SRC person 2 23min

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00:07

Thank you so much for being with me, I want too much of your time. So I'll just, I'm just gonna first give you a brief about my study, and then ask for your consent to continue the interview. And then we'll get into it.

00:30

Okay. All right.

00:32

So first of all, thank you so much for availing yourself first meet. I appreciate it. Basically what I'm doing, I'm an MPhil students that use it. And I'm also a researcher. So my research is just basically about addressing what we're calling gender disparities in the uptake of science related degree programmes. So essentially, the studies is being done. Because there's always been always an issue to about gender gap, it does stay in education as a whole. But now with the way that the world has gone with issues of you know, stem, and pushing basically the sciences agenda, there is now even a greater gap when it comes to sciences, where, you know, female students versus male students, all the ratios are always almost disapproved this a pro. Okay, they're not in proportion. So the studies then being done out of the fact that what is the case study, because when it was established, back in 2002, the main idea was that they were saying they want to close the that gender gap that's in education, in general, in Zimbabwe, but then now there's this been a strong drive towards sciences and stem wants to see okay, so what has well been able to do in that specific area when it comes to sciences. So that's why it's my case study. And that's why I'm also pursuing this study as a whole. So basically, the number of people I've been trying to engage, have been about more than 200 students, and more than 30 staff members in totality. There aren't any risks I myself participating. Because also, when it comes to confidentiality, I don't share data, people's personal IDs with anyone. And I also make sure that I don't hang on to that information, either just for myself. I'm recording this in particular, because I need just your verbal consent, to go on with the interview. And also for me to be able to go back to it when I can analyse my data. Otherwise, I'm the only one who has access to this, who have access to this recording. Unless I'm asked on a more, I guess, governmental issue to hand in some of my data from my research, but again, there are mechanisms that protect me as a researcher so you don't have to worry about your, your ID being compromised. Because of ethics. For our research. I've also have a certificate by the Research Council for me to carry out this interview as well as from who allegedly allows me to interact with the students. Now, if you're in any, if for any reason you want to withdraw from this, it's okay. You're allowed to throw it just let me know during the meeting that you'd like to draw from the interview. And then we can stop right there and then but if you feel any bit uncomfortable, but anything you're free to also let me know. Now I hope this has given you a basic overview of research, you know what I'm doing now asking for money for your consent for us to move on with the interview.

04:21

Okay, we can continue with the interview.

04:24

Okay, great. Thank you so much.

04:32

So,

04:34

I'm just gonna start us off with just a few questions regarding you as your the the role that you play in representing the students. So when it comes to gender development, and basically student culture at war, I just wanted to first start off by asking, What's your understanding of gender? development is just Yeah, but the development was the first, what are the things that come to mind? And there's no right or wrong answer. It's just you sharing your understanding.

05:16

What's coming to my mind right now? And I think about gender development is probably called, like cultivating maybe skills like specific skills to specific genders.

05:38

Yeah. And coupled with that, what are your thoughts when it comes to? Like, adults, they say both male and female benefit from gender development when it comes to those the issue of like, giving people specific skills? How exactly do you think that both male students actually benefit from gender development as a whole?

06:07

If we look at, if I look at females, there's a lot of there's been a lot of, in the past, there's been a lot of like, when Mama or like opportunities due to you know, our cultural, whatever you call it, or not call it do you do the culture, but like now, the there's an opportunity for like females to do whatever they want, what they feel they can do what they capable to do. And I think it helps. Basically, it's all about empowerment.

06:53

Okay, so good.

06:55

Sunday. Okay.

06:58

Okay, great. Thank you so much for that. And then how would you describe the student culture at work? Just the general student culture, just how you see students relating to each other. You know, especially things to do like behaviour, amongst the students in between genders can be like language that they use the kind of jokes that they use the comments that they make, you know, amongst each other, like, you know, things like gender sensitivity type of behaviour. How would you comment around that?

07:35

I think that's because there's more like this move by females. That woman's I think that is a lot of like, gender, gender sensitivity, like people are so sensitive about, like, what they say, or what they do, because it is women's university. Yeah, bottom line. Yeah. So people are more conscious about what they say, like how they say it, or how like, when I say people, males are more consistent, but how did she she goes on that what they say what they say to females, right? Obviously, there will be when we have our trauma, trauma, who won't? Just what they want, but generally, I think it's the region sensitive environment.

08:24

Yeah. All right. And that's pretty good. When it comes to SRC. What do you what have you guys done? Or what are you doing in terms of promoting gender? Inclusivity in the university?

08:43

Well, in the src, like the structure of the SRC is the President is female, there's no it has to be a female candidate, if you're going to elect a president of the SRC. Okay? And fears. For example, knock knock in the current src, I think there's more females than males. If it's not, then it's like, equal, or whatever it is for like three females like five females and four males. Okay.

09:29

Yeah, I know when it comes to like your work for the University, for the students, like, what are the things that you're doing to make sure that you know, you're talking about how you know there is that general gender sensitivity on the cat on campus, but like, what are you also doing to make sure that that remains, basically the status quo for the university or that people are, you know that students are relating well with each other?

10:00

To be honest, there is an editing that we're actively doing for that. But like I said, environment, it women's university is just first preference most of the time, not the first preference. But even if there's anything that happens, they will be more females than males. All right. Okay.

10:22

And what do you think are the barriers that say, that are stopping or impeding or inhibiting gender inclusion? When it comes to the science education in the country, just in general, like the things that you think that stopping gender inclusion from, you know, from progressing in sciences as a as a country any barriers that come to mind?

