

Annual Report 2018



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Gender Equality Studies
and Training Programme



UNIVERSITY OF ICELAND

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1. Introduction

UNU-GEST activities presented in this annual report are consistent with the programme's mission of using a multidisciplinary approach to promote gender equality and social justice in developing, conflict and post-conflict countries. The focus is on (1) strengthening the capacity of professionals, scholars and organizations; (2) creating a platform for transnational dialogue, knowledge production and exchange, and (3) pursuing high-quality, collaborative, and policy-relevant research.

2. Post-graduate diploma programme in international gender studies

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

The learning approach is transnational in scope, with an emphasis on dialogue and diversity and on how meanings are transformed when travelling from one culture to another.

The main objectives are to develop:

- capacity-building of professionals and organizations that work in the field of advancing gender equality in developing, conflict and post-conflict societies and countries
- understanding of critical concepts and theory, contemporary debates and comparative perspectives in gender equality studies, and how they apply to different cultures and circumstances and are intersected by ethnicity, sexuality, religion, race, class etc.
- skills in gender analysis and in the dissemination of knowledge about gender equality methods
- the capacity to engage in critical and transnational dialogue on gender equality issues
- skills to organize and manage projects, focusing on gender equality
- a sense of how the meanings of core concepts and practices are changed through transnational transfers and dialogues

2.1 The selection process for 2018 fellows

The target group for the UNU-GEST diploma programme is made up of junior professionals, working on gender issues for government ministries and agencies, civil society organizations and educational institutes, as well as promising students pursuing their MA or PhD studies in developing countries, conflict and post-conflict societies.

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

1. Have a university degree
2. Have at least two years of relevant experience and a track record in gender equality work
3. Have a good command of English (speaking, reading and writing skills)
4. Be junior professionals

Fellows are selected after an extensive interview process in which the candidates are required to:

- explain their work and their role at their respective institutes or organizations
- discuss and identify gender equality issues in their field of work
- demonstrate in-depth understanding of their professional mandate and how it relates to gender equality
- outline how they think the UNU-GEST diploma programme will increase their capacities in their field of work in the future, and how it will benefit their institute/organization

The selection process is based on an open call as well as on an input by collaborative universities.

2.1.1 Open call and Partnership with UNDP in Afghanistan

An open call is issued via social media and disseminated among partners of UNU-GEST and former fellows. Candidates are nominated by professionals within institutes, organizations or universities. The nominations are submitted via electronic form on the UNU-GEST website. In 2017, over 100 applications were received through the open process for the spring semester 2018. Seven candidates were selected through the open call; four of them were from the UNU-GEST's core collaborative countries – Uganda, Malawi, Mozambique, and Palestine, and three from new countries: Kenya, Sierra Leone and Burkina Faso. In addition, two fellows were selected in partnership with UNDP in Afghanistan and three by UN Women in Mozambique.

2.1.2 Erasmus+

For the second year in a row, a number of candidates were selected through the Erasmus+ grant scheme. Those students are pursuing their master's degree in gender studies or related disciplines and are able to transfer 30 ECTS towards the completion of their degree in their home university. For each university, a separate call is issued, with a handout tailored accordingly. As the Erasmus+ grants are only partial grants that cover air fares and a part of the living allowance, UNU-GEST co-funds the scholarships to reach full grants for the candidates.

The partners in collaborative universities receive applications from students, pre-screen them and prepare a short list of qualified candidates for final selection by the UNU-GEST. The selection is based on the same criteria as the open call, where involvement with grassroots organizations and extra-curricular activities to promote gender equality constitute an advantage for the candidates.

Twelve candidates were selected through the Erasmus+ grant scheme for the spring semester of 2018. These included two fellows from Makerere University in Uganda, two fellows from Birzeit University in Palestine, two from the University of Sarajevo, two from Singidunum University in Belgrade, one from the University of Montenegro, two from American Lebanese University and one from Manouba University in Tunisia.

2.2 The academic cohort of 2018

The annual postgraduate diploma programme (30 ECTS) in international gender studies took place from January to end of May 2018 for the eleventh consecutive period. Twenty-four fellows, five men and nineteen women from fourteen countries, Afghanistan, Burkina Faso,

Malawi, Sierra Leone, Mozambique, Palestine, Uganda, Kenya, Lebanon, Tunisia, Nigeria, Bosnia and Herzegovina, Serbia and Montenegro, enrolled in the programme.

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

2.2.1 Syllabi and course descriptions

The curriculum in UNU-GEST’s diploma in international gender studies incorporates interdisciplinary topics with the aim of enhancing understanding of the political, economic and social structures needed to promote gender equality and advance women’s empowerment. The programme was divided into six teaching modules, including a final assignment. Each of the six modules corresponded to five ECTS credits.

2.2.1.1 Module 1: International gender studies: theories and concepts

The purpose of this module is to introduce fellows to basic theories and concepts in gender studies in order to develop nuanced transnational understandings of established feminist theoretical traditions as well more recent feminist conceptualizing of global gender politics. Through a combination of readings, lectures and in-depth class discussion, fellows consider how unjust politics and constructions of gender and sexuality might be changed through transnational transfers and dialogues. Fellows explore gender equality/justice for suppressed minority and oppressed groups from historical, intersectional, transnational, and human rights perspectives. Discussion centres on how the issues, ideas, and debates engaged in by feminist theorists play out in specific contexts, particularly those of “developing” nations, post-colonial, and conflict/post-conflict societies that the participants, as individuals, are most familiar with. Fellows are encouraged to think about – and mentally map – the differences (ethnic, racial, class, etc.) that matter in the societies and organizations they come from; they reflect on the meanings and significance of these internal social differences and political struggles as viewed from global and transnational feminist theoretical perspectives. They are asked to consider and apply transnational feminist theoretical concepts to those gender justice movements they are most familiar with as well as those they will learn about from their peers; and in particular to consider the roles played by civil institutions, NGOs, leaders, grassroots organizers, and advocates for women and sexual minorities, gender equality, and reproductive justice. Through close, critical reading and intensive dialogue with one another, fellows are encouraged to develop theoretically informed views and genuinely transnational feminist perspectives on seemingly local conditions, conflicts, and problems.

Module Coordinators: Dr. Jón Ingvar Kjaran, assistant professor at the School of Education, University of Iceland and Milica Minić, gender and development specialist, project manager at the UNU-GEST

Other lecturers: Katrín Ólafsdóttir, Prof. Ulrike Auga, Þórður Kristinsson, Hjálmar Sigmarsson, Tryggvi Hallgrímsson, Ívar Karl Bjarnason, Hanna Björg Vilhjálmsdóttir, Ralf Dose

Learning outcomes

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

- Demonstrate an understanding of the relationship between culture, sex and gender
- Understand how public institutions and cultural symbol systems are gendered, often in unequal or unjust ways
- Understand and recognize specific theoretical approaches to gender equality and justice
- Outline how feminist theory and concepts specifically relate or do not relate to “developing” and conflict/post-conflict societies
- Understand how gendered positions are intersected by race, class, sexuality, religion and ethnicity (etc.) differently across the globe
- Conceptualize theoretically informed transnational strategies aimed at empowering women and minority groups in public decision making and private life

2.2.1.2 Module 2: Practical tools for gender sensitive projects

This module aims to introduce methods and provide fellows with tools and skills to conduct gender-sensitive analyses of social and cultural conditions, information and policies, and to participate in developing gender-responsive policies. The goal is to introduce methods and provide the fellows with skills and gender-sensitive techniques for successful stocktaking, monitoring and evaluation, planning and implementation of programme and project initiatives to advance gender equality. A special emphasis is on gender mainstreaming, project management, economic literacy and gender responsive budgeting.

Module Coordinator: Erla Hlín Hjálmarsdóttir, Head of Research at UNU-GEST

Other lecturers: Milica Minić, Dr. Elisabeth Klatzer, Dr. Helgi Þór Ingason and Kirstín Flygenring

Learning outcomes:

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

- Demonstrate an understanding of the basic principles of results-based project management
- Have capacity to analyse and address development issues, design and set up projects.
- Understand the importance of psychology behind good relations in project management
- Design initiatives to promote women’s projects, innovation and entrepreneurship.
- Pass minimum requirements for international project management association (IPMA) D-certification for project management
- Understand basic principles for economic approaches to development.
- Assess gender dimensions and outcomes of planned development interventions and projects

2.2.1.3 Module 3: Gender, peace and security

The module aims to provide the fellows with the relevant understanding and tools to critically assess the progress of the gender, peace and security agenda in their home countries as well as

other countries. In order to achieve the module's objectives, the concept of human security versus national security and the role of women in conflicts, peace processes and post-conflict reconstruction are examined. In addition, gender equality and initiatives to promote it are discussed in the context of militarisation and militarised societies, establishing the links between the structural and local levels. With regard to the local level, women's initiatives, measures to engage the youth in new traditions, and ways of working with boys and men on gender equality are addressed.

A special focus is on the global women, peace and security agenda, supported by the UN Security Council Resolution 1325 and related resolutions, and the national action plans at the country level. The aim is to strengthen the fellows' confidence and skills in implementing measures to promote gender equality and how to apply a gender perspective, which is based on gender analysis, and integrate it into their line of work. It also seeks to make the fellows aware of the challenges and pitfalls that arise in the implementation of gender mainstreaming in general and UN Security Council Resolution 1325, as well as its pillars, more specifically.

Module Coordinator: Dr. Irma Erlingsdóttir, Director of UNU-GEST

Other lecturers: Prof. Cynthia Enloe, Dr. Marsha Henry, Flora Tietgen, Dr. Anne Flaspoeleer and Dr. Giti Chandra

Learning outcomes

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

- Understand and explain the links between gender and security
- Have the capacity to analyse and demonstrate key issues and possible solutions related to gender and security in their home countries
- Demonstrate an understanding of UNSCR 1325, its pillars and related resolutions.
- Be aware of the challenges and pitfalls of implementing UNSCR 1325, NAPs and gender mainstreaming initiatives
- Be able to think up strategies for empowering women in conflicts, and increasing their involvement in peace processes and post-conflict reconstruction
- Understand how gender based violence and sexual violence are used as tactics of warfare
- Understand and recognize the effects of militarisation on gender initiatives and the gendered nature of power
- Understand the interdependent relationship between the structural and local level and how one can affect the other
- Demonstrate an understanding of initiatives to promote gender equality in practice

2.2.1.4 Module 4: Gender, health, violence and bodily integrity

This module focuses on gender relations and norms and the resulting behaviours that affect physical and mental health and bodily integrity. The module explores how gender differences and inequalities result in unequal health status and access to health care. The module also focuses on gender-based violence (GBV) within the framework of human rights and how unequal power relations contribute to GBV. A variety of strategies to address health challenges are introduced and discussed, including examples of community mobilisation interventions.

