GENDER AUDIT OF THE AFRICAN INSTITUTE FOR MATHEMATICAL SCIENCES

October 2013

SUMMARY OF KEY FINDINGS & RECOMMENDATIONS

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*Source: Glossary of Gender and Development Terms: Toolkit on Mainstreaming Gender Equality in EC Development cooperation.*

EXECUTIVE SUMMARY

Project summary and background:

“There is a huge pool of talent in Africa and the development of that talent is vital for Africa and for Science” (Neil Turok).

AIMS South Africa opened its doors in 2003, with a commitment to develop African talent in the field of Mathematics and Sciences. The program gained great interest and quickly generated high numbers of applicants. AIMS took note that year after year, the number of female applicants for the program was significantly lower than men. As a result, AIMS recognized that more needs to be done to ensure that future young girls are engaged in and entering higher education programs in mathematical sciences, and are aware of both the career opportunities that are available to them and the importance of their potential contributions to African development.

AIMS-NEI was recently awarded a funding grant. As part of the Monitoring and Evaluation plan for this program, a gender situational analysis of women in tertiary education in Africa was included as a component of the baseline study. At the same time, a Gender Audit was commissioned to provide the basis for the development of a network-wide Gender Policy and Strategy for AIMS that would immediately increase the network’s ability to engage more females within the field of mathematical sciences.

Process:

The Gender Audit exercise was conducted between April – October 2013. It involved a comprehensive gender review of policies, procedures, practices and perceptions of AIMS across its current network of Centres (South Africa, Ghana and Senegal) and its Secretariat. The process involved a participatory, multi-stage approach that solicited information from key informant interviews, focus groups and survey feedback from a sample of AIMS stakeholders (alumni, students and staff). The audit also included an in-depth gender review of AIMS policies, reports, brochures, newsletters, website content and program documents. For efficiency, the data collection process for the Gender Audit was embedded within the same process and tools that were used to collect baseline study information, although the results of for the Gender Audit and baseline study are presented separate reports. The Gender Audit findings are consolidated in this report and include both current good practice as well as areas for improvement.

Key findings:

The following section outlines the key findings across the nine dimensions that were analyzed as part of the Gender Audit:

1. Strategic Documents:

- AIMS is committed to gender equality and has articulated specific written commitments / measures that are taken into consideration during planning of new Centres and student enrollment. These measures include: ensuring geographic and gender diversity among the student body; achieving parity across all levels of the organization; ensuring a secure
environment for females; creating divisions between women’s and men’s bedrooms and bathrooms in accommodations. AIMS has also set specific goals of improving the track record of female applicants and generating over 50 female students with PhDs by 2015.

- To strengthen this dimension, AIMS could consider: 1) reviewing and clarifying its commitments to gender equality; 2) raising the visibility and profile of these commitments in all key strategic documents 3) adopting an internal and external sharing process to ensure the commitments are well understood by all stakeholders.

2. Human Resources Policies

- AIMS has relevant human resources policies for staff in place that communicate a commitment to equal opportunity and a workplace that is free from discrimination on several grounds, including gender. The human resources policy manual also includes maternity leave provisions, although there are no such provisions for men.

- To strengthen this dimension, AIMS could consider: 1) putting into place Sexual Harassment policies and procedures and increasing overall awareness of organizational policies 2) incorporating principles of equal opportunity and non-discrimination more formally in student orientation packages and enrollment contracts 3) introducing family-friendly policies that allow female or male students to attend the program while living off campus with their families.

3. Composition of board, staff, lecturers, tutors, students

- AIMS has been successful at maintaining an average of 30% female students across its Centres which is higher than typical postgraduate programs in mathematical sciences. Some of the AIMS Centres as well as the Secretariat also have gender balance among staff. However, the gender balance is less obvious at management and board level, where only one board member across the entire Network is female.

- To strengthen this dimension, AIMS could consider 1) adopting female targeted student recruitment strategies such as partnering with organizations that promoting women in science, 2) adopting female targeted recruitment strategies to increase numbers of qualified female lecturers, tutors and Board members, who are important role models for female students. 3) Identify female role models to speak to and support AIMS students and alumni as mentors.

4. Accommodation & Teaching Set up

- An impressive 98% of survey respondents felt safe when living on AIMS property, confirming that AIMS provides a very safe living and learning environment for both women and men. Women and men at AIMS are treated equally, without discrimination; this is confirmed by the fact that an impressive 96% of survey respondents did not experience or know others who experienced gender-based discrimination at AIMS. In fact, 91% of survey respondents say the way AIMS is set up as a whole allows for women and men staff and students to make the most of this opportunity, confirming that AIMS provides an inclusive and gender sensitive environment for both women and men. AIMS supports the success of both its male and female students with 91% of survey
respondents saying that AIMS ensures that women and men have equal access to opportunities and receive the same levels of support for success.

- To strengthen this dimension, AIMS could consider 1) additional measures to further limit men’s access to women’s floors within the accommodation, 2) include gender training and strengthen gender equality content within orientation sessions and orientation packages for students, staff and lecturers 3) promote opportunities for female students to cultivate and demonstrate leadership among the student body.

5. Communications

- AIMS communications, newsletters, brochures and reports sometimes include sex-disaggregated reporting on student numbers, images used in communications materials often include a combination of photos of men and women, profiles of students sometimes include a combination of both women and men and more recently there is increasing coverage of what AIMS is doing to support women’s involvement in math and science.

- To strengthen this dimension, AIMS could consider 1) developing gender equality guidelines and training to support gender equality in Communications. This will include measures such as: ensuring all materials use gender sensitive language, consistently report sex-disaggregated data, use photos of women and men that also communicate partnership and gender equality, include consistent updates on what the organization is doing to support women in math and science across the Network, ensure student profiles are gender balanced. 2) Ensure key communications tools such as the AIMS websites and brochures as well as all high profile documents such as speeches, calls to action, etc. consistently highlight AIMS’ commitment to gender equality and make relevant references to support this commitment, such as highlighting famous African female mathematicians and scientists and their contributions to Africa and the field of Math and Science.

6. Organizational Culture

- The organizational culture at AIMS is very supportive of gender equality. Students are informed during their on-boarding at AIMS that everyone at AIMS is to be treated equally out of respect for each other and feedback indicates that this is indeed the experience of past students who have gone through AIMS. An impressive 94% of survey respondents believe that women and men are equal and should get equal opportunities and support to achieve their goals, indicating that AIMS students strongly support the principle of gender equality. Both women and men benefit from valuable professional and personal opportunities at AIMS (88% of respondents said that women and men have an equally easy time establishing personal and professional networks during their time in AIMS). Also, AIMS promotes a gender sensitive organizational culture as illustrated by the fact that (77%) of survey respondents said the organizational culture at AIMS promotes gender equality among women and men (staff and students use gender sensitive language, avoid sexist jokes, demonstrate respectful behaviour). Furthermore, 76% of respondents said the organizational culture at AIMS places equal value on the different ways women and men learn.
To strengthen this dimension, AIMS could consider 1) organizing facilitated discussions on gender equality in math and science among the student body so that different perspectives on gender equality are brought up for discussion and reflection (for example, some students feel women and men are not equal, but they deserve equal opportunities to develop their potential). 2) Orientation for lecturers and tutors could include dedicated discussion how to effectively reach and engage both women and men through different learning methodologies in class.

7. Programs

A review of the IDRC-DFID AIMS program demonstrates basic integration of gender equality measures in the program design, with basic gender analysis. Gender equality results are integrated as lower level results in the results framework with targeted gender activities built into the program and captured in the performance measurement framework. Reporting sometimes includes sex-disaggregated data and some analysis of the results from a gender perspective. The program budget includes funds to support planned gender equality activities.

To strengthen this dimension, AIMS could: 1) strengthen the capacity of relevant staff to apply a more consistent and deeper gender lens to program design. 2) Develop and monitor the application of clear guidelines on how to incorporate gender equality across the program cycle in order to ensure that all future programs are designed and implemented with a strong gender equality lens. Additionally, all new programs could seek to answer the following questions: How does gender inequality affect the problem that this project is trying to address? How can this program contribute to gender equality in African development and in mathematical science? 3) Design a combination of programs that include a) gender sensitive programs (such as programs designed to address agricultural production in Africa) and b) gender equality programs (such as programs that are designed specifically to increase women’s leadership in the field of math and science).

8. AIMS’ contribution to gender equality in Mathematics and Science

AIMS has increasingly taken concrete steps over the last year to contribute to gender equality in the field of Mathematical Sciences. These include development of a strategic partnership with an organization that promotes women in math and science; raising awareness of the importance of gender equality in math and science through a plenary panel discussion the 10th Anniversary Global Alumni Reunion, and incorporation of gender equality in the AIMS Call for Action ‘Let Africa Shine in Maths, Science and Innovation’.

In addition to the organization’s efforts to support gender equality in the field of Math and Science, the Gender Audit found that the AIMS model of women and men living, learning and studying together has cultivated a strong appreciation for gender equality among AIMS students. An overwhelming 97% of respondents (both male and female) said their participation at AIMS impacted their lives positively. Both male and female survey respondents noted that their experience at AIMS taught them different things about gender equality. Female respondents indicated that after joining AIMS they felt a sense
of increased self-confidence and pride in their accomplishments. Many of these women see themselves as role models to younger generations of women and reaching out to other women in their communities, networks and previous universities to encourage them to pursue a career in the field of Math and Science as a result of their positive experience at AIMS.

- Male respondents indicated that by living, learning and working closely with a diverse group of female students during their time at AIMS, previously held gender stereotypes about women were challenged as they realized that women are equally intelligent and capable mathematicians and scientists. As a result of their experience at AIMS male respondents felt that had learned to be respectful and work collaboratively with women from different cultures and have found this to be an important asset in their careers after AIMS.

- Both male and female survey respondents indicated that they continue to support women in the field of math and science in several ways through mentoring young girls, providing extra tutorials, encouraging girls to believe in themselves, organizing educational sessions on women in science and technology, doing presentations in universities and communities on what women are capable of doing if they are given a chance, engaging in conversations about the merits of gender equality, challenging gender stereotypes through being a strong role model and using their technical skills to support the work on women’s rights NGOs.

