving the graduation speech on behalf of fellows on 23 May 2017





Selection Process

The target group for the UNU-GEST diploma programme consists of professionals from **developing countries** and **post-conflict societies** working on gender issues for government ministries and agencies, as well as civil society organizations and educational institutes.

Selection of the fellows is based on the following criteria. Candidates shall:

1. **Have at least one university degree.**
2. **Have at least two years of experience related to his/her chosen theme in the diploma program.**
3. **Possess good English skills (spoken, reading and writing), as English is the language of instruction.**
4. **Be a young professional (age limit 35 years).**

Fellows are selected after an extensive personal interview where the candidates need to be able to:

- » explain their work and their role at the institute or organisation,
- » discuss and identify gender equality issues in their field of work,
- » show in-depth understanding of their professional work and how it relates to gender equality,
- » outline how they think the UNU-GEST diploma programme will increase their capacities in their field of work in the future and how it will benefit their institute or organization.

The selection process is twofold and takes

place through an open call or by separate selection processes through partner universities.

Open Call

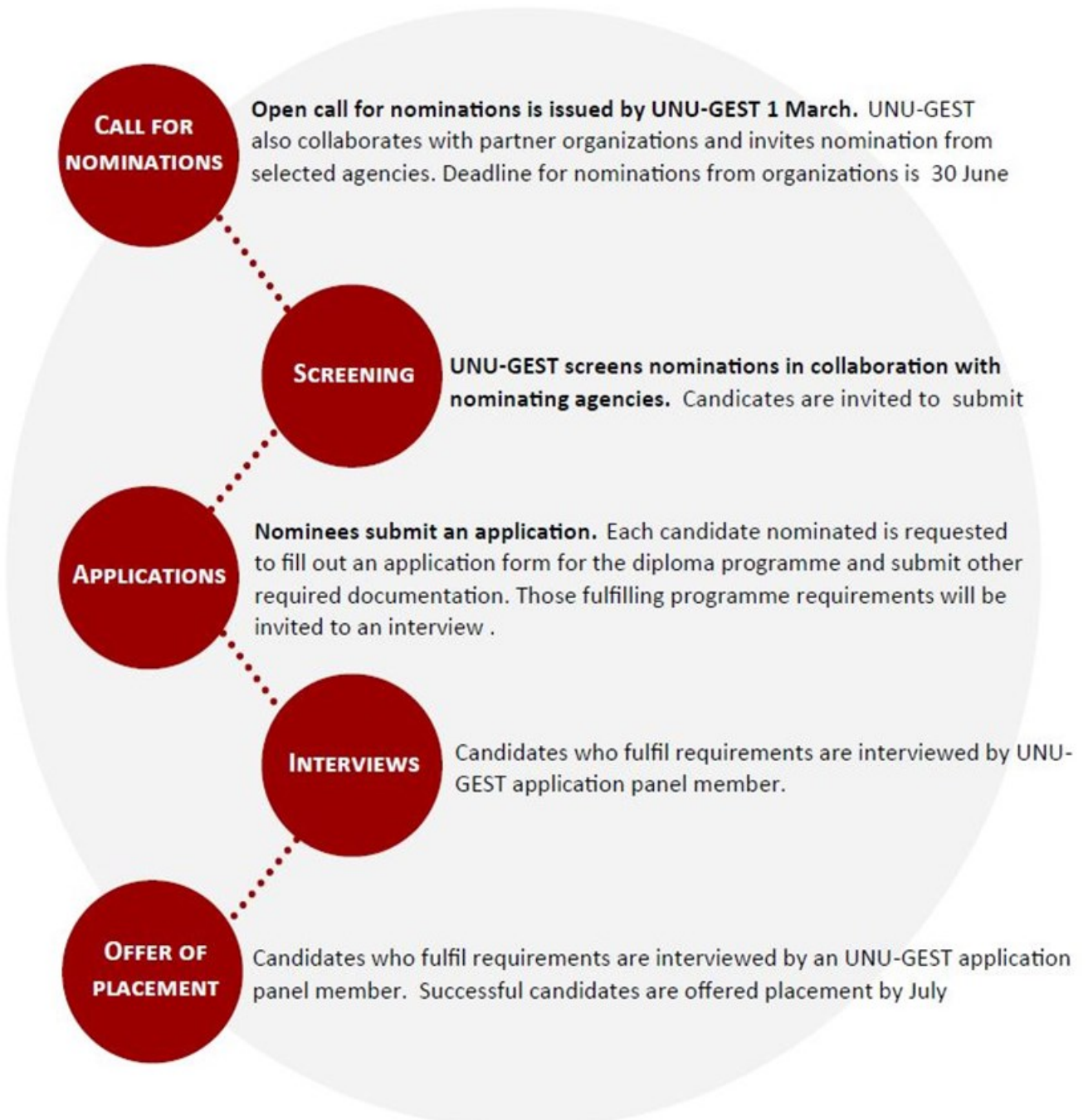
An open call is issued via social media and disseminated among partners of UNU-GEST and former fellows. Candidates are nominated by the institute or organisation where they work or by a funding agency sponsoring their studies in Iceland. The nomination is submitted via electronic form on the UNU-GEST website. In 2016, over 100 applications for the spring semester of 2017 were received through the open process .

A handout with modules offered, examples of final assignments by previous fellows, and basic information about UNU-GEST is also prepared and disseminated. The selection process consists of several steps:

1. **An open call for nominations is issued by UNU-GEST on March 1st each year.**
2. **The deadline for nominations from organizations and institutes is June 30th.**
3. **UNU-GEST screens applications from May to June.**
4. **Screening interviews for the open call are held from June to July each year and final selections are made in July and August.**
5. **The programme starts in early January each year.**

EACH YEAR, UNU-GEST OFFERS SCHOLARSHIPS TO YOUNG PROFESSIONALS FROM DEVELOPING COUNTRIES, CONFLICT AND POST-CONFLICT COUNTRIES





Selection Process through Partner Universities

In the spring term of 2017, the first candidates co-sponsored through the Erasmus+ grant scheme attended the UNU-GEST programme, five in total. These included two fellows who were pursuing their studies in Makerere University in Uganda, two fellows from Birzeit University in Palestine, and one fellow from Manouba University in Tunisia. These fellows are pursuing their master's degrees in gender studies or related disciplines and have the option of transferring 30 ECTS towards the completion of their degree in their home universities. For each university, a separate call is issued with a handout tailored to each university. As the Erasmus+ grants are only partial grants to cover air fare and a part of the

living allowance, UNU-GEST co-funds the scholarships to reach full funding for the candidates.

The staff in partner universities receive applications from students, pre-screen them, and forwards chosen applications to the UNU-GEST team that interviews candidates and makes the final selection. The selection is based on the same criteria, and involvement with grassroots organizations and extra-curricular activities to promote gender equality are highly valued. The Erasmus+ fellows aligned well with the 2017 cohort of fellows and the grants are a welcome addition to the core funding of UNU-GEST.



2018 Cohort of Fellows

Selection for the spring term of 2018 took place from March through October, 2017. The 2018 cohort of fellows will be the largest for the UNU-GEST programme to date, with 24 fellows from 14 countries admitted to the post-graduate diploma programme.

Twelve candidates were selected in collaboration with partner universities in Uganda, Serbia, Montenegro, Bosnia-Herzegovina, Palestine, Lebanon, and Tunisia. These were all co-funded through the Erasmus+ scheme. Additionally, one fellow from Afghanistan was funded by UNDP and two fellows from Mozambique were funded by UN Women. Seven candidates were selected through the open call. Fellows from three new countries of Kenya, Sierra Leone, and Burkina Faso will be participating. UNU-GEST selects candidates each year from its core collaborative countries of Uganda, Malawi, Mozambique, and Palestine. An overview is provided in table 1.

Table 1 Candidates admitted for spring term 2018

Country	Number of fellows	Funding source
Uganda	2	Erasmus/UNU-GEST
Serbia	2	Erasmus/UNU-GEST
Montenegro	1	Erasmus/UNU-GEST
Bosnia	2	Erasmus/UNU-GEST
Palestine	2	Erasmus/UNU-GEST
Lebanon	2	Erasmus/UNU-GEST
Tunisia	1	Erasmus/UNU-GEST
Mozambique	3	UN Women/UNU-GEST
Afghanistan	2	UNDP/UNU-GEST
Malawi	1	UNU-GEST
Kenya	1	UNU-GEST
Sierra Leone	1	UNU-GEST
Uganda	2	UNU-GEST
Nigeria	1	UNU-GEST
Burkina Faso	1	UNU-GEST
Total	24	

Programme for Gender and Post-Conflict Reconstruction in Southeastern Europe

The Erasmus+ grant schemes are currently scarce in regions such as Sub-Saharan Africa, while some opportunities exist in other regions. Relevance and needs assessment uncovered a need in Southeastern Europe, which has, in the past, enjoyed support for peace reconstruction

from Iceland. These countries are on the OECD DAC list of ODA recipients as well. The need for gender-responsive, practical initiatives in the region is considerable. UNU-GEST strives to provide support and add momentum to existing, locally formulated ideas and initiatives and supports the establishment of new ones when the evidence for innovation is substantial, thereby functioning both as a catalyst for social change and a platform for innovation. UNU-GEST's approach has proven very effective, not only by enhancing participant expertise and leadership skills, but also by the generation of successful project proposals that will continue to instigate positive change and empower civil society in various fields. On this basis, UNU-GEST formed a programme for gender and post-conflict reconstruction in Southeastern Europe. Memorandums of understanding and collaborative agreements were signed with Singidunum University in Belgrade, the University of Sarajevo, and the University of Montenegro. In the spring term of 2018, five fellows will attend the post-graduate diploma programme from Serbia, Bosnia-Herzegovina, and Montenegro. The grants obtained also cover faculty exchange of scholars from participating countries. They will join UNU-GEST to give lectures, primarily within the field of gender, peace, and security. An overarching objective of UNU-GEST's effort to expand its operations in Southeastern Europe is to forge a pathway between UNU-GEST and Southeastern Europe for competency and knowledge transfer for gender equality through a comprehensive study and scholarship scheme. More specific goals are to (1) contribute to the increased capacity and accountability of key institutions in the cohesion area (higher education institutions, government agencies, youth networks, CSOs) to fulfill national commitments to gender equality and women's human rights; (2) contribute to the increased expertise of junior professionals to enhance and accelerate efforts in mainstreaming gender in relevant sectoral plans, policies, and budget allocations, regarding post-conflict reconstruction in particular (including the rule of law, security, fundamental rights, democratic institutions, and public administration reform); and (3) contribute to the increased knowledge and confidence of gender equality advocates to campaign for the integration of gender equality



priorities within relevant national processes.

Through these efforts, UNU-GEST wishes to strengthen its ties with the institutions and organizations in the region, support the process of post-conflict reconstruction with gender equality as an integral part, and offer assistance and expertise aimed at reducing persisting disparities with regard to gender equality. Additional funding through the Erasmus+ grant scheme is being sought in order to support additional fellows from Kosovo in the spring term of 2019. The programme Gender and Post-Conflict Reconstruction in Southeastern Europe is set up as a two year program for academic years 2018 and 2019. Upon completion, the results will be assessed to determine the feasibility of its continuation.

Syllabus and Fellows' Evaluation of the Programme

The UNU-GEST diploma curriculum in international gender studies incorporates interdisciplinary topics with the aim to enhance understanding of the political, economic, and social structures needed to promote gender equality and advance women's empowerment. This academic year included a new module, Gender and Education, taught in collaboration with the School of Education, University of

Iceland. The course is divided into six teaching modules, which vary between academic years. In fall 2017, fellows could select between two courses that were taught consecutively, Gender, Peace and Security and Gender, Health, Violence and Bodily Integrity. Each module corresponds to five ECTS.

Each year, the UNU-GEST fellows assess the different aspects of teaching in the programme, both each module and each instructor. This year, a survey was administered through Survey Monkey. Students were asked to state to what degree they agreed with statements on a scale of 1 to 5, where 1 stood for "fully disagree" and 5 stood for "fully agree".

As in previous years, the assessment was very positive. It is a very useful tool for further development of the programme and to assess the teaching approach, material, and individual lecturers. General evaluation for each module was based on four primary factors: contribution of the student, module outcomes, organization, and workload. The assessment is based on the student assessment at the University of Iceland. Results for the general evaluation are found in the following sections along with descriptions of the modules offered in the spring term of 2017.



First Lady Eliza Reid, presents the Vigdís Finnbogadóttir Award to Mr. Yeshiwas Degu Belay



Module 1 — International Gender Studies: Theories and Concepts

This module focused on some of the main concepts used in the UNU-GEST programme and in gender equality discourse in general. The theoretical and critical frameworks these concepts belong to were analysed and discussed with a special focus on how they have been used in relation to so-called developing, conflict, and post-conflict societies. Gender equality and minority group issues were explored from a historical perspective and a human rights context. Fellows were encouraged to think about and map which **differences** matter in the societies and organisations they come from as well as to reflect on which differences are seen to matter in a more global perspective. These included differences in terms of religion, sexuality, ethnic groups, etc. Fellows learned about the main international policies, agreements and instruments, such as gender mainstreaming, the Sustainable Development Goals, and institutions dealing with gender equality and women's rights. Women's political participation and women's involvement in decision making processes at all levels were explored, as well as the need for institutional reform and for transforming gendered traditions, values, and symbol system. The role of civil society and gender equality advocates in women's movements was also discussed.

Learning Outcomes

After successful completion of this module fellows should be able to:

- » demonstrate an understanding of the relationship between culture, sex, and gender
- » understand and recognize the main approaches to gender equality, including gender mainstreaming and rights-based approaches
- » outline how these concepts have been appropriated in relation to developing, conflict, and post-conflict societies
- » understand how gendered positions are intersected by race, class, sexuality, religion, and ethnicity
- » discuss and think up strategies for how women and minority groups can be empowered and given voice in public decision making
- » understand how public institutions and cultural symbol systems are gendered.

Topics included: gender, sex, sexualities, social constructionism, essentialism, gender mainstreaming, femininities and masculinities, queer studies, rights based approaches, empowerment, globalization, colonialism/post-colonialism, feminism/s, welfare, symbol systems.

Module leader: **Dr. Tracey Jean Boisseau**, Associate Professor and the Director of Women's Studies in the College of Liberal Arts at Purdue University, USA. She was a visiting Fulbright scholar from Purdue University. **Thomas Brorsen Schmidt**, a PhD candidate at the University of Iceland was her co-lecturer.

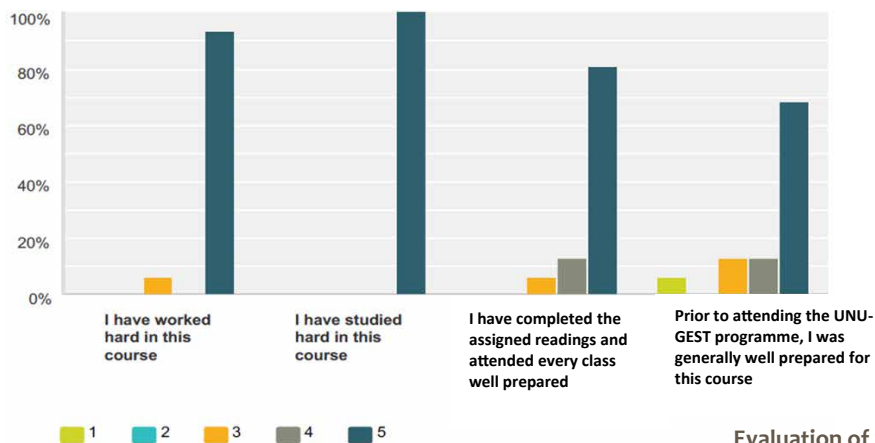


Fellows participated in the One Billion Rising event to end violence against women, 17 February 2017

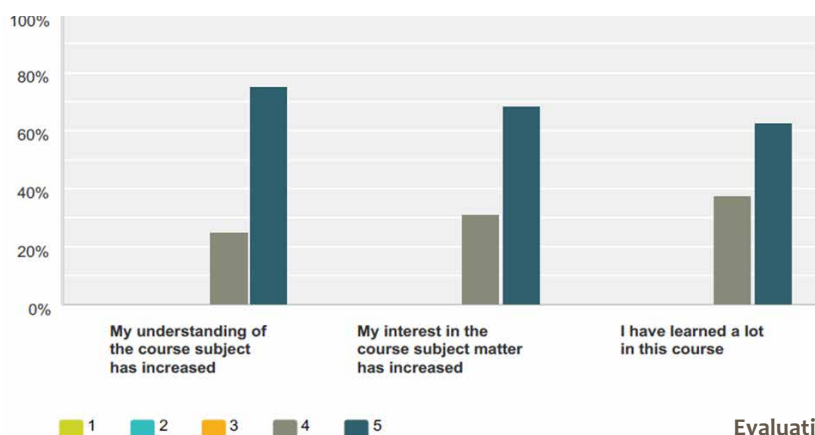


Evaluation of Module 1

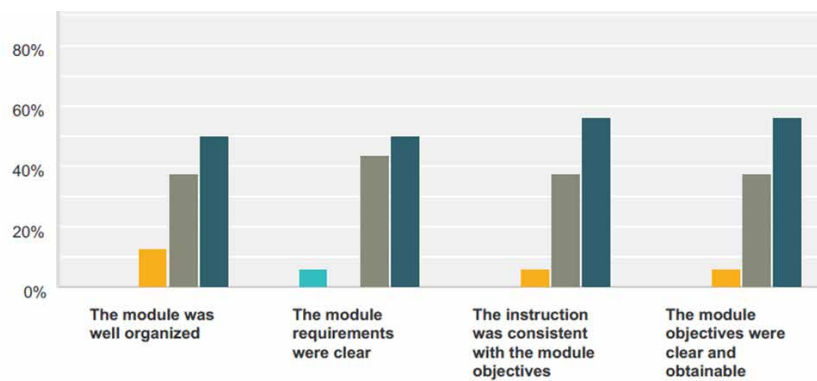
Rating scale: 1 stands for fully disagree and 5 stands for fully agree



Evaluation of module 1: Contribution of the student



Evaluation of module 1: Module outcomes



Evaluation of module 1: Module organization

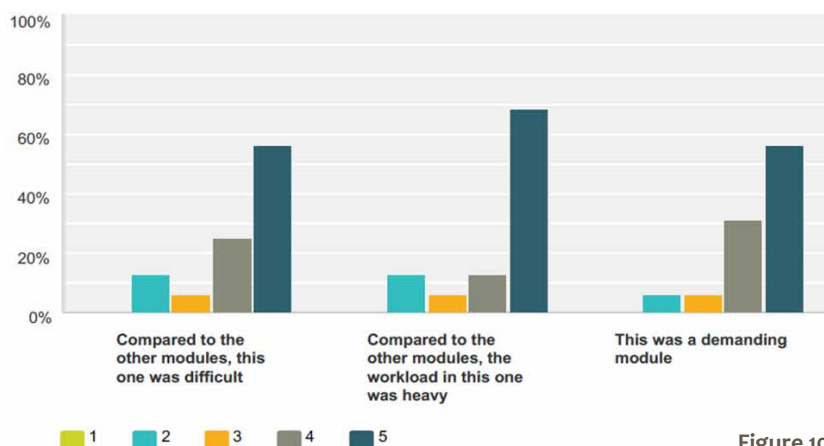


Figure 10 Evaluation of module 1: Module workload



Module 2 — Gender and Education

In this module different approaches to the question of how gender is learned and performed in educational institutions were explored. The theoretical framework drew on feminist scholarship and critical education with an emphasis on intersectionality and social justice. Educational policies and curricula were analysed and placed in a human rights context. Special emphasis was placed on how this knowledge can be applied in a broad range of educational settings. Throughout the module the students worked towards a final project that they submitted towards the end of the module.

Harriet Adong, Grace Takonama, and Ekram Mohammednegash Osman shortly after their arrival in Iceland



Learning outcomes

Knowledge

- » Contextualize students' professional experiences from an intersectional perspective (for example, gender, sexuality, class, ethnicity, religion, etc.)
- » Identify the main theories and research about gender and education in social, cultural, and political contexts
- » Contextualize the students' professional experiences from an intersectional perspective (for example, gender, sexuality, class, ethnicity, religion, etc.)
- » Recognise the social and cultural values that underpin educational policy and curricula

Skills

- » Be able to use critical education, feminist, and intersectionality approaches as analytical tools for addressing the complexity of the education system.
- » Ability to outline the relationship between social positioning (in terms of e.g. gender, sexuality, class, ethnicity, and disability) and access to education.
- » Able to analyze policy documents and public discussion about education and gender from a critical perspective.

Competence

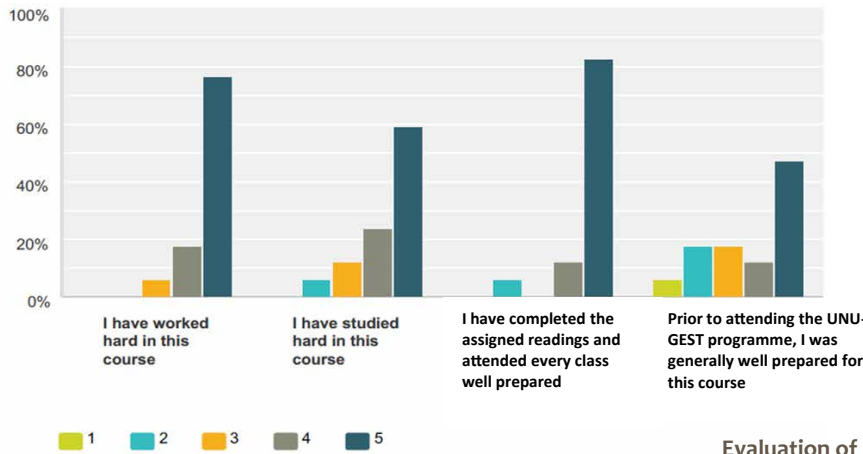
- » Analysis and reporting of educational discourse/ ideologies and how they constitute and construe gendered perspectives.

Module leader: **Dr. Annadís Gréta Rúðolfsdóttir**, Assistant Professor, Department of Education at the University of Iceland and former Academic Coordinator of UNU-GEST. Other lecturers were **Dr. Brynja Elisabeth Halldórsdóttir**, **Dr. Susan Elizabeth Gollifer**, and **Randi Whitney Stebbins**.

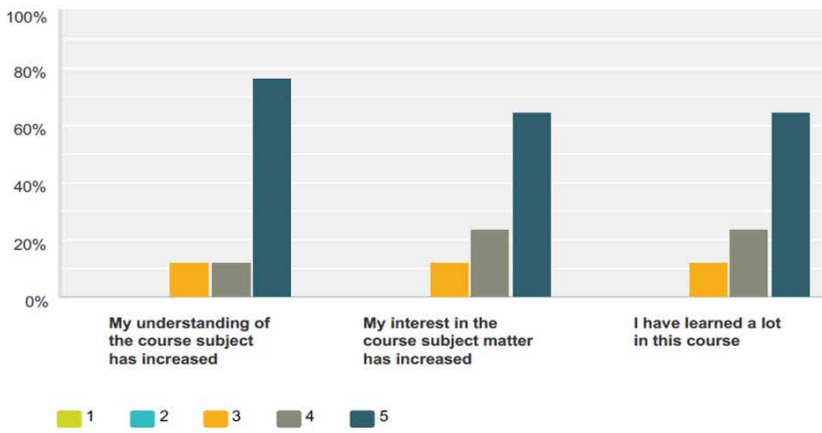


Evaluation for Module 2

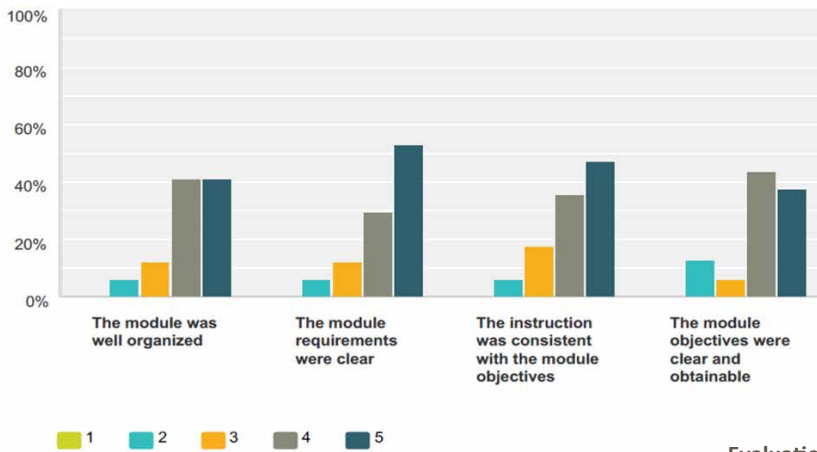
Rating scale: 1 stands for fully disagree and 5 stands for fully agree



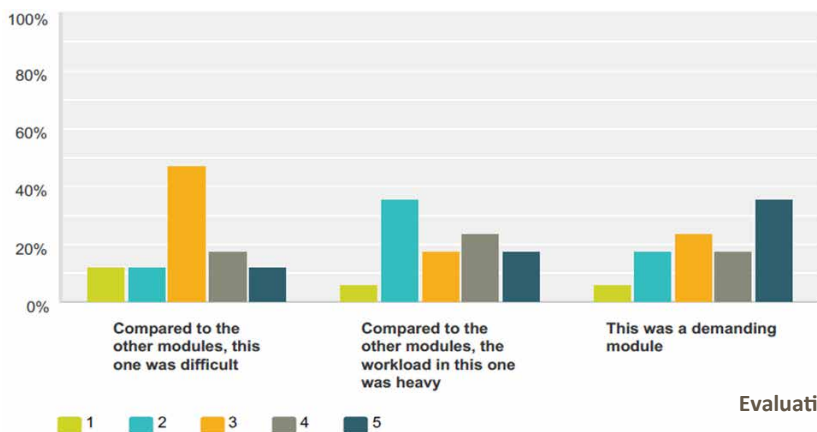
Evaluation of module 2: Module outcomes



Evaluation of module 2: Module outcomes



Evaluation of module 2: Module organization



Evaluation of module 2: Module workload



Module 3 — Practical Tools for Gender Sensitive Projects

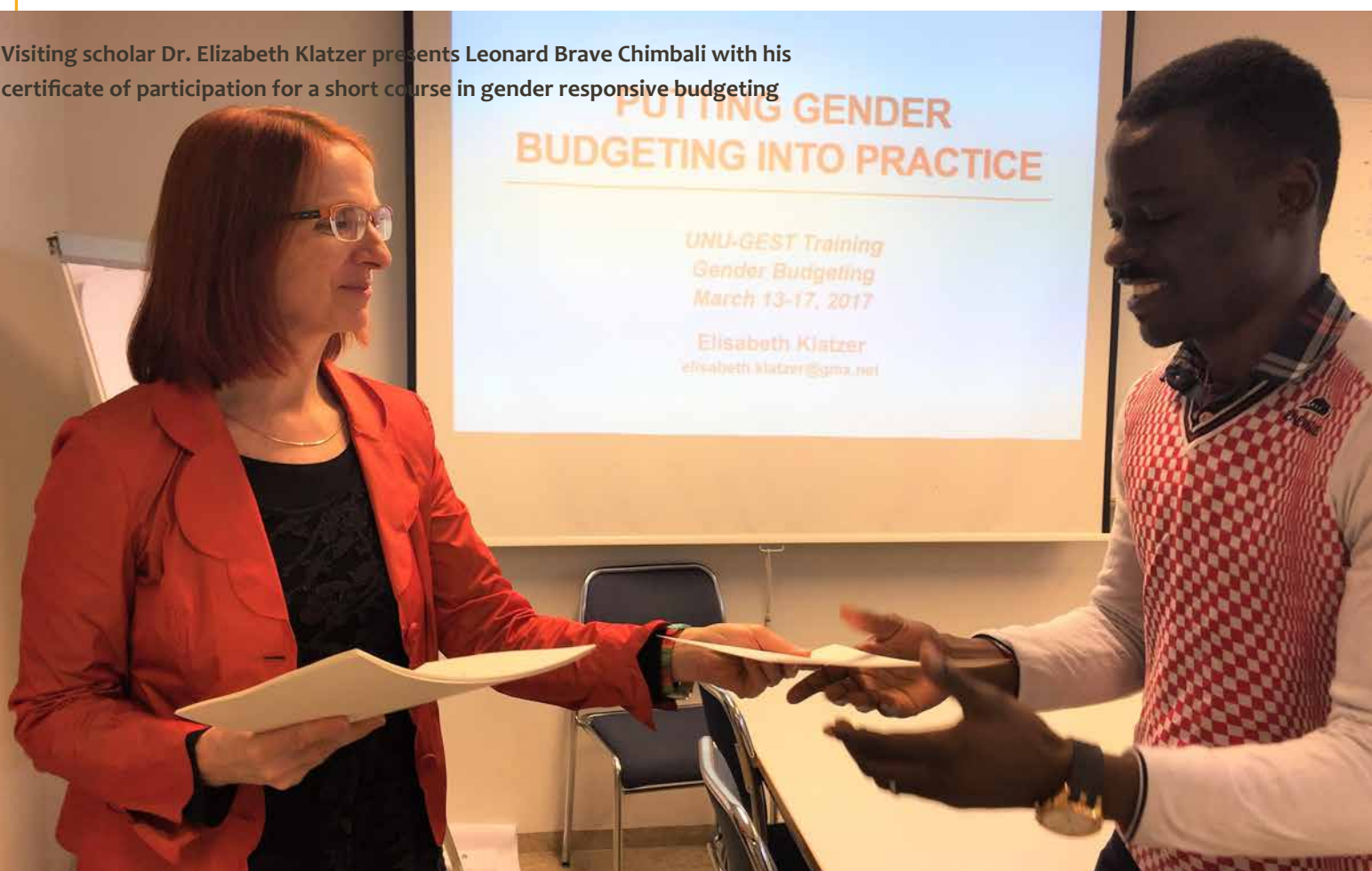
This module introduced methods and provides fellows with the tools and skills to conduct gender-sensitive analyses of social and cultural conditions, information and policies and to participate in developing gender-responsive policies and projects. The gendered roles within the formal and informal economy were explored by applying practical and theoretical frameworks. A special focus was on women's empowerment and capacity building within the context of the market, access to capital, innovation and entrepreneurship in developing countries. Economic approaches to development and gender responsive budgeting were introduced as tools to advance gender equality. Leadership skills and how to build good relations in project management teams were also discussed.