Module Coordinator: Kristjana Sigurbjörnsdóttir, Project Manager at UNU-GEST

Other lecturers: Dr. Deevia Bhana, Margrét Steinarsdóttir, Kristín I. Pálsdóttir, Sóley S. Bender, Viviane Namaste, and Dr. Jennifer McClearySills

Learning outcomes

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

- Understand the link between gender, health and well-being and ill-health
- Understand why health interventions and campaigns need to address gender and target communities needs and worldview
- Understand a human rights-based and gender-responsive approach to policies and programmes for health
- Understand the gendered aspects of violence and be familiar with its different manifestations
- Understand how gender-based violence is a violation of human rights
- Be familiar with the risk factors and consequences of gender-based violence and the different strategies to address gender-based violence.

2.2.1.5 Module 5: Gender, environment and climate change

This module examines the role of gender in unsustainable/sustainable development and natural resource management. The focus is on gender and climate change and resilience, as well as gender relations in fisheries, energy use and production, agriculture and land management.

Module Coordinator: Dr. Irma Erlingsdóttir, UNU-GEST Director

Other lecturers: Dr. Jón Geir Pétursson, Dr. Joni Seager, Dr. Pétur Waldorff, Dr. Ellen Morris, Laura Malinauskaite, Randi Stebbins and Þorvarður Árnason

Learning outcomes

After the successful completion of this module fellows should have:

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

2.2.1.6 Module 6: Final applied project

Fellows work on an applied project of their choice throughout the duration of the programme under the supervision of experts. The purpose of the applied project is for fellows to reflect on some of the theories, methods and skills studied during the training course, and to consider when these would be appropriate to apply in a practical context. The topic should be integrative, relate to the content of the programme, and should have relevance for gender equality issues in the fellows' home country. The project may be in an essay form, addressing a specific gender relations problem and identifying strategies and suggestions to counter it; in the form of a project proposal which outlines all the necessary steps and activities needed to solve a problem and implement a project; a research proposal; or it can take another form which should be developed in consultation with the module coordinator. By the end of the

semester, the fellows present the design and findings of their assignments at an open seminar organized by UNU-GEST.

Fellows receive 5 ECTS for their final assignment. As a part of the larger module for the final assignments, fellows attend sessions for academic writing skills, reference systems for literature review and research, introduction to the University library, professional development workshops, and learn about how to deliver professional presentations.

Module Coordinator: Randi W. Stebbins, Co-Director of the Writing Centre at the School of Education and Final Project Coordinator at UNU-GEST

Academic staff contributing to this module: Erla Hlín Hjálmarsdóttir and Dr. Giti Chandra. Each fellow is assigned a final assignment supervisor who is an expert in the field chosen by the fellow. Supervisors worked with their respective fellows to offer guidance on the final assignment throughout the semester.

Learning outcomes

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

- Collect and critically examine information and data necessary for analysing their chosen topic
- Use theoretical frameworks for critical gender sensitive inquiry into their chosen topic, its social context, and its policy environment
- Design interventions and strategies to address the gender disparities and concerns at the centre of the project proposal
- Apply the tools and skills gained during the programme to the issues addressed in the essay or proposal
- Work effectively as independent and self-motivated learners
- Demonstrate the ability to reference an extensive range of literature and utilise this in the development of analysis and discussion of ideas
- Demonstrate the ability to effectively communicate the main findings of the project proposal or essay
- Write a coherent, critically reflexive project proposal, research report, or essay that adheres to standards of academic writing (citation, references, list of references, avoiding plagiarism, etc.)

2.2.2 Final assignments

2.2.2.1 Ahed Sebouai (Tunisia)

Title: Female students' sexuality in Tunisia. Realities, public discourses and social adaptation strategies

Supervisor: Dr. Jón Ingvar Kjarran

Public discourse about young female sexuality has recently spread to different spheres in Tunisia. TV shows, radio stations and newspapers discuss topics related to Tunisian women's sexuality, often in a way that is anything but a positive representation of the sexuality of young women. It often takes the shape of blaming and shaming young women for their own sexual assaults or for unwed pregnancies. Women who demand their sexual rights and autonomy are shunned. It is no surprise that, according to statistics from the National Office of Family and Population, 60% of sexually active young people do not protect themselves during sex and only 19% of girls aged 15- to 24-years-old state that they have some knowledge about the risk of unprotected sex and of HIV/ Aids. Health officials have also

caused an alarm about the abortion rate and the number of single mothers among the above age group. Young Tunisian women who leave the family home for higher education embark on a discovery, bare handed, of their sexuality within a circle of young people and a society that still carries the heavy weight of patriarchy and taboos related to sexuality, especially female sexuality. Young, Tunisian, female students are increasingly torn between the hope of liberation and the necessity to conform with social norms regarding sex and sexuality.

2.2.2.2 Amira Khader (Palestine)

Title: Sexual abuse within the family in the occupied state of Palestine

Supervisor: Magnea Marinósdóttir

Sexual and gender-based violence within the family renders women and girls particularly vulnerable, especially in the occupied Palestinian territory (oPt) where the family is the primary social and economic unit. This paper addresses the problematic issue of sexual abuse, taking place within the family and the gaps in legal and communal responses to it. Palestinian legislation pertaining to sexual abuse is grounded in the penal codes of the Gaza Strip and the West Bank, which interacts with the personal status law (Sharia law). The absence of legislation meeting international human rights standards for preventing violence and holding perpetrators accountable for their crimes continues to cultivate and reinforce a culture of impunity for sexual and gender-based violence. This paper stresses the instrumental role of legislation in providing protection against sexual and gender-based violence in families in the oPt based on data obtained from interviews with the Women Studies Center in the oPt, Palestinian female lawyers, and one victims of sexual harassment.

2.2.2.3 Andrea Jovanović (Serbia)

Title: Zero Clout: (Re) inventing the objectivity of gender within the frame of Marxist feminism

Supervisor: Dr. Irma Erlingsdóttir

In 2017, feminism was both celebrated and in crisis, especially Western liberal feminism, with the defeat of Hillary Clinton and the cry that the movement was anything but inclusive. Feminist theory is also struggling with deep issues, such as how gender should be conceptualized and if there is a universal theory of gender. This paper addresses these theoretical crises in feminism by focusing on Marxist feminism. Marxism is usually seen as the universalist theory, so re-examining Marxist feminism in this context is a logical start. In doing so, the goal should perhaps be to focus on Marx's understanding of objectivity. It is argued that his conception might be more fruitful to goal of Marxist feminism. The trajectory of Marxism in the feminist context is divided to two groups: (1) postmodern Marxism that gave up on any form of objectivity and universality and (2) Marxist feminism that tried to stay loyal to Marx but still re-conceptualize his ideas. This work opens up a space for drawing upon Marx's commodity fetishism in a way that is currently not present in Marxist feminism and yet may be fruitful.

2.2.2.4 Binazir Ibrahim Muktar (Kenya)

Title: Promotion of menstrual hygiene among girls in Mogadishu, Somalia

Supervisor: Dr. Brynja Elísabeth Halldórsdóttir

Menstruation is part of the reproductive cycle of young women, yet in the Somali it is often seen as dirty. The silence regarding menstruation and the lack of proper information at home and in schools result in women and girls having very little knowledge about what is happening to their bodies when they menstruate. In many instances, menstruation is met with shame and social taboos that are further manifested in social practices, restricting mobility,

freedom and access to daily activities and services. This can impact a girl's schooling. This project challenges these social norms and their impact by providing menstrual sanitation trainings in schools through clubs and organized menstrual hygiene advocacy material. The trainings and advocacy will include both boys and girls to have the greatest impact. Beyond this, the project will teach young women to make and properly care for their own menstrual supplies, allowing for a consistent supply of clean menstrual pads. The advocacy and training combined will allow young women to continue in school while menstruating.

2.2.2.5 Carmen Keshek (Palestine)

Title: Female students' sexuality in Tunisia. Between realities and social adaptation strategies
Supervisor: Dr. Bjarney Fridriksdóttir

This doctoral research project proposes to analyze the impediments to implementing the Security Council Resolution 1325 on Women, Peace and Security in the occupied Palestinian territories. The focus of the analysis is the colonial relationship between Palestine and Israel and the hegemony of the international community as represented by the United Nations. The research looks at whether the rise of the women, peace and security agenda as a normative framework within the liberal values and norms of the Western community can be implemented in Palestine, which is still under Israeli colonization. It is hypothesized that Resolution 1325 will maintain and further entrench the masculine patriarchy in global and local politics. The research will use the constructivist theory of international relations on norms diffusion to investigate the rise of the norms around women, peace and security in the global system, and the consequences of securitizing women's issues. Moreover, the research will use post-colonial theories and critical feminist theory to understand the reproduction and reconstruction of the liberal hegemony on colonized states like Palestine.

2.2.2.6 Cecília Sibambo (Mozambique)

Title: Integration of gender into the curriculum of Mozambique's defence forces
Supervisor: Dr. Pétur Waldorff

Resolution 1325, the UN's landmark resolution on Women, Peace and Security, reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations and in post-conflict reconstruction. Statistics show that when women are included in peace processes, there is a 20% increase in the likelihood of an agreement lasting, at least, two years and a 35% increase in the likelihood of a deal lasting for 15 years. Women are, however, greatly underrepresented, being only 2% of principal mediators, 4% of witnesses and signatories, and 9% of negotiators in peace processes between 1992 and 2011. This research paper stresses the importance of equal gender participation in the maintenance and promotion of peace and security and suggests that for the traditionally male-dominated defence sector to achieve gender equality, change must happen at the initial stage of education. Thus, this paper elaborates and puts forward a new mandatory curriculum with lessons on gender, peace and security to be adopted in the various schools of the armed forces of Mozambique for all new recruits — men and women alike.

2.2.2.7 Chinenye Anekwe (Nigeria)

Title: Training rural women on assembly, installation, maintenance and repair of solar systems for cooking and lighting in Nigeria
Supervisor: Kirstín Flygenring

More than half of the population lack access to energy in Nigeria. Those who do have power, mostly in urban centres, face up to 10 hours of blackouts a day, and energy poverty rural areas

is almost absolute. People in rural communities live below the poverty level and solve their energy needs using cheap fuels such as candles, paraffin, firewood, and kerosene, all of which can negatively impact health. Because of traditional gender roles, women and girls spend productive hours fetching firewood for cooking and heating their houses, with others produce paraffin for lighting their homes. They also spend more time in polluted, indoor environments cooking and taking care of their families. In Nigeria, several women-led organizations, including Solar Sister, have been actively involved in combating the energy reality of rural women by training 1,500 women entrepreneurs to distribute clean energy products (solar lights and improved cook stoves). The import and distribution of renewable energy products has not been without challenges. First, most of the solar lanterns and small home systems are quite expensive. Second, some of these products are not well suited for the Nigerian weather, so they do not last, and there is usually only one-year warranty on the products. Currently no experts exist in the communities to repair faulty products. This project seeks to address these issues by training women to maintain and repair solar-powered cooking and lighting units. By so doing, it addressed the lack of energy in rural Uganda and increases women's income potential.