- To strengthen this dimension, AIMS could: 1) continue to invest in strategic partnerships with organizations that promote women in math and science 2) participate more visibly in seminars, conferences and events that provide a platform for AIMS to show how it is supporting women in mathematical sciences 3) during classes make stronger connections between pure mathematics and science skills and how they have / can be used to solve social / development problems around the world, including problems such as HIV-AIDS or food insecurity in Africa, which are highly feminized issues.

9. **Institutionalization of Gender Equality**

- AIMS has contracted a gender equality consultant to support with specific technical tasks in the short term, however, AIMS lacks formal institutional mechanisms to support network-wide roll out of its commitments to gender equality. Also, no AIMS staff have responsibilities for gender equality work integrated into their job descriptions or performance reviews, which weakens accountability for progress in this area of work.

- To strengthen this dimension, AIMS could: 1) create a position for an AIMS Gender Advisor at the Secretariat who would be responsible for leading the implementation of the AIMS Gender Policy and Strategy once they are in place 2) establish Gender Focal Points at each Centre who would be responsible for Centre-specific implementation and reporting on progress against the Policy and Strategy 3) Ensure clear performance measures are identified and built into staff job descriptions so that there is accountability for gender equality across the organization.
**Recommendations for action**

The Gender Audit has identified several opportunities for strengthening gender equality in AIMS, as outlined above. Given the breadth of possible entry points for moving forward, it will be important for AIMS to prioritize immediate next steps for the coming year. These should include:

- Development and roll out of a network-wide Gender Policy and Strategy Framework (in stages), including basic gender training for all staff.
- Revisions of key public facing and strategic documents to make AIMS’ commitment to gender equality immediately more visible.
- Identification and roll out of Centre-specific female-targeted recruitment strategies for students, lecturers, tutors and board members
- Revisions to existing documents such as welcome packages, orientation sessions, reporting templates to ensure ongoing work on gender equality is being captured and documented.
- Development of new documents such as HR policies, guidelines and checklists to guide future work.
- As soon as funding is secured, recruitment of a full time Gender Advisor to support wider roll out of the Gender Policy and Strategy and establishment of other supporting institutional mechanisms.

**Concluding Remarks**

The key findings from this Gender Audit confirm that AIMS is committed to increasing the number of women that participate in its programs and that enter the field of Math and Science. To this end, the Audit has confirmed that AIMS has taken several meaningful steps to create an inclusive and gender sensitive learning and living environment for its male and female students. Furthermore, the AIMS model, in its current form, is making some notable contributions to gender equality, both directly and indirectly, through its students. These successes are hard earned and should to be celebrated and shared widely so that AIMS is duly recognized as an advocate for gender equality in Mathematical Sciences.

Given the oncoming expansion of AIMS, there is a critical need to build on these good practices and strengths by putting into place a Gender Policy Framework and Strategy that will provide consistency and clarity for each Centre towards a unified mandate. Equally essential will be the need to develop staff capacity to apply gender equality in their areas of work and put into place relevant institutional mechanisms to support implementation measures and accountability for future progress and results.
1.0 INTRODUCTION

1.1 Background

The African Institute for Mathematical Sciences (AIMS) was founded in Cape Town, South Africa in 2003 as a pan-African center for post-graduate training, outreach and research providing advanced, broadly applicable mathematical skills to talented students recruited from all over Africa. Since 2003, AIMS-Senegal opened its doors in August 2011 and AIMS-Ghana in August 2012.

The Next Einstein Initiative (AIMS-NEI, www.nexteinstein.org ) is a core program of AIMS and specifically involves the establishment and operation of a network of fifteen Centres of excellence across Africa, all focusing on the teaching of mathematical sciences to African university graduates. The Centres are coordinated through the AIMS-NEI Secretariat, based in Cape Town, South Africa.

Of the 560 students who have graduated by June 2013, 30 per cent are women. AIMS actively encourages women to apply to its programs and selects its students based on a combination of academic history, statement of interest, demographic, gender, and quality of referees in order to achieve a high level of gender and geographic diversity within each cohort of students. AIMS classes have consistently attained a proportion of around one-third women, far higher than typical postgraduate programs in the mathematical sciences.

However, more needs to be done to ensure that future young girls are engaged in and entering higher education programs in mathematical sciences, and are aware of both the career opportunities that are available to them and the importance of their potential contributions to African development.

1.2 Objective:

This Gender Audit was commissioned by AIMS-NEI with two objectives:

- To assess the current status of gender mainstreaming across the AIMS network, including identification of strengths and areas for improvement.
- To provide the basis for the development of an AIMS-wide Gender Policy and Gender Equality Strategy for the network.

These steps will ultimately enable AIMS to increase the Network’s ability to engage more females within the field of mathematical sciences.
1.3 Scope

This Gender Audit exercise was adapted from the InterAction Gender Audit Framework and approach, which examines gender mainstreaming across a number of key organizational and programmatic dimensions using a combination of methods that include responses from staff surveys, focus groups and document review.

The AIMS Gender Audit sought to determine the current status of gender mainstreaming across the AIMS network by asking the following key questions across nine dimensions:

<table>
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<th>Dimensions</th>
<th>Key questions driving the Gender Audit:</th>
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<tr>
<td>1. Strategic Documents</td>
<td>Do key strategic documents articulate that gender equality is a key organizational priority for AIMS?</td>
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<tr>
<td>2. Human Resources Policies</td>
<td>Do human resource policies incorporate gender equality considerations?</td>
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<tr>
<td>3. Composition of board, staff, lecturers, tutors and students</td>
<td>To what extent is there gender balance across the organization?</td>
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<tr>
<td>4. Accommodation and Teaching</td>
<td>Do accommodation and teaching arrangements at AIMS take gender equality considerations into account?</td>
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<tr>
<td>5. Communications</td>
<td>Do AIMS communications and publications use gender sensitive language and images? Does the content communicate an organizational commitment to promoting gender equality?</td>
</tr>
<tr>
<td>6. Organizational Culture</td>
<td>Does the organizational culture promote gender equality among women and men at AIMS?</td>
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<tr>
<td>7. Programs</td>
<td>How well do AIMS programs integrate gender equality considerations?</td>
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<tr>
<td>8. AIMS Contribution to gender equality in Math and Science</td>
<td>Does AIMS contribute to and promote gender equality in Math and Science?</td>
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<tr>
<td>9. Institutionalization of gender equality</td>
<td>Does AIMS have institutional mechanisms in place to support gender equality work?</td>
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1.4 Methodology & Limitations

In March 2013, AIMS commissioned a baseline study to provide AIMS Centers and Secretariat with a clear picture of the current issues related to the uptake of math and sciences and the ability for mathematical science graduates to be either employed or start off their own businesses as entrepreneurs to contribute to the development needs of Africa. The results of the baseline study would enable AIMS-NEI to develop and design targeted interventions based on a solid situational analysis and baseline data.

At the same time, AIMS commissioned this Gender Audit exercise to assess the current status of gender mainstreaming across the network. The results of the Gender Audit will provide the basis for the development of an AIMS-wide Gender Policy and Gender Equality Strategy for the network in order to enable AIMS to increase the Network’s ability to engage more females within the field of mathematical sciences.

Both Baseline and the Gender Audit processes can be resource and time intensive. In an effort to maximize efficiency and minimize the burden of responding to multiple survey and data instruments, the process of data collection for the Gender Audit was integrated into baseline tools and processes, wherever possible.

While this decision leant itself to a more efficient process, it did have implications for the scope and depth of the Gender Audit exercise, which would have been more extensive in scope and depth as a stand-alone exercise.

In spite of this limitation, the Gender Audit adopted a participatory multi-phased approach (outlined in the table below) between April and October 2013 to collect, analyze and consolidate several layers of findings that have been consolidated in this Gender Audit Report.

The Gender Audit process involved multiple methodologies and phases:

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<th>Methodology</th>
<th>Tools</th>
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<td>1</td>
<td>Alumni Survey</td>
<td>29 gender equality questions embedded in online baseline survey that was distributed to 442 Alumni (272 alumni completed the survey, 83 of all respondents were women)</td>
<td>Quantitative and Qualitative responses</td>
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<td>2</td>
<td>Key Informant Interviews</td>
<td>Gender equality questions embedded in baseline KII interviews with AIMS staff, students, alumni, management, and employers.</td>
<td>Qualitative</td>
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2.0 KEY FINDINGS

The following section outlines the results of the Gender Audit across each of the nine dimensions outlined in Section 1.3. Each dimension seeks to respond to an overarching question by consolidating the combined results from survey responses, key informant interviews and an extensive document review.

2.1 Strategic Documents

Do key strategic documents articulate and demonstrate that AIMS is committed to gender equality and promoting Women in Math and Science as an organizational priority?

This section assesses whether gender equality is articulated as an organizational priority in key strategic documents and if so, the degree to which strategic documents take into account gender equality considerations (unique barriers, roles, needs, priorities of women and men). The analysis from this section is based on a review of AIMS’ Strategic documents.

Key findings

- Vision, Mission and Goals statements are gender blind as they do not include an explicit statement on the organization’s commitment to promoting gender equality or women in mathematics and sciences. For example, the second goal refers to recruitment and training of ‘talented students and teachers’, without reference to women.
The section on ‘why AIMS?’ does not include a statement on the organization’s commitment to gender equality or how it sees its role in unleashing the potential and contributions of Women in Mathematical Sciences in Africa.

Constitutional documents such as AIMS Senegal Constitution do not include promotion of gender equality or women in mathematical sciences as one of its mandates. Nor does it include the need for women’s participation or gender balanced representation as a criterion for Board composition and membership.

Strategic Planning documents such as AIMS South Africa Strategic Plan (2017) do not include any references to gender equality or specific references to measures, targets or goals related to increasing representation of female staff, lecturers or students.

The AIMS Business Plan (2010) and Business Operating Model (2011) outline gender equality measures in recruitment as well as precautions for women’s safety and privacy.