10:57

Think that's one area that I'm actually thinking about is I don't know how to explain it. But like, the, let's say, I'm the I'm the girl who's supposed to be going to, to to study, maybe I'm going to study engineering, I want to study engineering. And then I tell people, I want to go and study in engineering, because I did whatever programme combination, I did a level that can give me the chance to, and then people will start and then maybe even family members, or like just friends, or just people like the people or people around could start saying no, but the male dominated fields, they won't, like look at you well, and also even that also the fact that people are already saying, If you enter if you're a female in a male dominated field, then they won't give you a chance means that may be in the field in the fields, like in the like, employment address bubble. Already, people aren't like females aren't being given a chance because well, you know, people are females are just generally stereotyped.

12:16

Yes, and like, Do you think that's also the case, when it comes to Sciences at war, in particular, just your general assessment? I know, there are not many programmes off science programmes offered who are but the ones that are the you know, things like the programmes, like, you know, information systems, this business intelligence and data analytics. And this agriculture, the Faculty of Agriculture, really, like most of the programmes out there are also regarded as sciences. So from just your general perspective, what do you think my, when you look at me with women, the male to female ratios? What do you think are also what's inhibiting like, let's say, female students pursuing the sciences, if that is the case, at all?

13:07

I don't think that's the case it worked. Because Because I'm generally first preference when you're applying is given to two females, and maybe there's like, they'll be like, let's say a class is like 20 people, and they say 15 People should be females, and then five males, but then the only thing that would stop maybe like would stop that from happening is when the females themselves don't come forward to apply for those specific programmes. Yeah.

13:40

And what do you think would be any gene genome winning cases like that offs when someone might have not literally not that they don't have those, you know, requirements that are needed for them to enrol in a science programme, but do you have ever come across someone who just actually chooses not to get into a science programme?

14:04

I have not speculation.

14:08

Okay, it is valid, which programme are you doing in particular?

14:12

Psychology. Okay.

14:16

So, alright, so then when what do you think the university is doing then to promote, let's say sciences, amongst female students, we just amongst students in general, what do you think the university is doing? Or do you think the university is doing enough to promote sciences?

14:36

I do not actually know if they're doing anything. But for me the facts that's just the fact what I've been saying, out of this meeting that they are giving, like first preference to like females, and maybe advertising their programmes and encouraging people to come up like is like the pay minimum, I think. Oh, yeah.

14:59

So they may not necessarily be anything else that they can do to promote, in your opinion to promote the uptake of Sciences. Let's say even with the speculations that you have, what do you think the university can do to promote sciences amongst women?

15:18

To know, more not limited, like not limiting it to like women's university, specifically, any every university even should these days don't get like guidance, career guidance and whatnot like people used to in the past, like just going into like my high school institutions who don't have good two legs, I just told them told the girls they told the females deputy you can start it was this and then you can come to women's university and do information systems or biology or psychology. Like there's, there's you have the chance to do it. Yeah, like actively going into schools and like telling the students there because most students don't know anything.

16:04

Yeah. All right. Noted. In other cases of students complaining or reporting about any sexual harassment or any gender inequality issues that that you've come across.

16:24

There's none there.

16:27

All right. Or even that as a whole, a seer CRC that you have also come across as a as a council. Come again, I'm saying also, as CRC now, not just you, in particular by CRC have you? Have you ever come across any of those cases as well?

16:53

As well, no. No, I don't know if it's because the the cases aren't the or because the people don't actually feel the need to come in put the person you know how people just your person gets harassed with the eye. I just feel like there's no need for me to tell anyone because they won't do anything anyways.

17:12

Oh, I see. I see. Yeah. Okay. A day, like, let's say clear reporting mechanisms thought that the students are well aware of, in the event that someone actually does want to report. Do you think the students know that there is some reporting kind of mechanism? Or that they do they know about it? Is it even there?

17:44

Um, yeah, if if students have like problems, they can go to the Student Affairs Office and still stay in the angry face. Okay. Yeah. And then there'll be helpful thing.

18:01

Oh, I see. Okay. Is that is that that mean? Block?

18:06

Yes, it is.

18:07

Okay. And what do you think, you know, just in general, what do you think can be done? To improve, let's say, access to the school's resources for marginalised groups in marginalised groups, we can include people with disability. And people from let's say, different ethnic, ethnic backgrounds. What do you think can be done? Also, if you're if you come across people marginalised groups like that on campus? And I do they feel like they are included in the in the school system? Satisfactory.

18:58

While I haven't, like, interacted with them, they actually asked you if they feel included. But if we're talking about people with disability, the whole campus is very accessible. It's very, like, what was the term for it? I forgot the term for it. But it's fi like, if you want to go to the library and use a computer, you can do it. If you want to go to study in a classroom that every block every excessive block is accessible. All right.

19:29

Okay, great. All right. We're actually coming close to the end of our discussion on if you have anything else that you think that the university can do to improve, let's say, gender sensitivity issues in the student culture, to improve I guess, just general welfare of the students on campus. What would what would those things be?

19:55

I think that there's For I think that it would help if there were like little seminars or whatever programmes that just despite this being like a nickname institution that has most like most women to have like active education like on like either the things like religion that development and whatnot like actively told you you have you can do this you can do this like, just outside of you knowing what your decreases is

20:41

all right. Anything else or we can actually close the meeting?

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No, I do not have anything else at this moment.

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All right, that's fine. Thank you so much, Michelle. I appreciate your your participation in this research. And if you have anything else that you'd want to add even post meeting, that you didn't think or feel free to still reach me because you have my contact. And yeah, we've already reached the end of our of our discussion. Thank you so much.

21:24

You're welcome was very nice.

21:26

Thank you so much. Enjoy the rest of your day. And all the best with your SRC you know, activities.

21:36

Okay, thank you. All right.

21:39

Bye. Bye.