2.2.2.8 Freda Imma Amuron (Uganda)

Title: Reduction of incidence and burden of obstetric fistula among the Pokot women of Amudat District in Karamoja, Uganda

Supervisor: Dr. Hólmfríður Garðarsdóttir

Obstetric fistula, or an opening between the vaginal canal and the urethra or anus, can occur in cases of prolonged, obstructed birth. Untreated obstetric fistula leads to the Pokot women in Uganda who are already marginalized due to gender-biased beliefs and practices, being cast out of society due to the uncontrolled leakage of urine or feces. Obstetric fistula can be avoided or treated with modern obstetric care. However, traditional birth attendants in the Pokot community lack the training needed to avoid obstetric fistula. This project uses a participatory approach to involve stakeholders at all levels in the Pokot community to attack the medical causes and social and economic impacts of obstetric fistula. Both women and men will be trained and educated on the prevention, causes of and sources of treatment for obstetric fistula. The survivors will participate in identifying other women with fistula using the snowball methodology. Peer-to-peer sessions will allow past fistula patients to share their experiences and support other survivors in the community. The health staff, especially professionally trained nurses and midwives, will train traditional birth attendants and support fistula patients. The goals are to reintegrate past fistula patients into their communities and decrease the occurrence of obstetric fistula in Pokot communities.

2.2.2.9 Harriet Achieng (Uganda)

Title: Gender dynamics of ageing in rural Uganda: Meeting energy, water access and improving of shelter/housing needs

Supervisor: Dr. Magnfríður Júlíusdóttir

Aging women in Uganda face a variety of issues, especially in the rural Tororo District. Like many people living in rural Uganda, elderly women do not have access to proper lighting, clean energy for cooking, or housing. Since younger people are moving to the cities for work, the task of walking long distances to collect firewood and water falls to older women due to gender-based expectations in the culture. Added to this, the Tororo District has been hit by environmental degradation from global climate change, killing much of the native grass needed to make housing. This leaves many elderly women living in dilapidated shelters that let in the rain, leaving puddles of water that can negatively impact women's health. The

government of Uganda has set a goal “to increase access to clean, affordable and reliable energy services as a contribution to poverty eradication.” Due to the intersection of traditional gender roles, poverty, and aging, this goal should focus on elderly, rural woman in Uganda.

2.2.2.10 João Carlos Colaço (Mozambique)

Title: The role of the academic community in contributing to peace and security processes in Mozambique

Supervisors: Dr. Geir Gunnlaugsson and Dr. Jónína Einarsdóttir

Mozambican society has been historically marked by wars, conflicts, poverty, social exclusion and natural disasters, with women and children being left more vulnerable than their male counterparts. This project explores how women are generally excluded from conflict resolution and reconstruction processes after periods of instability and draws attention to the role the academic community can play in gender, peace and security issues in Mozambique. The aim of this research paper is to serve as a basis for the elaboration and implementation of a curriculum that encompasses theories related to gender, peace and security that could be a positive catalyst in promoting the role of women in peace-keeping efforts. While the curriculum is designed specifically for the sociology course of the Eduardo Mondlane University in Maputo, Mozambique, it could be implemented elsewhere and used by government institutions to raise awareness of gender issues.

2.2.2.11 Luka Lazović (Serbia)

Title: Confronting Serbia’s past: The feminist memory politics of Women in Black

Supervisor: Dr. Valur Ingimundarson

This essay is about the intersection of gender and memory politics in Serbia. Focusing on the Belgrade-based Women in Black (WiB), it analyses the forms of their mnemonic mobilisation as part of their efforts to offer counter-narratives to state-sponsored memory projects designed to uphold the continuity between the past and present. This anti-war, anti-patriarchy, anti-nationalist and anti-capitalist movement is a unique phenomenon in the regional and global political arenas. By exploring WiB’s use of calendar to contest dominant commemorations and national identity constructions, the work devotes specific attention to the dynamic interchange of memory resistance, the public space and the state. The essay demonstrates how the engagement in the struggle over interpretations of the past may be used to deconstruct narratives of masculinised, war-related memory politics. While the influence of WiB on government policies has been marginal, it has had far greater influence on Serbian society through activism and staging of symbolic commemorative events. WiB has played a crucial role in breaking the politics of silence and denial around the recent war past. This has been extremely difficult due prolonged state oppression, but it has been achieved through WiB’s ideological and political consistency.

2.2.2.12 Maaref Fadel (Lebanon)

Title: Syrian refugees in Lebanon: Women and children being victimized by trafficking

Supervisor: Eva Harðardóttir

In 2016, the total number of Syrian refugees in Lebanon topped 1.1 million people. Combined with refugees from Iraq, Palestine, Egypt and other countries, the Lebanon’s population increased 25% that year. Most of the Syrian refugees are women and girls between the ages of 18 and 60 who left to escape the conflict in their home country. Once in Lebanon, the refugees are susceptible to becoming victims of human trafficking. According to the 2015 United Nations Trafficking Protocol, human trafficking does not require movement across borders. Instead, it is broadly defined as “the recruitment, transportation, transfer, harbouring

or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.” This research looks at the role of both NGOs and the Lebanese government in curbing human trafficking of refugees, specifically through analysing gaps in the current regulations and sanctions for human trafficking in Lebanon. It presents a case study linking the patriarchal culture in Lebanon to the lack of response against the trafficking of refugee women and girls in the country.

2.2.2.13 Marko Matović (Bosnia and Herzegovina)

Title: Maternity leave protection in the city of Istočno Sarajevo. Addressing corporate responsibility and building local strategies

Supervisor: Dr. Ingólfur Vilhjálmur Gíslason

Many women in Bosnia and Herzegovina have stories about losing jobs because of pregnancy, despite having the legal right to maternity leave. Violations of the right to maternity leave are occurring in bad economic situations characterized by huge competition in the labour market, low wages and poor working conditions. Although the legislation is mostly in line with international standards and provides legal protection for pregnant women, lack of implementation of these laws puts mothers in an unfavourable position in the labour market. The aim of this project is to address violations of the right to the maternity leave directly with the people and institutions violating the law. In order to do that, it is necessary to collect data about the position of women in the labour market, the first activity of the project. The focus will be on women in Istočno Sarajevo, which is a small city in the eastern part of the Bosnian entity called the Republic of Srpska. The second activity of the project will be to organize roundtables with business owners where the issue of maternity leave will be addressed with data from phase one. At the same time, employers’ perspectives will be collected. The first two activities will lead to the creation of a strategy for the improvement of the economic position of women in Istočno Sarajevo, focusing on maternity leave. The strategy will be produced and implemented in cooperation with city authorities and will be a model for other municipalities in the country.

2.2.2.14 Marwa Kouki (Tunisia/Lebanon)

Title: “NAWARA”: Women centres for development in rural Tunisia

Supervisor: Lilja Hjartardóttir

In January 2011, the people of Tunisia protested, using slogans such as “Employment! Liberty! Dignity!” The Jasmin revolution started in the poorest, western regions of the country. The people demanded employment and a decent living. Despite this uprising, unemployment, poverty, regional inequalities, and high centralization of resources have increased since 2011. Women suffer more under economic deprivation, while advances in gender equality are linked with advances in development. Therefore, empowering women as economic actors who take part in production and consumption can contribute to the development of rural Tunisia. The project proposed to do that by positioning women as agents of change for their individual and collective good through rural development centres, offering educational and income-generating programmes for women. The educational programmes include literacy, entrepreneurship and living skills programmes, while the income-generation programme is centred around producing halfa products, clay products and biogas along with recycling. The first NARAWA centre in Sidi Smail will have all the machinery needed for the production of goods as well as a space for educational activities. The goal of the project is to have all production and educational programmes fully functional within three years.

2.2.2.15 Masha Durkalić (Bosnia and Herzegovina)

Title: Feminist activism in Bosnia and Herzegovina, Croatia and Serbia: Political potentials for social change

Supervisor: Dr. Valur Ingimundarson

The contemporary feminist movements in Serbia, Bosnia and Herzegovina and Croatia are rooted in the 1990s wars, which led to the break-up of former Yugoslavia. While all three countries share a mutual history of belonging to a vanished state, their paths have diverged in political and economic terms. This difference is also reflected in each country's feminist movements' political goals, tactics and development. The research proposal outlines a study to compare and contrast feminist activism in the three countries during a period when the region of South-East Europe is witnessing regressive trends, such as the return to nationalism, the rise of neo-conservatism and populism and re-patriarchalisation. It is argued that the increasing marginalization of political engagement of feminist activists is affected by broader political and social developments, combined with the NGO-isation of women's rights organizations, which restricts their possibilities. Feminist resistance in the three countries is explored through a case study approach, including interviews with members of the feminist movements in order to explore their experiences, motivations and expectations. The research is situated in social movements and feminist theories, as well as theories of citizenship and practices of contentious politics.

2.2.2.16 Mercy Chaluma (Malawi)

Title: Law on abortion in Malawi: Effects on women's reproductive health rights and how to change the status quo

Supervisor: Margrét Steinarsdóttir

Under the Malawi Penal Code, the performance of abortions is illegal. Seeking an abortion is punishable by up to 14 years in prison. Abortions can only be legally performed to save the life of the pregnant woman. This 88-year-old law continues to be enforced despite Malawi ratifying several international treaties in favour of legalized abortion. The Guttmacher Institute estimates that 53% of pregnancies in Malawi are unintended, and close to 30% of those end in abortion. Moreover, 40% of all gynaecological admissions in Malawi are post-abortion care cases as a result of clandestine and unsafe abortions. Abortion accounts for 18% of maternal deaths in Malawi (Guttmacher Institute, 2014). The law has not stopped abortions, but only made them unsafe resulting in a cost in excess of \$500,000 a year for post-abortion treatment. The penal code needs to be changed to decriminalize abortion. Furthermore, the government needs to address the root causes of unwanted pregnancy to reduce the need for abortion. This two-pronged approach for dealing with unsafe abortions in Malawi will mean that fewer women risk their lives undergoing unsafe abortions.