Each new centre is expected to:
  o endeavour for gender parity in all areas including students, tutors, lecturers, staff and governing bodies.
  o provide a secure environment for women.
  o Students rooms – strict divisions should be maintained between the rooms and bathrooms used by women students and those used by men students.
  o Student recruitment: “the idea is to create a diverse body with students within a reasonable age range and having diversity in terms of country of origin and gender.”

The AIMS business Plan (2010) includes a section on Women in Mathematical Sciences, demonstrating awareness of need to address the gender gap in Math and Science as part of the AIMS business model:

“Since its inception (2003), AIMS has placed a strong emphasis on promoting women in mathematical sciences. AIMS actively encourages women to apply to its programs and selects on the basis of future promise, taking into account the difficulties that women students in particular have typically faced. AIMS classes have consistently attained a portion of around one-third women, far higher than typical postgraduate programs in mathematical sciences. Over 100 women have graduated from AIMs, with over 60 working towards or having completed Masters degrees and 27 working towards or having completed PhD degrees. The AIMS environment is specifically designed to be safe and supportive for women, enabling them to focus fully on their studies and thrive at AIMS, the women students often take up leadership roles among the students. In keeping with AIMS gender-sensitive culture, more than 50% of AIMS South Africa staff and tutors are women.”

The AIMS Business plan (2010) includes specific-measurable gender equality results under short term outputs (5 years) 2010-2015 ‘continue to improve the track record of female applicants and will have generated over 50 female PhDs by 2015.’ Priority strategies that will be employed to meet these objectives are not articulated.
2.2 Human Resource Policies

Do human resource policies incorporate gender equality considerations?

This section assesses the degree to which Human Resource Policies at AIMS take relevant gender equality considerations into account. The analysis is based on analysis of AIMS’ HR Resources manual, feedback from the Alumni GE survey and focus groups with a sample of AIMS staff.

Key findings

- AIMS does not currently have an organization-wide Gender Policy or Gender Implementation Strategy in place. This gap has been recognized in the AIMS-South Africa Independent External Evaluation (July 2012) and the organization has taken steps (starting with this Gender Audit) to have these key documents in place by December 2013.

- AIMS HR policies include the following policies and statements that support gender equality:

- The AIMS Employee Code of Conduct in the HR manual promotes gender equality through respect for differences and a commitment to non-discrimination. It states “mutual understanding is built on respect for the individual’s rights, dignity, aspirations and interests. The organization shall therefore treat each other with respect and dignity, valuing diversity. AIMS-NEI is committed to honouring its commitment to provide a work environment that is free from discrimination based on race, colour, religion, nationality, gender, disability, material status and any other unlawful factor. This means that the organization and its employees shall comply with applicable human rights, legislation and do not permit conduct that creates an
intimidating or offensive work environment. Such conduct includes, but is not limited to racist, sexist, or ethnic comments, jokes or statements’. (Source: pg 31, HR Toolkit).

- AIMS staff members are held accountable to the above organizational commitment by signing a **Statement of Compliance** that supports gender equality under the umbrella of diversity and anti-oppression. ‘I understand my responsibility in contributing to a positive and participatory organizational culture, and am committed to an environment based on an anti-oppressive framework that promotes inclusivity and is sensitive to diversity.’

- **AIMS has a statement on equal opportunity that applies to all employees, as outlined in its Employee Code of Conduct:** “There will be equal opportunity for all employees without unlawful discrimination. This includes recruitment, working conditions, training, compensation benefits and promotion.” (Source: pg 35, HR Toolkit).

- In terms of applying policy commitments in practice, 83% of respondents feel that AIMS staff and lecturers consistently respect the diversity of experience, knowledge and interests among women and men from different backgrounds.

- This is a very encouraging finding given the great linguistic, geographic and cultural diversity at AIMS.

- AIMS does not have a statement on equal opportunities with respect to students. This should be included in the AIMS Gender Policy.

- Only one fifth (20%) of survey respondents said AIMS has a written policy on equal opportunity. Survey responses and focus group discussions indicate that there are different interpretations of what ‘equal opportunity’ means in practice which vary from treating
women and men the same by holding them to the same standards to taking corrective measures to enable one group to be on equal footing as others.

- AIMS does not have an organization-wide **Sexual Harassment Policy**, (including explicit protocols for addressing such complaints and a whistle blower provisions) which applies to staff, lecturers, tutors and students.

- Knowledge of which organizational policies exist or do not exist is weak. More than half (63%) of respondents do not know if AIMS has a Sexual Harassment Code of Conduct and Procedure in place.

- In terms of previous experience addressing this issue, one survey respondent identified verbal and sexual assault during their time at AIMS (no further details were provided). It would be important to have a clear Sexual Harassment Policy in place and well known by all staff, students and lecturers to avoid any misunderstandings around what constitutes ‘sexual harassment’ and how this will be dealt with by the organization.

- **AIMS has maternity leave provisions (as outlined in the AIMS HR toolkit):** “This type of leave is dealt with by the Client Service Centre. The options are:
  
  - Three months at full remuneration
  - Four months at 75% of the cost to company (CTC)
  - Four months at 100% of the CTC, provided that the staff member signs an undertaking that she will remain in the service of SU and AIMS-NEI for one year after the end of the maternity leave. If service is terminated before the end of the year, she will be responsible for the remaining portion on a pro rata basis. (Source: Pg 32, HR Toolkit)

- It is not clear if the same maternity provisions apply equally to women across all Centres or whether the national laws of each country will take precedent.

- It is also important to note that the above policies and statements are geared specifically towards AIMS staff. It is not clear what documents / policies lecturers and tutors are expected to adhere to.

- AIMS does not have **parental leave** provisions in place for male employees.

- AIMS has **compassionate care leave** in place which may be used for dependent care leave, however, details of this leave provision are not available in the HR toolkit for a fuller assessment.
Other areas for future assessment of human resources policies:
Gender equality in job descriptions and performance reviews, diversity policy, new
staff and lecturer/tutor induction and orientation, equality of pay for equal work,
knowledge and familiarity with HR policies and ability to apply them, gender training
for staff.

2.3 Composition of board, staff, lecturers, tutors and students

To what extent is there gender balance at all levels of the organization?

This section assesses the policy directives with regards to promoting gender balance across the
organization, the current situation with regards to gender balance and any strategies that have
been employed to recruit women at AIMS across the Board, Staff, Lecturers, Tutors and
Students. The analysis for this section is based on document review, survey responses and
focus groups feedback from AIMS staff.

Key findings

- Gender balance is identified as a relevant factor for consideration in the selection of students: “The chief goal of each AIMS centre is to recruit a pan-African and
representative student body of the highest capacities; therefore the selection process not
only considers academic potential and precious academic results, but also strives for
balance of students across the continent, from different scientific disciplines, as well as

- AIMS’ commitment to promoting gender balance extends across all levels of the
organization: “Each new Centre is expected to ‘endeavour for gender parity in all areas
including students, tutors, lecturers, staff and governing bodies.” (Source: Business
Operating Model (2011)

- A majority (67%) of survey respondents said that AIMS is committed to promoting balance
among women and men across students, staff and lecturers.

- Qualitative responses from survey respondents and focus groups indicate that the organization’s
priority to date has focused on increasing numbers of student applications from women, more so
than female staff or lecturers.
Gender balance at the Board level

- Currently there is not gender balance at the **Board level** and no formal guidelines on how many Board members should be women.

Governing bodies at AIMS lack women’s participation, as indicated by the statistics below:

<table>
<thead>
<tr>
<th>Board</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS-NEI</td>
<td>9</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>AIMS Senegal</td>
<td>9</td>
<td>1*</td>
<td>10</td>
</tr>
<tr>
<td>AIMS Ghana</td>
<td>6</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>AIMS-South Africa</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

- *AIMS recently welcomed the first female member of AIMS Board of Directors-Senegal, Aminata Diallo Sall. Professor Sall is the first female Board member within the AIMS network since it started in 2003. This signals increasing organizational awareness and commitment to promote women’s participation and presence within the governing bodies of AIMS.

- While recognizing that there is a small pool of potential qualified female board members because the number of women involved in math and science is so small, AIMS could reflect further on any strategies that have been adopted to date to attract female Board members in the past and possible strategies for outreach (is it how Board members are selected, the responsibilities of a Board member, where this opportunity is publicized)? This analysis would help inform strategic efforts to recruit more qualified women at the Board level in the future.

Gender balance among staff

- AIMS has a written commitment to promote gender parity (gender balance) across staff and the statistics below indicate that AIMS is doing well with this regard at the level of staffing, although it is noted that currently, all of the highest leadership positions across AIMS Secretariat and Centres are currently held by men. It is not clear if this is because there is a lack of qualified female candidates for these positions or if there are other factors shaping this outcome that need to be addressed.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>% of women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS – Secretariat</td>
<td>6</td>
<td>10</td>
<td>63%</td>
<td>16</td>
</tr>
<tr>
<td>AIMS-South Africa</td>
<td>13</td>
<td>13</td>
<td>50%</td>
<td>26</td>
</tr>
<tr>
<td>AIMS Senegal</td>
<td>8</td>
<td>3</td>
<td>27%</td>
<td>11</td>
</tr>
<tr>
<td>AIMS Ghana</td>
<td>6</td>
<td>5</td>
<td>45%</td>
<td>11</td>
</tr>
</tbody>
</table>
• Focus group discussions with AIMS Senegal and AIMS Ghana indicated that there is a perception of partnership and teamwork based on mutual respect among male and female staff, regardless of role or position. Female staff in supporting roles did not feel that male staff members in higher positions were disrespectful or rude to them.

Gender balance among students

• As noted above, AIMS is committed to promoting diversity and gender parity at all levels, including students. While gender parity refers to 50% representation of women, the average enrollment rate for females across AIMS is approximately 30%. It will be important for the organization to review and formalize an appropriate target percentage of female for each Centre, taking into account previous statistics and also the regional context.

• AIMS does not currently have a formal recruitment strategy for female students currently in place. Nor is there a formal directive in writing that sets a clear 30% quota for female students enrolling each year, however when staff members were asked about the policy on enrolling women at AIMS, they said AIMS tries to ensure that 30% of new applications are women, as much as possible. This may be because in previous years the average enrollment rate for female students as been 30%.