Learning outcomes

After successful completion of this module fellows should be able to:

- » demonstrate an understanding of the basic principles of results-based project management
- » have capacity to analyze and address development issues, design and set up projects
- » understand the importance of the psychology behind good relations in project management
- » design initiatives to promote women's projects, innovation and entrepreneurship
- » understand basic principles for economic approaches to development
- » apply knowledge of gender responsive budgeting and have the ability to identify gaps between policies and budget allocations
- » use gender responsive budgeting as a planning strategy as well as gender auditing.

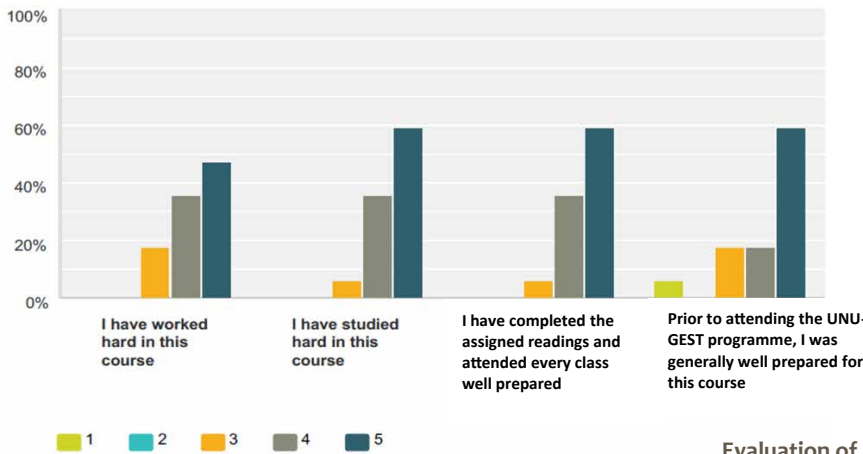
Visiting scholar Dr. Elizabeth Klatzer presents Leonard Brave Chimbali with his certificate of participation for a short course in gender responsive budgeting



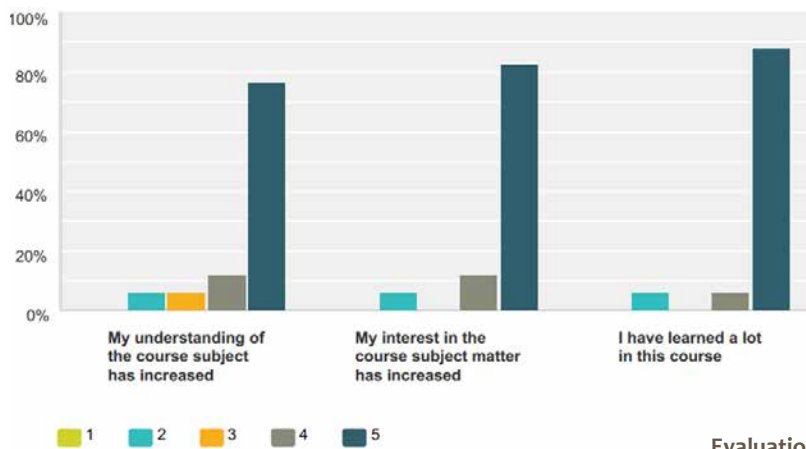


Evaluation for Module 3

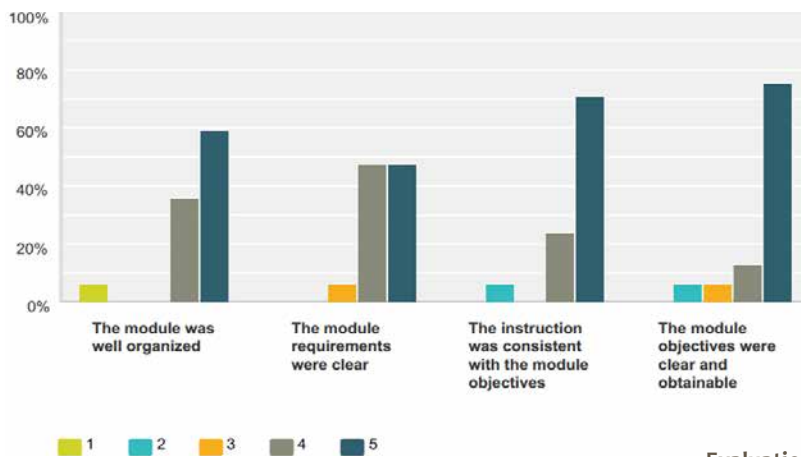
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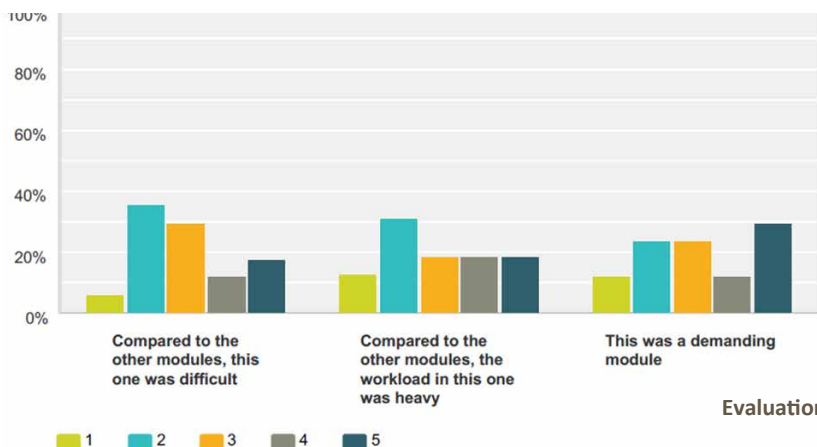
Evaluation of module 3: Contribution of the student



Evaluation of module 3: Module outcomes



Evaluation of module 3: Module organization



Evaluation of module 3: Module workload



Module 4a — Gender, Peace and Security (elective module)

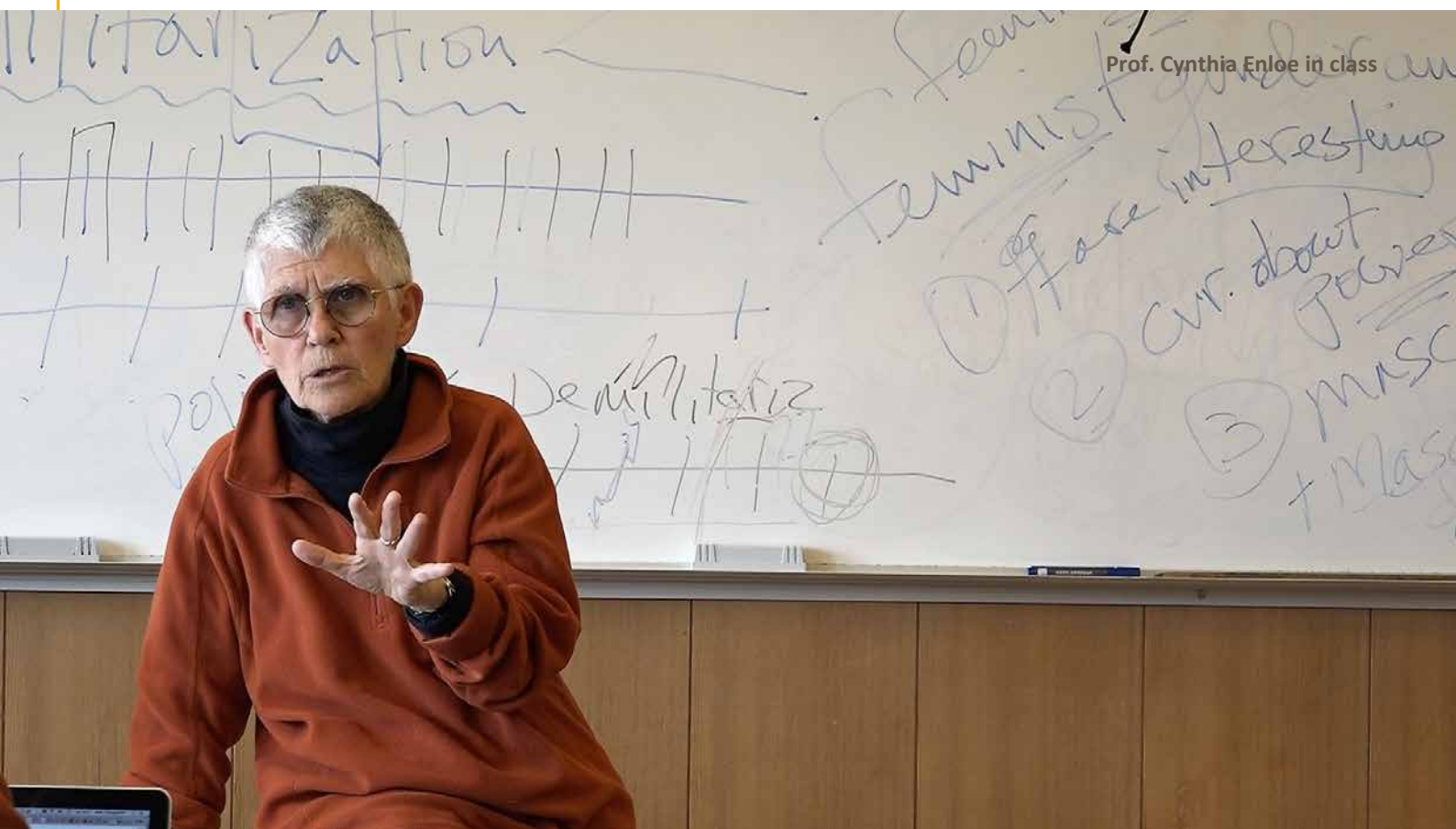
The aim of the module was to increase the fellow's ability to understand and discuss the gender dimensions of security in practical terms, especially with regards to relevant UNSC resolutions, security sector reform, and emergency operations. It examined the concept of human security versus national security and the role of women in conflict, peace processes, and post-conflict reconstruction. Specific attention was paid to gender-based violence and sexual violence as tactics of warfare.

Module leader: **Dr. Anne Flaspöler**, post-doctorate researcher at UNU-GEST. Other lecturers were **Prof. Cynthia Enloe**, **Prof. Tamara Shefer** and **Dr. Jón Ingvar Kjaran**.

Learning Outcomes

After successful completion of this module fellows should:

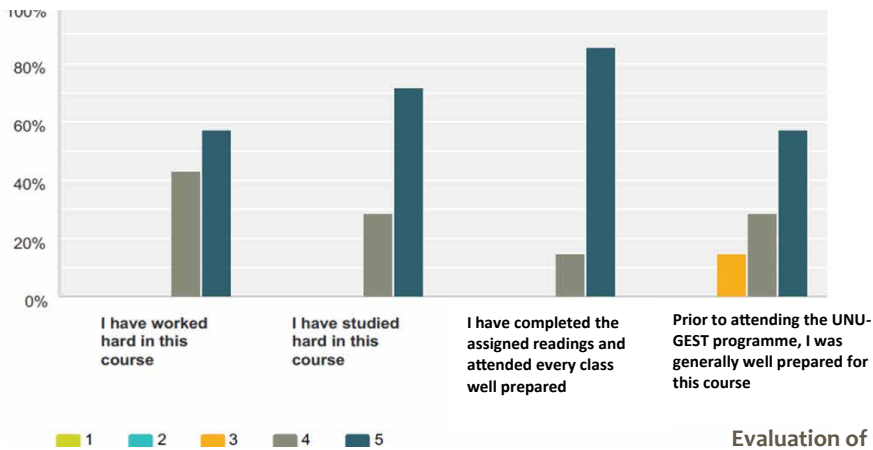
- » be able to understand and explain the links between gender and security
- » have the ability to outline the positions and roles of women in conflicts, peace processes, and post-conflict reconstruction
- » have the capacity to analyse and demonstrate key issues and possible solutions related to gender and security in their home countries
- » be able to think up strategies for empowering women in conflicts and increasing their involvement in peace processes and post-conflict reconstruction
- » understand how gender-based violence and sexual violence are used as tactics of warfare



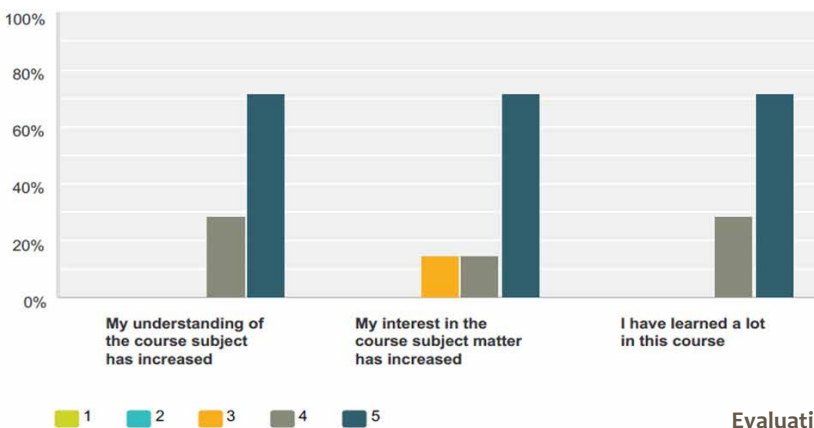


Evaluation of Module 4a

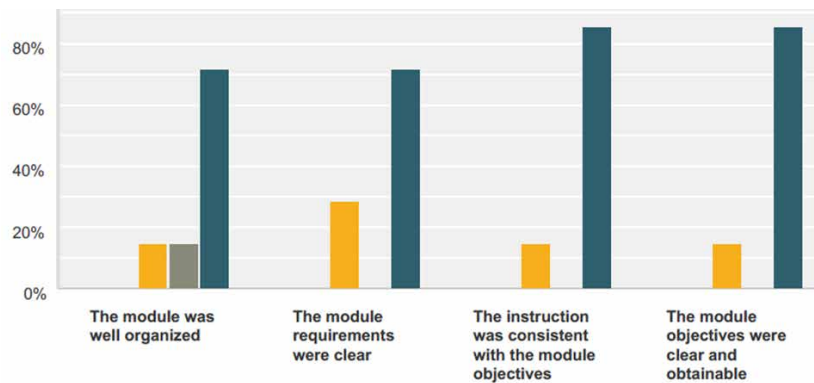
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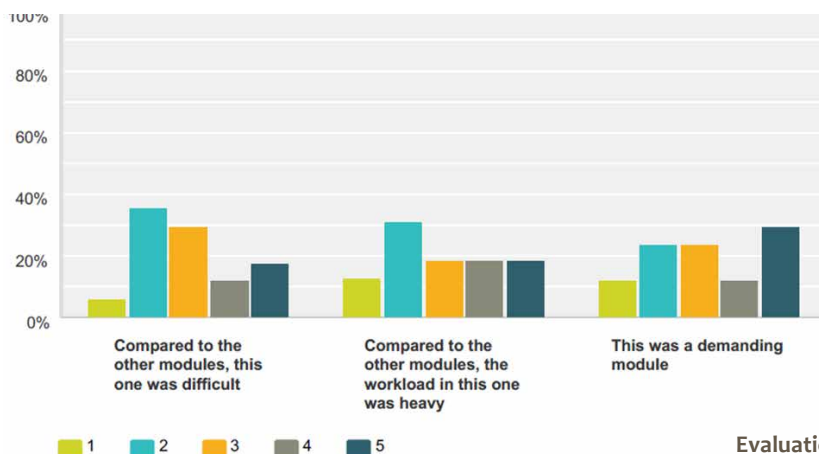
Evaluation of module 4a: Contribution of the student



Evaluation of module 4a: Module outcomes



Evaluation of module 4a: Module organization



Evaluation of module 4a: Module workload



Module 4b — Health, Violence and Bodily Integrity (elective module)

This module focused on gender relations, norms, and resulting behaviours that affect physical and mental health and bodily integrity. The approach explored how gender differences and inequalities result in inequality both in health status and in access to health care. A human rights framework was applied to explore gender-based violence (GBV) and how unequal power relations contribute to GBV with consequent physical, mental, and economic impacts. A variety of strategies to address health challenges and GBV were also introduced and discussed using a multi-sectoral approach.

Module leader: **Kristjana Sigurbjörnsdóttir**, Project Manager at UNU-GEST. **Dr. Berglind Guðmundsdóttir**, **Prof. Tamara Shefer** and **Kristjana Check**.

Learning Outcomes

After successful completion of this module fellows should be able to:

- » understand the link between gender, health, well-being, and ill-health
- » understand why health interventions and campaigns need to address gender and target communities' needs and worldviews
- » understand a human rights-based and gender-responsive approach to policies and programmes for health, in particular mental, sexual, and reproductive health
- » understand the gendered aspects of violence and be familiar with its different manifestations
- » understand how GBV is a violation of human rights
- » be familiar with the risk factors and consequences of GBV and the different strategies to address it.

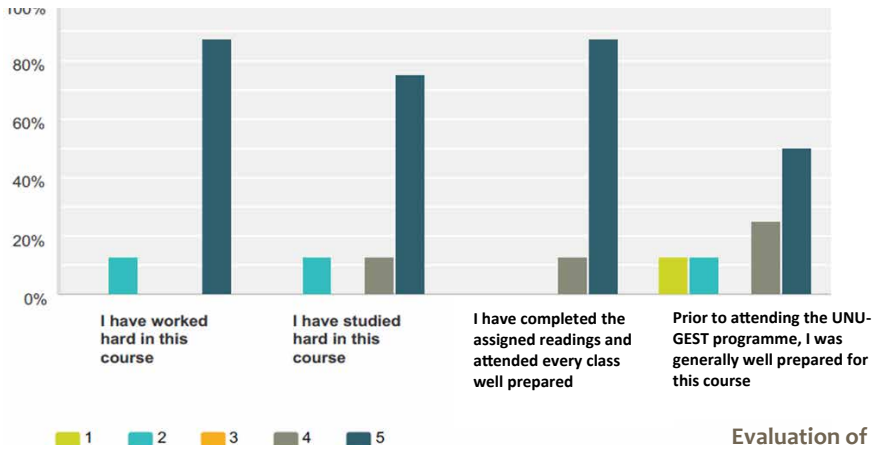
2017 fellows at the introductory meeting



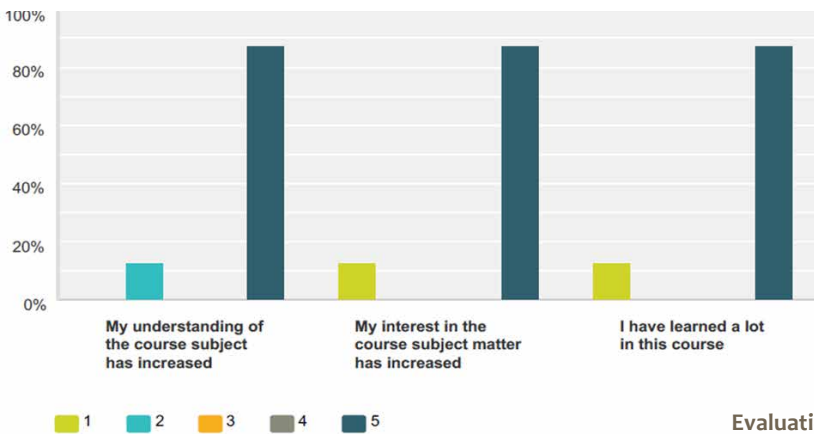


Evaluation of Module 4b

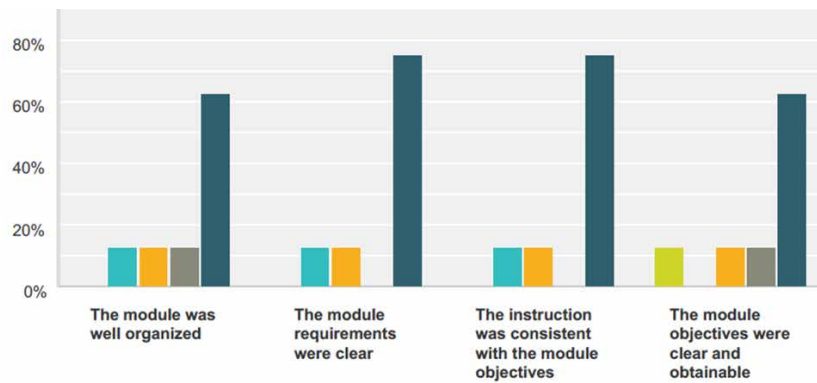
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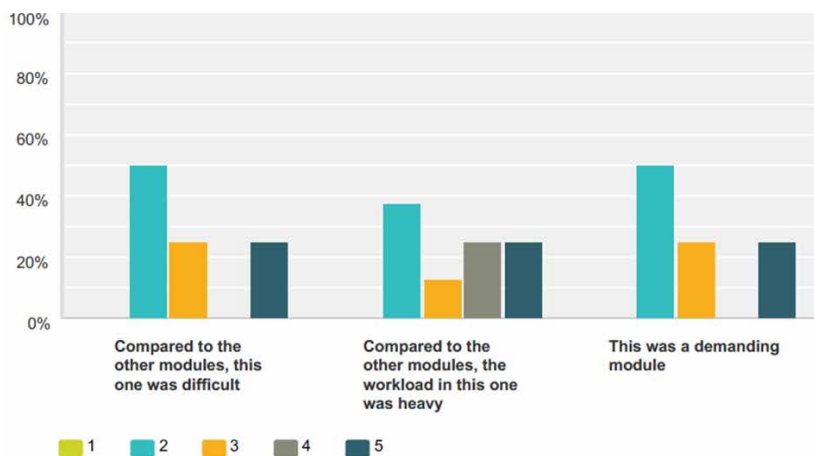
Evaluation of module 4b: Contribution of the student



Evaluation of module 4b: Module outcomes



Evaluation of module 4b: Module organization



Evaluation of module 4b: Module workload



Module 5 — Environment, Climate Change and Resilience

The role of gender in unsustainable and sustainable development, natural resource management, and resilience building was explored. The focus rested on gender and climate change, as well as on gender relations in fisheries, energy production and use, agriculture, and land management, and the dynamics of environmental theories in practice.

Learning Outcomes

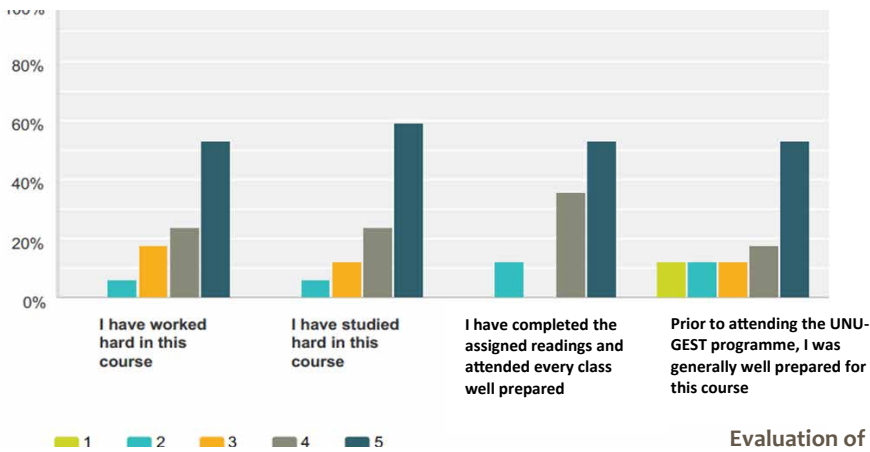
After successful completion of this module, fellows should have:

- » an overview and understanding of the main issues of environmental concern on global and local levels and the extent to which these are gendered and culture specific
- » an understanding of and the ability to explain important links between gender, development, globalization, capitalism, corporatism, and the environment
- » an ability to discuss complex issues in relation to gender and climate change, sustainable development, and natural resource management
- » the ability to do gender analyses for environmental impact assessment and projects in relation to environmental issues such as climate change and natural resource management
- » the capacity to design and implement projects for the promotion of environmental concern at public and community levels
- » familiarity with the main global treaties and charters of the environment and a critical understanding of their applicability in different contexts.