2.2.2.17 Ofoq Roshan (Afghanistan)

Title: Traditional and cultural obstacles to girls' education in Afghanistan: Why prohibiting girls' education in rural areas is gender-based violence

Supervisor: Susan Elizabeth Gollifer

Accessing education for girls has been and remains a significant concern in Afghanistan, in particular in rural areas. This paper focuses on the obstacles to girls' education in such areas. Feminist theory and literature is used to examine how culture, traditions and social customs create barriers that limit girls' access to school and to analyse the impact of patriarchal society and the unequal balance of power between women and girls/men and boys. Without achievement of girls' human right to education, and given the patriarchal nature of the

country, other forms of social, economic, and cultural opportunities and rights are restricted. In this sense, restricting access to education is a form of gender-based violence in that it perpetuates other forms of gender-based violence against girls and women. It is important that strategies to address girls' education make more explicit links between education, freedom from violence, and human rights. Both education and girls' and women's safety are recognized as human rights; they are protected by laws and policies at the national and international level. However, legal rights are constantly being broken. Hence, there is a need to understand how the moral and political dimension of human rights, in particular the indivisibility of human rights, can contribute to breaking the cycle of gender-based violence.

2.2.2.18 Oureratou Ouedraogo (Burkina Faso)

Title: Offsetting the gendered side effects of mining in Yatenga, the North Region of Burkina Faso

Supervisor: Kirstín Flygenring

The project addresses the consequences of gender inequality in accessing the opportunities offered by mining in Burkina Faso. These consequences include the loss of women's income-generating activities, prostitution and sexual exploitation. With a duration of three years, the project will be implemented through activities consisting of training women and girls from the four impact zones around the Endeavor Mining Corporation's Karma mine in entrepreneurship, mechanics and mining equipment. In total, 220 women, 330 girls and 60 women's groups will benefit directly from the project. The innovation is that it seeks to improve the prospects of women and girls inside and outside the mining sector, making them key players and not just beneficiaries. The women and girls benefiting from this project will receive advice on using part of their income to make sustainable investments in a promising sector. The project will also strengthen the capacity of the Endeavor Mining company, the regional and communal authorities, and the media on gender responsive budgeting and gender mainstreaming. At the end of the project, the gender responsive budgeting framework and the gender mainstreaming strategy that Endeavor Mining will acquire will enable them to improve the women's perspective in their intervention.

2.2.2.19 Peter Collins Katuramu (Uganda)

Title: Reducing the violation of rights for women and girls with disabilities in the Kabarole district in western Uganda

Supervisor: Freyja Haraldsdóttir

The mainstreaming disability approach, which is in line with the feminist disability approach, emphasizes the whole gender system to highlight dismissed voices and misrepresented experiences in regard to gender and disability. When disability and gender intersect, rights violations take unique forms, springing from specific causes that require particular interventions. Women and girls with disabilities in the Kabarole District of Uganda face social, economic and political marginalization that has left them the poorest group in one of the more developed areas in Uganda. They are unable to access justice in spite of gross violation of their rights due to lack of mobility and the high costs associated with seeking justice from the local authorities and courts in Uganda. This project aims to reduce the violation of rights against women and girls with disabilities in the Kabarole district through integrating their needs in the district plans and budgets by the beginning of 2019. Integration of their needs into departments like health, education, community-based services, service commissions, and human rights will make women and girls with disabilities and their care takers empowered to seek for justice. Activities including awareness campaigns, community dialogue, advocacy meetings, capacity building trainings for different stake holders and many

other interventions will also be carried out to support the strategy of integrating of needs for women and girls with disabilities in the district plans and budgets to change the current situation on the ground.

2.2.2.20 Rosa Maria de Lurdes Zaqueu (Mozambique)

Title: Gender, peace and security: Gender mainstreaming of the Ministry of Defence

Supervisor: Eyrún Eyþórsdóttir

This study addresses issues of gender inequality within the Ministry of Defence of Mozambique, making the case that while women have participated actively in battlefields during the fight for independence, they were – and still are – excluded from senior positions and high-level decision-making bodies within defence institutions. It proposes the adoption of measures for the inclusion of gender integration, such as the establishment of annual quotas for the incorporation of women into the military and military institutions, the creation of gender units and policies that raise awareness and promote gender equality and the review of military codes of conduct so that they address gender-specific needs. This research paper shows that gender mainstreaming and integration would not only reduce discrimination against women in the defence sector but also help the development of the nation as a whole.

2.2.2.21 Rosaline Banya (Sierra Leone)

Title: Reduction of teenage pregnancy in the Bo district of southern Sierra Leone

Supervisor: Auður Magnús Auðardóttir

This project focuses on improving maternal health by reducing the incidence of teenage pregnancy in the Bo district of southern Sierra Leone. The root causes of teenage pregnancies include early and unprotected sexual activity; early marriage; negative cultural perceptions of contraceptive use guided by myths and taboos; no confidence, skills, and knowledge on the part of parents to support their children regarding reproductive health issues; and sexual and gender-based violence. Due to these problems, teenagers face severe and sometimes irreversible health, social, and economic consequences from early pregnancy. Pregnant teenage girls often drop out of school, leaving them mostly dependent on men for economic support and decision making. Early pregnancy can also lead to serious health problems like obstetric fistula or even death. This project is designed to combat these problems through empowering girls and boys from puberty to their teens (9–19) with knowledge regarding reproductive health and access to contraceptive services. Parents and other adult community members will be educated around the norms and taboos of sexual activity in order to support the girls in exercising their reproductive and sexual rights in their communities. By empowering adolescents to make their own decisions regarding their reproductive rights and activating the community in support of that, this project will improve the sexual and reproductive health of adolescents in the Bo district.

2.2.2.22 Sophia Nabukenya (Uganda)

Title: Gendered perspectives on the provision of contraceptive services to adolescents

Supervisor: Dr. Sóley S. Bender

Sexual and reproductive health risks, resulting from early, unprotected, and unplanned sexual activity account for the highest rates of disease and death among adolescents in Uganda. Early pregnancy also impedes on girls' ability to finish school and be gainfully employed. Provision of contraceptive services to adolescents has numerous positive effects on the lives and wellbeing of adolescents. These effects include higher attainment in education and employment opportunities, especially for females who face the greatest risks due to pregnancy. Social cultural factors, coupled with insensitive and irresponsive policies that do

not address adolescent contraceptive needs, hinder provision of, access to and utilization of contraceptive services. A comprehensive policy review should be done along with comprehensive sexual education materials disseminated at all levels, to mitigate the negative ideas around contraceptive services for adolescents.

2.2.2.23 Tereza Vujošević (Montenegro)

Title: The image of female entrepreneurs in contemporary Montenegro

Supervisor: Dr. Guðný Gústafsdóttir

Entrepreneurship is one way for women to achieve fuller economic benefits and to attain better gender equality in all domains. Image is also important in social interaction and positioning for entrepreneurial women. The objective of this research proposal is to investigate the image of female entrepreneurs in Montenegro as it plays out against the ideal of femininity portrayed throughout history in various forms. The research will also cast light on the perception of female entrepreneurs in Montenegro. Since the concept of femininity and its intersection with entrepreneurship and leadership have not been mapped in the Montenegrin context so far, three determinants will be in focus: perception of female entrepreneurs' image in Montenegro, factors legitimating the image of femininity, and female leadership styles. Girls and women are often put in inferior position due to existence of idealized images of women. The emphasis is on body as an entity that reflects information about position in society and personal identity. This leads to the hypothesis that female entrepreneurs are perceived as less confident than male entrepreneurs. To counter that, female entrepreneurs tend to act and seem more like men. Finally, it is hypothesized that female entrepreneurs tend to have more collaborative approach to leadership. These hypotheses will be tested with text analysis of legal and regulatory documents along with a survey of Montenegrins from a variety of backgrounds, age groups, and educational levels.

2.2.3 Field visits

Since its establishment, the UNU-GEST programme has forged strong links with Icelandic institutions specializing in gender equality by sharing expertise, networking and being a part of collaborative efforts. Every year, the fellows attend a number of field visits. This includes visits to relevant institutions such as Samtökin 78 (NGO dedicated to the rights and interests of LGBTQI+ people in Iceland), Stígamót (Education and counselling centre for survivors of sexual abuse and violence), Bjarkarhlíð (Centre for survivors of violence), and others. In addition, the fellows visit sites in the Icelandic countryside as well as in Reykjavík, that provide them with geographical and situational context of the Icelandic society.

2.2.3.1 Visit to the National University Hospital of Iceland

The fellows visited Landspítali/National University Hospital of Iceland, Fossvogur, as a part of the module "Gender, health, violence and bodily Integrity." Dr. Berglind Guðmundsdóttir, head of clinical psychological services gave a lecture on Post-Traumatic Stress Disorder (PTSD) within the context of treatment for survivors of sexual violence.

The fellows then visited the emergency service for rape and sexual assault survivors accompanied with Eyrún Jónsdóttir, a nurse and programme manager.

2.2.3.2 Field trip to Laugarvatn

The fellows went on a field trip to Laugarvatn and made stops at Geysir hot springs and Gullfoss waterfall. They then had lunch and a guided tour at Friðheimar greenhouse and tomato farm. In the afternoon they participated in a workshop at Laugarvatn on *Feminist*

frictions and sustainable feminism with Sigríður Ingibjörg Ingadóttir, former Member of the Parliament of Iceland, and Professor Joni Seager, Bentley University. Other participants in the workshop came from the Psychology of Women and Equalities Section in the British Psychological Society (POWES), Tabu (radical feminist disability movement), The Icelandic Love Research Society, The Centre for Equality, Gender and Education at the School of Education at the University of Iceland, and the upper secondary college at Laugarvatn.

2.2.3.3 Visit to Höfn

UNU-GEST fellows went on a field trip to Höfn with Dr. Irma Erlingsdóttir, the director of UNU-GEST. The trip was a part of the last module of the programme on “Gender, environment, climate change and resilience.” The field trip is an annual event with the objective of witnessing climate change in Iceland and to put the learning into a global perspective.

Dr. Þorvarður Árnason, the head University of Iceland’s Research Centre (UIRC) in Höfn has welcomed UNU-GEST fellows for the past seven years together with colleagues in the knowledge centre Nýheimar in Höfn. This time he was joined by three experts: Kristín Hermannsdóttir, a meteorologist and the director of the South East Iceland Nature Research Centre; Snævar Guðmundsson, a glaciologist; and Hugrún Harpa Reynisdóttir, the director of Nýheimar. The three-day stay in Höfn included indoor lectures and outdoor field visits, culminating in a walk on Vatnajökull glacier.

The field visit also provided the fellows with time to enjoy natural sights such as Skógafoss and Seljalandsfoss waterfalls, the black sand beach near Vík and the Jökulsárlón glacier lagoon. The field visit enabled the fellows to witness, simultaneously, the landscape in the southeast of Iceland and the evidence of the melting of the glaciers in Iceland. It allowed the fellows raise their own awareness of climate change and its impact on sustainable development.