• In terms of practice, just under half (47%) of survey respondents believe that AIMS employs a proactive strategy to recruit more female students.

• A majority of respondents said that a key strategy is that AIMS programme posters include a statement that ‘female applicants are strongly encouraged to apply’.

• In the absence of a well-developed and shared recruitment strategy for female students, a general perception has emerged among student respondents and some staff that AIMS recruits female students by accepting less qualified females even when there are more qualified males who could take that spot. Thus, there is a perception that AIMS lowers the entrance standards to AIMS for women as compared to men, thereby creating an unfair advantage for women to get into AIMS.

• The perception that women might be getting into AIMS because they are women, rather than on their merit needs to be addressed within the context of AIMS’ Gender Policy and Strategy. This is particularly important to avoid negative dynamics that could emerge between male and female students, and also possibly staff, as a result of such a perception. This surfaced at a recent graduation ceremony where a higher number of female graduates received high honours and a male colleague made the comment ‘that’s just because the teachers at AIMS are easier on the women’.
While the majority of respondents feel that AIMS is making sufficient efforts to promote female students at AIMS, others feel that AIMS could do more to increase the number of qualified women who apply. Suggestions provided by respondents include:

- profiling female alumni and their successes,
- creating partnerships with women’s organizations who promote girls in STEM,
- encouraging girls in primary and secondary school to explore math and science,
- creating and tapping into a ‘women in math and science network across AIMS countries’,
- inviting female alumni to make presentations at universities on their experience at AIMS as a way to motivate other women to apply for AIMS,
- producing female-targeted brochures and pamphlets,
- offering more women-targeted scholarships and stipends, particularly women with children / family so they can move to AIMS with their families and live out of residence.

Gender balance across lecturers and tutors

While AIMS is committed in writing to gender parity (gender balance) across all levels of the organization, it has had mixed results with recruitment of female tutors and in particular female lecturers as illustrated by the statistics below.

### AIMS LECTURERS AND TUTORS BY CENTRE, YEAR AND SEX

<table>
<thead>
<tr>
<th>Centre</th>
<th>Year</th>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>% of females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senegal</td>
<td>2011-2012</td>
<td>Lecturers</td>
<td>24</td>
<td>1</td>
<td>4%</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutors</td>
<td>3</td>
<td>3</td>
<td>50%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>Lecturers</td>
<td>26</td>
<td>4</td>
<td>13%</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutors</td>
<td>5</td>
<td>2</td>
<td>29%</td>
<td>7</td>
</tr>
<tr>
<td>South Africa</td>
<td>2011- 2012</td>
<td>Lecturers</td>
<td>7</td>
<td>5</td>
<td>42%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutors</td>
<td>48</td>
<td>3</td>
<td>6%</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>Lecturers</td>
<td>29</td>
<td>2</td>
<td>6%</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutors</td>
<td>6</td>
<td>6</td>
<td>50%</td>
<td>12</td>
</tr>
<tr>
<td>Ghana</td>
<td>2012-2013</td>
<td>Lecturers</td>
<td>17</td>
<td>4</td>
<td>19%</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutors</td>
<td>3</td>
<td>0</td>
<td>0%</td>
<td>3</td>
</tr>
</tbody>
</table>

The above results signal for the need for an AIMS recruitment strategy for female lecturers and tutors, which is currently not in place. It is not clear if the lack of female tutors and lecturers is because the pool of qualified candidates is very small or if it is also a result of other factors that AIMS could address more pro-actively.


- It may be helpful to include the statement ‘women are strongly encouraged to apply’ on postings and calls for lecturers and tutors.

- Survey and focus group respondents confirmed there is a noted lack of female lecturers and tutors and as general agreement that female students would benefit from increased numbers of female lecturers and tutors at AIMS.

- Suggestions for increasing the number of female lecturers and tutors at AIMS include:
  - asking previous male lecturers to identify and suggest female colleagues,
  - advertising targeted at lecturers especially female lecturers within universities,
  - seeking out African female lecturers from African universities,
  - inviting successful African female mathematicians and scientists to do guest lectures and presentations for AIMS students.

2.4 Accommodation and Teaching Set Up

*Do accommodation and teaching arrangements take gender equality considerations into account?*

This section assesses the degree to which gender equality considerations are taken into account in AIMS’ accommodation and teaching set up both in policy and also in practice. The analysis is based on document review, focus group feedback from AIMS staff and results from survey respondents.

**Key Findings:**

- Overall AIMS has been very successful in setting up a gender inclusive program that benefits both women and men - 91% of respondents say the way AIMS is set up as a whole allows for women and men staff and students to make the most of this opportunity.

- A minority of respondents feel that the organization tends to make a little more effort to accommodate and support women; however, on the whole, AIMS is considered to be an inclusive organization that ensures that all students have equal access to the support and
resources that they require to make the most of their opportunity while at AIMS. This is supported by the fact that 91% of respondents say that AIMS ensures that women and men have equal access to opportunities and receive the same levels of support for success.

- With regards to **accommodation**, all AIMS Centres have **House Rules** in writing, which are sent to students and also reviewed with students when they start at AIMS. The House Rules promote gender equality through equal respect for diversity:

  “All gender, cultures, races and religions are treated with equal respect at AIMS. Respect for the opposite gender:
  - Male students are not allowed in the female students’ residential wings
  - Female students are not allowed in the male students’ residential wing.
  - Offensive images are not to be displayed anywhere in the AIMS building
  - Everyone has a right to their personal space and to be left alone should they wish to be.”(Source: AIMS code of conduct – Basic House Rules)

- In terms of **orientation procedures**, 66% of respondents said they received an orientation on AIMS values, policies and procedures when they first joined AIMS, 34% said no.

- Half (52%) of respondents said their orientation included discussion / messaging on gender equality. Others said either they did not recall gender equality being discussed or they did not discuss this topic during their orientation.

- Of those who said yes, the following topics were recalled:
  - AIMS’ commitment to increasing female enrollment at AIMS;
  - the importance placed on treating everyone equally, regardless of gender and
  - the need to respect individuals’ privacy and space.

- The **AIMS Business Operations Manual** (2011) mandates all new AIMS Centres to “provide a secure environment for women”.

- This objective has been met in practice - 98% of respondents felt safe when living on AIMS property.
Both male and female respondents felt extremely safe on AIMS property and pointed out several measures that AIMS took to ensure student safety – including video cameras and personal panic buttons. While they felt safe on AIMS property, respondents in Muizenberg did not feel safe in the surrounding areas / neighborhood, particularly at night.

A strong majority of 86% of respondents said other women felt safe when living on AIMS property.

A few respondents felt they could not respond on behalf of other women; however, most said they had not heard any complaints or concerns from their female colleagues regarding feeling unsafe while at AIMS.

Beyond security considerations, 88% of respondents said AIMS is woman-friendly.

Many respondents felt that AIMS is both women and man friendly. AIMS is considered a woman-friendly organization because of the measures it takes to encourage women to attend, participate actively and feel safe while at AIMS. There was some concern that muslim female students may find the close proximity to males all the time to be uncomfortable for them.

For the most part, AIMS has delivered on its commitment to non-discrimination very successfully - 96% of respondents did not experience or know others who experienced gender-based discrimination at AIMS.

A few incidents were highlighted by respondents which provide learning opportunities for AIMS to strengthen its policies, training and practices. One respondent noted that a poor sexist joke by a male student had been reprimanded by fellow male
and female students and not taken any further. Another respondent noted that a classmate had slapped a female colleague for insulting him publically. He was subsequently banned from AIMS except during lecture periods. Two respondents noted that kitchen staff made negative comments to different groups of students and one respondent noted that male tutors seemed to assist women and more so than men. It is not clear if this perception is the result of tutors being instructed to prioritize support for female students or not.

- With regards to the **subject matter of courses** at AIMS, three-quarters (75%) of respondents said the content of AIMS programming takes into account the different interests and needs of both male and female students.

- An example of AIMS taking different interests and needs into account is captured in the **AIMS career strategy**:

  **Open Dialogue around personal challenges and pressures related to careers.** Strongly affected students, particularly women, need additional support (eg. increased exposure to female role models, discussing career and gender-based challenges’ (Source: pg 21: Career Strategy)

- With regards to day-to-day interactions, 69% of respondents said **lectures, meetings and discussions** do not tend to be dominated by men and that input and participation from women is encouraged.

- Respondents acknowledged that are more men in classes and that men tend to express themselves more easily. They also pointed out that in their experience, women are consistently encouraged to share their views and participate actively.
• Just over a third (37%) of respondents said that the AIMS content is sufficiently enriched in terms of gender equality content.

• A quarter (24%) of respondents said that AIMS should include additional subject matter to enrich its content from the perspective of gender equality.

2.5 Communications

*Do AIMS communications and publications use gender sensitive language and images? Does the content of AIMS communications promote and reflect AIMS’ commitment to gender equality and promoting Women in Math and Science?*

This section assess the degree to which AIM’s communications and publications communicate its commitment to gender equality, use appropriate gender sensitive language, images, topics and content. The analysis is based on a review of AIMS’ websites, a sample of newsletters, brochures and other documents such as recent speeches.

Key findings

• **AIMS-NEI, AIMS Senegal, AIMS Ghana and AIMS SA websites** The choice of photos and images on the website visually communicate that women are included at AIMS.

• The websites do not include a clear statement on front page regarding AIMS’ commitment to promote Women in Mathematical Sciences, making it unlikely that someone visiting the website for the first time would be able to recognize that gender equality is an organizational priority.

• Additionally, keyword searches of the AIMS websites revealed very few references to gender equality within the website content. Examples of references to gender equality include: Gender consultancy announcement, reference to the Global Alumni Reunion in June 2013 and the fact that “gender based stereotypes being challenged head-on as AIMS is proud that 30% of students are female.”
• **AIMS brochures** (such as the AIMS Senegal Brochure and the Global Alumni Reunion Brochure) show some basic integration of gender equality such occasional disaggregation of data, use of images that portray both women and men, and references to disaggregated data but all of this is inconsistent practice. For example: the Senegal brochure, the only reference to gender equality were: “within six years, more than 200 students, a third of whom were female”….“the living quarters will be divided into girls and boys sections’.