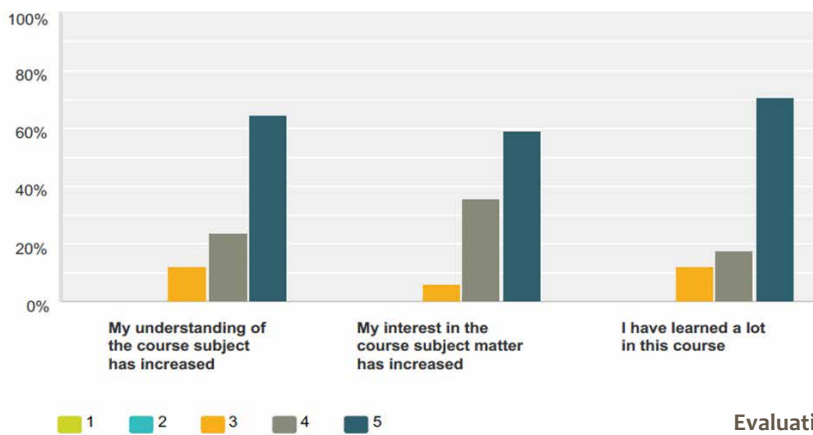


Evaluation of Module 5

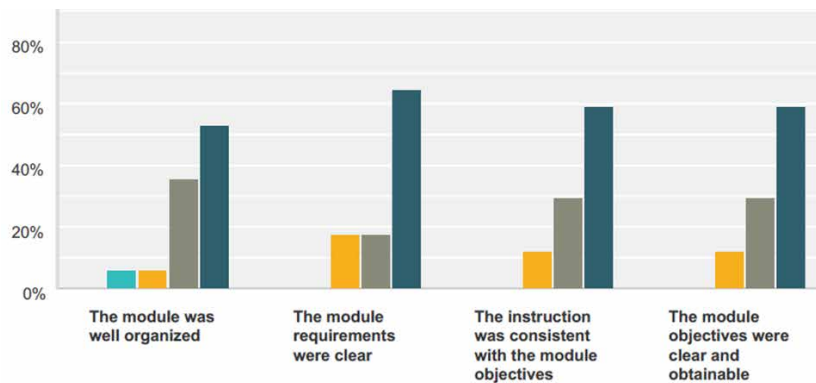
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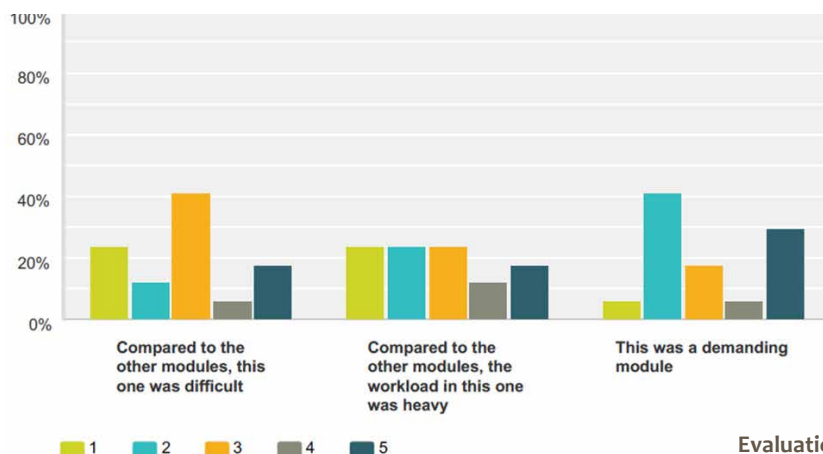
Evaluation of module 5: Contribution of the student



Evaluation of module 5: Module outcomes



Evaluation of module 5: Module organization



Evaluation of module 5: Module workload



Module 6 — Final Assignment

Fellows work on an applied project of their choice throughout the duration of the programme under the supervision of experts. The purpose of the applied project is for fellows to reflect on some of the theories, methods, and skills studied during the training course and to consider when these would be appropriate and their application in a practical context. The topic should be integrative, relate to the content of the program, and have relevance for gender equality issues in the fellows' home countries. The project is either in an essay form, addressing a specific gender relations problem and identifying strategies and suggestions to counter it, or in the form of a project proposal that outlines all the necessary steps and activities needed to solve a problem and implement a project. By the end of the semester, the fellows present the design and findings of their projects at an open seminar organized by UNU-GEST.

One fellow from each graduating cohort receives an award that bears the name of Vigdís Finnbogadóttir, the former President of Iceland and patron of the UNU-GEST Programme. She was Iceland's and Europe's first female president, and the world's first democratically elected female president. With a presidency of exactly sixteen years, she remains the longest-serving elected female head of state of any country. Women's rights, cultural diversity, the promotion of world peace, and transnational dialogues have been running themes in Vigdís Finnbogadóttir's work, as well as her emphasis she on gender equality and the empowerment of women.

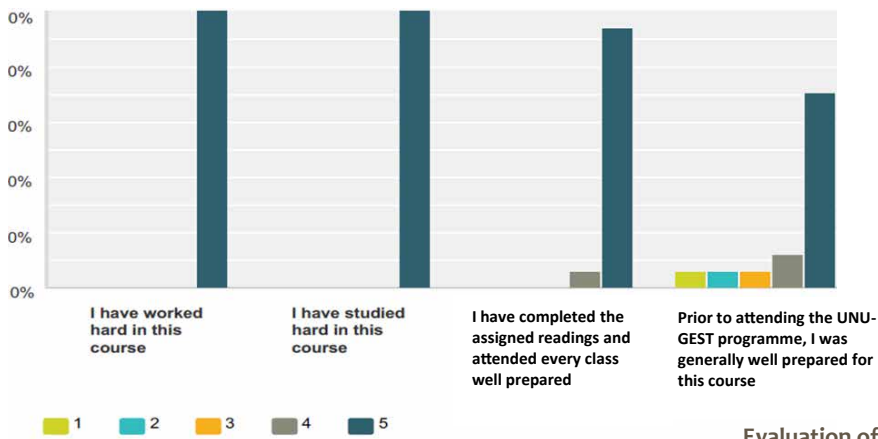
UNU-GEST sets out the following criteria for assignments to be considered for the award. The assignment has to show evidence of sophisticated gender analysis with appropriate academic references and be well structured and written. The assignment has to provide recommendations that address gender issues that are of concern in the fellow's home country. Those recommendations have to be well thought through and practical. In 2017, Yeshiwas Degu Belay from Ethiopia received the Vigdís Finnbogadóttir award for his PhD proposal, *Breaking Barricades, Making Peace: Women in Ethiopian Peacekeeping Missions*.

Module leader: **Erla Hlín Hjálmarsdóttir**. Academic staff contributing to this module included **Dr. Kirk Hoppe**, an associate professor and visiting scholar from Purdue University, **Dr. Giti Chandra**, an associated scholar at UNU-GEST, and **Annelise Thim** from the OECD Development Center. Each fellow is assigned a final assignment supervisor who is an expert in the field in which the fellow is writing. Supervisors worked with their respective fellows to offer directions on the final assignment throughout the semester. Summaries of fellow's final assignments are found in the following Section.

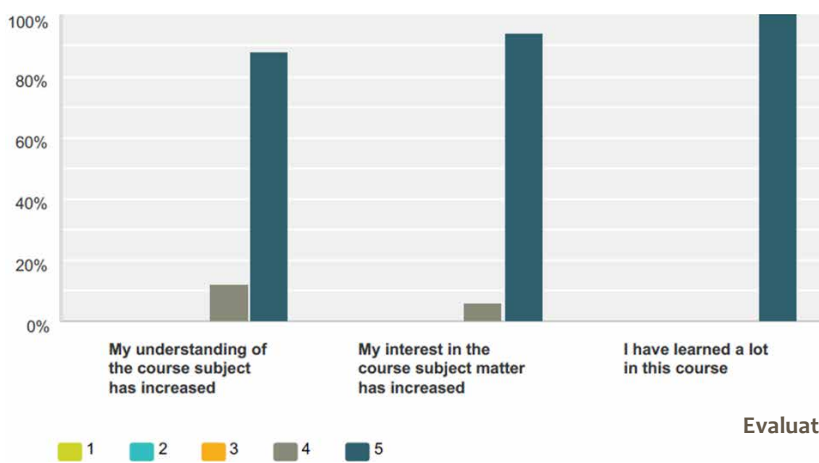


Evaluation of Module 6

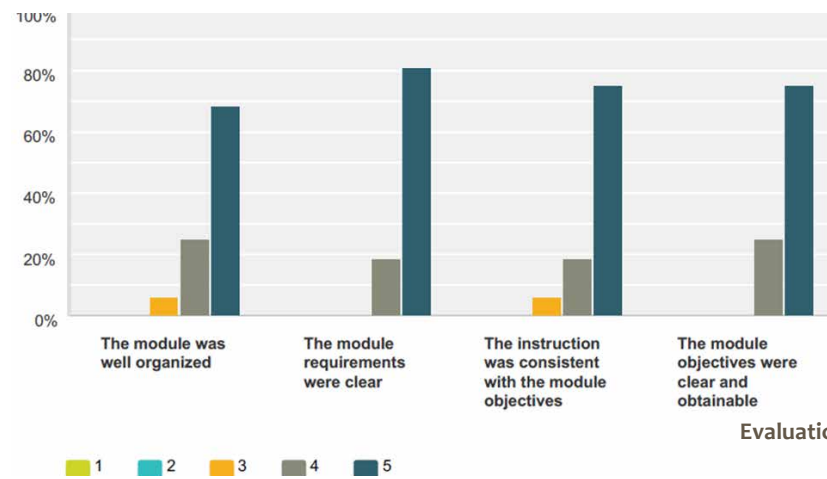
Rating scale: 1 stands for fully disagree and 5 stands for fully agree



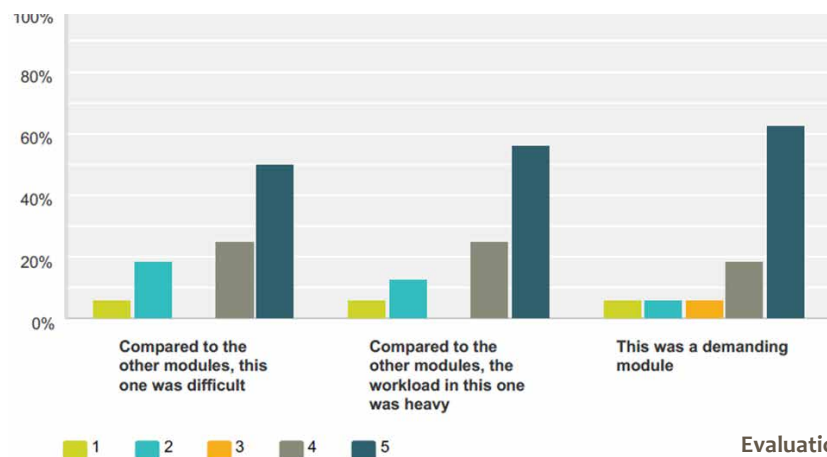
Evaluation of module 6: Contribution of the student



Evaluation of module 6: Module outcomes



Evaluation of module 6: Module organization



Evaluation of module 6: Module workload





2017 FELLOWS AND FINAL ASSIGNMENTS

This year's academic programme included 18 students from Malawi (2), Mozambique (1), Uganda (2), Afghanistan (1) and Palestine (4), in addition to the first students from Ethiopia (2), Somalia (1), Nigeria (1), Jamaica (1), Lebanon (1), Iraq (1) and Tunisia (1). At the end of May, UNU-GEST counted 86 alumni, 55 women and 31 men. Following is a list of the graduating fellows, their respective supervisors and a summary of their final assignments.

Ali Alhareth Ali Al Sammarraie from Iraq

Final assignment: **Khatoonah: Blog for the Female Iraqi Diaspora**

Supervisor: Susan Muska

According to the UN High Commission for Refugees, more than six hundred thousand Iraqis living in Europe and thirty-seven thousand in the United States. An additional 1.7 million Iraqis are internally displaced people, with 40% of those being women. In order to better connect these displaced people, this project uses social media to create a blog platform specifically for women in the Iraqi diaspora. The blog site will combine news, personal stories, and social posts with articles spotlighting exceptional Iraqi women from the diaspora. The project focuses on peer information sharing and education by women who would otherwise be disconnected from their larger community. Importantly, women will be the decision makers regarding the content and form of the blog site.



Bisharo Ali Hussein from Somalia

Final assignment: **Addressing Female Genital Mutilation (FGM) through Promoting Literacy for Girls and Women in Rural Puntland-Somalia**

Supervisor: Dr. Jón Ingvar Kjaran

Millions of girls below the age of 15 undergo FGM in Somalia, despite efforts to curtail the harmful practice. Past efforts to reduce FGM have been led by health professionals from outside the communities in rural Puntland. This project, however, proposes local leadership and focuses on educating community members about this harmful practice. The pilot program aims to introduce an anti-FGM curriculum into the local schools with the goal of nationwide adoption later. Education targets girls, women, and FGM practitioners in the community to help them better understand the harmful impact of FGM.

Practitioners of FGM will be redirected towards positive practices that empower girls and women in Somalia. Importantly, this project recognizes that women, as both practitioners and victims of FGM, are the keys to changing this societal practice. Hand-in-hand with the curriculum, the project leaders will create a network of community champions who will actively work to end FGM in their communities. The network will lobby the government to adopt the anti-FGM curriculum nationwide, to change FGM policies and laws, and to protect the rights of women and girls who are at risk for FGM.





Caroline Kalagala Kanyago from Uganda

Final assignment: **Engendering Employment Relationships: Integrating a Gender Perspective into the Ugandan Employment Law**

Supervisor: Dr. Elsa S. Porkelsdóttir

Employment law in Uganda focuses on individual employment relationships and connected matters. Although the Employment Act provides for the promotion of equality, the law is not designed to address institutional and systemic barriers to gender equality. Legal principles that promote gender equality in the Employment Act co-exist with seemingly neutral standards that reinforce gender inequality. The legal rules in the Act are based on the traditional ideal worker with limited or no family responsibilities. The new goal of promoting equality between men and women enshrined in the Employment Act has an impact on the set up of traditional employment relations. Therefore, designing legal standards that accommodate both men and women is essential. This essay is structured around two feminist and gender perspectives guided by two questions: What is the role of the Employment Act in describing society and how can we integrate gender in the framework of employment law to promote gender equality? The first gender perspective involves identifying the experiences of men and women in relation to the law and examining whether legal provisions favor one gender and disadvantage the other. The second perspective recommends modifying employment standards to incorporate a feminist and gender perspective to ensure that the rights of men and women employees are covered by the law. This includes reviewing the working time to accommodate workers with family and care responsibilities, legal recognition of indirect discrimination, and increasing the involvement of the state and employers in promoting gender equality in employment.



Devashia Tishana Whyte from Jamaica

Final assignment: **Addressing Violence against Women and Girls: A Secondary School Based and Community Approach**

Supervisor: Dr. Rannveig Sigurvinsdóttir

Violence against women and girls (VAWG) is prevalent in Jamaica where it accounts for 50% of deaths among women. VAWG is not just murder. It includes any act that causes psychological, sexual, and/or physical harm to women or girls. The root cause of VAWG in Jamaica is the gendered, social-cultural norms of male dominance and female subservience stemming from colonialism and slavery. Jamaica's high level of VAWG is in violation of the CEDAW that Jamaican government ratified in 1984. Government interventions since then have failed to change the cultural norms of violent masculinity.

This project addresses the root causes of VAWG in Jamaica by raising awareness in secondary schools in the rural town of Darliston, Westmoreland. Furthermore, the project will combine awareness raising with trainings both in the schools and in the communities to increase knowledge on the issue and give students, parents, and teachers tools to address VAWG and its causes. In order to truly address VAWG, the project includes trainings, social clubs, and other activities for both boys and girls at Maud McLeod High School.





Ekram Mohammednegash Osman from Ethiopia

Final assignment: **Women's Economic Empowerment in Ethiopia: The Concept and the Practice**

Supervisor: Dr. Irma Erlingsdóttir

Women's empowerment is a broad term used by feminist movements with its exact definition being left to the context of use. Economic empowerment is a narrower phrase that looks at access to economic resources along with the power to control them. As one of the fastest growing economies in the world, Ethiopia needs to understand the discourse around the economic empowerment. This PhD proposal focuses on discourse analysis as a tool to answer the following research questions:

1. How does the Ethiopian government understand economic empowerment in its policy frameworks and discourses? How does its understanding differ with international governmental and non-governmental organization working in Ethiopia? How is economic empowerment measured? Who measures it? What kinds of measurements exist?

2. How do the Ethiopian economic empowerment policies and practices increase women's agency in socio-economic and political spheres? Both gender and development theories will inform the analysis of primary and secondary sources to move the discussion about women's economic empowerment forward.



Farah Mnekbi from Tunisia

Final assignment: **Terrorism and Security: Female Terrorism in Tunisia**

Supervisor: Dr. Tracey Jean Boisseau

This research paper is a critical analysis of gender and terrorism, specifically focused on recruiting in Tunisia. The research looks at recruiting efforts that focus on women and compares that to the actual experiences of women in terrorist groups in Tunisia. Interviews with two, female ex-terrorists show that the women felt they would be more empowered in terrorist groups than they were in mainstream Tunisian society. The research documents the links that exists between the proliferation of international terrorist organizations in Tunisia and what some Tunisian women view as a lack of opportunity, significance, and security in mainstream Tunisian society in contrast with the roles, influence, and opportunities that terrorist organizations appear to offer. The desire to be equal to men is the main explanation as to why Tunisian women are joining terrorist groups. After joining these groups, female recruits mostly find themselves more marginalized than before and often regret their decision.





Filipe Silvestre Mate from Mozambique

Final assignment: **The Effects of Drought on Girls in Rural Mozambique in 2016**

Supervisor: Dr. Marta Einarsdóttir

Between 2015 and early 2017, Mozambique was hit by drought from low rainfall that led the government to seek humanitarian assistance. Statistics reveal that more than 2.2 million people have been affected by drought in the country. This water shortage affects men, women, boys, and girls in the communities differently due to hegemonic masculinity leading to entrenched gender roles and a gendered division of labor from the household level up to the entire society. Understanding the effects of the drought on girls starts from understanding the causes and then moving towards minimizing them, so that girls will be less affected.

When it comes to drought situations, some human rights are likely to be neglected. These rights may include: the right to equal opportunity to education, the right to food, and the right to reproductive health. When drought occurs, girls are more likely to be exposed to violence while fetching water.

They also tend to drop out of school because they have to help in domestic activities traditionally assigned to girls and wives. The recent drought has exposed the vulnerability of the citizens of Mozambique, especially young girls in the rural areas of the country. This essay presents patriarchy and hegemonic masculinity as the main theory to understand the unequal impact of drought on girls in rural Mozambique.



Grace Takomana from Malawi

Final assignment: **Quinoa for Wealth and Health: Integrating Nutrition in the Establishment of a Gender Focused Value Chain of Quinoa**

Supervisor: Dr. Pétur Waldorff

This project aims to break the cycle of subsistence farming poverty and malnutrition in Malawi. Currently in Malawi, children under five with stunted growth make up 37.1% of the population of that age, underweight is 11.7%, and wasting is 2.7% among children. This is largely caused by the inadequate, yet socially acceptable, diets of children under five which are composed of insufficient micro-nutrients and poor-quality protein. Added to this, most agriculture in Malawi is made up of small shareholder plots that are used for subsistence farming and most agricultural products do not make it to the market. The cycle of poverty is furthered by a lack of funds to buy agricultural inputs to better both diet and farming in Malawi.

Introducing quinoa into farming communities will transform them from being predominantly poor and malnourished into being prosperous and well-nourished, while mitigating vulnerability to climate change and facilitating change of gender roles to eliminate disparities. Quinoa is a crop rich in quality proteins and of higher economic value compared to traditional Malawian crops. Through pilot testing under diverse natural circumstances in Malawi, it has proven to be resistant to climate changes, showing great potential in supplementing traditional Malawian crops. The project will impact farmers through product testing, training and outreach. Since subsistence farming and feeding families are primarily done by women, then project with greatly benefit local women farmers and their families.





Haneen H. S. Salameh from Palestine

Final assignment: **Combating Electronic Violence against Women and Girls in the Occupied Palestinian Territories, Ramallah City, West Bank**

Supervisor: Randi W. Stebbins

Women and girls in Palestine suffer high rates of violence due to cultural and institutional barriers. This is not limited to face-to-face violence as electronic violence is on the rise, especially against young women aged 15 to 22. Electronic violence includes harassment, threats, and use of degrading images, as well as identity theft.

According to the United Nations Broadband Commission for Digital Development, 73% of women are abused online.

This project focuses on the abuse happening to young women in Palestine. It takes a multi-level approach of awareness raising, education, and lobbying for legal change to help victims and potential victims and to increase awareness of the issue in society as a whole. The project will use online platforms, flash mobs, and traditional media to increase awareness. Education and victim counseling will take place at new social protection centers to give victims a secure place for healing from the impact of electronic violence. Finally, the project leaders will work with existing lobbying groups to pressure the government to adopt a modern cyber-crimes penal code. Together, all these activities will help decrease the incidences of electronic violence and increase the number of convictions.



Harriet Adong from Uganda

Final assignment: **Promoting Sexual Reproductive Health rights of Adolescents and Youths in Northern Uganda, Otuke District**

Supervisor: Dr. Sólveig Anna Bóasdóttir

This project directly addresses the rising birth rates and reproductive health of young people in northern Uganda through advocacy, peer education, increased services, and better economic opportunities for young women. Currently, over 50% of women in Uganda have children before the age of 20, and the average number of children per mother is seven. Access to contraception and other reproductive health services is low in rural areas, such as the Otuke District. This, combined with social norms valuing reproduction and a child marriage rate of 59%, has led to a high birth rate for young women and girls along with dangers such as mortality and infant death.

In order to combat these factors, the Foundation for Integrated Rural Development (FIRD) proposes a multi-faceted approach. Increased access to reproductive and sexual health services will help to reduce health-related risks and gender-based violence. Through trained peer educators, young people in the most marginalized areas will learn about sexual and reproductive health and their rights. FIRD will work to strengthen local support systems and youth-led community groups to work against the social norms leading to child marriage and to increase understanding of sexual and reproductive health. At the end of the project, both individuals and communities will be left stronger and with better knowledge regarding health services and rights.





Kevin Ekechukwu Ogbajie from Nigeria

Final assignment: **Fish Farming Agribusiness: A Panacea to Rural Women's Economic Empowerment in Nigeria**

Supervisor: Arnþór

The objective of this project is to introduce, train and equip rural women in the Bende area of south-east Nigeria in aquaculture as an alternative means of livelihood and economic diversification, using an entrepreneurship approach. The overall goal is to alleviate rural poverty through the core objectives of increasing household income, food security, diversifying nutrition and agriculture, and increasing gender equality within rural communities through entrepreneurial empowerment of women aquaculturalists/agriculturalists. The project will also support mitigation of water scarcity and provide access to clean, potable water.

Despite women accounting for up to 70% of agricultural activities, cultural and religious perceptions, as well as other socioeconomic factors have pushed Nigerian women towards smallholder-level subsistence farming in an otherwise broad and diverse agricultural system. Gender inequality is rampant in the rural areas of Nigeria and has proven to be a considerable barrier for poverty alleviation and rural development in the country. The rural women of Nigeria should be able to earn a real income from their time and labor, one that provides decision-making power over financial matters within their households. On successful completion and implementation of the project, it will have trained and empowered at least 50 women heads of household in aquaculture, contributed to their and their rural community's poverty alleviation, and increased food security.



Leonard Brave Chimbali from Malawi

Final assignment: **Economic Empowerment of Rural Women: Income Generating Project Development through Agricultural Based Entrepreneurship in Machinga District**

Supervisor: Dr. Auður H. Ingólfssdóttir

Women in the Machinga District of Malawi are marginalized through lingering patriarchal systems combined with poverty and environmental degradation. The district has a population of almost 370,000 people, most of whom survive on less than \$1.00 a day that comes primarily from agricultural labor. Women do not have equal access to resources for agricultural production, which further limits their income.

The analytical framework applied in my study draws on curriculum and empowerment theories.

My main findings suggest that despite the program providing an opportunity for empowerment in terms of student exposure to and engagement in gender related concerns, lack of institutional professionalism and inappropriate pedagogical responses can be discussed as dis-empowering.

This project works against the reality of women in the Machinga District by putting market power directly in their hands. Through community partners, 200 women will be recruited for entrepreneurial training to head income generating projects.





The project includes marketing initiatives to overcome the lack of links between the local producers and national markets. By using the household model for development, this project works to help not just individual women, but also the households they manage.

Lida Reza from Afghanistan

Final assignment: **Analysis of the UNDP Master's Program in Gender and Women's Studies at Kabul University: Recommendations for a context responsive curriculum**

Supervisor: Susan Gollifer

This paper presents an analysis of the UNDP Master's Programme in Gender and Women's studies at Kabul University and recommendations for a context-responsive curriculum. The paper focuses on the effectiveness of the programme in terms of educating local gender experts. It explores institutional professionalism and pedagogical approaches and how these can empower or disempower students.

This paper draws on findings based on data collection that includes a document review of Kabul University's Gender and Women Studies curriculum and an analysis of student responses to an electronic survey on their experiences of attending the program. The analytical framework applied in my study draws on curriculum and empowerment theories. My main findings suggest that despite the program providing an opportunity for empowerment in terms of student exposure to and engagement in gender related concerns, lack of institutional professionalism and inappropriate pedagogical responses can be discussed as dis-empowering.

The paper includes a set of recommendations for improvement so that the program better responds to the needs and the expectations of students and to the current situation of women in Afghanistan.



Rami Naim Judeh Abu Sa'd from Palestine

Final assignment: **Women Beekeepers to Save the West Bank Lands**

Supervisor: Lilja Hjartardóttir

This beekeeping project offers a solution to two issues facing the West Bank of Palestine. First, it qualifies as land use that keeps West Bank land under the control of Palestinians.

Second, it targets unemployed women for training in beekeeping and the marketing of bee products in order to combat poverty and food insecurity in the region.

Palestine currently imports 150 tons of honey a year, making honey production an ideal field for local expansion.

The United Nations Relief and Works Agency for Palestine Refugee in the Near East will lead the project in cooperation with local women's centers, farmers, and beekeepers in Area C of the West Bank. Over the three years that the project will be running, participating women will increase their earnings, local women's centers will be reinforced, and land in the West Bank will be kept under the control of Palestine.





Wafaa Sadeh from Palestine

Final assignment: **Investing in Fear: Corporate Responsibility for Women's Human Rights Abuses in Conflict Areas**

Supervisor: Þórdís Ingadóttir

In 2008, the UN Special Representative on Business and Human Rights presented the UN Protect, Respect and Remedy Framework, regarding state and corporate responsibility for protecting human rights. This framework was adopted by the Human Rights Council on June 16, 2011 in Resolution 17/4 that endorses the Guiding Principles on Business and Human Rights for implementation. Since the adoption of the guiding principles, various scholars have examined the issue of corporate social responsibility, either from a business perspective or from a human rights (legal) lens. International law and practice have also addressed the issue of women's vulnerability in conflict areas (UNHCHR, 2014).

However, there has been a little consideration given to the disproportionate effects of human rights violations on women and corporate responsibility initiatives aimed at addressing these from a legal or ethical perspective. The proposed research intends to tackle the issue of whether corporations can be held responsible for human rights violations against women that are linked to the activities of transnational corporations' in conflict areas with weak governments, authoritarian regimes, or that lack the rule of law. The aim of the study is to contribute to strengthening the social, ethical, and legal responsibility of corporations so they may not benefit, directly or indirectly, from human rights abuses.



Walaa Isam Naji Shamasna from Palestine

Final assignment: **Development and implementation of a lifestyle intervention promote physical activity in patients with B-thalassemia in Palestine**

Supervisors: Sigríður Lára Guðmundsdóttir and Sigríður Kristín Hrafnkelsdóttir

For young people in Palestine with B-thalassemia, the outlook is dim. Not only are they faced with a debilitating, genetic disease, they also deal with social isolation that keeps them from enjoying life and even accessing needed medication. The negative symptoms of thalassemia can be reduced through physical activity and proper nutrition, along with proper medical care. The goal of this project is to improve the quality of life for people with thalassemia through increasing physical activity, educating patients on proper nutrition, and increasing community awareness in order to decrease isolation of people with thalassemia.

Increasing physical activity is covered two ways through this project. First, project funds will be used to equip fitness rooms in existing thalassemia centers in Palestine. This will allow people with thalassemia to have access to physical activity where they receive medical care. The project will also create support groups, social activities, and educational workshops for people with thalassemia and their families. The workshops will focus on skills training and lifestyle changes in order to increase the quality of life for people with thalassemia.





Yeshiwas Degu Belay (Ethiopia)

Final assignment: **Breaking Barricades, Making Peace: Women in Ethiopian Peacekeeping Missions**

This doctoral research project will examine the Ethiopian government's implementation of UNSCR 1325 on Women, Peace and Security, adopted seven years ago. The resolution was the first to focus on mainstreaming gender in peace processes and conflict management. Several other resolutions followed UNSCR 1325. They looked at both the gendered impact of conflict and women's positions in peace keeping. Implementation of these resolutions, however, has been criticized.

Physical activity and community awareness are at the center of the let's move! campaign, which will organize fitness events for people with thalassemia and their families in their local communities.

The three-pronged approach will increase the welfare of thalassemia patients and help them become less isolated in their communities.

According to the UN, Ethiopia is the top contributor of peacekeeping forces in the world. In order to better understand how implementation of UNSCR 1325 and other resolutions occurs in Ethiopia and how deployment impacts female peacekeepers, the research will focus on three things: government efforts to integrate women into peacekeeping forces and how the gender gap in peace operations has been addressed; the experiences, challenges, and contributions of women peacekeepers; and the interactions between national and global actors with respect to the implementation of gender mainstreaming policies in peace operations. Research will take place in the field in Abyie and South Sudan, where Ethiopia has a total of 8,000 troops deployed and will be informed by multidisciplinary theoretical and empirical perspectives.