2.2.3.4 Writing retreat at Búrfell power station

The 2018 fellows attended a writing retreat at the National Power Company’s, Landsvirkjun, Búrfell power station on 15–16 March 2018. The aim of the writing retreat was to allow fellows to focus on their final assignments, to learn about sustainable energy use in Iceland and to be informed about the implementation of a gender policy in Landsvirkjun. Jóhanna Harpa Árnadóttir, the project manager for corporate social responsibility at Landsvirkjun, introduced the company’s policy on corporate social responsibility. Selma Svavarsdóttir, head of internal services at Landsvirkjun presented the gender equality policy of Landsvirkjun and the steps that the company is taking to bridge the gender gap in different areas. The fellows were joined by GEST staff members Erla Hlín Hjálmarsdóttir and Randi Stebbins, as well as international lecturer Marsha Henry. During the fellows’ travel back to Reykjavík, the group went sightseeing at Hjalparfossar waterfall and Þingvellir national park.

2.2.3.5 Visit to the President of Iceland

The 2018 cohort of UNU-GEST fellows visited the President of Iceland, Mr. Guðni Th. Jóhannesson, and the First Lady, Ms. Eliza Reid, at Bessastaðir, the presidential residence, on 14 February 2018. Three UNU-GEST fellows presented on behalf of the 2018 cohort: Sophia Nabukenya, who works as a national youth ambassador in Uganda, introduced the group and shared how the knowledge and skills she will acquire in the Post-Graduate Diploma Programme in International Gender Studies will impact the communities she works with. Luka Lazović from Serbia gave an overview of the structure of the UNU-GEST’s diploma

programme and the wide range of final assignments the fellows are working on. Maaref Fadel from Lebanon concluded the formal part of the meeting by explaining how the programme enables her and all the other fellows to express their ideas more critically and engage with research topics that are not given significance or are otherwise marginalized in their communities and/or academic environments.

2.2.4 Graduation

The 2018 graduation ceremony was held in Askja at the University of Iceland on 23 May 2018. Dr. Irma Erlingsdóttir, Director of UNU-GEST, gave the opening address. She was followed by Mr. Sturla Sigurjónsson, Permanent Secretary of State at the Ministry for Foreign Affairs and Prof. Guðmundur Hálfánarson, Dean of the School of Humanities at the University of Iceland. Ms. Vigdís Finnbogadóttir, the patron of the UNU-GEST programme and the former President of Iceland, presented the Vigdís Finnbogadóttir Award of Excellence for the best final assignment to Masha Durkalić from Bosnia and Herzegovina. Masha Durkalić's award assignment was a research proposal: "Feminism activism in Bosnia Herzegovina, Croatia and Serbia: Political potentials for social change." Erla Hlín Hjálmarsdóttir, head of research at UNU-GEST, accounted for the activities of the programme for the past year. Freda Imma Ammuron from Uganda spoke on behalf of the graduating fellows.

2.3 Selection of 2019 fellows

Selection for the spring term 2019 took place from March through October 2018. 25 candidates were selected to be admitted to the 2019 programme from 12 countries. Two fellows were selected through the collaboration with the National Union of Disabled Persons of Uganda (NUDIPU) and three fellows through the partnership of UN Women in Mozambique through the project "Women's and Girls' Effective Participation in Peace, Security and Recovery in Mozambique". As before, a number of candidates were selected in collaboration with partner universities with 12 fellows to be co-funded through the Erasmus+ grant scheme. The selected fellows for 2019 are:

Country	Number of fellows	Funding source
Afghanistan	1	Erasmus+/UNU-GEST
Bosnia & Herzegovina	1	Erasmus+/UNU-GEST
Ghana	2	Erasmus+/UNU-GEST
Ethiopia	1	UNU-GEST
India	1	UNU-GEST
Kenya	1	UNU-GEST
Kosovo	2	Erasmus+/UNU-GEST
Malawi	3	UNU-GEST
Mozambique	3	UN Women/UNU-GEST
Nigeria	1	Erasmus+/UNU-GEST
Palestine	2	Erasmus+/UNU-GEST
Palestine	2	UNU-GEST
Serbia	2	Erasmus+/UNU-GEST
Uganda	1	UNU-GEST
Uganda	2*	Equality Fund/UNU-GEST

*One of two fellows to be admitted through the Icelandic Gender Equality Fund requested to defer her admittance as she was not able to obtain all necessary documents in time for the immigration process in Iceland. This funding has been postponed to 2020.

3. Short courses and courses at the University of Iceland

The interest in UNU-GEST's specialized short courses programme has steadily increased over the last few years, with plans to hold short courses in Uganda, Malawi and St. Lucia.

3.1 Gender-responsive budgeting

For the past several years, UNU-GEST has held a short course on gender-responsive budgeting led by Dr. Elisabeth Klatzer. The course took place on 19–23 February 2018 and participants included both fellows in the UNU-GEST programme as well as local professionals. Gender responsive budgeting integrates a gender perspective into budgeting processes, effectively turning budgets into tools for transformation in order to move society towards gender equality and to promote development and women's rights, supporting SDG 5 and 10, and reduce inequality within and among countries.

3.2 Development of short courses

Development of three short courses was continued. The courses are in fields where Iceland has significant competitive advantage with respect to gender. The courses will be offered on demand in partner countries.

3.2.1 Men as allies – engaging men

In 2018 UNU-GEST delivered the course “Men as allies” for the first time, as part of its diploma programme. The objective of the course is to provide practical tools and critical insights on how to engage men and boys in promotion of gender justice and prevention of violence. The course is tailored to the needs of practitioners and advocates who work in development, education or youth sector. The main objectives of the course are to increase the understanding of how practices of patriarchal masculinities (of various kinds) sustain gender inequalities, to identify the conditions of male socialization that are fuelling patriarchal masculinities, and to specify strategies for challenging and influencing patriarchal socialization of boys.

The training is designed with a strong development focus and is geared towards identifying the types of involvement that can be endorsed at various levels to address men as allies. They include grassroots mobilizing, government initiatives at all levels, and formulation of specific strategies and policies. In addition, the goal is to offer strategies for building community support and advocacy with institutions, governments (local, regional, national) and development partners to adopt policies and scale up programmes that reinforce personal and social change.

The training was delivered by Þórður Kristinsson, Hjálmar Sigmarsson, Tryggvi Hallgrímsson, and Ívar Karl Bjarnason in February 2018.

3.2.2 Teaching gender to youth

In 2018, UNU-GEST also piloted a course on “Teaching gender to youth” with the objective of providing know-how and critical understanding on how to advocate and develop curricula for teaching gender equality at the high school level. The course is tailored to the needs of teachers, researchers, curriculum developers, educational administrators and policy makers.

The main objectives of the course are to offer tools on how to develop curricula for gender studies at high school level, that will include discussions of identity and privilege, gender roles and stereotypes, healthy relationships, and the spectrum of violence; examine strategies

for advocating and generating support for gender reform at high school level, both on the macro level (policy makers and curriculum developers), and on the micro level (in schools – teachers and key mediators), and to identify strategies to ensure student participation, and support student body in self-organizing as agents of change. In addition, the training encompassed discussions on strategies to multiply and upscale pilot programmes and create networks of gender studies programmes at high school level.

The training was delivered by Þórður Kristinsson and Hanna Björg Vilhjálmisdóttir in February 2018.

Further development of the course and its implementation for specialized audiences in partner countries is intended for 2019, with the next short course being planned for April 2019 in Mangochi, Malawi.

3.2.3 Gender and climate change in Uganda

In August 2018, the CDT team, which consisted of experts from Makerere University in Uganda, Ministry of Gender, Labor and Social Development, Ministry of Water and Environment, Climate Change Unit who implemented the short course Gender and Climate Change in Uganda in 2012-2013, reconvened to assess the feasibility and interest to re-initiate the implementation of the course. This was due to the positive findings of the evaluation report published in 2013 as well as a request from the Ugandan Government in 2014 to continue the implementation of the short course. The meeting with the CDT team was positive and the team concluded to restart the process by updating the course curriculum, followed by implementing two five days training during the first half of 2019.

3.3 Understanding gender through literature and other cultural texts

Two courses were offered by UNU-GEST on understanding gender through literature.

‘This girl is on fire!’

UNU-GEST offered an online course to UNU-GEST alumni. The course, ‘This girl is on fire!’: Understanding gender through literature and other cultural texts, was offered in the autumn semester of 2018 at the University of Iceland. 15 UNU-GEST alumni participated in the course, which was taught by Dr. Giti Chandra, an associated scholar at the UNU-GEST.

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

‘Unspeakable wrongs’

UNU-GEST offered the course, ‘Unspeakable wrongs’: Women’s narratives of violence and collective identities in the spring semester of 2018, at the University of Iceland. The course was taught by Dr. Giti Chandra.

This course thinks through the differences in certain kinds of violence, how these events are narrativised, and how and why collective identities are built from them. The course offers a comparative reading of events of violence across the globe, comparing and contrasting how these events are narrated in any given cultural context and literary history, and what the connections are that are formed by a singular readership and publication context. The course

offers a reading of the formation of collective identities – national, racial, ethnic, religious – and why these narratives are important.

4. Research and projects

The objective of the UNU-GEST research programme is to influence policy and debate regarding gender equality by conducting policy-based research and by disseminating research findings and outputs in peer-reviewed papers published in academic journals, conference papers and other publications as well as to policy-makers. It also aims to build research and teaching capacity within partner academic institutions in developing countries and influence policy making in the field of gender equality within partner countries and institutions.

UNU-GEST's strategic research programme is based on three interrelated and interdisciplinary research themes, addressing gender equality and social justice at its core: I. Sustainability; II. Human security; and III. Societal transitions. UNU-GEST fosters close collaboration with academic institutions and researchers in developing countries.

4.1 UNU-GEST Ph.D. and Post-doctoral scholarship programme

In 2018, UNU-GEST launched a doctoral and post-doctoral fellowship programme. The doctoral programme targets young researchers from developing and conflict/post-conflict countries, conducting policy-based research within the context of UNU-GEST research priorities. The post-doctoral programme engages emerging scholars who work towards establishing research clusters in partnership with universities and research institutes in UNU-GEST partner countries.

4.1.1 Women's participation in fish value chain and value chain governance in Malawi

Alumna Chikondi Lydia Manyungwa of Malawi became the UNU-GEST's first doctoral grant recipient, thereby launching the GEST Ph.D. Scholarship Programme. Ms. Manyungwa is pursuing a Ph.D. degree with the Faculty of Economic and Management Sciences at the University of the Western Cape in South Africa and is a specialist at Malawi's Department of Fisheries. Her doctoral research centres on the Malawian fish value chain and utilizes gender transformative approaches to analyse the factors that influence women's participation in the fish value chain and value chain governance, and women's and men's perceptions and experiences in value chain processes.