• A second example is the GAR June 2013 Brochure – only 1 out of 5 photos showed women and reference to 450 students from 35 African countries (no mention of the percentage of women) whereas GAR 2013 brochure – front and back – included photos of men and women and referred to ‘442 students, 30% of them female’. AIMS at a glance brochure refers to 442 students, 30% of them women from 35 countries. Language in the brochures tends to be gender blind, referring to students, leaders, scientists with little or no reference to the challenges or achievements of women in math and science.

• **AIMS newsletters:** A review of AIMS newsletters from June 2013-Dec 2012 demonstrate an increased awareness and effort to integrate gender equality into the Highlights updates. Recent newsletters are increasingly disaggregating data reporting on students, including more female lecturers and visitors in the highlights and photos, and adding more gender equality related content – such as updates from the 2nd Africa women mathematician’s workshop (July 2013), appointment of the first female Board of Director across AIMS network (July 2013) and reference to gender equality in science during the GAR Alumni reunion (June 2013). There seems to also be more of a balance in terms of presentations, seminars done by women and men, as compared to content presented in older newsletters.

• **AIMS speeches:** AIMS speeches tend to refer to gender equality but not consistency. For example, the opening speech for AIMS Ghana opening refers to Nkrumah Kwame, no reference to Ghanaian women in leadership positions who would also be a point of inspiration, reference to 442 AIMS alumni from 35 countries (no reference to 30% female), whereas Thierry’s speech at the Global Alumni Reunion spoke of the pivotal role that a woman – his grandmother played in his success and future direction and the need for women to be supported and acknowledged for their contributions to African development. AIMS representatives frequently refer to male, non-African scientists such as Albert Einstein. It would be relevant and impactful to make references to African male and female scientists as appropriate role models for AIMS students.

### 2.6 Organizational Culture

**Does the organizational culture promote gender equality among women and men at AIMS?**

This section assesses the extent to which AIMS’ organizational culture is sensitive and responsive to the needs of both women and men. This analysis is based on the results from survey respondents and focus group feedback from a sample of AIMS staff.
Key findings

- There is a high level of support for gender equality among AIMS students as illustrated by the fact that 89% of respondents personally believe that women and men are equal and should get equal opportunities and support to build their capacities and achieve their goals.

- Qualitative feedback from the survey and focus groups with staff revealed that there is a wide range of interpretations and understanding of what gender equality entails.

- While the majority of respondents believe that women and men should have equal opportunities and support to realize their rights, there is some debate / tension around the following points:
  
  o women are fundamentally different but not equal to men
  o equality and equal opportunities means that women and men to apply and be accepted based on merit alone, not whether they are male or female
  o others believe that equal opportunities requires investing more resources in the disadvantaged groups to enable them to have reach equality.

- These results indicate that AIMS needs to address this diversity of opinion through a Gender Policy, clear definitions and orientation sessions on educate staff and students on what gender equality means for AIMS.

- At the end of the gender equality survey (after 30 questions) respondents were asked the same question and the results showed higher support for gender equality: 94% of respondents believe that women and men are equal and should get equal opportunities and support to achieve their goals.

- This suggests that through clear policy statements and some education, AIMS will be able to generate further support among its stakeholders for promoting gender equality, both at AIMS and also within the broader sector of mathematical
sciences, even when this requires adopting ‘affirmative action’ strategies to close the gap between women and men in this field of work.

- A large majority of (88%) of respondents said that women and men have an equally easy time establishing personal and professional networks during their time in AIMS.

- There is wide consensus that the close proximity to lecturers, tutors and students and 24hr learning environment enables both women and men, to establish personal and professional networks easily. Islamic backgrounds (who may be less comfortable with close proximity to men) and married women who have left their husbands at home to be at AIMS may have a harder time establishing connections with other men.

- Just over three quarters (77%) of respondents said the organizational culture at AIMS promotes gender equality among women and men (staff and students use gender sensitive language, avoid sexist jokes, demonstrate respectful behaviour).

- Respondents felt that male and female students live, study, socialize together and nothing at AIMS is designed to separate or treat women and men differently.

- Three quarters (76%) of respondents said the organizational culture at AIMS places equal value on the different ways women and men learn.

- The majority of respondents felt that there are not identifiable gender differences in how students learn and work.. One respondent felt that women receive more attention and support and that this is natural as they are more homesick and have probably traveled away from home for the first time, so they need more support.
2.7 Programs

Do AIMS programs integrate gender equality considerations?

This section assesses the extent to which AIMS programming integrates relevant gender equality considerations. The results are determined by analyzing program documents for the IDRC-DFID program which was the only approved and running AIMS program during the time of the Gender Audit exercise.

Key findings

- The IDRC-DFID proposal includes one brief reference to gender issues in its analysis of the situation: “While enrolment rates in higher education in Sub-Saharan Africa are on the rise, they are still by far the lowest in the world, at only 5 per cent, and in almost all other measures around access, relevance, quality, research and gender parity, Africa is at or near the bottom of the scales.” (Source: Pg 16, DFID Proposal)

- The program results framework includes a mix of gender blind and gender sensitive result statements. For example:
  - 1110 Increased access to high quality mathematical science education and research for men and women (gender sensitive)
  - 1130 Increased demand for and interest in mathematical sciences (gender blind)

- A few gender equality activities are identified to support the gender equality results. For example:
  - Activity: 1111 Specific student recruitment outreach activities targeting women applicants are conducted
  - Activity: 1132 Develop Network Gender Equity Strategy
  - Activity: 1135 Identify partnerships with higher education, science and women’s organisations

- Gender equality activities have been included in the project work plan and gender mainstreaming costs were budgeted into the program proposal to provide support over the course of the 5 year program. For example:
  - “Gender Mainstreaming costs involve an initial assessment and program design cost of £32,300 in year 1, followed by costs for Secretariat and centre level training totalling £38,700 over the following four years. (Source: Budget notes, DFID Proposal, Pg 96)

- The performance measurement framework includes gender equality indicators and targets. For example:
### Table: Indicator Tracking and Data Source

<table>
<thead>
<tr>
<th>Result</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Data source</th>
<th>Method</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1132 Network gender equity strategy implemented</td>
<td># of network gender strategies</td>
<td>0</td>
<td>1</td>
<td>Network Gender Strategy</td>
<td>Doc Review</td>
<td>Annually (one-time only)</td>
<td>DOLO</td>
<td>6*</td>
</tr>
<tr>
<td></td>
<td>Ratio of women involved in the AIMS Network (women: men)</td>
<td>As of 2012 (2:1 – Sec 2.5 – SA 7:8 – SE 9:26 – GH)</td>
<td>1:1 in all AIMS entities</td>
<td>Staff survey</td>
<td>Questionnaires</td>
<td>Annually</td>
<td>Executive Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ratio of women involved in decision-making positions in AIMS Network (women: men)</td>
<td>As of 2012 (2:15 – SE)</td>
<td>1:1 in all AIMS entities</td>
<td>HR Records</td>
<td>Document Review</td>
<td>Annually</td>
<td>Executive Office</td>
<td></td>
</tr>
</tbody>
</table>

- The IDRC-DFID **Project Implementation Planning** workshop agenda and report confirms that a gender equality consultant was engaged to run a gender equality session for the Project Implementation Workshop. This session involved both training on key concepts and some discussion on what the implications are for the IDRC-DFID program.

- The IDRC-DFID program **baseline** incorporated gender equality questions through several tools and modalities: Alumni Survey, Key Informant Interviews, the Situational Analysis, ensuring that the status of gender equality is captured at the baseline stage.

- **Reporting** on the IDRC-DFID program implementation includes sex-disaggregated data, where relevant and updates against the planned GE activities, although this information could be elaborated upon to be more meaningful for reflection and learning purposes: For example:

  - “35 students registered, including 6 women (17%). AIMS-Senegal has begun developing specific strategies to raise awareness of AIMS in the region and to target potential female candidates, including a tour of neighbouring countries by the Manager of Academic Programs.”  
    (Source: IDRC-DFID Report – July-Dec 2012)
Gender equality was also integrated into an additional proposal for funding from IDRC for the Global Alumni Reunion which took place in June 2013: “particular effort will be made to identify female guest speakers and to accommodate any special needs of AIMS female students and Alumni in order to ensure their participation in the Reunion.” The organizing committee targeted and directly contacted female alumni to be participants and potential guest speakers. In addition recruiting female alumni as participants and speakers, the Global Reunion also included a plenary discussion on Gender Equality in math and science which generated lively discussion on this topic among all participants.

A question on gender equality was included an Independent External Evaluation of AIMS-South Africa:

- “How well has AIMS-SA addressed and achieved any cross-cutting themes e.g. gender (to what extent has gender equality been mainstreamed in the AIMS SA model?)”
  (Source: IEE Report Annexes)

While the final Independent External Evaluation Report did not provide a complete response to this question, it did lead to a recommendation for further action which was also captured in AIMS’ report to IDRC-DFID:

- “Recommendation: Build on the existing progress for the admission of female students into the PhD program and strengthen the gender equity model within AIMS-SA. This broader and comprehensive approach would enable the development and implementation of internal good practices that complement and enhance current efforts. Additional, it would guarantee the same opportunities of access to and success at AIMS-SA for men and women at all levels.
  Source: pg14 IEE Report (March 2012)

### 2.8 AIMS efforts to promote gender equality in Mathematics and Sciences

**Does AIMS contribute to and promote gender equality in Math and Science?**

This section assesses the kinds of contributions that AIMS is making to promote gender equality in field of Math and Science. The analysis is based on document review and feedback from survey respondents.

**Key Findings**

- **AIMS has started to develop strategic partnerships to promote Women in Mathematics and Sciences.** AIMS has started to establish strategic partnerships that allow it to extend its reach and multiply its contributions to Women in Mathematics and Sciences. One example of this is the partnership with the African Mathematical Union, through the Commission on Women in Mathematics in Africa (AMUCWMA) and CIMPA, who together with AIMS, hosted the 2\textsuperscript{nd} Africa Women in Mathematics and Science
Workshop in July 2013. The recently completed Situational Analysis includes a list of relevant Women in Math and Science organizations and groups that AIMS could establish partnerships with such as FAWE (Forum for African Women Educationalists).