Zeinab Deeb Mattar Nassar from Lebanon

Final assignment: **Knotting the Peace and Gender Lace: Public Co-Educational Sport Zones in EEH Palestinian Refugee Camp – Lebanon**

Supervisor: Dr. Viðar Halldórsson

Knotting the Peace and Gender Lace aims to create safe spaces for children while breaking down patriarchal ideas and structures that lead to sexism and violence against women. The spaces will be friendly, flexible, adaptable, accessible, multi-use sports fields for refugee girls and boys of all ages in the EEH Palestinian Refugee Camp. Local staff will train children of 8 to 12 years old in organized basketball, volleyball, and football in creative and flexible ways.

Young athletes of 17 to 20 years old will staff the program, giving them coaching and youth programming experience. The one-year pilot program will also provide equipment, space, and supervision for free play.

A coeducational sports space address the needs of the refugee community by offering a place for children to learn about and practice social cohesion, social skill building, mental and physical health, and gender equity. By creating a flexible space, several sports and activities can take place by using mobile baskets, goals, and nets and other age-appropriate play structures.





Sports training and interactions help to change deeply sexist cultural norms by empowering girls (as athletes) and young women (as coaches and supervisors) and by exposing boys and young men to ideas and experiences of gender equity. In turn, safe, coeducational sports training and play, exercise, skill building, cooperation, friendly competition, parental participation and support, and pride in self and place, will promote a less violent society at every level.

Fellows celebrate their graduation



Field Visits

Visit to Höfn

UNU-GEST fellows participated in a field trip as part of the last module of the programme on gender and the environment. The group travelled to Höfn in east Iceland where they had the opportunity to learn about climate change and sustainability with experts from the Nýheimar Research Centre - University of Iceland, (Þekkingarsetrið Nýheimar), that focuses on tourism, climate change, and sustainability studies in order to promote positive rural development and improve the quality of life in the area.

Þorvarður Árnason, the main researcher at the Nýheimar Research Centre led the group during two days of interesting lectures and practical trainings where we had the chance to visit Fláajökull glacier and realize how strongly it is being affected by climate change.

The fellows also had time to enjoy great natural sights at the spectacular Skógafoss and Seljalandsfoss waterfalls, the black sand beach near Vík, and the Jökulsárlón glacier lagoon among others. We believe it was a life changing and inspiring experience and that it allowed the fellows to be aware of the importance of acting against climate change in order to achieve sustainable development.



By Systrafoss near Kirkjubæjarklaustur



Field Visits in Reykjavik

Field visits were undertaken to two places in Reykjavík as part of the module on gender, health, violence, and bodily integrity.

Students went to Stígamót Education and Counseling Center for Survivors of Sexual Abuse and Violence to learn about their activities and services in Iceland from the executive director, Guðrún Jónsdóttir.

Fellows visited the University Hospital and watched a lecture on the psycho-social support services and treatments available from the chief psychologist at the Mental Health Services/ National Trauma Center, Dr. Berglind Guðmundsdóttir. Afterwards, Eyrún Jónsdóttir, head nurse, led fellows through the Rape Trauma Service Center that services victims of sexual violence.

UNU-GEST fellows also visited Alþingi, the Icelandic parliament on February 14th. After their tour of Alþingi, they met Ásta Guðrún Helgadóttir, a member of parliament from the Pirate Party.

The fellows go each year on a trip to southern Iceland, which took place on March 1st this year. As in the past years, the fellows visited Sólheimar Ecovillage, a sustainable community. The fellows watched a presentation about the village and the ideology upon which it is based, met with the villagers, and visited their workspaces. The group also visited Friðheimar to learn about

By Strokkur in the Geysir hot spring area



how geothermal energy is used for growing food in greenhouses and got to taste fresh tomatoes.

Gullfoss waterfall, Geysir and Þingvellir, UNESCO World Heritage Site were also part of the field trip. These natural wonders are the primary attractions of the Golden Circle.



Visit to the President of Iceland

The 2017 cohort of UNU-GEST fellows visited the President of Iceland, Mr. Guðni Th. Jóhannesson, and the First Lady, Mrs. Eliza Reid, at Bessastaðir, the presidential residence, on the 27th of February. The fellows were warmly greeted by the President and the First Lady. President Jóhannesson gave short remarks on the importance of Bessastaðir in the fight for gender equality in Iceland, referring to Mrs. Vigdís Finnbogadóttir's election as the world's first democratically elected female president. He and the First Lady listened to three UNU-GEST fellows



Fellows and staff visiting the President of Iceland at his residence

speaking on behalf of the 2017 cohort of fellows: Ms. Haneen Salameh from Palestine spoke on the value of the UNU-GEST programme for fellows; Mr. Leonard Chimbali reflected on the relevance of his work as an agricultural extension officer in his home country of Malawi; and Ms. Bisharo Ali Hussein spoke about the topic of her final assignment, the fight against female genital mutilation in Somalia.

After the formal visit, the fellows were invited to join President Jóhannesson and Mrs. Eliza Reid for light refreshments and Icelandic treats, pönnukökur and kleinur, where most fellows used the opportunity to be photographed with the distinguished hosts. The event is the first visit of UNU-GEST fellows to Bessastaðir and the first time they met a current president of Iceland.



Courses and Workshops

Short course on gender-responsive budgeting, 13-17 March, 2017

A short course on gender responsive budgeting was held by UNU-GEST at the University of Iceland in Reykjavik from March 13-17, 2017. The course introduced core concepts and principles for gender-responsive work, practices, policy processes, instruments, tools, and strategies. Budgets are important policy instruments as financial resources are required to implement policies. Therefore, budgets are powerful tools to move society towards gender equality and to promote development and women's rights.

The course instructor was Dr. Elisabeth Klatzer, a leading expert on gender budgeting, and who holds a PhD in economics from Vienna University and a Master in Public Administration from the Harvard Kennedy School of Government. Dr. Klatzer has worked on gender responsive budgeting projects and training programs for many years in different parts of the world. In addition to the 18 fellows of the UNU-GEST programme and interns, three staff members of the Ministry for Foreign Affairs in Iceland attended the short course.

Short Courses in the Making

Two fields where Iceland has significant competitive advantage with respect to gender were identified in order to formulate short courses to be offered on demand in partner countries.

Men as Allies

The aim of the course is to provide practical tools and critical insights on how to engage men and boys to promote gender justice and prevention of violence.

The course will be tailored to the needs of practitioners and advocates who work in the development, education, or youth sectors.

Objectives of the course are to (1) increase understanding of how practices of patriarchal masculinities (of various kinds) sustain gender inequalities; (2) identify the

conditions of male socialization that are fueling patriarchal masculinities and specify strategies for challenging and influencing patriarchal socialization of boys; (3) explore the wider societal processes through which we can shift patriarchal masculinities and work to promote more transformative/healthy masculinities; (4) Investigate what activities and types of involvement can be done on various levels (grassroots mobilizing, government initiatives at all levels, strategies and policies, etc.) to address men as allies; and (5) offer strategies for building community support and advocacy with institutions, governments (local, regional, national), and development partners to adopt policies and scale up programmes that reinforce personal and social change.

The target audience is professionals, practitioners, advocates, educators, and policy-makers involved in work with youth. A working group comprised of experts in the field, has been formed to include Þórður Kristinsson, Hjálmar Sigmarsson, Tryggvi Hallgrímsson, and Ívar Karl Bjarnason. The lecturers have background in teaching gender studies, working for national and international bodies mandated with enhancing gender equality (Jafnréttisstofa, UNIFEM), development, and research and analysis, respectively.

Preparatory planning meetings have taken place to map out and assess the scope and possible up-scaling of the course to make it available to varied audiences and development partners in regions of interest. Ívar Karl Bjarnason participated in an exploratory field visit to Romania to establish contact with several youth groups and identify potential partners for Men as Allies on-site training. The visit unfolded as part of collaboration with the Romanian Social Development Fund (RSDF) and under the Bilateral Fund of the Programme RO10 Children and Youth at Risk and Local and Regional Initiatives to Reduce National Inequalities and to Promote Social Inclusion, funded through EEA grants.

Pilot training will be tested and delivered in the spring term of 2018 as part of the UNU-GEST diploma program.



Teaching Gender to Youth

The aim of the course is to provide practical tools and critical understanding of how to advocate and develop curricula for teaching gender equality at the high-school level. The course would be tailored to the needs of teachers, researchers, curriculum developers, educational administrators, and policy makers.

The objectives of the course are to (1) increase understanding on how to use feminist pedagogies and critical practices to inform work with students at the high-school level; (2) offer tools on how to develop curricula for gender studies at the high-school level that will include discussions of identity and privilege, gender roles and stereotypes, healthy relationships, and the spectrum of violence (sexual assault, shaming practices,

revenge porn, dating violence, stalking, domestic violence etc.); (3) examine strategies for advocating and generating support for gender reform at the high-school level, both on the macro level (policy makers and curriculum developers) and on the micro level (in schools – teachers and key mediators), (4) identify strategies to ensure student

participation and the support student body in self-organizing as agents of change; (5) discuss strategies to multiply and upscale pilot programmes and create networks of gender studies programmes at the high-school level.

The target audience is professionals, teachers, researchers, curriculum developers, educational administrators, and policy makers involved in work with youth.

The working group led by Hanna Björg Vilhjálmisdóttir and Þórður Kristinsson has been formed. Both lecturers have long-standing experience in teaching gender to youth in Iceland. A series of meetings have taken place in order to assess the needs and opportunities. Funding opportunities are being explored, and Hanna Björg Vilhjálmisdóttir attended a workshop in Bucharest in the fall of 2017 to explore opportunities for funding the development of the short courses via the EEA grant scheme in collaboration with Romanian partners. As a starting point, a section on teaching gender to youth will be taught in the diploma programme in the spring semester of 2018.



This Girl is on Fire!

Understanding Gender Through Literature and Other Cultural Texts

UNU-GEST offered the course “This girl is on fire!”: Understanding Gender Through Literature and Other Cultural Texts in fall semester at the University of Iceland. Participants came from a range of disciplines. The course was taught by Dr. Giti Chandra, an associated scholar at UNU-GEST.

This course offered a range of readings and texts, from literature, to audio and visual texts, and theories around issues of gender in all its ramifications. Through examples of high and popular culture from around the world. The course offered an intersectional approach to these issues from the point of view of race, nationhood, class, caste, masculinities, feminism, and sexuality.

The course was divided into approximately six segments of roughly two weeks each. Each segment focused on one particular intersectionality:

- » Gender and Class: readings from familiar classics such as *Pride and Prejudice*, and from popular fiction, films, advertisements, and consumerism
- » Gender and Religion: readings from religious texts (The Bible, The Koran, The Ramayan) historical and current issues and debates surrounding the burqa, abortion etc.
- » Gender and Race: readings such as *Beloved*, music videos, advertisements, and slam poetry
- » Gender and Sexualities: readings from poetry, ads, and in queer theory and movies with depictions of traditional and non-traditional sexualities in older and current cinema
- » Gender and Nationalism: readings from current debates, nationalist propaganda from the Soviet, Nazi, and RSS (Hindu fundamentalist) regimes, along with movies, documentaries, posters, etc.
- » Gender and the Idea of Equality: readings in feminism, movements across the world, the figure of the wife/sister of famous men, etc.

Given the course’s popularity, the course will be taught remotely for former UNU-GEST fellows starting on January, 2018. Students will be required to take part in online discussions, and those who complete the short course will receive a certificate of participation from UNU-GEST.

*This Girl is
on fire!*

UNDERSTANDING GENDER
THROUGH LITERATURE
AND OTHER CULTURAL
TEXTS

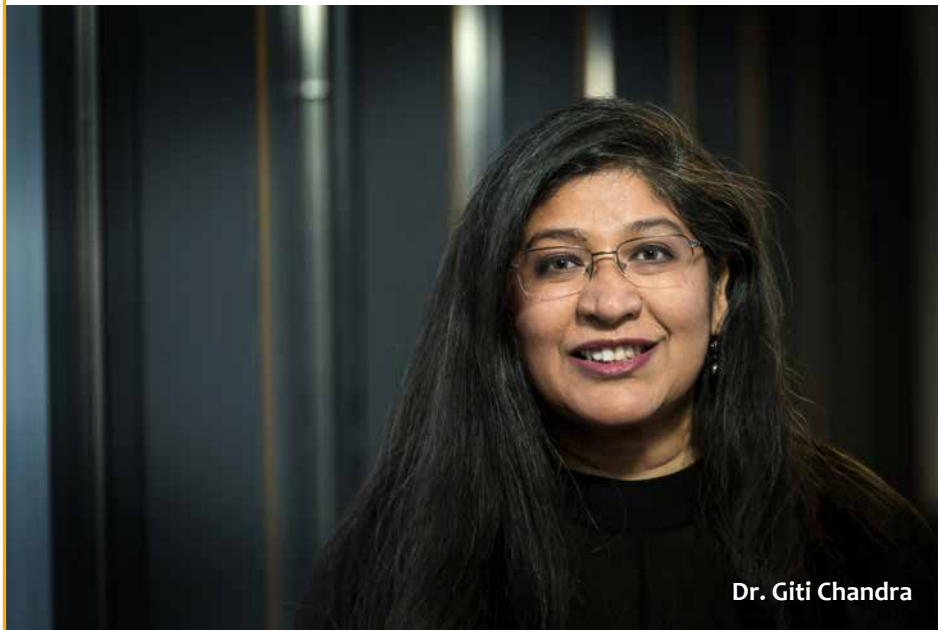




Unspeakable Wrongs: Women's Narratives of Violence and Collective Identities

UNU-GEST will offer a new course, *Unspeakable Wrongs: Women's Narratives of Violence and Collective Identities* in the spring semester of 2018 at the University of Iceland. The course will be taught by Dr. Giti Chandra. Through a close reading of six novels, this course will think through the differences in certain kinds of violence, how these events are narrativised, and how and why collective identities are built from them. The books are all by women, because ethnic, national,

and racial violence targets men and women differently and because women are the survivors who memorialise the identity of their community before it is destroyed. In this course, students will study authors of different ethnicities and nationalities, writing in, or having definitive translations in, English and published in Anglo-phone countries, especially the US. The course will offer a comparative reading of events of violence across the globe, comparing and contrasting how these events are narrated in any



Dr. Giti Chandra

given cultural context and literary history, and what connections are formed by a singular readership and publication context. It will offer a reading of the formation of collective identities, national, racial, ethnic, religious, and why these narratives are important.

Master's and Doctorial Programs

UNU-GEST has been aiming to offer fellowships for postgraduate studies at the University of Iceland to candidates from developing countries and conflict or post-conflict countries. Due to the shortage of funding, the master's and PhD programmes have not been launched.

The intent is to award grants on a competitive basis to students who have accomplished exemplary academic achievement in their undergraduate and graduate studies, wish to pursue research within the thematic areas of the UNU-GEST research programme, and propose a thesis of relevance for gender equality in the recipient's country. The UNU-GEST programme Post-graduate Diploma in International Gender Equality Studies would count towards 30 ECTS of the postgraduate degree, which is equivalent to one semester.



Knowledge Transmission and Transnational Dialogue

UNU-GEST organizes conferences, seminars, and workshops for special events or around specific themes and topics as part of its mission on knowledge transmission and transnational dialogue. The two objectives are to support and increase the capacity of the participants in addressing gender equality issues in their work and to impact high-level policy and the UN system. The workshops aim to generate or introduce new knowledge in the field of gender equality work, share tools and lessons learned, and serve as a platform for transnational dialogue. Some events are organized in collaboration with other UN agencies and serve to support their missions. UNU-GEST hosted, for instance, expert meetings for UNDP HDRO in 2015 and UNEP in 2016 in Iceland. UNU-GEST also organizes lecture series each spring semester with open lectures featuring leading international experts.

UNU-GEST's main communications and outreach activities take place during the first five months of the year, coinciding with the academic programme from January to May. These events are in the form of a public lecture series, workshops, and conferences with the aim of providing a platform for knowledge sharing and exchange. They also offer networking opportunities and advocacy for gender equality issues for the general public. Regular and ongoing knowledge transmission and exchange takes place on social media (Facebook and Twitter: @UNUGEST) and on the UNU-GEST website (www.gest.unu.edu) where articles by experts, staff, and fellows are published, in addition to news on events within the field, UNU-GEST seminars, research, conferences, and collaboration efforts with partners. The following sections outline the 2017 activities in more details .

Ekram Mohammednegash Osman, a UNU-GEST fellow from Ethiopia, poses a question during the lecture series



Lecture series 2017



The UNU-GEST Lecture Series was held in the spring semester of 2017 in collaboration with RIKK, Institute for Gender, Equality and Difference, at the University of Iceland. All lecture series events were held in English and admission was free and open to all. The series consisted of eight lectures in 2017.

Francesca Soans • Associate Professor , University of Northern Iowa, 19 January 2017

Notes Towards a History

Francesca Soans is an independent filmmaker from India currently based in Iowa. She has an MFA in Film and Media Arts from Temple University in Philadelphia in the U.S. and is currently an associate professor at the University of Northern Iowa. Her films and videos, exploring memory and identity, have been screened at international film festivals in the U.S., Europe, and Asia, and been broadcast on public television and cable channels.

Notes Towards a History is an experimental documentary that explores the spaces between desire and storytelling, travelogue and biography, fiction and non-fiction, memory and fact. It is a poetic meditation on the textures of memory and the meaning of history. Weaving together archival travelers' films of India and the fragmented intimate memories of a 103-year old Indian woman, Notes challenges documentary and history forms to create a richly layered exploration of representation, desire, and the act of storytelling.



Serena Zacharias was born in 1896 in British colonial India. Born to a father who resisted colonial prejudice and a mother who valued education, Serena carved out a professional career at a time when it was not commonplace for women to be educated or independent. She did not marry but, instead, was the chief source of support for her sisters and their families. Against the background of public history, world wars, and revolutions, Serena's memories are intimate, fragmented, and surprising. Halley's comet and Christian missionaries, ghostly visitors and the first motorcar, passionate love poetry and the loss of language—these and other stories wander through a landscape rich with history.



Keiko Nowacka • Gender Programme Co-ordinator, OECD Development Centre, 9 February 2017

Achieving the Gender SDGs: The OECD Development Centre's Work on Social Norms, Gender Statistics and Transformative Policy Making

The 2030 Agenda for Sustainable Development holds great promise for achieving gender equality through its ambitious targets and indicators, which take into account the systemic barriers girls and women face across their life cycle to enjoy equal rights, opportunities, and well-being. An important departure from the Millennium Development Goals is the recognition that social norms play a critical role in girls' and women's rights and well-being. Targets for unpaid care work, harmful practices, and early marriage are examples of the inclusion of this social norms lens into the new development framework. Measuring social norms and tracking change over time will be critical to assess the progress of these targets.

Keiko Nowacka leads the gender and development work at the OECD Development Centre, where she has been working since 2013 on its major flagships, notably the Social Institutions and Gender Index (SIGI) and Wikigender. Prior to joining the OECD, she was responsible for gender mainstreaming at UNESCO's Culture Sector, where she also led and coordinated the first Global Report on Gender Equality and Culture (2014). She has also worked for an NGO focusing on girls' education in sub-Saharan Africa. She has a PhD from the University of Cambridge and is an Australian citizen.



Tracey Jean Boisseau • Professor at University of Purdue, 16 March 2017

Leaning In ... by Taking a Stand: A History of Feminist Leadership in Action

TJ Boisseau is Director and Associate Professor of the Women's, Gender, & Sexuality Studies Program at Purdue University (USA) and a U.S. Fulbright Scholar to Iceland in spring 2017. She earned her PhD in U.S. Women's History from Binghamton University (SUNY-Binghamton) in New York in 1996. Her many articles and books, including *White Queen: May French-Sheldon* and *The Imperial Origins of American Feminist Identity* (2004), explore the historical formation of American feminism as an idea and as an identity in a transnational context.

Professor Boisseau critiqued social science perspectives that advise women to lean in as a solution to persistent gender inequality, offering, in their place, a micro-historical perspective on the possibilities for women's leadership in the modern era.





Kirk Hoppe • Associate Professor in History, University of Illinois, Chicago , 9 March 2017

Lords of the Fly: Masculinist Narratives of Landscape, Disease and Empire in Colonial Africa



Kirk Arden Hoppe is an associate professor of history at the University of Illinois at Chicago and teaches and conducts research in the fields of Modern African History and Modern World History. He is particularly interested in environmental history, gender history, colonialism, and world systems. His first book, *Lords of the Fly* (Praeger, 2003), examines the history of British sleeping sickness control in colonial Tanzania and Uganda as social and environmental engineering. He has also published on gender in colonial Africa, on oral history, and on Disney representations of Africa. His articles have appeared in *Africa and The International Journal of African Historical Studies*.

Professor Hoppe explored colonial views of Africa as landscape and Africans as interruptions in that landscape. Colonial sleeping sickness control depopulated large swaths of East Africa that colonial states later transformed into animal conservation parks for recreation by non-African tourists. He tracks the central role played by European medical science as a framework for imagining Africa as colonial space. He is interested in overlapping spaces of power and gender at the margins of empire in World History.



Nina Petek • University of Ljubljana, 23 March 2017

Gender, Equality, and Ethics Ambivalences in Indian Philosophical-Religious Traditions and Social Realities

Nina Petek obtained her PhD in Philosophy at the Department of Philosophy, Faculty of Arts, University of Ljubljana in 2016. Her research focuses on Indian philosophies and religions, particularly ethics, metaphysics, epistemology, aesthetics, theistic and epic tradition, and gender studies. From 2013 to 2016, she held a position as a research fellow at the Faculty of Arts. Currently, she works as a teaching assistant for Asian philosophies and religions in BA, MA, and PhD programmes and is a researcher at the University of Ljubljana. Her forthcoming book, *The Relation between Dharma and Moksha in the Bhagavad-Gita*, will be published by Ljubljana University Press, Slovenia. The discussion focused on the doctrine of gender, equality, and ethics within the historical background and philosophical-religious context supported with the analytical examination of controversies and ambivalences surrounding the study of gender, the overview of textual religious sources, and analysis of dynamic and changeable spheres of social reality in India.





Marianna Fotaki • Professor of Business Ethics at Warwick Business School, 30 March 2017

Historical Perspectives of Local Communities' Responses to Refugees – The Case of Greece and the Eastern Mediterranean

Prof. Fotaki is a professor of business ethics at Warwick Business School (previously Manchester Business School), but Marianna also holds degrees in medicine, health economics, and a PhD in public policy from the London School of Economics and Political Science. Before joining academia in 2003, she worked as a medical doctor in Greece, China, and the UK, as a volunteer and manager for humanitarian organizations Médecins du Monde and Médecins sans Frontiers in Iraq and Albania, and as the EU senior resident adviser to governments in transition (in Russia, Georgia and Armenia). Her research interests are, among others, gender and ethics of diversity in organizations. More than one million refugees fleeing war and persecution, along with some migrants escaping poverty, crossed the borders of Europe in 2015 with more expected to arrive in the years to come. As fear displaces compassion, and Europeans become influenced by a discourse of racialized others posing a threat to national security, national identity, and the stability of their welfare systems, understanding how solidarity initiatives arise is important for counteracting these developments. A careful analysis of the events surrounding various instances of forced migration in the 20th century holds lessons for addressing the present challenges with the current refugees and forced migrants.

Despite their diversity, there are crucial common elements in the refugee experience. Dispossession is often met with indifference and rejection on the part of those who could help, but memories of past vulnerability and integration in the face of adversity among the populations may offset fear and hostility towards the would-be immigrants. In the presentation, Prof. Fotaki discussed how such initiatives emerge and what motivates solidarity responses in local communities and volunteers in selected Greek islands where many inhabitants are themselves descendants of refugees.



Prof. Fotaki and UNU-GEST fellows during her lecture



Tamara Shefer • Professor, University of Western Cape, 6 April 2017

Gender and Sexual Justice in South Africa: Young People Making a Change

Tamara Shefer is a professor of women's and gender studies and the previous Deputy Dean of Teaching and Learning in the Faculty of Arts at the University of the Western Cape, Cape Town, South Africa. Her scholarship focuses predominately on gendered, intersectional power relations in heterosexual relationships among young people and within educational contexts, including school and higher education. She has also researched and published in the areas of HIV/AIDS, gender-based violence, masculinities, memory and post-apartheid subjectivities, gender and care, gender and disability, and the politics of higher education and authorship. The last two years in South Africa have been characterized by young people's activism, starting in higher education but also in the public domain more broadly. Student movements such as #Rhodesmustfall and #feesmustfall, amongst others, have centred around calls for radical change in higher education, including decolonizing the curriculum and providing free and equal education. Such calls also speak to larger social inequalities in a society that continues to repeat the injustices and inequalities of decades of apartheid, a system of institutionalized racial and patriarchal capitalism, and centuries of colonization. One of the inspiring features of these current struggles has been the presence of strong feminist and queer activist voices that have mobilized around intersectionality within the decolonial project and have engaged, in particular, in what may be termed performative activism.

In her talk, Dr. Shefer shared some poignant examples of gender and justice activism among young people in current South Africa. Drawing on a number of inspiring events over the last two years, Dr. Shefer attempted to show how students' struggles articulate a nuanced understanding of the challenges facing contemporary South Africa that is cognizant of both past and present injustice. Further, she explored the value of such activist and pedagogical interventions within public spaces, both virtual and material, that disrupt normative gendered, sexual, raced, and other social identities and inequalities. Dr. Shefer concluded with a reflection on the generative impact of such activism on current orthodoxies and practices in higher education, as well as on the larger project of sexual and gender justice both in South Africa and other global Southern countries, but with relevance globally.

Rashawn Ray • Assistant Professor in Sociology, University of Maryland, College Park, 21 April 2017

The Rise of the Black Lives Matter Movement: Race and Policing in the United States

Dr. Rashawn Ray is an associate professor of sociology and the Edward McK. Johnson, Jr. Endowed Faculty Fellow at the University of Maryland, College Park. Formerly, Ray was a Robert Wood Johnson Foundation Health Policy Research Scholar at the University of California, Berkeley. Ray's research addresses the mechanisms that manufacture and maintain racial and social inequality. His work also speaks to ways that inequality may be attenuated through racial uplift activism and social policy. In his talk, Rashawn discussed how recent killings of Blacks by police have renewed a national discussion about race, crime, and discrimination. Using data from a large study on #BlackLivesMatter and police-citizen interactions, he discusses how implicit bias permeates and contributes to racial disparities in policing. Results show that Blacks and Latinos report less trust of and more mistreatment by the police than Whites. Social class does not provide middle class Blacks with protection from perceptions of mistreatment by the police.

Nonetheless, Blacks report that body-worn cameras (BWC) are a positive step toward more transparency, objectivity, and equity in policing, though Blacks are more nuanced in what it may take for BWC to be effective. Dr. Ray concluded by discussing a series of policy implications regarding reforming the criminal justice system.





Open Seminars

Bringing Gender to the Environmental Table: UNEP's Global Gender Assessment

UNU-GEST held a symposium on UNEP's Global Gender Assessment on 24 April in cooperation with RIKK – Institute for Gender, Equality and Difference, and the interdisciplinary Environment and the Natural Resources programme at the University of Iceland. Dr. Joni Seager, Professor in Global Studies at Bentley University is the lead author of the report and was the keynote speaker. Auður H. Ingólfssdóttir, Assistant Professor at the Department of Social Sciences at Bifröst University was in a panel discussion and Lára Jóhannsdóttir, Assistant Professor in Environment and Natural Resources at The Faculty of Business Administration at the University of Iceland moderated.

Despite earnest rhetoric about the importance of gender analysis in the environmental realm, it is in fact sidelined in most environmental assessments and policies. In a high-visibility effort to position gender more centrally in the environmental realm, the United Nations Environment Programme committed to undertake an assessment of the global environment entirely through a gender lens. The Global Gender and Environment Outlook (GGEO) was published in 2016. GGEO, which took more than two years to complete and engaged the work of almost 100 experts, is intended as both a proof of concept and as a benchmark for gendered environmental

analysis and decision making.

GGEO, (available at: <http://web.unep.org/ggeo>) examines core state and trends information about the environment, such as the gender-differentiated impacts of environmental change, and provides new analytical frameworks that push the boundaries of environmental assessments. For example, GGEO examines the ways in which social constructions of masculinity and femininity are environmental drivers. In her talk,

Dr. Seager explored the main messages and innovations of GGEO, as well as the obstacles to extending gender analysis throughout environmental assessments. After the talk, Dr. Joni and Dr. Auður H. Ingólfssdóttir discussed the report and its Icelandic context.