4.1.2 Gender focused value chain development of aquaculture in Gaza province, Mozambique

In the first half of 2018, former UNU-GEST post-doctoral fellow Pétur Waldorff completed an applied research project set out to design a value chain for an aquaculture initiative in Gaza, rural Mozambique. The project was conducted in collaboration with Instituto Nacional de Investigação Pesceira (IIP) and Norges Vel in Mozambique.

4.1.3 Research on SOGI refugees

In the autumn of 2018, post-doctoral fellow Dr. Thomas Brorsen Smidt initiated a research project on refugee claims related to sexual orientation and gender identity in collaboration with Nordic and UK partners. The research consortium came together in the beginning of October 2018 with the stated goal of addressing gaps in research and national policy frameworks on queer refugees and asylum seekers. The consortium is applying for grants from Nordic research funding agencies. A second workshop has been awarded a grant by ReNEW and will take place in September 2019.

4.2 Research projects

4.2.1 Women in geothermal – research and documentary

The project “Women in geothermal – research and a documentary” that started in 2016 continued in 2018. UNU-GEST’s partners are Women in Geothermal (WinG), the International Association for Women in the Geothermal Sector, headquartered in New Zealand and Bless Bless Documentary Productions. The multi-disciplinary project includes visual ethnography as well as field surveys and interviews. It follows women working in the geothermal energy sector in different geographic and cultural locations and is based on a series of interviews and original footage. The aim is to study the gender imbalances and inequalities that are currently present in the geothermal energy production sector, as with other male-dominated sectors that hinder the effectiveness and ability of staff and organizations to reach their full potential.

UNU-GEST’s partners are Women in Geothermal (WinG), an international association for women in the geothermal sector and Bless Bless Documentary Productions. Fieldwork and filming in Ethiopia, Kenya, and Iceland was carried out in 2016. Fieldwork in Iceland continued in January 2017, in Kenya in April, and Ethiopia in August. Laura Malinauskaite stayed at UNU Headquarters in Tokyo in October and November 2017 to conduct field study for the Japan segment of the documentary and pursue funding opportunities. Filming in New Zealand took place in November 2017 as WinG was launching a campaign for gender equality in recognition that action must be taken to support and empower women in asserting themselves in their workplace in order to achieve equal status with their male colleagues and to realize future leadership goals for women in the geothermal field. Post production and ethnographic analysis of data was completed in 2018.

4.2.2 Women and girls’ effective participation in peace, security and recovery in Mozambique

In 2017, UNU-GEST became a partner in the UN Women Mozambique-led project, “Promoting women and girls’ effective participation in peace, security and recovery in Mozambique,” working with UN Women in Mozambique and Eduardo Mondlane University (UEM) in Maputo, Mozambique. The project contributes to the mission of UNU-GEST, which is to use a multidisciplinary approach to promote gender equality and social justice in developing, conflict and post-conflict countries through high-quality, collaborative, and policy-relevant research, and by strengthening the capacity of professionals, scholars and organizations. The role of UNU-GEST in the project is to educate stakeholders in its academic programme and to support research efforts in a scoping study carried out by UEM in 2018. The project runs from 2017 to 2020.

The objective of the project is to contribute to the governance and education on Women Peace and Security in Mozambique. Expected outcomes are six Mozambican experts with post-graduate diplomas from UNU-GEST with an emphasis on Women Peace and Security and gender mainstreaming and in 2018, the first three specialists completed the programme.

5. Knowledge transmission and transnational dialogue

UNU-GEST organizes conferences, seminars and workshops for special events or around specific themes and topics as a part of its mission on knowledge transmission and transnational dialogue. The overall objective is twofold: first, to support and increase the

capacity of the participants in addressing gender equality issues in their work; and, second, to have an impact on high-level policy and the UN system. The workshops aim to generate or introduce new knowledge in the field of gender equality work, share tools and lessons learned, and serve as a platform for transnational dialogue. UNU-GEST's main communications and outreach activities take place during the first five months of the year, coinciding with the academic programme from January to May. These events are in the form of public lecture series, workshops and conferences with the aim of providing a platform for knowledge sharing and exchange as well as offering networking opportunities, and help serve as an active advocate for gender equality issues for the general public. Regular and ongoing knowledge transmission and exchange takes place in social media (Facebook and Twitter: @UNUGEST) and on the UNU-GEST website (www.gest.unu.edu) where articles by experts, staff and fellows are published, in addition to news on events within the field, UNU-GEST seminars, research, conferences and collaboration efforts with partners. The following sections outline in more detail activities in 2018.

5.1 Events, presentations and lectures

5.1.1 CSW62 Side event

In partnership with the governments of Malawi, Zambia and Iceland as well as UN Women, UNU-GEST organized a side event to the 62nd session of the Commission on the Status of Women: The Road to End Child Marriage in Africa in New York 15 March 2018. The governments of Malawi and Zambia have been leading forces in eradicating child marriage at national and community levels. Here traditional leaders have played a key role. Both countries have developed national strategies and launched campaigns to end child marriage, which (ECM) signals political will at the highest level, which is critical for promotion of women and girls and the achievement of the SDGs. This side event was moderated by UNU-GEST and shed a light on the issue of child marriage, impacting girls in rural areas disproportionately in both countries, and how it is being successfully tackled through formal and informal structures. At the event, presenters discussed the main challenges to gender equality in the rural areas of Malawi and Zambia and the effective means of ending child marriage.

5.1.2 UNU-GEST/RIKK lecture series 2018

In collaboration with RIKK (Institute for Gender, Equality and Difference, University of Iceland, UNU-GEST has for the past 4 years run a public lecture series during the spring semester, where experts from various fields contribute to the gender equality dialogue. The range of topics spans public health, development, economy, feminist scholarship, gender-based violence, history, literature etc. In the spring semester 2018, the UNU-GEST/RIKK lecture series was dedicated to the United Nations' Universal Declaration of Human rights, as the year 2018 marks its 70th anniversary. The declaration places emphasis on gender equality and women's rights. All lecture series events, seminars, and conferences were in English. The lecture series is intended to reach a wide audience in Iceland and highlight different issues of gender in the international context. They contributed to the academic dialogue in Iceland with free admission for the entire university and local communities. The following Icelandic and international lectures/scholars presented:

- Sólveig Anna Bóasdóttir, Professor at the Faculty of Theology and Religious Studies, University of Iceland: "A world made new. The Universal Declaration of Human Rights in the making," 11 January 2018.
- Ulrike E. Auga, Professor at Humboldt University in Berlin and Visiting Professor at Paris Lodron University of Salzburg: "Human rights, gender and religion: Controversies in political, social, cultural and sexuality discourses, 25 January 2018.

- Ragnhildur Helgadóttir, Dean of the School of Law, Reykjavík University: “Human dignity in Icelandic law,” 8 February 2018.
- Elizabeth Klatzer, Economist and Specialist in Gender Responsive Budgeting: “Budgeting for Women’s Rights: Tax Justice and Gender Equality,” 22 February 2018.
- Magnús Porkell Bernharðsson, Brown Professor of History, Williams College: “Women’s fight for rights in Egypt in the wake of the Arab Spring,” 8 March 2018.
- Linda Hogan, Professor of Ecumenics, formerly Vice Provost of Trinity College, Dublin: “Religion, gender and the politics of human rights: A Genealogical perspective,” 19 March 2018.
- Viviane Namaste, Professor at Concordia University, Montréal: “Women’s health organizing: Lessons from Montréal’s Haitian community in the 1980s,” 12 April 2018.
- Andrea Peto, Professor of Gender Studies at Central European University, Budapest: “Anti-gender movements as challenges to human rights,” 8 May 2018.
- Symposium in cooperation with Samtökin ’78 (NGO dedicated to the rights and interests of LGBTIQ people in Iceland), on the occasion of its 40th anniversary, 13 April 2018.

5.1.3 Open seminars and lectures

Cynthia Enloe presentation “#IcelandToo? How patriarchy is perpetuated”

On February 28, Cynthia Enloe presented her new book *The Big Push: Exposing and Challenging the Persistence of Patriarchy*, where Enloe explained how and why sexual harassment is still being practiced with impunity in present day.

Humanities conference

UNU-GEST coordinated a panel at the Humanities conference (Hugvísindaping) where University staff members, UNU-GEST fellows and associated scholars addressed the issue of the 70th anniversary of the United Nations Declaration of Human Rights, taking the expansive approach to reflect upon the gender equality concept within the broader framework of human rights in contemporary culture.

“Conflict and hunger”

UNU-GEST co-hosted on 7 March 2018 an open seminar with the title “Conflict and hunger” where UNICEF’s 2017 report on “The state of food security and nutrition in the world” was discussed. This was done in collaboration with the Institute of International Affairs at the University of Iceland, Höfði Reykjavík Peace Centre, and the Ministry of Foreign Affairs.

“The press in Palestine”

UNU-GEST co-hosted an open seminar on 24 May 2018 to discuss the media landscape in Palestine and the difficulties members of the press face working in this field. This was done in collaboration with the Institute of International Affairs at the University of Iceland and Höfði Reykjavík Peace Centre.

5.2 Publications

African Peacekeeping Training Centres

The monograph *African Peacekeeping Training Centres: Socialisation as a Tool for Peace?* by Anne Flaspöler provides an in-depth analysis of peacekeeping training in Africa, especially how peacekeeping training centres have kept up with international expectations of their role in preparing peacekeepers for their deployment. The book was published by Routledge in November 2018.

“Full steam ahead”

“Full steam ahead: Women in the geothermal industry” by Dr. Giti Chandra, Susan Muska and Erla Hlín Halldórsdóttir, details the project undertaken by UNU-GEST in collaboration with Bless Bless Productions to study the positions of women in geothermal industries in several different countries. Analysing the interviews and documentation on film, the paper offers a visual ethnographic analysis of women in Japan, Ethiopia, Iceland, Kenya and Nigeria. Published in 2018 in 7th African Rift Geothermal Conference, A5 Conference Publications.

5.3 International collaboration networks

5.3.1 Nordic Women Mediators (NWM)

UNU-GEST coordinates the Icelandic Network of the Nordic Mediators (NWM) in close collaboration with the Icelandic Ministry for Foreign Affairs. The NWM is a network of women from five Nordic countries with professional expertise relevant to conflict mediation, peacebuilding and negotiations. The professionals share a commitment to sustaining peace through inclusive and meaningful participation of women in all phases of peace processes. Facilitating access and providing networking opportunities with mediating and peacebuilding actors globally, NWM is a collaborative forum and network, building on national women mediators’ networks in all of the five Nordic countries. The NWM network was launched in Oslo in November 2015.