- **AIMs is taking steps to raise awareness on the importance of gender equality to Math and Science** through key events hosted by the organization: The AIMS Global Reunion – June 2013 included a plenary discussion session on ‘Gender in Math and Science’. This was an important forum for beginning a lively discussion on why this is important to AIMS, what challenges need to be overcome for women to be able to contribute to this field of work and the kinds of impact this can have on the field. AIMS would benefit from organizing and hosting more such discussions in different venues for different audiences to raise awareness on the importance of gender equality.

- **Gender equality in the AIMS Global Call for Action**: The recently completed AIMS Global Call for Action entitled ‘Let Africa Shine in Maths, Science and Innovation’ includes gender sensitive language and a specific action on gender equality: “To capitalize on the untapped contributions of under-represented groups in STEM through strategic investments that will increase access to opportunities in STEM for women, girls and marginalized groups,” making this a pivotal point of discussion and action in the global forum. AIMS should continue to ensure strategic documents; appeals or calls for action to the international and African arenas have explicit and stand-alone references to gender equality, both to show case the organization’s commitment to this issue and also to ensure that it is not lost in a broader agenda.

- **AIMS’ contribution to gender equality among students and alumni**: In terms of perceived impact of AIMS on gender equality, AIMS has had an overwhelmingly positive impact on the lives of both women and men who have gone through the program - 97% of respondents said their participation at AIMS impacted their lives positively.

Positive impacts identified by respondents include:

- Learned to interact with people from different cultures / backgrounds
- Gained technical skills that have opened new future possibilities
- Raised socio-economic and social status
- Laid the foundations for a future career
- Expanded networks and friendships
- Instilled volunteerism
- Provided international exposure and a love of travel
A small number of respondents also identified negative impacts of AIMS:

- Pressure from studying was sometimes overwhelming
- A lot of pressure on the student as people expect more of them now
- Disconnect from wife and children while at AIMS

40% of respondents said they learned the following about gender equality as a result of their experience at AIMS:

- That women and men are equal and we need to treat each other and people from different backgrounds with respect and their contributions should be equally valued
- That women and men may be different but given access to opportunities, they are equally capable
- That women can perform math just as well as men
- That women can also do great things – not just men
- Women in many African countries are eager to do maths
- Gender inequality is real and that it must be addressed through concerted effort
- That gender equality is significant for the development agenda for Africa
- That even I, as a man, can help make a difference, no matter how small.

This finding suggests that with additional concerted investment in gender equality at AIMS, students will gain increased knowledge and insights related to gender equality during their time at AIMS that will help them in their personal lives, their professional lives and in promoting gender equality in the field of Mathematics and Sciences.

AIMS students do apply their skills both directly and indirectly to promote gender equality after they leave AIMS. Just under half (43%) of respondents said that they have used their skills and knowledge from AIMS to address / have an impact on gender equality / women’s rights issues in the following ways:

- Being respectful and working collaboratively with women in different contexts
- Mentoring young girls in various ways, including tutorials, to encourage them to believe in themselves and trust that they are equally good to other men
- Organizing educational sessions such as “Women in Science and Technology discussions”, clubs on gender issues in university, doing presentations in universities and communities on what women are capable of doing, if given a chance.
- Engaging in conversations on the merits of gender equality and treating everyone equally
- Challenging gender stereotypes through being a strong role model
- Using technical skills to support the work of women’s rights NGOS

Interestingly, male respondents indicated that they learned to work more collaboratively and respectfully with women as a result of their experience at AIMS and that they apply these skills outside of AIMS as well as taking active steps to be inclusive of female students, encouraging them to be active and participate in their own classes, while female respondents indicated that they learned to be self-confident. to challenge gender stereotypes by doing what men can do and that they see themselves as role models and mentors, sharing their experiences in various ways with younger generations of women.

2.9 Institutionalization of Gender Equality

*Does AIMS have institutional mechanisms in place to support gender equality work?*

This section assesses the kinds of institutional mechanism that AIMS has in place to support gender equality work. The analysis is based on document review and focus group feedback from AIMS staff.

**Key Findings**

- AIMS has contracted a gender equality consultant to provide technical support on specific deliverables including the Gender Audit, Gender Policy and Strategy development and review and input into key AIMS documents over the coming months. The Department of Organizational Learning is currently mandated with overseeing the work of the gender equality consultant and ensuring relevant teams across the organization are involved for specific inputs as needed.

- There are currently no resources available to hire a full time Gender Advisor at the Secretariat at this time.

- There are no other institutional mechanisms currently in place to ensure that accountability for gender equality work is institutionalized.
3.0 RECOMMENDATIONS

3.1 Recommendations from AIMS stakeholders

When asked what AIMS could do more of or differently to promote gender equality, survey and focus group feedback led to following suggestions:

- Many felt that AIMS is already doing enough on this issue, continue as is.

Additional suggestions in order of frequency included:

- Invite more female lecturers, tutors and staff to provide role models for female students
- Do more outreach to encourage female students at primary and secondary to participate in science
- Stagger entrance requirements for women and men – 60 for women, 80 for men.
- Raise the stipend and secure future funding for student who will be admitted in other university for their future career
- Organize discussions on the subject of gender equality for AIMS students so everyone can understand and access the issue.
- Separate living accommodation for women and men (in different buildings), if possible.
- “When it comes to the learning and the opportunities AIMS is doing a great job. However, the AIMS system still has room to grown when it comes to encouraging women to come to AIMS (or into science) and get them to stay (not to drop out after AIMS). This could be by making things a little easier for married people and people with children. Think for instance of a better scholarship. Inviting maybe once a year a woman who has had an influence career or holding a ‘girls’ workshop at AIMS could be good starting points.”
- AIMS must fully separate women from staying in the same building as men. Due to the fact that some guys always sneak around the ladies rooms.
- Maybe they can enroll more married women and take women with their partner to AIMS. It is a real problem for many women at AIMS. Generally they go back to their country after AIMS to get married or to take care of their partner.

When asked what AIMS could do more of or differently to increase awareness of this program and improve applications and recruitment of qualified female candidates or members of other marginalized groups, survey and focus group feedback led to the following suggestions:

- More publicity and outreach to African universities
- Engage women’s organizations to make them aware of AIMS
- Tailored marketing / outreach strategies such as announcements that specifically target female candidates
- Encouraging girls at primary and secondary to study science
- More scholarships specifically targeting women
- Allow women to come with their spouse / family and stay off campus
- Increase stipend for women who may have children
- Share information / profiles of successful AIMS alumni esp female and marginalized groups
- Organize annual conferences targeting women in math/science specifically eg: “Women in a scientifically changing world”
- Involve more women professors based at African universities as AUNS contact persons in the respective countries
- Include ‘females and people with disabilities are strongly encouraged to apply’ on flyers and posters

Additional suggestions for how to strengthen AIMS more generally include:
- Bring in more lecturers from within Africa who could spread awareness of AIMS
- Use Alumni network to promote awareness of AIMS in their own counties, including female alumni
- Send emails to Alumni to notify that applications are now being accepted to remind them to spread the word to others
- Linkages to industry for work opportunities/experience
- Allow Alumni to recommend students
- Encourage students with disabilities to also apply
### 3.2 Consultant’s recommendations

The following section provides a list of recommendations to support strengthened gender mainstreaming across each dimension, followed a list of priority recommendations for the coming year.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GE GOAL FOR EACH DIMENSION</th>
<th>RECOMMENDED ACTIONS</th>
</tr>
</thead>
</table>
| 1. Strategic documents | Ensure gender equality is articulated as an exclusive organizational priority in all future strategic documents | Review and clarify commitments to gender equality  
Raise the visibility and profile of these commitments in all key strategic documents  
Ensure future strategic documents include explicit reference to gender equality as an organizational priority.  
Adopt an internal and external sharing process to ensure the commitments are well understood by all stakeholders. |
| 2. Human Resource Policies | Strengthened policies that support gender equality | Develop an AIMS-wide gender policy and strategy  
Develop Sexual Harassment policies and procedures and increase overall awareness of organizational policies  
Incorporate principles of equal opportunity and non-discrimination more formally in student orientation packages and enrollment contracts  
Introduce family-friendly policies that allow female or male students to attend the program while living off campus with their families. |
| 3. Composition of Board, Staff, Lecturers, Tutors and Students | Review and update maternity and parental leave provisions for consistency across the network.
Review flexible work arrangements and dependent care leave provisions as it applies to women and men.
Increase female representation among board, lecturers, tutors and staff and students.
Identify Centre-specific targets and develop female targeted recruitment strategies for increasing female representation across students, staff, lecturers, tutors and board.
Institute annual reporting, consolidation and analysis of this information.
Identify female role models to speak to and support AIMS students and alumni as mentors. |
| 4. Accommodation and Teaching Set Up | Provide a safe, gender sensitive learning and living environment for women and men at AIMS.
Review and adopt additional measures to further limit men’s access to women’s floors within the accommodation,
Include gender training and strengthen gender equality content within orientation sessions and orientation packages for students, staff and lecturers.
Promote opportunities for female students to cultivate and demonstrate leadership among the student body. |
| 5. Communications | Gender sensitive communications and publications that provide
Develop gender equality guidelines and training to support gender equality in Communications. |
| 6. Organizational Culture | An inclusive gender sensitive organizational culture for women and men. | Organize facilitated discussions on gender equality in math and science among the student body so that different perspectives on gender equality are brought up for discussion and reflection (for example, some students feel women and men are not equal, but they deserve equal opportunities to develop their potential).

Include dedicated discussion how to effectively reach and engage both women and men through different learning methodologies in class in orientation for lecturers and tutors. |
|---|---|---|
| 7. Programs | Strengthened gender sensitive and gender equality program design, implementation and reporting | Develop staff capacity to integration gender in program design (through training)

Develop and monitor application of guidelines on how to integrate gender equality across the program cycle.

Develop gender sensitive and gender equality programming. |
| 8. AIMS contribution | | |
### to gender equality in Math and Science

AIMS is widely recognized as an advocate and key supporter of gender equality in mathematics and science.