Dr. Seager is an associated scholar at UNU-GEST and a lecturer in a module on gender and the environment. Dr. Annadís Gréta Rúðolfsdóttir, the former

Studies Director at UNU-GEST, and Lilja Dóra Kolbeinsdóttir former project manager at UNU-GEST, also contributed to the report as a reviewer and contributing author, respectively. UNU-GEST hosted a UNEP GGEO expert meeting in Reykjavik in May 2016 where experts convened to finalize the report.



Human Development Report 2016

Human Development for Everyone



Human Development Report 2016 — Launch in Iceland

UNU-GEST and the Icelandic Ministry for Foreign Affairs hosted a launch event in Iceland on the 24th of March. After attending the official launch of the Human Development Report in Stockholm, Sweden on 21 March, Dr. Selim Jahan, editor-in-chief of the 2016 Human Development Report (HDR) Human Development for Everyone and Director of the UNDP Human Development Report Office, came to Iceland to introduce the 2016 HDR in the Icelandic context. He discussed the main findings and conclusions of the



report with a focus on two main questions: Who has been left out and why?

María Erla Marelsdóttir, Director General of the Directorate for International Development Cooperation at the Ministry for Foreign Affairs, delivered opening remarks which were followed by Dr. Jahan's presentation. Following the presentation, a panel with two Icelandic experts in the field of human development discussed the findings

in relation to the Icelandic reality: Dr. Jónína Einarsdóttir, professor of Anthropology at the University of Iceland, and Engilbert Guðmundsson from the Ministry for Foreign Affairs. The launch was moderated by Þórunn Elísabet Bogadóttir, Deputy Editor-in-Chief at Kjarninn media. The report launch event was very well attended and received some media attention in Iceland.

Dr. Jahan also visited the UNU-GEST group of fellows where he introduced the report in different contexts and discussed its findings with fellows.



Seminar on

GENDER and ENERGY

with UNU-GTP



UNU-GEST, in collaboration with the UNU-Geothermal Training Programme (UNU-GTP), hosted a workshop on gender and energy on April 28th. The one-day workshop was given by Dr. Ellen Morris, adjunct professor from Columbia University School of International and Public Affairs (SIPA) and founder of Sustainable Energy Solutions. The seminar focused on the energy access situation in developing countries and the impacts on women; the links between gender and energy as it relates to policies, technologies and businesses; and how to address gender inequalities in project planning and implementation.

Fellows from both programmes (a total of 50 students) listened to lectures and worked in groups on how to address gender inequalities in programme planning and design. This is a part of efforts to

work jointly with the other three UNU programmes in Iceland, the UNU-GTP, the Fisheries Training Programme (UNU-FTP), and the Land Restoration Programme (UNU-LTP).

In recent years, UNU-GEST staff has held seminars for the fellows of FTP and GTP on gender. Also, GEST has collaborated with UNU-FTP for research efforts within the field of small scale fisheries in Tanzania.

Dr. Ellen Morris presents the topic of gender and energy





Conferences and Workshops

The RINGS Conference Feminist Resistance to the Rise of Nationalism and Populism was held on 4–6 October 2017 at the University of Iceland. It was organized by the EDDA Research Center and RIKK – Institute for Gender, Equality and Difference in collaboration with UNU-GEST. RINGS, the International Research Association of Institutions of Advanced Gender Studies, is a global association of centres of in Africa, Australia, the Caribbean, Europe, and North America. Two previous conferences and assembly meetings have been held since the inauguration of RINGS in October 2014 at Örebro University, the first one in Prague in 2015 and the second in Cape Town in 2016.

The goal of the RINGS 2017 conference in Reykjavik was to share knowledge about feminist research and to critically engage with the current rise of nationalism and populism from transnational perspectives. RINGS promotes thinking about the gender dimensions of new political, social, and cultural trends and addresses problems relating to scholarly collaboration resulting from geographical and geopolitical divisions and social inequalities. The conference programme is available on the [UNU-GEST website](#).



RINGS Conference October 2017





Sustainable Energy for All

UNU-GEST partnered with Sustainable Energy for All for a people-centered accelerator to support gender equality, social inclusion and women's empowerment. Sustainable Energy for All (SEforALL) empowers leaders to broker partnerships and unlock funds to achieve universal access to sustainable energy, as a contribution to a clean, just, and prosperous world for all.

In September 2015, the world's leaders came together to agree on 17 Sustainable Development Goals (SDGs). One of those goals, SDG 7, calls for us to secure access to affordable, reliable, sustainable, and modern energy for all by 2030.



Three months later, at the 2015 Paris Climate Conference (COP21), 195 nations negotiated a historic climate agreement, one that declared that not only do we need to hold the increase in the global average temperature to “well below 2°C above pre-industrial levels” but that we also need to pursue efforts to limit the increase to 1.5°C. Energy is central to social and economic well-being. Yet more than one billion people have no access to electricity, while over three billion people have to cook with polluting, inefficient fuels such as firewood. Without rapid progress on SDG 7, it will be impossible to deliver on other SDGs by 2030. Energy is also the dominant contributor to climate change.

SEforALL exists to meet the challenge of reducing the carbon intensity of energy while making it available to everyone on the planet. Having played a core role in putting universal access to modern energy services at the heart of the SDGs and Paris Agreement, SEforALL is stepping up to help partners to take rapid, tangible action on those promises.

On June 29, 2017, SEforALL held its first design meeting for the People-Centered Accelerator in Krafla, Iceland. Experts from across the world travelled to Iceland's Landsvirkjun power plant in Krafla to discuss how the accelerator could support social inclusion, gender equality, and women's empowerment in the energy sector.

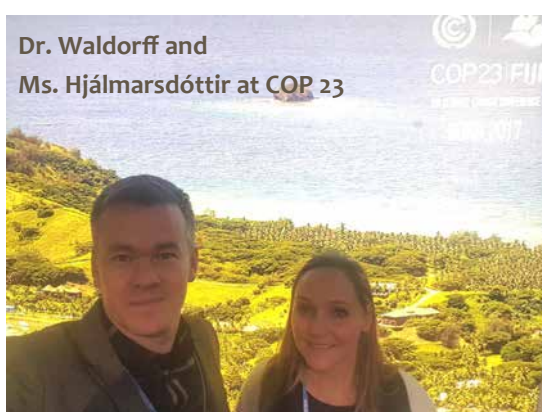
SEforAll meeting participants in Krafla



On behalf of UNU-GEST, Erla Hlín Hjálmarsdóttir, Head of Research, participated in the formulation of the accelerator. Other participants included investors, NGOs, businesses, and philanthropists from a variety of geographies and backgrounds to support the development of the accelerator in setting out its core objectives for the next 18 months. The meeting focused on better understanding existing activities, identifying primary beneficiaries for the accelerator, and developing work streams with priority

actions.

The SEforALL People-Centered Accelerator was formally launched on 14 November during the UN Convention on Climate Change Conference (UNFCCC) of the Parties (COP 23) which took place in Bonn. Erla Hlín Hjálmarsdóttir and Dr. Pétur Waldorff attended the launch on behalf of UNU-GEST and met with partners.





UNU-GEST Alumni Network

UNU-GEST has been formulating an alumni strategy intended to boost the UNU-GEST Alumni Network in individual countries and globally. UNU-GEST aims to establish a sustainable network of alumni as a platform for past and future fellows to exchange knowledge, resources, and project ideas for advancement of gender equality in different areas in their home countries and globally. The UNU-GEST alumni network intends to allow past fellows to create a platform in which they can sustain contact between peers, past fellows, and those joining the programme. Beyond this, the network hopes to involve alumni with current UNU -GEST projects, act as a bridge for academic integration with partner organizations, and enforce progression towards working for equality in gender-based fields.



Alumni meeting in Lilongwe

Alumni meeting in Malawi

UNU-GEST hosted an alumni event in Lilongwe on November 21 that brought together nine of the seventeen former UNU-GEST fellows from Malawi. The alumni event sparked the formalisation of the UNU-GEST Malawi Alumni Association, which will be taken forward by former fellows in Malawi. The event, the first one ever organized in Malawi, was held at the Embassy of Iceland in Lilongwe and served as a timely reunion and a platform for former UNU-GEST fellows in the country to meet each other and air their views on the network operating in Malawi in the near future. Kristjana Sigurbjörnsdóttir, Project Manager at UNU-GEST, chaired the alumni meeting, which can be seen as the first attempt for formal UNU-GEST Malawi alumni activity in the country. The seventeen former fellows of the UNU-GEST programme, distributed across diverse fields and sectors within Malawi, count and act as an important part of the gender machinery in Malawi and serve as gender champions and advocates in their areas of expertise.



Kristjana Sigurbjörnsdóttir visits a village in Malawi



Alumni Meeting in Mozambique

UNU-GEST hosted an alumni event in Maputo on December 13 at the Mozambican Ministry of Gender, Children and Social Action. The event brought together thirteen of the fourteen Mozambican alumni as well as two of the three fellows joining the UNU-GEST academic programme in January 2018. This was the second event of the UNU-GEST Mozambique Alumni Association where the alumni cooperation was further cemented and served as a platform for former UNU-GEST fellows from Mozambique to get together, strategize, and present their work on the Mozambican alumni plan.

Dr. Pétur Waldorff, Senior Researcher at UNU-GEST, and Anna Guðrún Aradóttir, Project Manager at UNU-GEST, represented UNU-GEST at the alumni meeting. The meeting also served as a networking opportunity for Mozambican alumni as Dr. Esmeralda Mariano of the Eduardo Mondlane University's Centre for the Coordination of Actions on Gender (CeCAGe) visited the event as an invited guest.



Participation in International Conferences

Operation Peace: Challenges to Peacekeeping in the 21st Century

Anne Flaspöler, former postdoctoral researcher at EDDA and UNU-GEST affiliated researcher, participated in the Future Force Conference 2017 in The Hague, Netherlands in February 2017, together with fellow researchers from UNU-MERIT (United Nations University – Maastricht Economic and Social Research Institute on Innovation and Technology).

CSW61

UNU-GEST's Head of Research, Erla Hlín Hjálmarsdóttir, represented UNU-GEST at the sixty-first session of the Commission **on the Status of Women in New York in March**. Also present were the former UNU-GEST fellows Febe Victor Gomez and Sandra Chilengue of Mozambique and associated scholar and filmmaker Susan Muska.

HeForShe talk series, Tokyo

Dr. Irma Erlingsdóttir gave a lecture at a HeForShe talk series at Nagoya University's Graduate School for International Development in Japan in early June where she shared the Icelandic experience of gender equality, the way towards it, and the remaining challenges.

10th Gender Summit „Better Science and Innovation through Gender

The summit was held in May 2017 in Tokyo, and Dr. Irma Erlingsdóttir gave a poster presentation on the UNU-GEST programme.



Women's Economic Forum, Reykjavik

The Women's Economic Forum was held in Reykjavik on the 19-20 October 2017. Erla Hlín Hjálmarsdóttir participated in a panel on Women Workforce: New Models for Engagement and Dr. Giti Chandra in a panel on A Sustainable World: Reducing Gender Based Violence Holds the Key.

World Seafood Congress 2017

Dr. Pétur Waldorff and Upendo Hamidu presented their paper Introducing Improved Fuel Saving Smoking Kilns into the Small Scale Fisheries Value Chain in Lake Tanganyika at the World Seafood Congress which took place from the 10-13 of September in Reykjavik.



Public lecture in Tunisia

Dr. Irma Erlingsdóttir gave a public lecture on Gender Equality in Iceland at the CREDIT Center for Research, Studies, Documentation and Information on Women and a closed seminar on the UNU-GEST programme at the University of Manouba in Tunis in October 2017.

Dams, Decisions, Discourses and Developments in the Nile Basin Countries

The workshop Dams, Decisions, Discourses and Developments in the Nile Basin Countries was held on 2 November at the University of Iceland (UoI), organised by UoI and the Nordic Africa Institute. Dr. Pétur Waldorff was an invited round table participant in the workshop.

Dr. Pétur Waldorff was an invited round table participant in the workshop.

3rd World Conference on Women's Studies in Sri Lanka

UNU-GEST interns Flora Tietgen and Renata Guimarães Naso gave a virtual presentation at the 3rd World Conference on Women's Studies that took place in Sri Lanka. Their presentation was titled Challenging the Concepts of Empowerment: Women's Roles in Violent Extremism.

4th International Conference on Comparative Public Administration and Management

Dr. Pétur Waldorff and Erla Hlín Hjálmarsdóttir remotely presented papers on UNU-GEST research. Dr. Waldorff presented a paper titled Gendered Value Chain Analysis for Social Inquiry: The Status of Women in the Value Chain of Small Scale Fisheries and Ms. Hjálmarsdóttir presented Applied Project Management for Enhancing Gender Equality: The Case of UNU-GEST."





Local Conferences and Workshops

Humanities Conference - Hugvísindafing, Reykjavik

March 11th at the University of Iceland, Erla Hlín Hjálmarsdóttir, Dr. Pétur Waldorff, Dr. Giti Chandra, an associated researcher, and Ekram Osman, a UNU-GEST fellow from Ethiopia, participated in the seminar *Discrimination, Justice and the Role of Humanities*. The seminar set out to explore the global challenges faced by humanity, such as gender inequality, inadequate education, the effects of climate change, and access to clean water from the perspective of the humanities and asks how this perspective can contribute to increasing justice and equality around the world. Dr. Chandra talked about the imagery of violence that surrounds us daily, effecting the world around us, as well as our perceptions of it. Erla Hjálmarsdóttir explored how historical and institutional perspectives are applied to examine the present day supply of water in rural Namibia. Dr. Pétur Waldorff presented *Pirates and Prostitutes: The Complex Socio-Economic Variables of Development Research* in which he talked about the diverse complexities of development research and representations of complex socio-economic variables that are important to understand and acknowledge for development interventions to succeed and become sustainable. Empirical examples were provided from fieldwork in Tanzania where piracy, human trafficking, and sex work, among other factors, are involved. Ekram Osman inquired about whether Machiavelli's work can transcend the late medieval times in which he lived and worked. The UNU-GEST fellow claimed that the thinker stood out from the norms and traditional thinking patterns of medieval Europe.

Dr. Irma Erlingsdóttir, UNU-GEST Director, participated in another seminar at Hugvísindafing where she presented on the resistance of women against a corrupted democratic state as portrayed in the play *The Perjured City* by Hélène Cixous.

Pjóðarspekillinn Social Sciences Conference, Reykjavik

The annual Icelandic Social Science Conference (Pjóðarspekillinn) is held at the University of Iceland, School of Social Sciences annually in October-November. This year, UNU-GEST organized the *International Development in Transition: Critical Perspectives* panel in which Dr. Pétur Waldorff, UNU-GEST Senior Researcher, presented *(Ad)Ventures in Development: Reflections on the Social in International Development* and UNU GEST Head of Research, Erla Hlín Hjálmarsdóttir, delivered the lecture *McDonaldization of Development*.

Icelandic Gender Equality Fund's annual award ceremony

Dr. Pétur Waldorff was an invited speaker at the award ceremony where he presented UNU-GEST's project: *Go for No – Tackling Gender-based Discrimination within the Geothermal Industry*.

UNU-GEST welcomes a number of visitors and dignitaries each year who wish to learn about the programme and gender equality in Iceland. In 2017, the UNU-GEST team received, amongst others, the Ambassadors of Ethiopia, Namibia and Sri Lanka on three different occasions. The Deputy High Commissioner for Malawi also visited. Helen Clark, the former Prime Minister of New Zealand and former Administrator of the United Nations Development Programme, visited Iceland in November to meet with key persons from the field of development in Iceland. Additionally, the UNU-GEST team welcomed a number of international scholars, researchers, and other interested parties in 2017.



Meeting with Helen Clark 30 November 2017



Wikigender Blogs by UNU-GEST fellows

UNU-GEST started a collaboration with the Wikigender University Programme in 2015 which continued in 2017. Wikigender is a global, online collaborative platform linking policy makers and experts from both developed and developing countries to find solutions to advance gender equality. It provides a centralised space for knowledge exchange on key emerging issues with a strong focus on the Sustainable Development Goals (SDGs), in particular on SDG 5. The Wikigender University Programme invites students enrolled in partner universities to write on selected topics and help improve the content on the platform.



UNU-GEST fellows had the opportunity to improve and practice their writing skills during an academic writing seminar offered by Annelise Thim from the OECD Gender Office. During the seminar, the students aimed to produce a short blog entry for the Wikigender University website on a chosen gender equality related issue from around the world. This resulted in several articles being selected and recently published on the widely-read platform. Access to the articles, as well as plenty of other resources on the advancement of gender equality, can be found organized by topic on the Wikigender website: <http://www.wikigender.org>



Social media posters were prepared for an online campaign to highlight the issues, and were posted on the UNU-GEST Twitter site, Facebook and its website.

Gender Full Spectrum — UNU Blog Series

UNU-GEST and UNU-MERIT jointly organized a blog series on gender research within UNU institutes with the aim to highlight research findings and lessons learned concerning gender perspectives and to encourage collaboration among UNU researchers on gender issues. The objective was to explore how gender intersects with global problems of human survival, development, and welfare; highlight gender research within the UNU system; and connect UNU researchers working on gender. The blog series was launched on 25 November 2016.

Dr. Pétur Waldorff, UNU-GEST senior researcher published a blog within the series on 29 March 2017 titled [Left Out to Dry? Gender and Fisheries on Lake Tanganyika](#). The article was also posted on [Our World Magazine](#) at the UNU's main website.

Left out to dry? Gender & fisheries on Lake Tanganyika

29 March 2017 by Pétur Waldorff fishing, gender equality, UNU-GEST Comments are off



Our 'Gender Full Spectrum' series is a journey through several UN bodies and UNU institutes. Co-organised by UNU-GEST in Iceland and UNU-MERIT in the Netherlands, it presents research findings from a gender perspective, methodological challenges for researching gender, and topical discussions on gender issues.

Anne Flaspöler, an affiliated researcher with UNU-GEST and the EDDA Center at the University of Iceland published her blog [Peacekeeping Training: "Torn between Complexity and Time"](#) in December. Her blog post, published in the UNU-MERIT blog series titled Challenges to Peacekeeping in the 21st Century, reflects on several practical aspects of peacekeeping training, more precisely on the UN Core

Nordic Women Mediators

Annual meeting in Reykjavík
7-8 May 2017

Nordic Women Mediators (NWM) is a network of women from the five Nordic countries: Denmark, Finland, Iceland, Norway and Sweden, with professional expertise relevant to conflict mediation, peace-building, and negotiations. They share a commitment to sustaining peace through promoting the inclusive and meaningful participation of women in all phases of the peace processes. The network also works towards strengthening Nordic women's active involvement in international peace-making and mediation efforts locally and globally.

The membership of the network is comprised of Nordic women with diverse professional experiences, ranging from foreign affairs and international law to multilateral or regional organizations such as the UN, the EU and the OSCE to civil society. The members have rich expertise on a variety of issues relevant to all phases of peace processes, including mediation, ceasefire arrangements, constitutional reform, civil-military relations, international humanitarian law, human rights, communications, and inclusive strategies.

Facilitating access and providing networking opportunities with mediating and peacebuilding actors globally, NWM is a collaborative forum and network, building on national women mediators' networks in all of the five Nordic countries. The NWM network was launched in Oslo in November 2015. UNU-GEST is one of the five operational partners and sits on the organisational committee of the Nordic Women Mediators Network. The network aims to increase the number of women involved in international peace mediation efforts. UNU-GEST participated in the international launch during a high level meeting at the UN headquarters in New York on 11 May 2016, co-organized by the other operational partners and partner countries (Finland, Norway, Sweden, Denmark and Iceland).

NORDIC WOMEN MEDIATORS





In the spring term of 2017, UNU-GEST and the Ministry for Foreign Affairs in Iceland organised and hosted the annual meeting of the Nordic Women Mediators (NWM) network in Reykjavík. The 2017 NWM annual meeting was designed with a practical focus to discuss, debate, review, and endorse operational mechanisms, roles, and responsibilities while providing a platform and space for network members to connect and get to know each other. Many of the objectives of the meeting were endorsed, such as a revised mission statement and objectives for the network. In addition, some concrete proposals were suggested on Nordic cooperation and knowledge-sharing activities for 2017–18.

Over 30 members of the Nordic Women Mediators network convened in Helsinki for a two-day meeting on 21-22 November. At the meeting, the Nordic mediators and peacebuilders exchanged their knowledge and experiences from designing peace processes, mediating negotiations, and supporting national women's networks and initiatives in conflict-affected countries, such as Colombia, Afghanistan, Syria, and Somalia. Three representatives from the Icelandic NWM network participated in the meeting, Dr. Irma Erlingsdóttir from UNU-GEST and Kristín Ástgeirsdóttir and Bjarney Friðriksdóttir on behalf of the Icelandic NWM network. A representative from the Ministry for Foreign Affairs, Auðbjörg Halldórsdóttir, and the Ambassador of Iceland in Finland, Kristín Árnadóttir also attended.

Following the annual meeting, NWM network released the following joint statement:

Based on these discussions at the Helsinki meeting, the Nordic Women Mediators network calls for a strengthened inclusion of women in peace and mediation processes in all international, national and local peacebuilding efforts. The network emphasizes that in order to contribute to achieving and sustaining peace, women's participation needs to be intensified at all levels in peace processes. This should be done by appointing women mediators, ensuring the participation of women in all relevant decision-making processes and taking into account the opinions and assessments of women from communities affected by conflict.

African Women's Energy Entrepreneurs Framework



Dr. Pétur Waldorff and UNU-GEST affiliated scholar Prof. Joni Seager were round-table panelists at the launch of the [African Women's Energy Entrepreneurs Framework \(AWEEF\)](#) of which UNU-GEST is a founding member. The event was held at the UN Campus in Nairobi and was organized by UN Environment as a side event at the 2017 UN Environment Assembly (UNEA).





Iceland Outreach Program

In the spring term of 2017, the Iceland outreach program was established. The Iceland outreach efforts serve a threefold purpose:

(1) to empower the fellows and serve as a good exercise in public speaking, gender advocacy, and outreach; (2) to allow the fellows to better connect with Icelandic society and its people; and (3) to increase the visibility of UNU-GEST within Iceland.

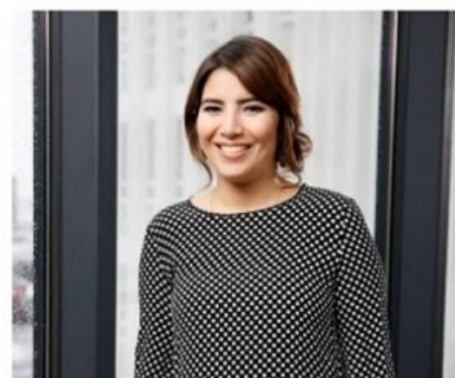
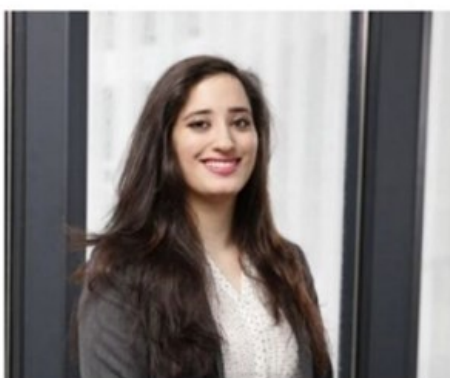
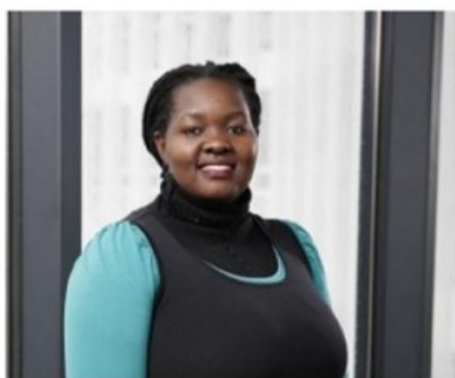
UNU-GEST staff made efforts to find venues for fellows to speak or write about their work and experiences in their home countries, their final assignments, or other issues of interest for the Icelandic public or selected audience. For example, Zeinab Nassar from Lebanon, who did her final project on the empowerment of girls in refugee camps through sport, was connected to a female basketball team in Reykjavík that she joined. Haneen H. S. Salama from Palestine, Leonard Brave Chimbali from Malawi, and Bisharo Ali Hussein from Somalia were invited to speak on behalf of the group during a visit to the President of Iceland. Other events are outlined in the following sections.

Feminist blog Knuz.is

UNU-GEST fellows Lida Reza from Afghanistan and Bisharo Ali Hussein from Somalia were interviewed and featured in the Knuz.is feminist blog in March where they told their stories and discussed the status of gender equality in their home countries. Both fellows highlighted the cultural differences between Iceland and their home countries, e.g. the percentage of women gaining a higher degree and the average age of marriage. Bisharo and Lida reflected upon their interest in gender equality issues, their life in Iceland, and the UNU-GEST programme.

The Messengers - UNU-GEST fellows in a radio broadcast

Several of this year's UNU-GEST fellows: Farah Mnekbi from Tunisia, Wafa Saadeh from Palestine, B Yeshiwas Degu from Ethiopia, Kevin Ogbajie from Nigeria, and Harriet Adong from Uganda, were interviewed by the Icelandic National Broadcasting Service, RÚV. In the programme entitled *The Messengers*, which aired on Thursday May 25, the fellows shared their diverse backgrounds, experiences of studying and living in Iceland, final projects and future plans.





Introduction of the Status of Women in the Middle East in Icelandic High Schools

UNU-GEST fellow Ali Alhashemi from Iraq gave a presentation on the status of women in the Middle East at two high schools in Reykjavik, Kvennaskóli and Borgarholtsskóli. The event was organized by gender teachers and feminist associations of the senior high schools in the larger Reykjavík area at the end of March. Ali focused his talk on how women are portrayed in mainstream media and the social implications of these images on the perpetuation of misleading gender stereotypes. The audience, mainly students from 16 to 20 years old, participated actively in the discussion with interesting reflections and questions about the status of women in the Persian Gulf countries.

Post-conflict Reconstruction in Northern Uganda: Rehabilitation of Victims of Sexual Violence

Harriet Adong from Uganda spoke at a Soroptomist club meeting on April 5 on the rehabilitation of victims of sexual violence in the war-torn regions of northern Uganda. She runs an NGO, the Foundation for Integrated Rural Development (FIRD), in Uganda whose work focuses on how gender intersects with fields such as health, economic empowerment, democracy, governance and human rights, education, and the environment. Her talk was very well received by the all-female audience and lively discussions arose after her presentation.

Harriet Adong presents the challenges for the rehabilitation of victims of sexual violence in Northern Uganda



Humanities Conference 2017

Ekram Osman, a UNU-GEST fellow from Ethiopia, participated in the seminar called Discrimination, Justice and the Role of the Humanities at the Humanities Conference 2017. She focused on Machiavelli's philosophy and posed the question of whether his work can transcend the late medieval times in which he lived and worked.

Engendering Employment Relationships

Caroline Kalagala Kanyago was interviewed by the media team of the Icelandic Development Agency. She talked about her final assignment, engendering employment relationships by integrating a gender perspective into Ugandan employment law. Caroline is a lawyer and a lecturer at the Faculty of Law, Ugandan Christian University. Her interview can be accessed via [Youtube](#).



Website and Social Media

UNU-GEST uses its website, www.gest.unu.edu, and social media accounts via [Facebook](#) and [Twitter](#) for dissemination, dialogue, and knowledge exchange. UNU-GEST highlights the international days relevant for the UNU-GEST mission such as the [International Day for the Girl, Elimination of Violence against Women](#), and the [Global Day of Action](#). A UNU-GEST newsletter is published in [June](#) and [December](#) of each year.