Nordic Women Mediators (NWM) annual meeting took place in Copenhagen, Denmark 21-22 November 2018. The meeting was thematic, where Syria was a country case, focusing on lessons learned and ways forward. The meeting’s programme included sessions with external speakers as well as opportunities for sharing knowledge and experiences among network members. Védís Ólafsdóttir, UNU-GEST project manager attended the meeting with three Icelandic network members, Bjarney Friðriksdóttir, Kristín A. Árnadóttir and Kristín Ástgeirsdóttir.

5.3.2 RINGS. The International research association of institutions of advanced gender Studies

UNU-GEST is a member of RINGS, the International research association of institutions of advanced gender studies. RINGS is an international association with the aim of bringing together research institutions engaged in gender and feminist research on a global basis. The principal purpose of the association is to promote advanced and transformative research in transnational cooperation between member institutions. RINGS thus seeks to advance disciplinary and transdisciplinary gender and feminist research with the explicit aim of addressing social inequalities that have gendered roots or consequences. With the global advancement of gender as a key issue in contemporary social movements and cultural formations we believe it is of outmost importance to connect scholarly work in gender studies worldwide. Global inclusiveness is a key notion for the association that is unique within the research field of gender studies. Dr. Irma Erlingsdóttir, the Director of UNU-GEST, is a member of RINGS board. She attended the annual meeting/conference of the association (“The State of the Art of Feminist and Gender Studies: Convergences, Divergences and Plurality of Views”) in Lisbon 17-19 October 2018 and gave a talk on the UNU-GEST programme.

5.3.3 NORA, the Nordic association of women's studies and gender research.

UNU-GEST director, Dr. Irma Erlingsdóttir is a member of the board of NORA, the Nordic association of women's studies and gender research. NORA is, together with Taylor and Francis, the publisher of *NORA* is a multi-disciplinary international journal of feminist and gender research. Its purpose is to provide a Nordic perspective on an international research field and to make feminist and gender research located in and/or relevant to the area visible internationally. As an English-language journal, *NORA* is committed to situating and mapping the breadth and depth of Nordic feminist and gender research today, and to promoting transnational and transdisciplinary dialogue.

5.4 Communication

5.4.1 Website and social media

UNU-GEST uses mainly its website, www.gest.unu.edu, and social media accounts via Facebook and Twitter to foster dialogue and for the dissemination and exchange of knowledge. Through these media UNU-GEST shares news about UNU-GEST alumni and news relevant to its mission. UNU-GEST's newsletter is published electronically on the website each year.

5.4.2 Iceland outreach programme

In 2018, the UNU-GEST engaged with a number of local partners to enhance understanding among the local community about the UNU-GEST mandate and its impact on gender equality in a global context. The Iceland outreach efforts serve a threefold purpose:

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

In 2018, the UNU-GEST outreach programme included the following:

1. RÚV, the Icelandic National Broadcasting Service (radio) recorded and broadcast four interviews with UNU-GEST fellows in prime time about their motivation for gender equality, their experience with the programme and the proposed impact of the programme on them and in their home countries.
2. RÚV, Icelandic National Broadcasting Service (TV) joined the UNU-GEST fellows' field trip to South Iceland. RÚV produced and broadcast a short episode about the programme and the field trip's focus (Gender and climate change) during prime time on national TV.
3. UNU-GEST fellows visited Icelandic upper secondary schools (students aged 16-19 years old) and provided presentations about the UNU-GEST post graduate programme and their personal motivation for gender equality.

5.5 UNU-GEST Alumni Network

UNU-GEST has been formulating its alumni strategy to boost the UNU-GEST Alumni Network both in individual countries and globally. UNU-GEST aims to establish a sustainable network of alumni as a platform for past and future fellows to exchange knowledge, resources and project ideas for advancement of gender equality in different areas of expertise in their home countries and globally. The UNU-GEST Alumni Network is intended to encourage past fellows to sustain contact between peers, past fellows and those joining the programme as future cohorts. Beyond this, the network hopes to involve alumni with current UNU-GEST

projects, act as a bridge for academic integration with partner organizations and promote progression towards working for equality in gender-based fields. In 2018, an alumni fund was established to support implementation of alumni proposals, innovation in home countries and regular regional follow up workshops and seminars for past and future alumni. First grants will be awarded in 2019.

5.5.1 Alumni meeting in Palestine

Dr. Irma Erlingsdóttir, director of the UNU-GEST programme, visited Palestine in June 2018 where she met with former UNU-GEST fellows. At an annual country meeting, three fellows were chosen to form the first Alumni Board for the Palestinian UNU-GEST Country Chapter: Tony Bero (Project Manager at the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), Haneen Salameh (Legal Researcher at the Palestine Government's General Attorney Office) and Wafaa Saadeh (Legal Researcher at the Office of the Quartet- Rule of Law Team). For the next two years, Tony Bero will act as the Chair of the Board, whose role is to ensure that alumni's views and needs related to the Alumni Network are taken into consideration as well as to organize annual country alumni gatherings.

6. Management, personnel and finance

6.1. Governing structure

The UNU-GEST Programme is governed by a Board, consisting of four members who are representatives of the main stakeholders: the United Nations University, the Icelandic Ministry for Foreign Affairs, and the University of Iceland, in addition to the UNU-GEST Director. In 2018, the UNU-GEST board remained the same as since 2015 when the following board-members were appointed: Ms. María Erla Marelsdóttir, Director General, MFA, appointed by the Ministry of Foreign Affairs; Dr. Mats Berdal, Professor of Security and Development at King's College, London, appointed by the United Nations University; Dr. Valur Ingimundarson, Professor of Contemporary History, appointed by the University of Iceland; and Dr. Irma Erlingsdóttir, Director, UNU-GEST.

6.2 Personnel

Dr. Irma Erlingsdóttir is the director of UNU-GEST and the head of the Institute for Gender, Equality and Difference (RIKK) as well as an associate professor of French contemporary literature at the University of Iceland. She has led several large-scale academic projects in the fields of gender studies, globalization, contemporary politics and critical theory. She holds a Ph.D. from Sorbonne University and, as a specialist in contemporary French literature, gender, and philosophy, she has published articles and book chapters in these fields. In addition to directing the programme, in 2018 she coordinated and taught in module 3, Gender, Peace and Security, and module 5, Gender, Environment and Climate Change, and served as a final assignment supervisor.

Guðrún Eysteinsdóttir joined UNU-GEST as operations manager in December 2018. She has been involved in higher education administration since 2001, having worked as a student advisor at the Icelandic Fulbright Commission, a project manager at the Institute of Public Administration and Politics at the University of Iceland, and at the UI School of Education. She holds a BA in Theatre Arts from San Francisco State University (1998) and a Master of Education in Higher Education from Harvard Graduate School of Education (2013).

Védís Ólafsdóttir joined UNU-GEST in October 2018 as a project manager. She had just returned from Jordan where she worked for two years as a special assistant to the director of the United Nations Relief and Works Agency (UNRWA) through the Icelandic Crisis Response Unit. Prior to that assignment, she was an intern at the Icelandic International Development Agency (ICEIDA) in Malawi. In addition, she has extensive experience of working with young people, as she has worked with children and young people with disabilities in Iceland and led international student trips both in Iceland and China. She has a BSc degree in International Business and Politics from the Copenhagen Business School (2009), and an MA degree in Ethnology from the University of Iceland (2012).

Dr. Giti Chandra has been a part-time lecturer at UNU-GEST since 2016 and is now a senior researcher in the programme. In 2018, she was given a joint grant by UNU-GEST and EDDA for a book length project on colonial violence, gender, and memory. Dr. Chandra was an associate professor at the Department of English at St. Stephen's College in New Delhi in India before relocating in Iceland in 2016. She teaches academic working methods in the UNU-GEST programme and provides academic supervision of fellow's final assignments. In 2018, she also taught two courses on understanding gender through literature and other cultural texts. In 2018, Dr. Chandra, together with Thomas Brorsen Smidt, also laid the groundwork for the first UNU-GEST edX online courses, which will be offered in 2019.

Milica Minić is a project manager at UNU-GEST. She holds an MA degree in Critical Gender Studies from the Central European University in Budapest, and an MA in Arts and Culture from the University of Utrecht. She is a specialist with over twenty years of experience in the field of gender and development, ranging from work in women's grassroots organizations and initiatives, to international development agencies and intergovernmental organizations such as UNIFEM. In 2018, she coordinated the UNU-GEST module Theories and Concepts of Gender, and taught in the module Practical Tools for Gender Sensitive Projects.

Dr. Jón Ingvar Kjarran served as an academic coordinator and head of research for the UNU-GEST programme since mid-2018. During the spring semester of 2018, he was a module coordinator for module 1: International gender studies: Theories and concepts and a final assignment supervisor. He is an associate professor at the School of Education, Faculty of Diversity and Education, University of Iceland. He acted as the deputy director of UNU-GEST from September 2018.

Dr. Thomas Brorsen Smidt joined UNU-GEST as a post-doctoral fellow and a project manager in October 2018 after having been a guest lecturer in Module 1: International gender studies: Theories and concepts since 2009. He graduated with a Ph.D. in Gender Studies from the University of Iceland in 2018. His research interests centre on gender in relation to higher education and work-life balance issues as well as to feminism, sexual politics, migration and queer theory. Before joining UNU-GEST, he worked as a researcher in the cross-national research project GARCIA under the 7th European Framework programme.

Randi Stebbins was the module coordinator for the module 6 Final Assignment in 2018. Randi is an attorney, focusing on humanitarian immigration cases for victims of domestic violence and other violent crimes. She is a co-director of the Writing Centre at the School of Education, University of Iceland. She also taught in the module Gender, Health, Violence and Bodily Integrity.

Anna Guðrún Aradóttir served as a project assistant at UNU-GEST in 2018. She holds an MA degree in Global Studies from the University of Gothenburg and a BA degree in Anthropology from the University of Iceland.

Flora Tietgen joined UNU-GEST in January 2017 as a full-time research intern, as a part of her M.A. studies in Political and Social Sciences at Würzburg University in Germany. Since then she has been a project assistant at UNU-GEST and has been involved in several projects, module coordination and daily administration.

Kristjana Sigurbjörnsdóttir served as project manager at UNU-GEST until June 2018. She was also the module coordinator of the module Gender, health, violence, and bodily integrity, in which she also taught.

Erla Hlín Hjálmarsdóttir served as the head of research at UNU-GEST until June 2018. She was also the module coordinator for the module Practical tools for gender sensitive projects. In addition, Erla taught project management, monitoring and evaluation, leadership skills, and academic research methods, and coordinated supervision of fellows' final applied projects.