<table>
<thead>
<tr>
<th>9. Institutionalization of gender equality</th>
<th>Institutional mechanisms are place to support gender equality work and ensure accountability for progress and results.</th>
<th>Recruitment of a full time Gender Advisor at the AIM Secretariat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institution mechanisms are place to support gender equality work and ensure accountability for progress and results.</td>
<td>Appointment of gender equality focal points at each Centre in the AIMS network who are responsible for leading and reporting back on implementation of the Gender</td>
</tr>
</tbody>
</table>
3.3 Priorities for next steps

The Gender Audit has identified several opportunities for strengthening gender equality in AIMS, as outlined above. Given the breadth of possible entry points for moving forward, it will be important for AIMS to prioritize immediate next steps for the coming year. These should include:

- Development and roll out of a network-wide Gender Policy and Strategy Framework (in stages), including basic gender training for all staff.

- Revisions of key public facing and strategic documents to make AIMS’ commitment to gender equality immediately more visible.

- Identification and roll out of Centre-specific female-targeted recruitment strategies for students, lecturers, tutors and board members

- Revisions to existing documents such as welcome packages, orientation sessions, reporting templates to ensure ongoing work on gender equality is being captured and documented.

- Development of new documents such as HR policies, guidelines and checklists to guide future work.

- As soon as funding is secured, recruitment of a full time Gender Advisor to support wider roll out of the Gender Policy and Strategy and establishment of other supporting institutional mechanisms.
4.0 CONCLUDING REMARKS

This Gender Audit exercise was commissioned to determine the current status of gender mainstreaming across AIMS. The results will provide the basis for the development of a network-wide Gender Policy and Strategy for AIMS that would immediately increase the network’s ability to engage more females within the field of mathematical sciences.

The analysis has led to the following conclusions:

STRENGTHS

- In the absence of a formal policy, the leadership team at AIMS has instilled a widespread and growing commitment to promoting gender equality and inclusivity across the growing network. This commitment is evidenced by the adoption of a number of commitments across the Centres and network – such as adoption of safety provisions, separate accommodation and consideration of gender balance during application process.

- These measures have enabled AIMS to attract and maintain an average of 30% female students since it opened its doors in 2003, which is higher than most typical postgraduate programs in math and science.

- AIMS has successfully created a safe living and learning environment, free of gender-based discrimination with an inclusive gender sensitive organizational culture where both women and men of various diverse backgrounds feel that they are able to access and benefit equally from the resources and opportunities that AIMS provides.

- AIMS is uniquely positioned to contribute to gender equality in Math and Science both directly (through strategic partnerships and more intentional efforts to highlight gender equality in its sphere of influence) and indirectly, (through the influence it has on AIMS students). The AIMS 24 hour learning and living model which requires living and studying in close proximity has increased student exposure to diversity and facilitated greater appreciation of gender equality as gender stereotypes are challenged and broken down through close collaboration. Both women and men who go through AIMS leave with the realization that ‘women can do anything men can do’ and that ‘women are just as good at math and science as men’. Students have taken these experiences with them and it has influenced how they interact with others and contribute to gender equality outside of AIMS.

AREAS FOR IMPROVEMENT

- AIMS formal commitments to gender equality need to be clarified and given higher profile and visibility in strategic documents and outward facing materials to ensure that stakeholders are aware that gender equality is an organizational priority at AIMS.
• Key policies (including gender policy and strategy), tools, benchmarks, standards and guiding documents need to be put into place to ensure a consistent and coherent approach to gender integration across the AIMS network.

• Institutional mechanisms and accountability measures need to be set up to provide guidance, maintain quality, monitor and report on progress regularly.

• Increased strategic efforts need to be implemented to target and recruit more qualified women as students, lecturers, tutors and board members.

As the results of this Gender Audit indicate, AIMS’s commitment to gender equality is supported by political will from the leadership team, a conducive policy environment and several practical measures and good practices that have created a positive living and learning environment for women and men at AIMS.

With the adoption of a few strategic measures outlined as recommendations, AIMS will be well on the way to being a strong advocate for gender equality and achieving its ultimate goal of increasing the network’s ability to engage more females within the field of mathematical sciences.
5.0 ANNEXES

Annex 1 – Student statistics

Annex 2 – List of Women-focused Science and Technology organizations that AIMS could partner with in the future

Annex 3 - Alumni Survey GE questions

Annex 4- GE questions asked in focussed group discussions

Annex 5 – List of documents reviewed

Annex 6 – Follow up discussion questions for AIMS
Annex 1 - Student statistics

AIMS INTAKE OF STUDENTS BY YEAR, CENTRE AND SEX

<table>
<thead>
<tr>
<th>Year</th>
<th>Centre</th>
<th>Male</th>
<th>Female</th>
<th>Percentage of females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-4</td>
<td>South Africa</td>
<td>22</td>
<td>7</td>
<td>24%</td>
<td>29</td>
</tr>
<tr>
<td>2004-5</td>
<td>South Africa</td>
<td>28</td>
<td>13</td>
<td>32%</td>
<td>41</td>
</tr>
<tr>
<td>2005-6</td>
<td>South Africa</td>
<td>33</td>
<td>7</td>
<td>18%</td>
<td>40</td>
</tr>
<tr>
<td>2006-7</td>
<td>South Africa</td>
<td>36</td>
<td>12</td>
<td>25%</td>
<td>48</td>
</tr>
<tr>
<td>2007-8</td>
<td>South Africa</td>
<td>35</td>
<td>19</td>
<td>35%</td>
<td>54</td>
</tr>
<tr>
<td>2008-9</td>
<td>South Africa</td>
<td>26</td>
<td>16</td>
<td>38%</td>
<td>42</td>
</tr>
<tr>
<td>2009-10</td>
<td>South Africa</td>
<td>34</td>
<td>20</td>
<td>37%</td>
<td>54</td>
</tr>
<tr>
<td>2010-11</td>
<td>South Africa</td>
<td>39</td>
<td>15</td>
<td>28%</td>
<td>54</td>
</tr>
<tr>
<td>2011-12</td>
<td>South Africa</td>
<td>38</td>
<td>23</td>
<td>38%</td>
<td>61</td>
</tr>
<tr>
<td>Senegal</td>
<td>22</td>
<td>10</td>
<td>31%</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>South Africa</td>
<td>33</td>
<td>18</td>
<td>35%</td>
<td>51</td>
</tr>
<tr>
<td>Senegal</td>
<td>29</td>
<td>5</td>
<td>15%</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Ghana</td>
<td>18</td>
<td>8</td>
<td>31%</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Applications - 65 / 386 applications for 2011-2012 were from women = 17%, highest from Nigeria, Sudan and Ethiopia.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>South Africa</th>
<th>Senegal</th>
<th>Ghana</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>2004</td>
<td>22</td>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2005</td>
<td>28</td>
<td>13</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2006</td>
<td>33</td>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2007</td>
<td>36</td>
<td>12</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2008</td>
<td>34</td>
<td>18</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2009</td>
<td>26</td>
<td>16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2010</td>
<td>34</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2011</td>
<td>39</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2012</td>
<td>38</td>
<td>23</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>131</td>
<td>21</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 20: Number of Students Graduating AIMS, 2004 - 2012

Table 21: AIMS Alumni in Accredited Universities as of November 2012

<table>
<thead>
<tr>
<th>Degree</th>
<th>Completed</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
</tbody>
</table>

### Table 22: AIMS Graduates in Academia as of November 2012

<table>
<thead>
<tr>
<th>Program / Occupation</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>PostDoc</td>
<td>23</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Research Fellow</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Researcher</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Visiting Faculty</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Lecturer</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>63</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Teacher</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tutor</td>
<td>26</td>
<td>15</td>
<td>11</td>
</tr>
</tbody>
</table>

(Source: African Institute for Mathematical Sciences 2013)
Annex 2 - Women-Centred Science and Technology institutions and organizations across Africa.

Source: AIMS SITAN - 2013

**The Ahfad University for Women, Sudan**
- An all female university in Africa unique of its kind in Africa
- Consists of the following schools: Health Sciences, Medicine, Pharmacy, Management Studies, Rural Extension, Education and Development (REED)

**Forum For African Women Educationalist (FAWE) Nairobi, Kenya**
- Promotes the Science, Mathematics and Technology (SMT) model in formal schooling environments to enable girls' participation in Math and Science disciplines
- Focus on technical, vocational, and skills training to facilitate girls' employability

**African Women Forum for Science and Technology**
- Mentoring Program to train leaders in Science and Technology
- Seeks to solve development problems through innovative solutions

**Women In Global Science & Technology (WISAT)**
- Influences policy at national, regional and international levels.
- Promotes information, knowledge, science and technology to enable active participation in knowledge and technology for development

**South African Women in Engineering**
- A platform to advance and educate females in engineering
- Seeks to increase the population of women engineers

**Akilah Institute for Women, Kigali, Rwanda**
- Offers market-relevant education to enable successful careers women in leadership roles
- Places emphasis on entrepreneurship and information systems

**Akirachix, Kenya**
- Develops women in technology through networking, training and mentoring
- Seeks to increase the number and quality of women in technology.
Annex 3 - African Institute for Mathematical Sciences – Next Einstein Initiative (AIMS-NEI)

Alumni Survey

April 2013

GENDER EQUALITY AT AIMS

29. “I personally believe that women and men are equal and should get equal opportunities and support to build their capacities and achieve their goals”
   1. Strongly disagree
   2. Disagree
   3. Neither agree nor disagree
   4. Agree
   5. Strongly agree

30. During your time at AIMS, was there gender balance at the following levels of the organization?
   1. Board - yes, no (mostly men), no (mostly women), don’t know
   2. Core Staff - yes, no (mostly men), no (mostly women), don’t know
   3. Visiting Lecturers - yes, (no, mostly men), no (mostly women), don’t know
   4. Teaching Assistants and local lecturers - yes, (no, mostly men), no (mostly women), don’t know
   5. Students - yes, no (mostly men), no (mostly women), don’t know
   6. Other

31. When you first joined AIMS, did you receive an orientation training when you first joined AIMS regarding its values, policies and procedures?
   1. Yes
   2. No