Events, such as the spring semester's lecture series and seminars, the [launch of the Human Development report 2016](#), and a symposium of the [UNEP's Global Gender Assessment, Bringing Gender to the Environmental Table](#) were highlighted on Facebook, Twitter and the UNU-GEST website. For local events, UNU-GEST uses the University of Iceland's website and event management system for disseminating information. In the case of advertising conferences or an event, we highlight a suitable hashtag in order to link the event with ongoing debates online.



snapshots from social media



Women Entrepreneurship and Sustainable Energy in Africa

UNU-GEST teams up with Ministry for Foreign Affairs Iceland, UN Environment and UN Women to hold a workshop »



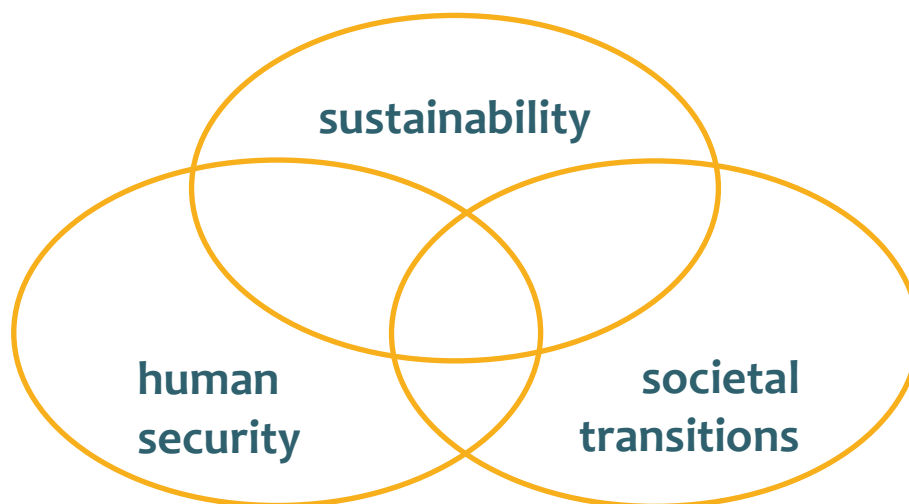




Research Activities

The UNU-GEST strategic research programme is based on three interrelated and interdisciplinary research themes, addressing gender equality and social justice at its core: I. sustainability, II. human security, and III. societal transitions.

UNU-GEST fosters close collaboration with academic institutions and researchers in developing countries. One of the aims of the research programme is to build research and teaching capacity within partner academic institutions in developing countries and influence policy making in the field of gender equality within partner countries and institutions. UNU-GEST now operates in collaboration with a number of partner universities in developing countries, which offers great potentials for research collaboration in the years to come. In 2017, the primary focus rested on the first two research themes, sustainability and human security. Research pertaining to natural resources, such as gendered value chain analysis of small scale fisheries and aquaculture, falls within the sustainability theme, as well as all project activities that pertain to gender and climate change and energy, including geothermal energy. The evaluation of Iceland's national action plan for women, peace and security and GEST's involvement in a project in Mozambique for promoting effective participation in peace, security, and recovery both fall under the human security theme. The following section of this reports elaborates upon the research activities carried out by the UNU-GEST team in 2017.



On the streets of Kigoma, Tanzania

RESEARCH:

Gendered Value Chain Analysis of Small-scale Fisheries and Fish Processing by Lake Tanganyika



The project, Gendered Value Chain Analysis of Small-Scale Fisheries and Fish Processing by Lake Tanganyika led by Dr. Pétur Waldorff, came to an end in late 2017. After two research field trips and qualitative research on the shores of Lake Tanganyika (in August 2015 and October-November 2016), a variety of research activities and outputs have been produced. In October-November 2016, a field research trip to the research area in Tanzania was conducted, where data was collected and the improved fish smoking kiln project was evaluated.

Furthermore, the project results and its research methodology have been presented and featured in a variety of formats, including conference presentations, research blogs, different research reports, social media, and through a short video documentary. Research reports focused on the pricing and cost efficiency of the new smoking kiln technology and

its produce and on recommendations for the implementation of the smoking kiln technology. The project is a research collaboration between UNU-GEST, UNU-FTP, and Mátís (the Icelandic Food and Biotech R&D Institute). The research uses an applied gender focused socio-economic research methodology, which has been under development by Dr. Pétur Waldorff at UNU-GEST. (See <http://nai.uu.se/news/articles/2016/11/11/101012/>).



Woman offering fish for sale in Kigoma



2017 project outputs include:

Waldorff, Pétur. 2017. (Blog/ Article) “Left Out to Dry? Gender and Fisheries on Lake Tanganyika”. *Our World*. Development and Society Section. UNU University. Tokyo. Available online: <https://ourworld.unu.edu/en/gender-and-fisheries-on-lake-tanganyika>.

Waldorff, Pétur. 2017. (Blog/ Article) “Left Out to Dry? Gender and Fisheries on Lake Tanganyika”. Available online: <http://www.merit.unu.edu/left-out-to-dry-gender-and-fisheries-on-lake-tanganyika/>.

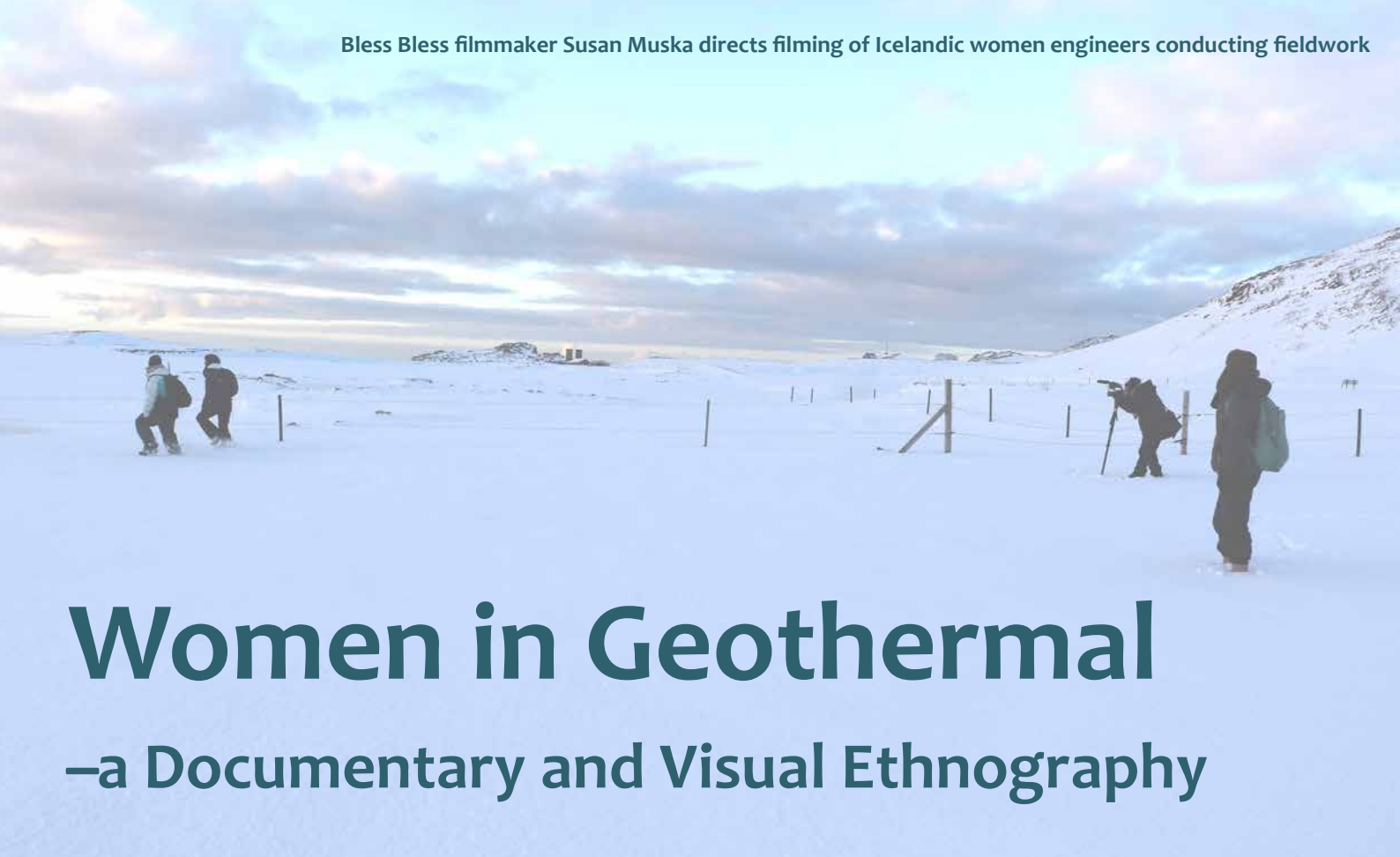
Waldorff, Pétur. 2017. (Research Report). Pricing and Cost Efficiency Report for the Research Project: Gendered Value Chain Analysis of Small-Scale Fisheries and Fish Processing in Lake Tanganyika, Tanzania. Reykjavík: UNU-GEST.

Waldorff, Pétur 2017 (Video). Gendered Value Chain Analysis by Lake Tanganyika in Tanzania. Available online: <https://www.youtube.com/watch?v=aoQzKW4l3C8>



Female fish trader in Tanzania





Women in Geothermal

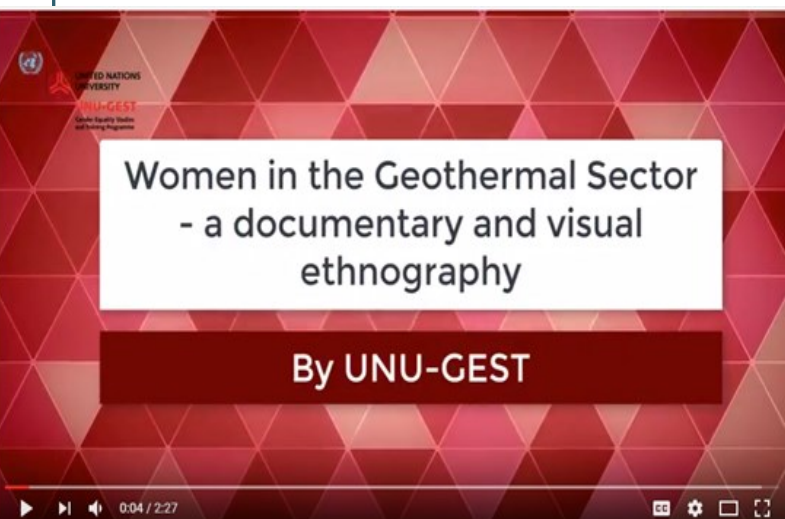
–a Documentary and Visual Ethnography

The project Women in Geothermal – Research and a Documentary that started in 2016 continued in 2017. The documentary filming portions received 81,500 USD from the Icelandic Equality Fund. The project, which is led by Erla Hlín Hjálmarsdóttir, follows women working in the geothermal energy sector in different geographic and cultural locations and is based on a series of interviews and original footage. The gender imbalances and inequalities which are currently present in the geothermal energy production sector, as with other male-dominated sectors, hinder the effectiveness and ability of staff and organizations to reach their full potential. Often times, existing gender stereotypes and inequali-

ties are perpetuated by the failure to acknowledge them. This documentary film and social research project is intended to be the first critical step towards raising awareness about the issue within and outside of the geothermal sector. Its findings can be easily applied to other sectors where gender imbalances are present. The project covers the sector in Japan, Iceland, Kenya, Ethiopia, Mexico, and New Zealand. The aim is to highlight contextual differences and the fact that full gender equality has not yet been reached within the sector in any of these countries. A short promotional video was made and is available on [youtube](#).

UNU-GEST's partners are [Women in Geothermal \(WinG\)](#), the International Association for Women in the Geothermal Sector, headquartered in New Zealand and [Bless Bless Documentary Productions](#), which focuses on issues of social justice.

Fieldwork in Iceland continued in January 2017, and in Kenya in April, when the Bless Bless filming crew, led by documentarists Susan Muska and Gréta Ólafsdóttir, interviewed women and visited geothermal sites. They visited Hell's Gate National Park, which is home to geothermal power stations, and the Menengai geothermal power station. Kenya is the leading African country in geothermal power production, but geothermal energy production potential exists





in the East African Rift Valley which extends from Jordan in southwestern Asia, southward through eastern Africa to Mozambique. The World Bank estimates that geothermal energy from the East African Rift Valley has the potential to power 150 million households.

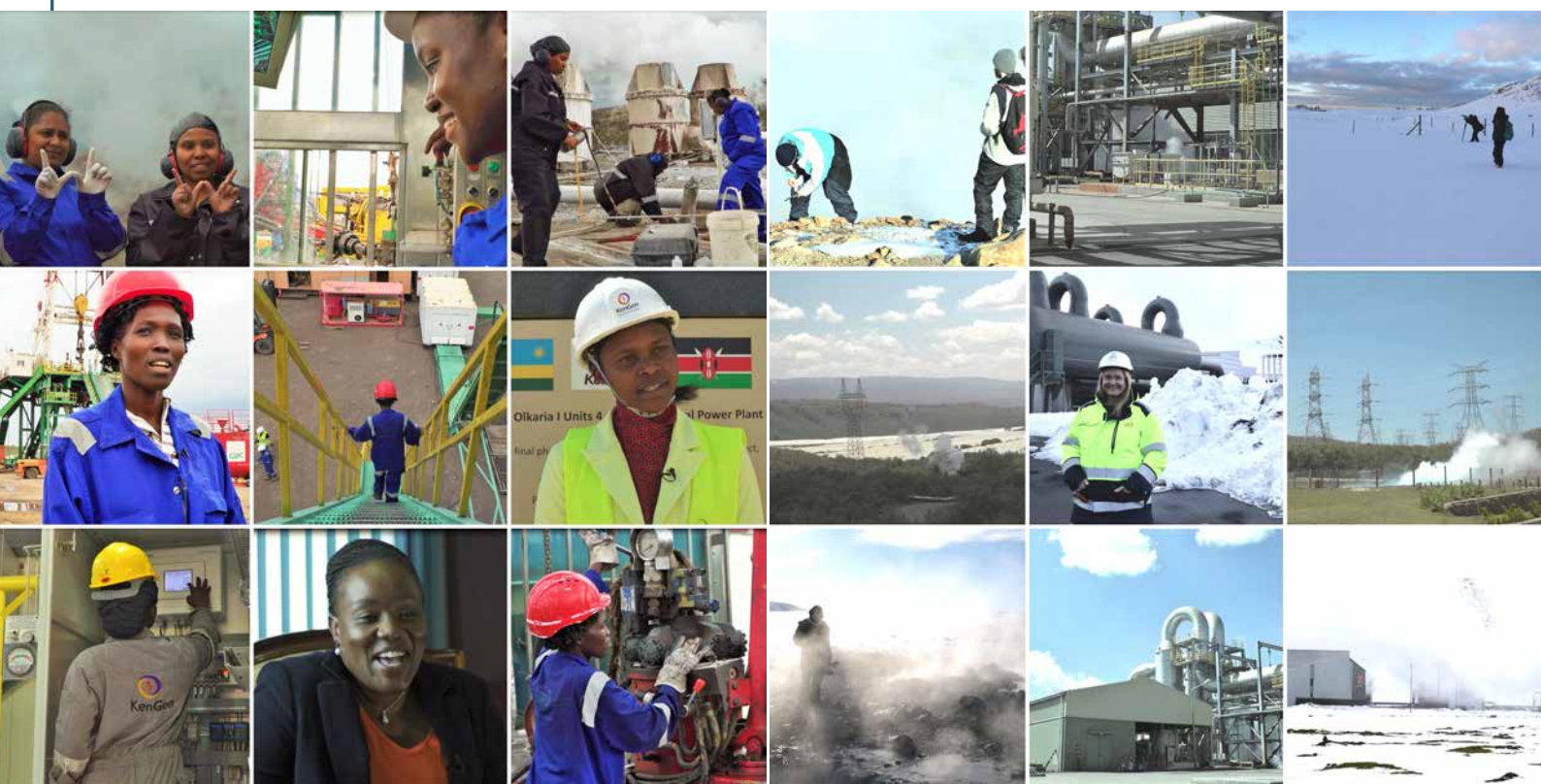
Filming happened in Ethiopia in August, and a local filmmaker was commissioned to follow up on some stories that were filmed in Ethiopia in 2016. A female geothermal scientist was followed to her childhood home in remote east Ethiopia. In most countries, women's participation in the science, technology, engineering and mathematics (STEM) disciplines remains scarce, which is a barrier to women's participation in energy sectors.

Our partners in New Zealand commissioned a local filmmaker to film in New Zealand in November, 2017. This coincided with WinG launching

a campaign for gender equality to take action to support and empower women in asserting themselves in their workplace in order to achieve equal status with their male colleagues and to realize future leadership goals for women in the geothermal field. The participants in the campaign were required to come up with a concrete list of demands for their employers that would make their professional and personal lives easier and improve their overall position as compared to their male colleagues. Then they will go to their managers and demand a clear response to their demands, even if it is a no. This served as an exercise for women to assert themselves in their workplaces and partially inspired the research project.

Preparations for the Japan segment continued throughout the year as a researcher at UNU-GEST, Laura Malinauskaite, stayed at the UNU headquarters in Tokyo in October and November, 2017. She was supported by the Watanabe Trust Fund, which grants scholarships for a study period in Japan or Iceland by university students or faculty. Laura conducted field studies for the Japan segment of the documentary and pursued funding opportunities. As a result, GPSS Holdings Inc. in Japan, which is a renewable energy company that also produces geothermal energy, supported the project.

The Japan segment will be filmed in February, 2018 by the Bless Bless filming crew. Post-production and analysis of ethnographic data will continue in 2018.





Getenesh, a geothermal scientist and a participant in the Women in Geothermal project, visiting her family in a remote village in northwest Ethiopia

Workshop on Women Entrepreneurs and Sustainable Energy in Africa



UNU-GEST's collaboration with the UN Environment's Africa Office continued in June 2017 with a [joint workshop](#) on women entrepreneurs and sustainable energy in Gabon. UNU-GEST partnered with UN Environment, the Icelandic Ministry for Foreign Affairs, and the Pan African Climate Justice Alliance to develop an action framework to outline different approaches for African women energy entrepreneurs to: (i) develop and strengthen clear and coherent policies enabling gender responsiveness, (ii) access finance and markets in the energy sector, (ii) build technical and business skills and know-how and technical competencies in sustainable energy technologies, and (iii) utilize existing distribution networks and gain access to start-up and working capital.

A thematic workshop, Unlocking Opportunities for Women Entrepreneurs in Sustainable Energy: Towards Achievement of the Sustainable Development Goals and AU Agenda 2063, was held under the auspices of the 2017 African Ministerial Conference on the Environment (AMCEN) in Libreville in Gabon in June of 2017. The workshop brought together more than 100 delegates from

more than 20 countries that included representatives from governments, non-government organizations, civil societies, the financial sector, women entrepreneurs, multi-lateral agencies, private



sectors, and regional economic communities (RECs).

The primary output of the workshop was the Libreville Outcome Statement on Women Entrepreneurs and Sustainable Energy in Africa (see: <http://theargo.org/WESE/outcome.pdf>). Actions were recommended to African governments regarding environmentally sustainable

and gender responsive energy policies, access to finance and markets for women energy entrepreneurs across the value chain, and capacity building, skills creation, and empowerment for women entrepreneurs. Joint work to follow up on the Libreville statement continues in 2018.





Marie Skłodowska-Curie Individual Fellowships 2017

In spring 2017, UNU-GEST issued an open call for candidates for the Marie Curie individual fellowships program, which focused on gender. Through this, UNU-GEST sought to support high quality applications. The individual fellowship scheme provides excellent financial compensation, career development and training, and research support for the best or most promising researchers seeking to undertake research in a European (EU member states or associated countries) context.

In the open call, UNU-GEST sought to support strong researchers based outside of Iceland in applying for an individual European fellowships. It solicited expressions of interest from researchers wishing to work in developing countries, conflict or post-conflict areas. By the deadline of the 8th May 2017, 41 expressions of interests were received from post-doctoral candidates who submitted outlines of proposed research projects and CVs. Candidates were from different scholarly fields and came from South Asia, Middle East, Europe, Sub Saharan Africa, and North America. Five candidates were shortlisted, of those one was referred to another UNU institution in Europe which was a better fit for the candidate as a home institution. As a result of the selection process, UNU-GEST sup-

ported an application from the Czech Republic with a PhD from the Nottingham Trent University. An advisory panel of three scholars from the respective field reviewed the application and offered input in addition to the UNU-GEST team. The proposed research project is titled The UN and Women Rebel Fighters in The Democratic Republic of Congo, which aligns with the UNU-GEST research theme of human security. Given that the fellowships are very attractive, both for the grant recipients and their host institutions, the grant scheme was extremely competitive and the application did not receive funding this time around. This will serve as a lesson learned for the UNU-GEST team which will continue to pursue similar opportunities for research in coming years.



Planned Book Publication

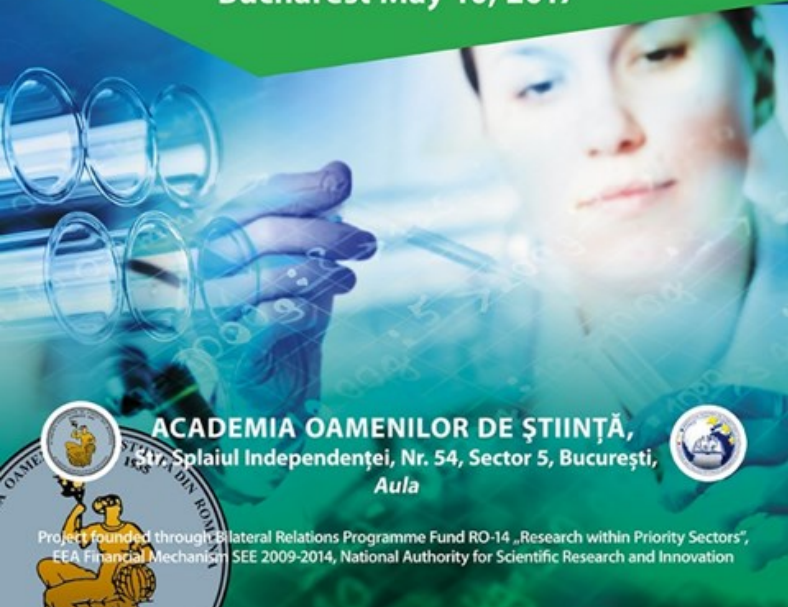
Dr. Giti Chandra is currently working on a book publication, provisionally titled *In Visible Texts: Hidden and Spectacularised Violence in Colonial India and Africa*. The book is a study of the nature of violence in colonies and imperial territories of England, Belgium, and Germany in India and Africa, focusing on particular events and kinds of violence. Taking into account various kinds of documentation of violence, including official documents, personal letters, photographs, press coverage, and literature – specifically fiction, the study will trace the distinctions in the narratives of essentially hidden acts of violence (the Bibighar massacre in the 1857 uprising in India, for instance) and those acts which were intended as public spectacle (the Sati Chaura massacre, also during the 1857 uprising). It will look at the difference between the compulsive documentation of violence (for instance the photographs from Namibia and Belgian Congo) and its subsequent disappearance after independence. Finally, the appearance of these acts of violence in literature (mainly the anglo-phone novel), and the manner in which it deals with the hidden truths of these events of violence, is explored. Of particular focus in these different kinds and narratives of colonial violence is the gendering of representations: the status of the white woman and the trope of rape, in the case of colonial violence in India, and the positioning of the black male body in the representations of violence in Africa.

Seminar Informativ Information Seminar

Exceleța femeilor în
cercetarea științifică și
managementul de proiect
EXCELENTFEM

Women's Excellence
in Scientific Research and
Project Management
EXCELENTFEM

Bucharest May 10, 2017



ACADEMIA OAMENILOR DE ȘTIINȚĂ,
Str. Splaiul Independenței, Nr. 54, Sector 5, București,
Aula

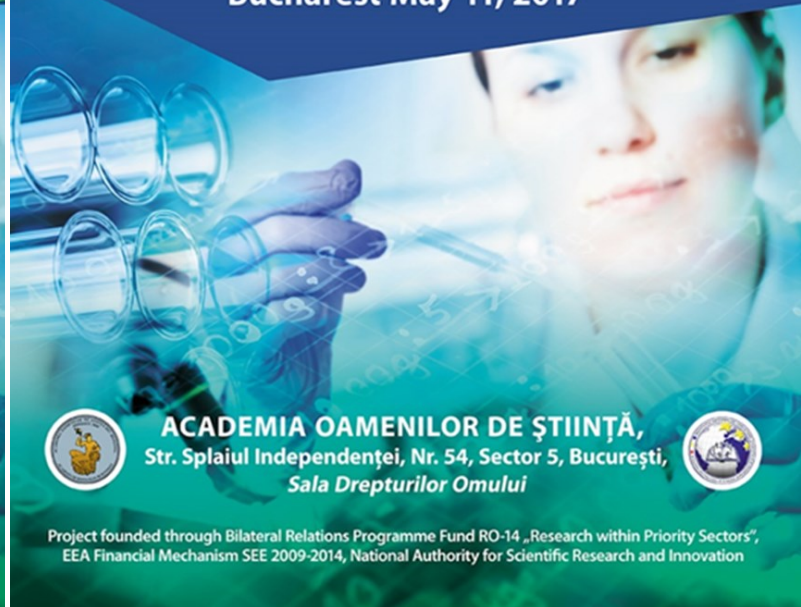
Project funded through Bilateral Relations Programme Fund RO-14 „Research within Priority Sectors”,
EEA Financial Mechanism SEE 2009-2014, National Authority for Scientific Research and Innovation

Workshop Colaborativ Collaborative Workshop

Direcții de cercetare
de excelență
și accesul femeilor
la programe
EXCELENTFEM

Lines of
research excellence
and women's acces
to programs
EXCELENTFEM

Bucharest May 11, 2017



ACADEMIA OAMENILOR DE ȘTIINȚĂ,
Str. Splaiul Independenței, Nr. 54, Sector 5, București,
Sala Drepturilor Omului

Project funded through Bilateral Relations Programme Fund RO-14 „Research within Priority Sectors”,
EEA Financial Mechanism SEE 2009-2014, National Authority for Scientific Research and Innovation

The project EXCELENTFEM—Women's Excellence in Scientific Research and Project Management was undertaken with the National University of Political Studies and Public Administration (GEG-IRP) in Bucharest, Romania. The project goal was to promote women's excellence in scientific research and project management and enhance research collaboration with Romanian partners with the aim of forming larger scale projects in the future. Project activities consisted of expert visits, a collaborative workshop, an information seminar, and joint publications. Expected long-term outcomes are collaborative projects with the Romanian partners to be financed by the EEA grant scheme. The project was funded through the EEA Financial Mechanism 2009-2014, Bilateral Relations Programme Fund RO-14, Research within Priority Sectors. The Romanian partners man-

aged the project finances, and the UNU-GEST portion amounted to 3,890 USD.

The project contributed to the mission of UNU-GEST by encouraging collaborative research and by strengthening the capacity of professionals, scholars, and organizations. Furthermore, a platform for transnational dialogue, knowledge production, and exchange was created. The project facilitated professionals' capacity development to strengthen their capabilities in the field of gender equality work by conducting research and carrying out trainings.

The primary purpose of the visit was to hold workshops and a seminar for capacity building and to establish research networks. Erla Hlín Hjálmarsdóttir, UNU-GEST Head of Research, and Kirstín Flygenring, UNU-GEST Associated Scholar, visited partner institutions in Bucharest. An information seminar was held on May 10, 2017 in Bucharest under the

Project EXCELENTFEM

workshops and a seminar for capacity building and to establish research networks. Erla Hlín Hjálmarsdóttir, UNU-GEST Head of Research, and Kirstín Flygenring, UNU-GEST Associated Scholar, visited partner institutions in Bucharest. An information seminar was held on May 10, 2017 in Bucharest under the



Kirstín Flygenring, an associated scholar at UNU-GEST presents at an information seminar in Bucharest

was to identify ways for female scholars and social entrepreneurs to form and carry out research projects, access grants, and establish networks. SNSPA GEG-IRP experts visited Reykjavik from the 19-23 of June, 2017. The visiting scholars were Professor Adriana Grigorescu and Dr. Razvan Ion Chițescu. The primary purpose of the visit was to network and meet collaborative partners in Iceland. The project resulted in publishing of two peer-reviewed journal articles. Two peer reviewed journal articles were published under the project EXCELENTFEM. Dr. Giti Chandra, researcher at UNU-GEST, published the article, Violence, Faith, and Women in Romanian Literature with Sanda-Marina Bădulescu, a professor at the Christian University of Bucharest. Erla Hlín Hjálmarsdóttir, UNU-GEST Head of Research, published the article Research & Development through a Gender Lens – The Case of Romania and Iceland with Ana-Maria Zamfir from the National Scientific Research Institute for Labour and Social Protection in Bucharest, Romania. Both articles were published in HOLISTICA Vol 8, Issue 2, 2017.

theme women's excellence in scientific research and project management. The primary goal of the seminar was to identify best practices to enhance women's excellence in scientific research and project management. Erla Hlin Hjálmarsdóttir, UNU-GEST Head of Research, presented on project management and women's excellence, and Kirstín Flygenring, an associated scholar at UNU-GEST presented on women's excellence - best practices in Iceland.