Dr. Pétur Waldorff was a post-doctoral researcher and a project manager at UNU-GEST for the six first months of 2018. He also supervised fellows of the academic programme and taught gendered value chain analysis in the module Gender, environment and climate change at UNU-GEST, and gender sessions at the UNU-FTP and UNU-GTP programmes in Iceland.

6.2.1 UNU-GEST internship programme

In 2018, Irina S. Ogurtsova continued her internship with UNU-GEST until June. Irina had joined the UNU-GEST team through an Erasmus+ student mobility traineeship in fall 2017. In January 2018, Nora Poloni also joined the UNU-GEST as an intern through the Erasmus+ student mobility. Nora continued with UNU-GEST as a project assistant from July until the end of 2018.

6.3 Institutional partnerships

Collaborative institutes and partners, research networks, academics and the general public are key stakeholders and audiences for academic programmes and research at UNU-GEST.

6.3.1 Partnership with the University of Iceland

Since the establishment of GEST programme, the UI has actively contributed to the development of the programme with direct financial support, administrative support, academic expertise and collaborative research institutes.

Direct financial support

- **Matching funds and grants:** The UI provides matching funds for all six teaching modules delivered by the UNU-GEST programme (completed credits) as well as for every grant received from independent donors. In addition, the UI provides matching funds for research associated with the programme.
- **Accommodation:** UNU-GEST fellows are guaranteed accommodation in student housing on campus as part of an agreement between GEST and the Icelandic Student Services (Félagsstofnun stúdenta) at a cost of ISK 70,000–90,000 per student per month, which is well below market rent in Reykjavik. Furthermore, GEST has access to university-owned apartments for its international guest lecturers and rooms at Radisson Hotel Saga via a

contractual arrangement between the university and the hotel. This arrangement offers a highly convenient location and a cost-effective means of housing guest lecturers who play an integral role in the academic programme. These venues of accommodation allow inclusion of guest faculty to be part of the programme, while also participating in the academic life of the university and in the vibrant cultural and social offerings of Reykjavik.

- **Infrastructure:** GEST has access to the university's vast range of facilities for both faculty and students to hold classes, conferences, talks and symposiums. The university also offers students spaces for a whole range of activities – from the use of the gym to its cafes and canteens as well as a broad spectrum of social events and entertainment. The chance to be a part of a cosmopolitan university environment is also important to students who come from countries which have totally different socio-cultural, political and geographical features. To be a part of the university offers students from Africa, South-East Asia, West Asia, and Eastern Europe, an important, interactive social experience.

Administrative support

- The GEST programme is fully integrated into the University of Iceland's administrative structure, including accounting, human resources management, IT support and other services. It is, thus, part of the university like any other academic programme.
- GEST students do not only have access to the university infrastructure but also to its system of services, personnel and rights designed to ensure their well-being during their studies. This is particularly important to the enforcement of equal rights, non-discrimination and zero tolerance for sexual harassment and abuse. In addition, GEST students with disabilities would not be able to have the same level of accessibility and support elsewhere.

Academic expertise

GEST, which is part of the School of Humanities, has established interdisciplinary ties with all five schools of the University and/or different departments and faculties within them (the School of Humanities, the School of Social Sciences, the School of Education, the School of Engineering and Natural Sciences, and the School of Health Sciences). Prominent scholars, working in different departments at all the five UI schools have contributed greatly to the programme, e.g. through the development of specific modules (the School of Education and the School of Health Science). Gender specialists and/or professors specialized in equality research based at the School of Social Sciences and the School of Natural Sciences are also among UNU-GEST teachers and supervisors. The university has a large portfolio of externally funded research projects, including EU and Nordic projects, many of which are of benefit to the academic environment of GEST and associated scholars.

RIKK & EDDA

The primary Icelandic collaborative institutes in research and research formation in 2018 are the EDDA Research Center and RIKK - Institute for Gender, Equality and Difference at the University of Iceland. Established in 1991, RIKK has been instrumental in promoting research with a gender focus and discussions about gender related issues. The institute has from the outset been an interdisciplinary institution where scholars from the social sciences, natural sciences, health sciences and the humanities join forces. The University of Iceland is also the host institution of EDDA, an interdisciplinary Center of Excellence in critical contemporary research, with emphasis on (in)equality and difference. Through its academic activities, EDDA's goal is to influence public policy and societal debates, especially in the fields of gender equality; social policies; participatory democracy; and foreign, security and

development policies. Since its establishment, the GEST programme has had formal collaboration with both RIKK and EDDA. GEST collaborates with RIKK and EDDA in a number of workshops, publications, and knowledge sharing, for example with a public lecture series during the spring semester of 2018, where experts from various fields contributed to the gender equality dialogue. The range of topics spans public health, development, economy, feminist scholarship, gender-based violence, history, literature etc.

6.3.2 Erasmus+ grant scheme

The Erasmus+ grant scheme has become a major source of co-financing of fellows and visiting scholars for UNU-GEST. UNU-GEST collaborates with various universities with the aim to establish academic partnership to promote inter-cultural exchange of knowledge and provide students with the opportunity to be exposed to a community in Iceland which is at the global forefront of gender equality. The Erasmus+ programme further facilitates staff mobility to strengthen academic collaboration and research efforts. As a part of this collaboration, an agreement between UNU-GEST and Birzeit University on Student and Faculty Exchange and Academic Cooperation was signed in May 2018. The Memorandum of Understanding (MoU) between Birzeit University and the UNU-GEST programme aims to encourage the exchange of students for advanced studies and research and the transfer of academic credits. It also stipulates the exchange of faculty and staff members for teaching and/or research assignments.

In 2018 UNU-GEST has an inter-institutional agreement with the following Universities:

- Makarere University, Uganda
- Lagos State University, Nigeria
- The University of Ghana
- Manouba University, Tunisia
- University of Montenegro
- Singidunum University, Serbia (the Faculty of Media and Communications and the Center for Comparative Conflict Studies)
- The University of Sarajevo, Bosnia and Herzegovina (Center for Interdisciplinary Studies)
- Lebanese American University
- Kabul University, Afghanistan
- The University of Pristina, Kosovo
- Birzeit University, Palestine


6.3.3 UNDP Afghanistan: Support to Kabul University

UNU-GEST has collaborated with the UNDP country office in Afghanistan to support the newly established Gender and Women's Studies at Kabul University. In 2018, UNU-GEST and UNDP jointly funded two additional fellows with the support of the Erasmus+ grant scheme.

6.3.4 Icelandic Gender Equality Fund

In 2018, the Icelandic Gender Equality Fund awarded UNU-GEST grants for two projects:

1. The project "Empowering women with disabilities in Uganda" received funding for two candidates nominated by the National Union of Disabled Persons of Uganda to attend UNU-GEST post-graduate diploma programme. The aim of the project was for fellows to develop projects to be implemented in Uganda, focusing on improving the situation of women with disabilities in Uganda.

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2. The second project to receive funding was “#MeToo, lecture series and publishing”. The project is threefold: 1) A lecture series about #MeToo in Iceland. 2) Publishing of MeToo within the Icelandic series Fléttur. 3) Publishing of a series of articles in English with an international publisher.

6.4 Finances

UNU-GEST Financial Report 2018	
1. SALARIES	ISK
1.1. Permanent staff (4)	30.847.427
1.2. Salaries - project staff	4.173.307
SUBTOTAL	34.820.734
2. 2. ADMINSTRATIVE AND RUNNING COST	ISK
2.1. Rent and associated housing costs	2.236.190
2.2. IT services, computers, software	1.484.754
2.3. Telephones	227.295
2.4. Communication, website, marketing, publications	2.772.087
2.5. Office supplies, and consumables	113.738
2.6. Staff travel costs	3.260.377
2.7. Event Management	749.285
SUBTOTAL	10.843.726
3. DIPLOMA PROGRAMME	ISK
3.1. Travel to Ioeland	5.533.485
3.2. Accommodation	11.290.919
3.3. Living costs (daily allowance and other costs)	12.237.324
3.4. Consumables (computers, clothes etc.)	2.625.575
3.5. Insurance and health costs	513.450
3.6. University of Ioeland registration costs	1.520.000
3.7. Immigration costs	1.545.415
3.8. External lecturers and teaching costs	12.628.743
3.9. Teaching material and equipment	1.766.975
3.10. Field visits in Ioeland	1.472.238
3.11. Graduation ceremony and social occasions	267.882
SUBTOTAL	51.402.006
4. RESEARCH AND PROJECT DEVELOPMENT	ISK
Strategic goal 1: Research projects	
4.1. 1.1. Sustainability	8.854.502
4.2. 1.2. Human Security	3.743.470
4.3. Post-Doc Positions	10.738.026
4.4. Research Development and Networks	2.309.918
Strategic goal 2: Capacity building	
4.5. PhD scholarships	9.524.182
4.6. Gender mainstreaming at World Food Programme	1.336.697
4.7. Short courses and other training	5.336.314
4.8. Post-graduate programme: module development	615.576
4.9. Alumni activities	1.124.000
Strategic goal 3: Transnational dialogue	
4.10. CSW62 side event	1.897.576
4.11. Conferences and seminars	1.462.999
SUBTOTAL	46.943.260
GRAND TOTAL COSTS	144.009.726
FUNDING	ISK
Ministry of Foreign Affairs allocation	109.600.000
University of Ioeland, completed ECTS (allocated for 2019)	5.376.348
University of Ioeland co-financing: teaching space and photographer	1.766.975
University of Ioeland co-financing: office spaces	2.009.260
Equality Fund Ministry of Welfare	4.200.000
Erasmus+ grants for spring term 2018 - Student mobility travel	536.286
Erasmus+ grants for spring term 2018 - Student mobility daily allowance (co-financing, accounted by UI International Office)	5.274.954
Erasmus+ grants for spring term 2018 - Staff mobility to Ioeland (co-financing, accounted by UI International Office)	403.357
Erasmus+ grants for spring term 2018 - Staff mobility from Ioeland (co-financing, accounted by UI International Office)	892.015
UN Women Mozambique	5.742.717
UNDP Afghanistan	1.685.320
Income for gender expertise (presentations)	83.840
Project funds available 2017	15.421.144
SUBTOTAL FUNDING	152.992.216
BALANCE	8.982.490
FUNDS ALLOCATED FOR 2019	
University of Ioeland, completed ECTS	5.376.348
Project funds available 2018: Gender and climate change	6.566.642
Staff travel cost	1.750.000
UNU transition	2.250.000
Post-Doc/PhD scholarships	13.176.571
Alumni Fund	4.291.251
2019 Equality Fund Ministry of Welfare	4.200.000
Un-allocated surplus	2.036.100
TOTAL	39.646.912