32. If yes, did your orientation include any discussion or messaging on gender equality?
   1. Yes
   2. No

33. Is there a written policy on equal opportunity at AIMS?
   1. Yes
   2. No
   3. I don’t know.

34. Does AIMS have a sexual harassment code of conduct and procedure in place?
   1. Yes
   2. No
   3. I don’t know.

35. Do AIMS staff and lecturers consistently respect the diversity of experience, knowledge and interests among women and men from different backgrounds?
1. Yes
2. No
3. I don’t know

36. Does the organizational culture at AIMS place equal value on the different ways women and men learn and work?
   1. Yes
   2. No
   3. I don’t know

37. Do lectures, meetings and discussions tend to be dominated by men or is women’s input and participation also encouraged?
   1. Yes
   2. No
   3. I don’t know

38. Do women and men have an equally easy time establishing personal and professional networks during their time in AIMS?
   1. Yes
   2. No
   3. I don’t know

39. Do you feel the content of AIMS programming takes into account the different interests and needs of both male and female students?
   1. Yes
   2. No
   3. I don’t know

40. Is there subject matter that the AIMS program should include to enrich its content from the perspective of gender equality? For example: females may face discrimination in the workplace and need to learn skills to address this.
   1. Yes
   2. No

41. Does the organizational culture at AIMS promote equality among women and men (do staff and students use gender sensitive language, avoid sexist jokes, demonstrate respectful behaviour towards each other?)
   1. Yes
   2. No

42. Did you feel safe when living on AIMS property?
   1. Yes
   2. No

43. Do you think other women felt safe when living on AIMS property?
   1. Yes
   2. No
   3. I don’t know

44. Do you think that AIMS values and actively promotes gender equality as part of its organizational mission and vision?
   1. Yes
2. No
3. I don’t know

45. Would you say AIMS is woman-friendly?
   4. Yes
   5. No
   6. I don’t know

46. Have you or anyone you know experienced gender-based discrimination (this could be against a man or a woman) during your time at AIMS?
   1. Yes (Please describe the situation and if anything was done to address this.)
   2. No

47. Is AIMS committed to prompting a balance of female and male presentation among students, staff and lecturers?
   1. Yes
   2. No

48. Does AIMS employ a proactive strategy to recruit more (qualified) female students?
   1. Yes
   2. No

49. “The AIMS program ensures that women and men have equal access to opportunities and receive the same levels of support for success”.
   1. Agree – comments
   2. Disagree – comments

50. What could AIMS do more of or do differently to ensure an equally inclusive and relevant learning experience for both women and men? Provide space for comments

51. What could AIMS do more of or differently to increase awareness of this program and improve applications and recruitment of qualified female candidates or members of other marginalized groups?
   1. Yes
   2. No

52. Do you think the way AIMS is set up as a whole (entrance criteria, location, class times, teaching styles, living arrangements, facilities, social programming etc.) allows for women and men staff and students to make the most out of this opportunity?
   1. Yes
   2. No

53. How did your participation in AIMS impact your life (can be either positively or negatively or both)? – (your status in your family, your relationship with a spouse / parents, children, your position in the community)
   1. Positively: comments
   2. Negatively: comments

54. Have you learnt anything about gender equality as a result of your experience at AIMS
   1. Yes (Comment on what you have learnt)
   2. No
55. After graduating from AIMS, have you used your skills and knowledge from AIMS to address / have an impact on gender equality / women's rights issues through your work?
   1. Yes - please explain.
   2. No

56. If no, how might you be able to use the skills and experience you have gained through AIMS to address gender equality / women's rights issues in your community, country or the world? What would you want to have an impact on?

57. "I believe that women and men are equal and should get equal opportunities and support to achieve their goals' 
   1. Strongly disagree
   2. Disagree
   3. Neither agree nor disagree
   4. Agree
   5. Strongly agree
# Annex 4 - GE questions asked in Focus Group Guide Discussions

| Management | • What kind of role do you feel women can have in the mathematical science industry? Do you feel this is currently the case? Why or why not?  
• How do you feel AIMS is doing in terms of promoting gender equality within the organization and network? Are women and men treated the same or differently (among staff, students, lecturers etc.)? Please explain with examples. Are there any areas that you think AIMS could improve upon to promote greater equality for women and men – for staff, students, lecturers etc? If so, what could AIMS do more of or differently? Please explain. |
| Current AIMS students | • What are some barriers that may be faced to accessing postgraduate studies in mathematical science? Did you face any such barriers? How did you overcome them? (responses by male/female)  
• As a current student at AIMS, do you think the way AIMS is set up as a whole (entrance criteria, location, class times, teaching styles, living arrangements, facilities, social programming etc.) allows for women and men staff and students to be equally successful? Is there anything AIMS can do more of or differently to increase support female students more effectively as they go through the AIMS program?  
• What can AIMS do more of or differently to increase female interest in mathematical sciences and enrollment in the AIMS program? |
| Staff | • How do you feel AIMS is doing in terms of promoting gender equality within the organization and network? Are women and men treated the same or differently (among staff, students, lecturers etc.) Please describe.  
• Are there any areas that you think AIMS could improve upon to promote greater equality for women and men – for staff, students, lecturers etc? If so, what could AIMS do more of or differently? Does there need to be targeted strategies for women for example? Please explain. |
| Board | • Are women and men equally represented on the Board of AIMS? If not, which group is under represented? Why do you think this is the case? What could AIMS do to promote equal representation of women and men on the Board in the future? |
| **AIMS Alumni Employers** | • In your experience, has gender equality ever been a factor in decision-making at the Board level in the past? Can you please provide examples of this? If not, do you think it should be a factor to consider in the future? Why?  
• The mathematical sciences field is heavily dominated by men. Do you think that female AIMS graduates might be at a disadvantage when it comes to employment in your sector? If so what are some of the challenges women may encounter? How might AIMS be able to better equip female graduates to overcome these? |
| **AIMS Alumni** | • What more did you want out of the AIMS program? As a female, is there anything in particular that AIMS could include in the curriculum to better equip graduates to be able to address any challenges that you experienced when pursuing continued education in mathematical sciences or employment in mathematical sciences?  
• What are some barriers that may be faced pursuing a career or post-graduate studies in mathematical science? Did you face any such barriers? How did you overcome them?  
(divided by male / female responses) |
| **Scientific Community** | • In your experience are there equal numbers of women and men in post-graduate studies in the mathematical science industry in your country / region? What do you think are some of the key barriers affecting accessibility in this field? Are there any other social-demographic factors that affect accessibility to post-graduate studies in mathematical science? (disability, income, rural/urban divide) etc? How can these barriers be addressed?  
• What kind of role do you feel women can play in the mathematical science industry? Do you feel women are currently able to play this role? Why or why not? What could be done about this? |
Annex 5 - List of documents reviewed

**AIMS Documents – Centres**

Ghana Course Schedule – 2012-2013
Ghana House Rules 2013
Ghana Information Note 2013
Ghana Opening Speech 2013
Ghana Visitor Guide
Ghana Student Assessment and Evaluation
Ghana 2012 - Q1 Report
Ghana 2012 - Q2 Report
Ghana 2012 - Q3 Report
Ghana 2014-Q1 Report
Ghana website

Senegal Constitution
Senegal House Rules
Senegal Welcome Note
Senegal FAQs
Senegal 2012 – Q1/Q2 Report
Senegal 2012 – Q3
Senegal 2012 – Q 4
Senegal 2012 Annual Report
Senegal 2013 – Q 1
Senegal 5 yr strategic plan (2013-2017)
Senegal Prof development and entrepreneurship Course outline
Senegal Website

South Africa Visitors Welcome Package - 2013
South Africa 2012 Quarterly reports
South Africa 2011 Quarterly Report (oct)
South Africa 2013 Quarterly Report (April)
South Africa 2009-10 Annual Report
South Africa 2010-11 Annual Report
South Africa 2011-12 Annual Report
Newsletters September 2012 – March 2013
AIMS Self Evaluation Report – 2012
South Africa Strategic Plan – 2012 – 2017
South Africa website

**AIMS Network**

HR Toolkit

Global Alumni Reunion Brochure 2013
AIMS Alumni Reunion – Application to IDRC – 2013
AIMS at a Glance Brochure 2013
Alumni Survey 2011-2012
AIMS NEI Report – 2010-2012
AIMS Business Plan 2010-2020
AIMS Business Plan Annexes
AIMS South Africa Independent External Evaluation Report (July 2012)
AIMS South Africa Independent External Evaluation Annexes
AIMS Career Development Strategy (2012)

Program Documents

IDRC MOU
IDRC MOU Annex
IDRC Business Case
IDRC-DFID Proposal – March 2012
IDRC-DFID Logical Model – July 2013
IDRC PMF – July 2013
IDRC Initiative Implementation Plan – March 2012
IDRC Project Implementation Plan Workshop Report
IDRC Reports 2011 – Jan – June
IDRC Reports 2011 – July – Dec
IDRC Reports 2012 – Jan – June
IDRC Reports 2012 – July – Dec
Annex 6- Follow up questions for discussion at AIMS:

The Gender Audit identified some questions that need to be discussed and addressed by AIMS staff to determine next steps. These include:

- Is AIMS committed to gender parity (50-50 gender balance) or proportional representation of women (30-35% as a minimum)? What is more realistic and achievable? IS AIMS willing to set targets for each year? Should they be the same for each Centre or determined by regional context?

- What can AIMS do to engage more females across the organization?

- Will the same human resources policies apply across all Centres? If not, what are the common denominators (minimum GE benchmarks we want to see across all)?

- Does the AIMS Maternity leave provision apply consistently for all women across the AIMS network? Or will local national legislation apply to each Centre?

- Is AIMS willing to put into place a Parental Leave policy to support men?

- Does AIMS offer flexible work arrangements? If so, is there a policy on this? Is it consistent across all of AIMS network?

- Does AIMS provide training on Anti-Oppression to staff and students? Will gender training be combined with this or provided separately?

- How inclusive is AIMS willing to be? Is AIMS willing to accommodate pregnant women and students who want to do the program while staying off campus with their families?