A collaborative workshop was held in Bucharest on May 11, 2017 with the theme of lines of research excellence and women's access to programs. The primary purpose of the workshop

er at UNU-GEST, published the article, Violence, Faith, and Women in Romanian Literature with Sanda-Marina Bădulescu, a professor at the Christian University of Bucharest. Erla Hlín Hjálmarsdóttir, UNU-GEST Head of Research, published the article Research & Development through a Gender Lens – The Case of Romania and Iceland with Ana-Maria Zamfir from the National Scientific Research Institute for Labour and Social Protection in Bucharest, Romania. Both articles were published in HOLISTICA Vol 8, Issue 2, 2017.

Adriana Grigorescu, Erla Hlín Hjálmarsdóttir and Vasilica Ciuca were panel members at an information seminar in Bucharest, May 2017



Erla Hlín
HJÁLMARSDÓTTIR

CS I Dr. Vasilica Ciuca
Directorul general
INCSMPS



ÚTTEKT

Áætlun Íslands um framkvæmd ályktunar öryggisráðs Sameinuðu þjóðanna nr. 1325 um konur, frið og öryggi 2013–2016



Unnið af Jafnréttisskóla Háskóla Sameinuðu þjóðanna, 2017



Evaluation of Iceland's National Action Plan for the Implementation of UNSCR 1325 on Women, Peace and Security 2013–2016

UNU-GEST conducted an evaluation of Iceland's National Action Plan (NAP) for the Implementation of the United Nations Security Council Resolution (UNSCR) 1325 on Women, Peace and Security for the period 2013–2016. The main purpose of the evaluation was to assess the implementation and results of Iceland's national action plan on women, peace and security in the period 2013–2016. The evaluation was conducted during 2016 and 2017 with a final draft report ready in late 2017. The final report is written in Icelandic but the summary report will be translated into English and made available in 2018 on the web-

sites of the Ministry for Foreign Affairs and UNU-GEST.

Emphasis on gender equality issues is at the core of Iceland's foreign policy and the NAP is coherent with those efforts as well as other policies of the Ministry for Foreign Affairs active during the period such as policies on international development cooperation and the Ministry's gender policy. The focus on the 1325 agenda has been evident in plans and strategies in international development cooperation and peace-keeping and post-conflict reconstruction, which has been a favourable environment to implement Iceland's NAP for 2013–2016. The evaluation and its recommendations is currently guiding the Ministry of Foreign Affairs in the process of developing a new national action plan, which will be available for the period 2018–2020.



UNU-GEST Promoting Women's and Girls' Effective Participation in Peace, Security and Recovery in Mozambique

Scoping Study and Capacity Building

In 2017, UNU-GEST became a partner in the UN Women Mozambique-led project, Promoting Women's and Girls' Effective Participation in Peace, Security and Recovery in Mozambique, working with UN Women Mozambique and Eduardo Mondlane University (UEM) in educating stakeholders in our academic programme and supporting research efforts in a scoping study carried out by UEM in 2017. The project will run from 2017-2020 and will contribute to the implementation of the National Action Plan on UN Security Council Resolution 1325 in Mozambique. The project is implemented within the framework of the UNDAF, the overarching programmatic cooperation framework between the UN and the Government of Mozambique.

The project contributes to the mission of UNU-GEST and falls within one of three interrelated and interdisciplinary research themes of UNU-GEST which are intended to address gender equality and social justice. This research theme is

human security, as the project supports efforts in Mozambique aiming to enhance governance and capacity for the implementation of UNSCR resolution 1325 and related resolutions.

Mozambique does currently not have a national action plan for UNSCR resolution 1325, which includes the four pillars of prevention, protection, participation, and relief and recovery. Thus, this project has great potential to address issues such as preventing sexual and gender-based violence, promoting gender awareness in conflict prevention, and implementing early warning systems, which also includes preventing sexual exploitation and abuse by peacekeeping forces. Such efforts involve improving women's and girls' safety, physical and mental health, economic security, and overall well-being. It also focuses on improving the rights of women and girls and their legal protections. Participation refers to promoting women's participation in peace processes, increasing the



number of women at all levels of decision-making in institutions, and increasing partnerships with local women's organizations. Participation also includes increasing women's participation in senior UN positions, as special repre-

Cecília Sibambo, João Carlos Colaço, and Rosa Maria de Lurdes Zaqueu when recently arrived in Iceland



sentatives, and in peacekeeping missions and operations. Relief and recovery efforts should ensure the equal distribution of aid to women and girls and incorporate gender perspectives.

Practices to be implemented in order to facilitate gender mainstreaming through this project include gender-sensitive capacity building of ed-

ucational staff at the Ministry of the Interior (Police), Ministry of Defense (Armed Forces), and the Eduardo Mondlane University, Maputo.

UNU-GEST contributed to the project scoping study conducted by Eduardo Mondlane University scholars through support and by sending an expert in the field to work on data analysis and preparation of the scoping study's final report.

The objective is to efficiently contribute to WPS governance and education in Mozambique. Expected outcomes for UNU-GEST contribution to the project are six Mozambican experts with post-graduate diplomas from UNU-GEST with an emphasis on WPS and gender mainstreaming and a scoping study that identifies existing gaps in services and informs policies and decision making in the area of WPS.

In the spring semester of 2018, under the auspices of the project, three fellows were admitted to the UNU-GEST post-graduate programme in international gender studies: Cecília Sibambo from the Mozambique Ministry of Defense, João Carlos Colaço from Mondlane University in Maputo, and Rosa Maria de Lurdes Zaqueu from the Ministry of Defense. They will all focus on issues pertaining to WPS in their home countries in their final assignments. The hope is that the final assignments will be implemented once the candidates are back in Mozambique as such effort would serve as a contribution to the project.

Project beneficiaries are experts within the Mozambican WPS institutions (Police Force, Army) and the university (Eduardo Mondlane University) and women and girls in conflict and post-conflict zones in Mozambique.



Gender Focused Value Chain Development of Aquaculture in Gaza Province, Mozambique

The research project: “Gender Focused Value Chain Development of Aquaculture in Gaza Province, Mozambique” was initiated by Dr. Pétur Waldorff in 2017. The project is an applied research project set out to design a value chain for an aquaculture initiative in Gaza, rural Mozambique. This aquaculture initiative takes place in a geologically infertile area that has been dubbed “Terra Morta” (Land of Death) due to the earth’s high salinity levels which do not allow for traditional agricultural production. However, research has indicated that the area is ideal for Tilapia aquaculture, promising an economic use of an area that hitherto has been seen as barren, both agriculturally and economically. The project's objective is to help foster this new economic activity in the region in order to contribute to the social development of the area and empower stakeholders of the value chain in a gender equitable way. The project received 36,000 USD funding from the Icelandic Gender Equality Fund in June, 2017 and a 10,000 USD matching fund from UNU-GEST.

The project is conducted in collaboration with Instituto Nacional de Investigação Pesceira (IIP) and Norges Vel in Mozambique. A research field trip to Mozambique was undertaken in December 2017 and further research ensued. Preliminary findings indicate that.. there is a market demand for aquaculture raised tilapia and that farming of tilapia offers to relieve the pressure of overfished wild tilapia in the lakes, streams, and river systems in the area. Commercial Tilapia farms that had begun harvesting were happy with the demand for their product and had sold almost all their harvest the same day or soon after harvesting.

However, considerable hurdles exist for the tilapia market to take off. There is no cold chain available to vendors of fish, who are almost entirely women. That is, electricity and

ice making technology is not available in the Gaza area and thus, the women who buy the fish to sell at marketplaces in nearby villages as well as further away have to sell the fish fresh before it starts to spoil. This has dire consequences for the marketing of the product as it has to be sold very soon after it has been purchased by the producer, if not, the women who sell the fish risk losing their investment.

Likewise, access to credit to upgrade one’s business, for example by buying access to cold chain technology, is not readily available for these women. They are also reliant on transportation for getting their product to market which is costly and time consuming which, without access to basic cold storage technology, also can have critical effect on the product, its price, and their growth margins.

Preliminary recommendations include:

Commercial tilapia farmers to create the market by working with women’s and fish vendor’s organization. Providing them with access to suitable basic technologies to increase the shelf life of the fish. This could include access to insulated cooler boxes and ice (block or flaked) available at the point of sale (at the fish farm).

Another, preliminary recommendation is creating the market at the end of the value chain (not only at the beginning, i.e. the fish farm itself) but in the larger towns and cities, where fresh Tilapia can be sold at markets that are willing to pay higher prices for quality fish. E.g. to bars, restaurants, hotels, and middle class customers in the cities.



Other Research Activities in 2017

In 2017, other research activities included a collaboration with WinG, the International Association of Women in Geothermal, where a master's student in methodology at the University of Iceland, Sara Matthíasdóttir, is undertaking a comparative study of the **impact of parental leave for parents working in the geothermal sector** in New Zealand and Iceland. The study is supervised by Dr. Ingólfur V. Gíslason, an associate professor at the School of Social Sciences at the University of Iceland. UNU-GEST arranged for the research collaboration and advised on the research design. The output will be a summary of research findings, jointly published by UNU-GEST and WinG. The research will be completed in fall 2018.

UNU-GEST has been collaborating with the World Food Programme on a larger project on **online gender mainstreaming training for senior managers**. This project is due to take off mid 2018 and to be completed by the end of the year.

UNU-GEST continued fostering research relationship with research partners in Romania. Dr. Giti Chandra and Hanna Björg Vilhjálmsdóttir, Associated Scholars at UNU-GEST attended the international conference **Breaking the Circle of Roma Inclusion**, an event held in Bucharest, Romania, on October 3-4, 2017. The event was organized under the programme RO10 Children and Youth at Risk and Local and Regional Initiatives to Reduce National Inequalities and to Promote Social Inclusion, financed through EEA

grants 2009-2014 and focused on the national efforts made under the programme for improving the life and education of Roma. The conference was organized with the support from the Council of Europe, Donor Programme Partner.

RIKK – Institute for Gender, Equality and Difference at the University of Iceland is a sister institute of UNU-GEST. RIKK Project Manager, Kristín Pálsdóttir, went on a study visit to Romania with Ívar Karl Bjarnason, an associated scholar at UNU-GEST. Ívar Karl is a member of the group of experts who are developing short courses on how to engage men and boys in promotion of gender justice and prevention of violence. Kristín and Ívar Karl attended a program titled **Children and Youth at Risk and Local and Regional Initiatives to Reduce National Inequalities and to Promote Social Inclusion**, funded through EEA grants 2009-2014. The tour took place from the 12-20 November, 2017, and they visited a number of projects in different parts of Romania.

In recent years, UNU-GEST has established research collaborations with trusted partners in different fields. The demand for analysing and collecting evidence of successful approaches to enhancing gender equality for development is considerable and holds great promise for the UNU-GEST research team in the coming years.



Woman with her children in west Ethiopia



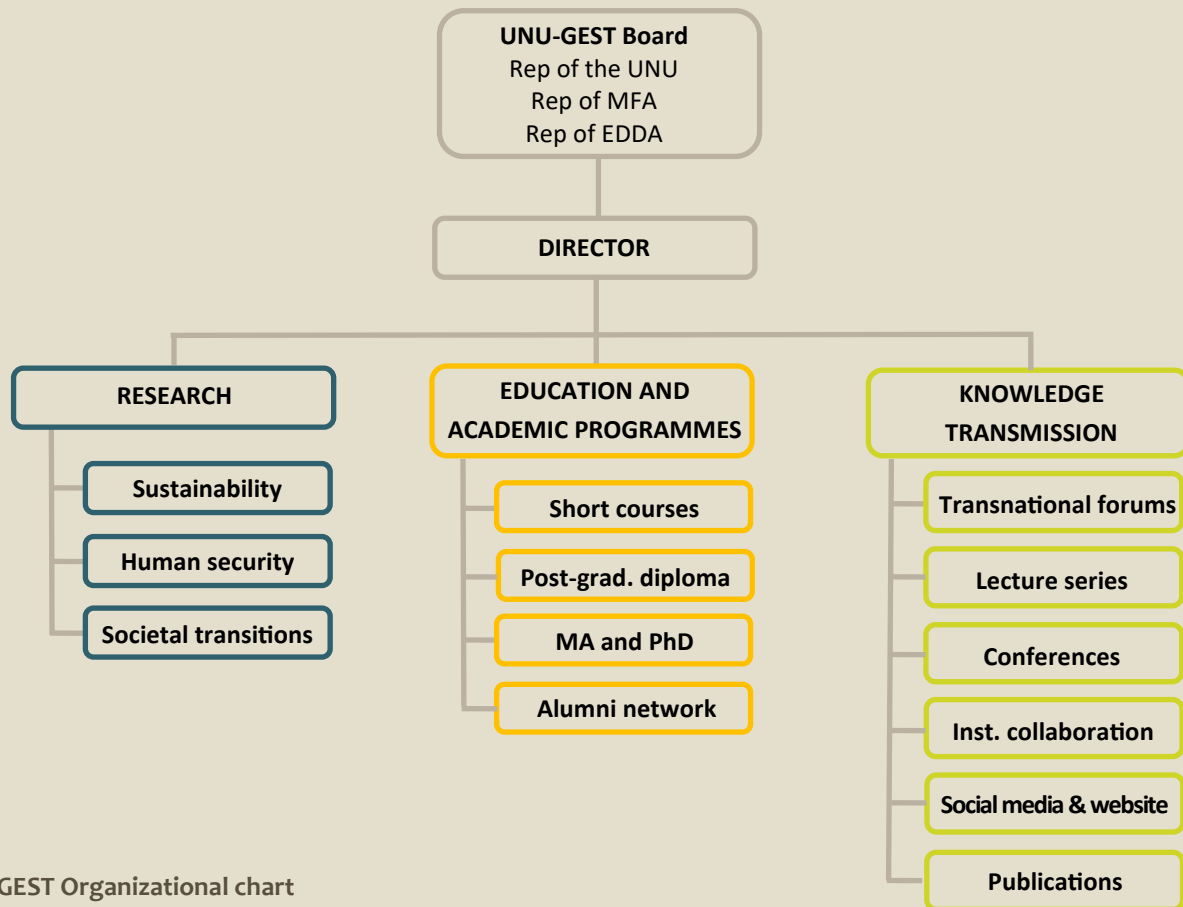
UNU-GEST was launched in October 2009 and became part of the [United Nations University](#) network in May 2013. The two main components of the UNU-GEST programme are research programme and education through short courses, on-site training, and a diploma programme in international gender studies. Thus, the tasks are quite diverse for the UNU-GEST team, which is small but continues to grow quickly. UNU-GEST offices are at the University of Iceland in Reykjavik, but the unit falls within the School of Humanities and enjoys administrative support from the central administration of the University of Iceland. This section of the report presents the organizational layout of UNU-GEST, partnerships, people of UNU-GEST, and an overview of the results from an external evaluation which was completed in 2017.

The UNU-GEST Programme is primarily funded by the government of Iceland as a part of its commitments to gender equality and international development cooperation. In 2017, the programme saw a welcomed increase in annual core funding to around 100 million ISK, but funding limitations have been a major restraint in the past. Due to this, considerable efforts have been spent on raising additional funds through grants, research funds, partnerships, and student and faculty exchange programs.

UNU-GEST is governed by a board consisting of four members who are representatives of the United Nations University, Ministry of Foreign Affairs (MFA) in Iceland and the University of Iceland, in addition to the UNU-GEST Director. The board-members, appointed in 2015, are Ms. Maria Erla Marelssdottir, Director General, MFA, appointed by the Ministry of Foreign Affairs; Dr. Mats Berdal, Professor of Security and Development at King's College, appointed by the United Nations University; and Dr. Valur Ingimundarson, Professor of Contemporary History, appointed by the University of Iceland.



The institutional structure of UNU-GEST reflects its threefold mission of research, education and academic programmes, and knowledge transmission.



UNU-GEST Organizational chart

The organizational layout is very liquid and staff attend to different duties in their daily work. UNU-GEST projects are entered into the UNU project management system named Pelican and the project management system named Asana has been tested to manage projects and tasks.

Institutional partnerships

The key stakeholders and audience for academic programmes and research at UNU-GEST are collaborative institutes and partners, research networks, academics, and the general public. As UNU-GEST has enjoyed scarce core funding over the last few years, great emphasis has been placed on raising funds for research and the post-graduate diploma programme.

Erasmus+ grant scheme

The Erasmus+ grant scheme has become a major source of co-financing of fellows and visiting scholars for UNU-GEST. In 2017, UNU-GEST received grants to welcome Prof. Tamara Shefer from the University of the Western Cape in South Africa, who stayed at UNU-GEST for five weeks in the spring term. In the fall, Dr. Lina Abirafeh, Director of the Institute for Women's Studies in the Arab World (IWSAW) at the Lebanese American University in Beirut and Dr. Dalenda Larguèche, Director of the Center for Research, Studies and Documentation of Women (CREDIF) and a professor at Manouba University, Tunisia, attended the RINGS conference in Reykjavik and participated in a workshop on how to build up further collaboration with UNU-GEST.

In the spring term of 2017, two fellows from Makerere University in Uganda received co-funding from



Erasmus+, as well as four fellows from Birzeit University in Palestine and one fellow from Tunisia.

UNU-GEST initiated a partnership with four academic institutions in late 2017 to facilitate student mobility to UNU-GEST and staff mobility between the institutes through the Erasmus+ grant scheme: the University of Montenegro, Center for Interdisciplinary Studies (CIS) at the University of Sarajevo; the Faculty of Media and Communications (FMK) at Singidunum University, Belgrade, Serbia; and the Department of Social Sciences at the Lebanese American University. Continued collaboration exists with Birzeit University in Palestine, the School of Women and Gender Studies at Makerere University in Uganda, and CREDIF (Center for Research, Studies, Documentation and Information on Women) at Manouba University in Tunisia.

In the spring term of 2018, 11 fellows will benefit from co-sponsorship through the Erasmus+ grant scheme: two fellows from Makerere University in Uganda, two fellows from Birzeit University in Palestine, two fellows from the Lebanese American University, two fellows from Singidunum University, two fellows from the University of Sarajevo, and one fellow from the University of Montenegro. Five fellows from the Balkan countries attend UNU-GEST under the Programme for Gender and Post-Conflict Reconstruction in the West Balkan Region.

By the end of the year, additional partnerships were formed with the University of Ghana, Lagos State University, and the University of Pristina in Kosovo. Erasmus+ applications for student and faculty mobility were submitted by the beginning of 2018. Additionally, faculty exchange was sought with the University of the Western Cape in South Africa for South African lecturers to contribute to teaching at the UNU-GEST post-graduate diploma program in the spring semester of 2019.

UNU-GEST has collaborated with the UNDP country office in Afghanistan to support the newly established **Gender and Women's Studies at Kabul University**. In 2017, UNU-GEST invited a fellow from the first cohort of the masters programme to attend the post-graduate diploma degree in international gender studies in Iceland, and UNDP and UNU-GEST will jointly fund two additional fellows in the spring term of 2018. Further support activities are planned for 2019.

The primary collaborative institutes in 2017 in research and research formation were the EDDA Center of Excellence; RIKK – Institute for Gender, Equality and Difference at the University of Iceland; the UNU-Fisheries Training Programme (UNU-FTP) in Iceland and MATÍS (the Icelandic Food and Biotech R&D Institute); UNU-Maastricht Economic and Social Research Institute on Innovation and Technology (UNU-MERIT), the World Food Programme; UN Women Mozambique; Eduardo Mondlane University in Mozambique; Norges Vel (The Royal Norwegian Society for Development); and WING (Women in Geothermal).

Co-funding of fellows by institutional partners

UNU-GEST fellows have, through the years, been co-funded by development organizations or their employers to attend the post-graduate diploma programme. Fundraising activities for each spring term take place the previous year.

For the spring term of 2017, one fellow from Jamaica was co-funded by the Jamaica Network of Rural Women Producers (JNRWP). In spring term 2018, a fellow from Afghanistan will be funded by UNDP in Kabul in support of the Gender Programme at Kabul University. Three fellows from Mozambique will be funded by the UN Women-led project Promoting Women and Girls' Effective Participation in Peace, Security and Recovery in Mozambique, which supports the implementation of the national action plan on UNSCR 1325 on women, peace, and security in Mozambique.

UNU-GEST enjoyed the support of the Fulbright Commission, which supported Dr. T.J. Boisseau, the Director of Women's Studies in the College of Liberal Arts and an Associate Professor of Women's, Gender, and Sexuality Studies at Purdue University. She contributed to UNU-GEST throughout spring semester 2017 as did her husband, Dr. Kirk Hoppe, an Associate Professor and visiting scholar from Purdue University.



Icelandic Gender Equality fund

The Icelandic Gender Equality Fund annually awards funds for research and projects in the area of gender equality. Funds are allocated on June 19 each year in celebration of women's rights and suffrage. On this day in 1915, all women over the age of 40 in Iceland won the right to vote — a right won by all adult women in 1920. In 2017, two UNU-GEST projects were awarded Gender Equality Fund grants. Dr. Pétur Waldorff, a senior researcher at UNU-GEST, received a grant for his applied research project set out to design a value chain for an aquaculture initiative in the Gaza district of Mozambique. Erla Hlín Hjálmarsdóttir, UNU-GEST Head of Research, accepted a grant for a short course on Gender and Climate Change in Uganda. The short course is based on previous short courses developed and carried out in 2011-2013 in collaboration with development partners in Uganda and the Icelandic Development Agency.



Brown bag meetings

Brown bag meetings were held throughout the fall semester to introduce the individual work of UNU-GEST staff members to their colleagues and share ideas. Meetings took place every other week on Tuesdays.

5 September • Kristín I. Pálsdóttir talked about her MA project in comparative literature studies which focuses on **Latin American women's poetry in the 20th century and the politics** in the region. Kristín has collected all the poems from the region that have been translated from Spanish to Icelandic and designed a database to store and work with the collected material. Her presentation focused on the methodology applied in her research and preliminary findings.

19 September • Erla Hlín Hjálmarsdóttir gave a presentation about **case study methodologies**, where she focused on how to classify case studies, their main challenges, etc. She built her talk on a multi-level case study from the rural water supply sector in Namibia.

3 October • Pétur Waldorf introduced his research in Tanzania titled **Gendered Value-Chain Analyses in Small Scale Fisheries by Lake Tanganyika**.

17 October • Erla Hlín Hjálmarsdóttir and Irina S. Ogurtsova introduced **UNU-GEST Alumni Draft** and how to use the **Mentimeter program** for interactive presentations and as a teaching tool.

31 October • Laura Malineskaite talked via skype from Tokyo about the **Women in Geothermal** project, our collaboration with WING and Bless Bless, and the life and culture in Japan.

19 December • Flora Tietgen introduced her research on the **Role of Civil Society within UNSCR 1325 National Action Plans**.



Personnel

Core staff

Dr. **Irma Erlingsdóttir** is the Director of UNU-GEST and the Head of the Center for Gender Research (RIKK), as well as an Associate Professor of French Contemporary Literature at the University of Iceland. She has led several, large-scale academic projects in the fields of gender studies, globalization, contemporary politics, and critical theory. Irma holds a PhD from Sorbonne University and, as a specialist in contemporary French literature, gender, and philosophy, she has published articles and book chapters in these fields. Besides being the Director of the programme, Dr. Erlingsdóttir teaches in the Gender, Climate Change, and Resilience module and supervises some of the fellows' final assignments.

Ms. **Erla Hlín Hjálmarsdóttir** serves as the Head of Research at UNU-GEST. She was an adjunct lecturer at the Faculty of Political Science at the University of Iceland from 2010 to 2015. Erla holds an MPA degree and a post-graduate diploma in international relations and is a PhD candidate at the University of Iceland. Erla teaches Project Management, Monitoring, and Evaluation; Leadership Skills; and Academic Research Methods. She coordinates supervision of the fellows' final projects and is the module coordinator for practical tools for gender sensitive projects and final assignments.

Ms. **Kristjana Sigurbjörnsdóttir** is a project manager at UNU-GEST and module coordinator Gender, Health, Violence, and Bodily Integrity and Gender, Peace, and Security. Kristjana studied Population and Development Studies at the London School of Economics and Political Science and has previous working experience with the UN system.

Dr. **Pétur Waldorff** is a senior researcher at UNU-GEST. He is an anthropologist whose research at UNU-GEST focuses on gendered value chain analyses of resources, for fish in particular. His other research has been on post-conflict reconstruction, informal economies, migration, and poverty and development. Pétur holds a PhD in Anthropology from McGill University in Canada and has worked as an adjunct lecturer in the Departments of Anthropology and International Development Studies at the University of Iceland, and as a senior researcher at the Nordic Africa Institute (NAI). Dr. Waldorff currently sits on the NAI's Programme and Research Council. He has published peer-reviewed articles, a book, a book chapter, and various reports on his academic research. Dr. Waldorff supervises fellows in the academic programme and has taught Gendered Value Chain Analysis in the module Gender, Climate Change, and Resilience at UNU-GEST and gender sessions at the UNU-FTP and UNU-GTP programmes in Iceland.



Ms. **Arnhildur Lilý Karlsdóttir** served as a project assistant at UNU-GEST until September 2017, when she moved with her family to a small community in the Icelandic west fjords. She holds an MA in literature from the University of Iceland.

Ms. **Anna Guðrún Aradóttir** joined the UNU-GEST team in September as a project assistant. She holds a master's degree in global studies from University of Gothenburg and a BA in anthropology from the University of Iceland. She previously interned with the Embassy of Iceland in Maputo, Mozambique.

Ms. **Milica Minić** is a project manager at UNU-GEST. She holds a Master's degree in Critical Gender Studies from the University of Utrecht and the Central European University in Budapest. She teaches in the UNU-GEST modules Theories and Concepts of Gender and Gender, Peace, and Security; plans and coordinates short courses; and contributes to research.

Ms. **Laura Malinauskaite** has a Master's degree in Environment and Natural Resources from the University of Iceland. She has been involved with the UNU-GEST programme as a project assistant for projects in the field of gender and the environment and gender and energy since 2016. In fall 2017, Laura stayed for two months in Japan, where she had an institutional home at the United Nations University headquarters in Tokyo. She carried out research and support work for the Full Steam Ahead project on the status of women in the geothermal professional field.

Dr. **Giti Chandra** was an associate professor at the Department of English, St. Stephen's College in New Delhi in India before relocating to Iceland in 2016. She has been a part-time lecturer at UNU-GEST since then. She teaches academic working methods in the UNU-GEST Programme and provides academic supervision of the fellow's final assignments. In the fall term of 2017, she taught the course *'This girl is on fire!': Understanding Gender Through Literature and Other Cultural Texts*, which she will offer to the UNU-GEST alumni in the spring semester of 2018. In that semester, she will also offer the course *Un-speakable Wrongs: Women's Narratives of Violence and Collective Identities* at the University of Iceland.

Ms. **Kirstín Flygenring** is an economist and an associated scholar at UNU-GEST. Ms. Kirstín Flygenring holds a cand. oecon. degree in Business Administration from the University of Iceland, an MA in Economics from Northwestern University in Illinois and a diploma in European Competition Law from King's College London. Kirstín has worked as an economist at the National Economic Institute and in the Department of Economics at the Central Bank of Iceland. She has also been a part-time lecturer and adjunct at the university of Iceland and a lecturer and researcher at the Stockholm School of Economics. Kirstín has held several positions on boards and committees, and currently serves as a board member of Arion Bank in Iceland. She teaches development economics in the module Practical Tools of Gender Sensitive Projects and took part in the EXCELENTFEM project with Romanian partners.

UNU-GEST Internship Program



High school students in Kvennaskólinn in Reykjavík listen to a presentation by a UNU-GEST fellow while communication intern, Paula Mata, films the event

The UNU-GEST interns have become valuable members of the UNU-GEST team since UNU-GEST initiated the internship program in 2016. Most enjoy an Erasmus+ scholarship in support of their study stay, but they receive up to 10 ECTS for each semester. At the beginning of their internship period, an internship contract is signed where duties and responsibilities are outlined, based on the respective intern's area of interest and expertise. A mentor from the core staff is assigned to each intern, and by the end of the internship period, each intern is assessed based on pre-determined evaluation criteria.

Tom Wilkinson from England joined UNU-GEST in April 2016 as a full-time intern as a part of his studies in the Gendering Practices Master's Programme at the University of Gothenburg in Sweden. **Renata Guimarães Naso** joined UNU-GEST in August 2016 as an intern as a part of her MA programme in Gender Studies at the University of Linköping in Sweden. Over the 2016/2017 academic year, she was involved with programme organisation, daily administration, and project and research assistance. Renata, who is from Brazil, extended her stay at UNU-GEST and also conducted part of her MA research in Iceland. She stayed with UNU-GEST until spring 2017.

Flora Tietgen joined UNU-GEST in January 2017 as a full-time research intern, as a part of her MA studies in Political and Social Sciences at Würzburg University in Germany. Flora has been assisted with research on multiple projects by UNU-GEST and partner organisations and daily administration. Flora, who is from Germany, extended her stay at UNU-GEST and now holds a part-time position as a project assistant at UNU-GEST. **Paula Mata** joined UNU-GEST in January 2017 as a full-time communications intern as a part of her MA studies in Communications for Development at Malmö University in Sweden, but she is originally from Spain. Paula has been involved with programme administration, communication and dissemination efforts, coverage of lecture series and other academic events, and training assistance on multiple projects by UNU-GEST and partner organisations. She stayed at UNU-GEST until June 2017. **Micheal Gumisiriza**, originally from Uganda, was an MA student in Sustainable Territorial Development at KU Leuven, Belgium. He was with UNU-GEST for about two months in May — June 2017, assisting with research and project administration focused on gender and climate change.

Irina S. Ogurtsova, from Estonia, did an internship as a part of her MA in Baltic Sea Region Studies at the University of Tartu in Estonia. She also holds a master's degree in Human Resource Management



from the University of Iceland. She joined the UNU-GEST programme in September 2017, and her primary duties included administration for admission of new fellows, alumni strategy, and communication with UNU-GEST fellows. **Olivia Houck** is from the United States and joined the UNU-GEST programme as a part-time research intern in late August 2017. Olivia contributed to ongoing research, grant applications, and editing of UNU-GEST publications until late November when she returned to the US. **Noéllly Flor** came from Brazil to join the UNU-GEST programme as a volunteer in September 2017. She primarily focused on social media and on writing news articles and reports for the programme. An avid supporter of gender equality, Noéllly intends to focus on gender in her academic studies. She initially intended to stay in Iceland for two months, but extended her stay until the end of 2017.

Visiting Scholars

Each year, UNU-GEST enjoys the contribution of visiting scholars who are faculty members at universities abroad. The scholars stay from a couple of days to full semesters.

Professor **Tracey Jean Boisseau** is the Director of Women's Studies in the College of Liberal Arts and an Associate Professor of Women's, Gender, and Sexuality Studies at Purdue University. T.J. is the author of several books, including *White Queen: May French Sheldon and the Imperial Origins of American Feminist Identity* (IU Press, 2004). Professor Boisseau was a visiting Fulbright scholar at UNU-GEST throughout the spring semester of 2017. She was the module leader for *International Gender Studies: Theories and Concepts*, supervised a final assignment, and participated in research project formulation.

Dr. **Kirk Hoppe** is an associate professor of history at the University of Illinois. Kirk teaches and conducts research in the fields of modern African history and modern world history. He is particularly interested in environmental history, gender history, colonialism, and world systems. His first book, *Lords of the Fly* (Praeger, 2003), examines the history of British sleeping sickness control in colonial Tanzania and Uganda as social and environmental engineering. Dr. Hoppe stayed as a visiting scholar at the University of Iceland in spring semester 2017 and assisted with the coordination of the module for final assignments in 2017, taught academic working methods in the course, and supported the supervision of final assignments.

Dr. **Tamara Shefer** is a professor of women's and gender studies and the Deputy Dean of Teaching and Learning in the Faculty of Arts at the University of the Western Cape in South Africa. She has foregrounded youth, gender, and sexualities in her scholarship, including a focus on HIV/AIDS, gender-based violence, masculinities, memory post-apartheid, gender and care, and social justice in higher education. Dr. Shefer stayed in Iceland for five weeks in March to April where she taught in the modules on Health, Violence, and Bodily Integrity and Gender, Peace, and Security at UNU-GEST.

Dr. **Elisabeth Klatzer** has extensive experience in research and civil society activism and as a writer, lecturer and consultant in the fields of gender responsive budgeting, public finance management and feminist economics. Elisabeth holds a Ph. D. in Economics from the Vienna University of Economics and Business and an MPA from Harvard University. She taught the short course on gender responsive budgeting at UNU-GEST. She has also worked as a consultant in countries such as the Ukraine, Turkey, Serbia, Bosnia and Herzegovina, Palestine, and Tajikistan.

Dr. **Cynthia Enloe** is a research professor in the Department of International Development, Community, and Environment at Clark University in the U.S. Professor Enloe's feminist teaching and research have focused on the interplay of gendered politics in the national and international arenas, and she has written extensively on the interactions of feminism, women, militarized culture, war, politics, and globalized economics in countries such as Japan, Iraq, the U.S., Britain, the Philippines, Canada, Chile, and Turkey. Racial, class, ethnic, and national identities, as well as pressures shaping ideas about femininities and masculinities, are common threads throughout her studies. She teaches in the module Gender,



Peace, and Security.

Dr. **Joni Seager** is Professor and Chair of the Global Studies Department at Bentley University. She teaches Gender, Climate Change and Resilience in the UNU-GEST Programme. Dr. Seager is a feminist geographer and has achieved international acclaim for her work in feminist environmental policy analysis, the environmental costs of militarism, and gender and climate changes, well as for her many books, including the four editions of the award-winning Atlas of Women in the World. She has been an active consultant with the United Nations on several gender and environmental policy projects, including consulting with the United Nations Environmental Programme on integration of gender perspectives into their work on disasters and early warning systems and with UNESCO's Division of Economic and Social Affairs on gender in water policy.

Dr. **Ellen Morris** is an adjunct professor at the School for International and Public Affairs (SIPA) at Columbia University. She is also the president and founder of Sustainable Energy Solutions, a consulting services company that promotes the increased use and deployment of clean energy technologies and services as a means to support economic development and reduce poverty in developing countries. She is also a founding partner of a new social enterprise, Embark Energy, that is focused on radically increasing the scale of energy access by empowering thousands of clean energy entrepreneurs in low-income countries. Dr. Morris taught classes on gender and energy as a part of the Gender, Climate Change, and Resilience module at UNU-GEST in 2017.

Dr. **Marianna Fotaki** is a professor of business ethics at the University of Warwick. She holds degrees in medicine and health economics, as well as a PhD in Public Policy from the London School of Economics and Political Science. Before joining academia in 2003, Marianna worked as a medical doctor in Greece, China, and the UK; as a volunteer and manager for humanitarian organizations Médecins du Monde and Médecins sans Frontières in Iraq and Albania; and as an EU senior advisor to governments in transition (in Russia, Georgia and Armenia). Prof. Fotaki lectured in the UNU-GEST module Gender and Human Security and gave lectures on the social impact of refugee situations in 2017.

Dr. **Natasha Choudary** is a doctoral researcher at the Working Lives Research Institute & Centre for Primary Health and Social Care at the London Metropolitan University. She researches and teaches health promotion interventions in high- and low-income settings, transformative approaches to addressing gender inequities in health, and participatory research tools and methods. Dr. Choudary taught in the UNU-GEST module Gender, Health, Violence, and Bodily Integrity in 2017.

Dr. **Rochelle Burgess** is a visiting lecturer from the Department of International Development at the London School of Economics and Political Sciences. She is also a fellow at the Firoz Lalji Centre for Africa and a lecturer in health and social care at the London Metropolitan University. Dr. Burgess teaches Rights Based Approach to Bodily Integrity as part of the Health, Violence, and Bodily Integrity module at UNU-GEST. Her research interests lay in the role of local social action in tackling the broader social inequalities that shape health outcomes for vulnerable communities, women's mental health, and community approaches to global mental health.

Ms. **Susan Muska** is a documentary filmmaker and a producer specializing in gender, social issues and public health documentaries. Susan has been making documentaries on queer and women's issues for more than fifteen years. For many of them, she has won international awards. Susan also holds a degree in political science from Duke University and an MA in French Studies and Anthropology from New York University. Ms. Muska provides UNU-GEST fellows with media training and teaches them presentation skills and is the leading documentarist in the project on women in geothermal.

Ortrun Merkle is a PhD fellow at the United Nations University - Maastricht Economic and Social Research Institute on Innovation and Technology (UNU-MERIT). Her PhD thesis focuses on the role of corruption in state-building, specifically the role of civil society and the impact of corruption on the political participation of women. Previously, Ortrun worked for the Corporate Compliance Department of



Daimler and at Transparency International USA. She has extensive training in mediation and is a certified intercultural trainer. Ms. Merkle teaches in the module Gender, Peace, and Security at UNU-GEST.

Dr. **Anne Flaspöler** is an affiliated researcher at UNU-GEST and the EDDA Center at the University of Iceland. She holds a PhD in Politics and International Studies from the University of Leeds, UK. Her research interests include peacekeeping training and its socialisation properties, liberal peacebuilding, and African peace and security efforts. She has conducted fieldwork in Ghana, South Africa, Zimbabwe, and Rwanda. Anne teaches in the Gender, Peace and Security module.



Dynamics of Hybridity – the SADC Regional Peacekeeping Training Centre

African regional peacekeeping training centres are part of the African Peace and Security Architecture. They are mandated to develop the regional standby capabilities by training military, police and civilian peacekeepers in order to establish the African Standby Force. The regional peacekeeping training centre for the Southern African Development Community (so-called SADC RPTC) is based in Harare Zimbabwe.

The concept of hybridity has been widely discussed by the critical liberal peace-building scholarship. Based on their analysis, I found that regional peacekeeping training centres, like actors in peace support contexts, are unable to act unilaterally. Given that hybridity occurs in all social environments, my research aimed to examine the institutional hybridity of the SADC RPTC as an exemplary case study.



Based on the four-part model designed by Roger Mac Ginty (2011:9), I defined the factors that create the dynamics that make up the hybrid character of the SADC RPTC as an institution.



The initial findings reveal that the SADC RPTC's institutional hybridity consist of the following features:

- Its semi-autonomous nature as a unit of the SADC secretariat's organ for Peace, Defence and Security;
- Its limited number of inter-institutional collaborations;
- SADC's cautious attitude towards Western donors also reflected by SADC RPTC;
- Its location and the influence it has/had on how partners want to interact with the centre;
- Competition faced by national training centres in the region and other regional peacekeeping training centres;
- Its purely inter-governmental nature;
- The regional security concerns;
- The African Peace and Security Architecture;
- Financial and political limitations;
- The lack of representing all mission components (military, police and civilian) among its staff.

Author:
Dr. Anne Flaspöler



UNIVERSITY OF ICELAND



Affiliated Lecturers and Researchers from Iceland

Dr. Annadís Gréta Rúdólfsdóttir is an assistant professor in research methodology at the School of Education, University of Iceland. She taught in the module Gender and Education. Dr. Rúdólfsdóttir was the Studies Director at the UNU-GEST from 2009 to 2014. She has done extensive research on gender, especially the ways in which gender relations are played out in structural and institutional domains, such as family, media and health care systems.

Thomas Brorsen Smidt is a PhD student in gender studies at the University of Iceland. He taught in the module Theories, Concepts, and Systems of Gender.

Dr. Þorvarður Árnason is the Director of the Icelandic Landscape Project at the Hornafjörður Regional Research Centre in the South of Iceland. He teaches and guides the fellows during their trip to the south of Iceland that is a part of the Environment, Climate Change and Resilience module.

Susan Elizabeth Gollifer is an adjunct lecturer at the School of Education at the University of Iceland. She taught in the module Gender and Education.

Dr. Auður H. Ingólfssdóttir is an assistant professor at Bifröst University in Iceland. Her areas of expertise are environment and sustainable development, gender, security studies, conflict resolution, and peacebuilding. Auður has worked for the Iceland Crisis Response Unit in Sri Lanka and Macedonia. In her doctoral research, she focused on the security dimensions of climate change in the Arctic, approaching the topic from a feminist perspective and applying concepts of gender as analytical tools. Dr. Ingólfssdóttir teaches Gender and Climate Change in the Environment, Climate Change and Resilience module at UNU-GEST.

Randi W. Stebbins is an attorney focusing on humanitarian immigration cases for victims of domestic violence and other violent crimes. Randi taught on responses to domestic violence in the module Gender, Health, Violence and Bodily Integrity, in the module on gender and education and in the module on professional development.

Dr. Brynja Elísabeth Halldórsdóttir is an assistant professor and the Coordinator of Undergraduate Studies at the School of Education, University of Iceland. She holds a PhD in Educational Policy and Administration from the University of Minnesota. Brynja teaches in the Gender and Education module.

Dr. Berglind Guðmundsdóttir is an associate professor in psychology at the University of Iceland and the head of Clinical Psychological Services at the National University Hospital of Iceland. Prof. Guðmundsdóttir lectures on post-traumatic stress disorder and services for sexual trauma survivors in Iceland in the module Gender, Health, Violence, and Bodily Integrity.



Dr. Annadís Gréta Rúdólfsdóttir and PhD candidate Ásta Jóhannsdóttir introduce their research at the RINGS conference



External Evaluation of the UNU Programmes in Iceland

In 2017, an external evaluation of the UNU programmes in Iceland was carried out, commissioned by the Icelandic Ministry for Foreign Affairs. The evaluation was undertaken by Niras Indevlop and the team of experts was led by Cecilia M. Ljungman. The final report was published in September and is accessible on the [UNU-GEST website](#). The evaluation covered all four UNU programmes based in Iceland: the Geothermal Training Programme (GTP), launched in 1979 and hosted by the National Energy Authority of Iceland (Orkustofnun, OS); the Fisheries Training Programme (FTP), launched in 1997 and hosted by the Marine and Freshwater Research Institute (MFRI); the Land Restoration Training Programme (LRT), piloted in 2007, launched in 2010 and hosted by the Agricultural University of Iceland (AUI) and the Soil Conservation Service of Iceland; and the Gender Equality Studies and Training Programme (GEST), piloted in 2009, launched in 2013 as a UNU institute and hosted by the University of Iceland.

The final report offers a useful overview of the educational and training components of all four programmes, but the goal was to enhance accountability and learning based on an assessment of the processes and achievements of the four programmes. The objective of the evaluation was to analyze and assess the programme's performance, with a focus on results and identifying the factors that contributed to and/or hampered the achievement of results. The evaluation focused on the core activities of the four programmes. For UNU-GEST, these are the training components and the post-graduate diploma programme.

The evaluation uncovered many important findings that will be useful for the strategic direction of the programmes, but the overall findings were extremely positive. Despite being the youngest of the four programmes, the work of UNU-GEST has generated impressive results. The evaluation team administered surveys to former fellows and visited fellows in Malawi and Uganda to examine their progress after graduation.

UNU-GEST fellows on a field trip by Svartifoss in Skaftafell National Park, southern Iceland





Achieved Results

Below are selected sections from the final report that display some achievements of former fellows:

An ex-fellow from Malawi who graduated in 2014 employed at the Ministry of Gender, Children, Disability, and Social Welfare has undertaken a number of significant initiatives based on his UNU project related to gender responsive budgeting upon returning from the GEST programme.

He has played an active role in rolling out a comprehensive gender responsive budgeting effort with a fairly systematic bottom-up approach for the agriculture, health, transport, and education sectors, combined with a top-down approach in other sectors. This involved sensitizing and training public servants, ministerial directors, and permanent secretaries in gender responsive budgeting principles, in particular staff at the Ministry of Finance. Moreover, he has ensured that the Malawian budget statement now integrates gender perspectives and has influenced the National Gender Policy in 2015 by bringing in an environmental perspective. Last year, he managed to institute 52 new positions as District Gender Officers across the country.

Another impressive legislative result in Malawi that the GEST programme has indirectly contributed to is the 2017 constitutional amendment that sets the legal age for marriage at 18, which effectively outlaws child marriage. This process was led by a UNU-GEST graduate.

An ex-fellow working at the Ministry of Gender, Labour, and Social Development in Uganda has been able to influence national policy related to gender-based violence to take into consideration boys and men.

Responding to a demand by members of parliament, ex-fellows in Malawi and Uganda trained parliamentarians in gender and climate change within a year of returning home. In Malawi the training of 70 members of parliament was part of Capacity Building for Managing Climate Change in Malawi, a national, five-year programme (June 2013- May 2018) funded by Nor-

way and coordinated by Lilongwe University of Agriculture and Natural Resources (LUANAR) in collaboration with the Norwegian University of Life Sciences. The training was demanded by the women's caucus in parliament, but male parliamentarians asked to join. In Uganda, an ex-fellow undertook a capacity gap analysis and, with the help of consultants, devised a three-day training programme for members of parliament on climate change and gender.

The GEST project of a Palestinian ex-fellow working for UNRWA focused on gender differences in academic achievement in schools on the West Bank and was taken up by UNRWA, elaborated upon, and implemented in UNRWA schools. With a special focus on boys, the initiative promotes inclusive education, learner-friendly environments, strengthened counselling, and facilitating an inter-sectorial approach to gender equality in education.

Inspired by her participation in the GEST programme, an official at the Ministry of Gender in Uganda has played a key role in launching a national programme, called the Uganda Women Entrepreneurship Programme, to be implemented in 116 districts. There is, however, no budget for the programme at the national level. For it to be implemented, it will need to draw on decentralized budgets.

In the survey, 70% of survey respondents agreed strongly with the statement that they had brought new ways of thinking to their workplaces since returning from Iceland. For past UNU-GEST fellows, this was as high as 81%.

The five types of practices that GEST fellows in Africa most often introduced or improved in their organizations were gender analysis, gender mainstreaming, gender responsive budgeting, climate change and gender approaches, and reporting in relation to human rights mechanisms. With regards to the latter, an ex-fellow employed at the ministry concerned with gender in Malawi gained enough skills in Iceland to enable the ministry to draft its own Convention on the Elimination of all Forms of Discrimination Against



Women (CEDAW) reports and gender equality reports to the African Union. Previously, these tasks were typically undertaken by UN Women consultants. Meanwhile, ex-fellows working in CSOs applied their GEST skills to enhance the CSO contribution to the Universal Periodic Review.

In Uganda, Ghana, and Malawi ex-fellows contributed to gender responsive budgeting efforts upon their return, spreading this approach at central and decentralized levels in a range of sectors. Climate change and gender approaches were also adopted by organizations associated with the returning fellows. In both Uganda and Malawi, there was high demand generated by international, national, and donor concerns for practices relating to these two areas. The Ministries of Finance in both countries require that budgets are gender responsive to be accepted, yet many public servants lack capacities to prepare and monitor such budgets. Meanwhile, donors in both countries, such as Norway, EU, DfID and UN Women, are funding initiatives in these two areas, providing ex-GEST fellows with concrete opportunities to make a difference.

Among the ex-GEST fellows, the most common topics of disseminated information were gender responsive budgeting, men and masculinities, and gender and climate change. In Uganda, an ex-fellow who worked for FAO prepared and implemented a webinar presentation on gender and climate change for the Uganda National Adaptation Plan for agriculture sector change targeting CSOs, university students, and public servants.

Two fellows at LUANAR designed courses, prepared a toolkit/handbook on gender and climate change, and undertook training as part of a larger climate change programme funded by the Royal Norwegian Embassy in Malawi.

Also in Malawi, two gender and environment district officers were immediately co-opted by the Ministry of Agriculture to train colleagues from other districts as part of a programme supported by UN Women upon their return. One of the ex-fellows was also sent to Zimbabwe and South Africa as a trainer and presenter.

An ex-fellow from a civil society organisation has established a CSO platform in Malawi that meets every other year for a three-day training and discussion on men and masculinities. It in-



cludes CSOs that work with HIV, gender equality, and alcohol abuse. She has invited two other GEST alumni to speak at these events.

Two ex-fellows have played key roles in the Men Engage Network against gender-based violence in Malawi and Mozambique, bringing in learning about men and boys from their GEST training.

One Mozambican ex-GEST fellow who is the gender and environment focal person in the provincial directorate for fisheries in Manica, Mozambique is bringing gender perspectives into fisheries. Women are, for the first time, being trained, leading to changes in attitudes in the communities.

One of the ex-fellows in Uganda is working on mainstreaming gender equality into a new UN Climate Change Programme in Uganda that is to be funded by the EU. Gender perspectives have been included in the methodology, including specific gender equality and women's empowerment components.

One Ugandan ex-fellow from a women's CSO successfully organized a national water march in 2016 in Kampala to highlight the gender issues related to water. She said she gained the confidence, leadership, and advocacy skills to undertake this initiative from GEST. The Minister for Water and Environment pledged support to the issue in the upcoming budget. She is also organizing Ugandan CSOs to advocate for women's health and access to abortion.

One ex-fellow from the public sector wrote a project proposal for preventing child pregnancy

as part of her assignment for GEST. Since her ministry did not show interest in implementing it, she uploaded it on a website. She was subsequently contacted by a CSO working in northern Uganda who asked to adopt the proposal.

Two ex-GEST fellows, one working at the local government level and another employed by a large, women's umbrella CSO worked together to establish the first government-funded advisory center for female victims of violence based on the Icelandic model for women's shelters. Before that, the women's umbrella CSO established a shelter immediately upon the fellow's return from Iceland that was based on the knowledge gained from visiting a shelter in Reykjavík.

An ex-fellow of GEST, who was the IT expert of Makerere University's Gender Studies Department, introduced gender analysis of ICT policies into his ICT classes for students. Moreover, he designed and introduced a new (and probably unique) gender and IT component within a certificate course called the Women's Economic Empowerment Programme. This has led him to develop a specific mobile application to help women's economic empowerment.



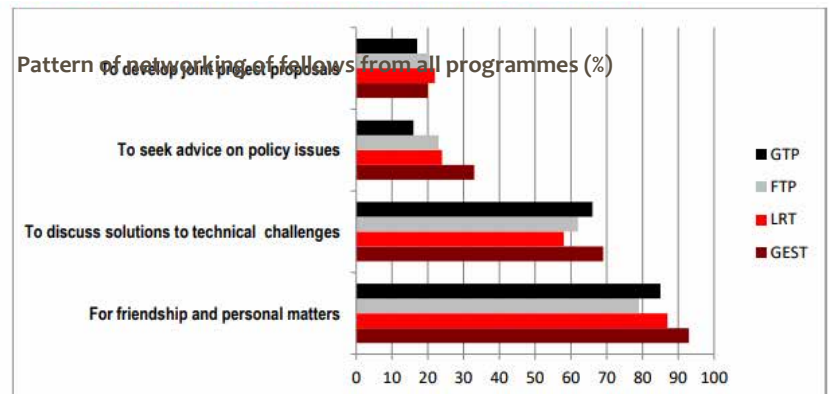
Women producers selling fish in Kigoma, Tanzania



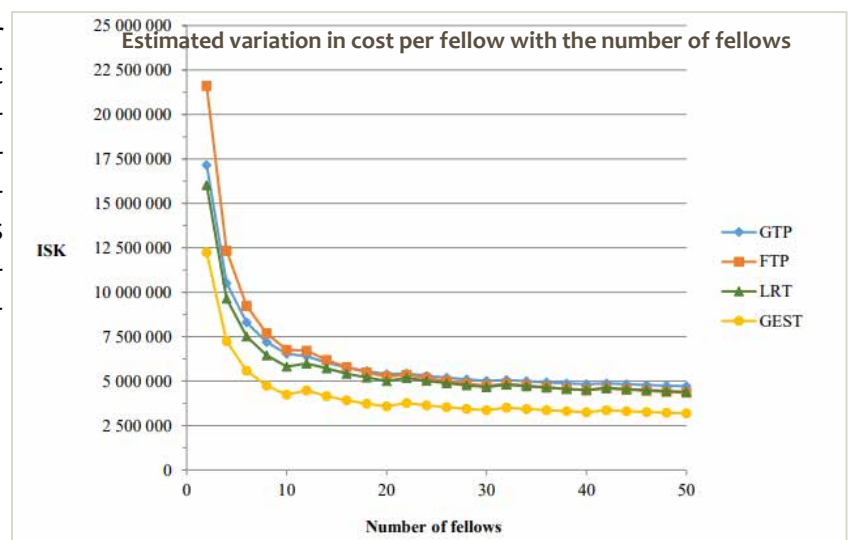
Some ex-fellows who wanted to contribute to change had constraints within their workplaces to do so. Instead, they applied their new skills and knowledge to community initiatives. This was particularly true of returning GEST fellows from Uganda. For example, one ex-fellow organised women's groups in her home village to embark upon a tree sapling enterprise. Another started a mango juice company with female pickers from her home village. This idea was inspired by a Malawian fellow's mango value chain project that she designed during the training programme. Another past fellow in Uganda used his position as senior social welfare officer to provide pro bono support to a home for sexually abused girls. He also initiated village-level savings and loans groups for women. The idea came from a Mozambican fellow who had worked on a micro-finance programme in his country that was supported by UN Women.

In some cases, the improved capacity gave ex-fellows unique opportunities and recognition. Amongst the GEST programme, these included one returning fellow from Uganda who entered a global project competition and came in second place out of 510, winning USD 10,000; another from Palestine was one of 100 people out of 5,000 applicants selected to attend the Women Deliver Conference for the top women's leaders from the developing world; a Malawian represented the CSO response to the Universal Periodic Review in Geneva; a Ugandan won an award from Oxfam for leadership within the multi-country programme [Women's Evaluation of UNU Programmes in Iceland – Final Report 86 Economic Empowerment for Unpaid Care Workers](#); and another Malawian was asked to represent his country at the Commission on the Status of Women (CSW) and African Union meetings on gender.

GEST fellows are the most active networkers of the four programmes upon their return, with 78% in touch with other fellows at least once a month. The networking patterns of ex-fellows from all four programmes is displayed in the figure to the right.



Diversification of the UNU-GEST funding base was successful for the period under review (2015-2016). However, MFA contributions to total cost amounted to 50% of the overall cost of the programme in 2016. The cost per fellow remains the lowest for UNU-GEST out of all four programmes, but the study period is also slightly shorter than for the other programmes, which results in similar per-day costs. The estimated variation in cost per fellow is also important when the optimal number of fellows is determined. The figure to the right displays this variation, and the evaluation team recommended increasing the annual intake to 20 fellows or slightly above, which would reduce the cost per fellow by approximately 20 percent compared to the previous average annual intake of 12 to 14 fellows. A comparison with other capacity development programmes shows that the costs of the Iceland programmes is comparative or lower, which indicates high efficiency.





Recommendations

The evaluation also sets forth **15 sets of recommendations** ranging from monitoring and management of results to partnerships and networks to funding and resource mobilization and to ways to enhancing the programmes. The evaluation team recommended that the training programmes should maintain the balance between theoretical and practical content, the project work, the professional skills training, the social components, and the current length, which is the direction UNU-GEST will follow in coming years.

Further, it was recommended that all four programmes offer graduate studies in Iceland and that MFA provide multi-year funding to the UNU programmes and fund the programmes at a level that will assure a minimum annual intake of 20 fellows. Uncertainty and limited core funding has, in the past few years, proved to be a major obstacle for long-term planning at UNU-GEST. UNU-GEST welcomes all the recommendations set forth in the report and has begun to integrate some in its operations. Other areas remain to be addressed in the coming months, such as forging closer ties to the UN country teams, finalization of the alumni strategy, and reporting on alumni achievements at the country level. Furthermore, UNU-GEST support for integration of gender issues and perspectives into training components of the other programmes in Iceland remains to be carried out; UNU-GEST management for results will be scrutinized, and new strategic plans will be formed to more clearly address the results to be achieved each year.



The marketplace by Lake Tanganyika, Tanzania

