Lecturer 5 interview16min

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00:16

Thank you so much for this meeting, I'm just going to give a run through of what my research is about so that I can have your informed consent or I can have basically your agreement to carrying out this interview to be quite short actually. Hello, how are you?

00:44

That's my daughter was speaking Yeah,

00:46

I know. Okay, my, so, basically my my research is called addressing gender disparities in the uptake of science related degree programmes. And so, my case study is WUA mainly because when the institution was was established, it was used to close the gender gap in tertiary education. So, I want to see what has been happening in the science programmes, and has there been any gender issues. Ever since the science programmes were introduced at the university, seeing that this is the world is really trying to push students who can do sciences to actually take up sciences because of, you know, just the way technology is being is advancing. So, basically, all I just need is for your, just for you to answer the questions as honest as you as you can. And basically, this recording will be only accessible to me. And your confidentiality will, will be kept. I don't know if you have any further questions before we proceed?

02:10

Okay, some of the questions and may not be able to answer am only new, as in I only joined WUA in April. Yeah, so some of the questions I may not be able to answer them. Those that I can answer, I will answer.

02:30

That is fine. Thank you so much, though, for still being willing to do this. This interview. So, do I have your consent for us to move forward?

02:44

Yes, you can move forward. All right, thank you. Yes, you can move forward.

02:51

Okay, so I guess my first question really would be what is your general understanding of gender and development as a whole, as a topic in its entirety? What would you consider or what aspects of gender and development come to mind when we hear this topic?

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When we talk of gender, it means we want to empower women in general, say there should be at least more than 85% at universities. That's the whole idea.

03:38

And what I don't know

03:50

it's okay. There's no right or wrong question, its not really an academic question. So don't worry about that. What do you think are the barriers that there are stopping gender inclusion in the science education system? I guess particularly at WUA, are there any gender gaps that you have been noticing at the science programmes?

04:11

are gender gaps they can be caused by mainly we have ladies or are mainly women, it's a requirement that when you join the programme you need to have, so you find some of the, most ladies they do not have that requirement.

04:36

Okay. They don't have requirements like to be able to join the science programmes?

04:43

Yes, so that they will be able to join the science programme. The thing is, they do not have maths most of the ladies they do not have maths

04:52

Okay. So what has the in the institution? What has it done so far to kind of enable those who actually want to take up the science programmes, but don't have the requirements?

05:09

What I've just noticed since I'm new, I've noticed they have some evening lessons that they do, which they asked those who do not have the requirements to come and join the classes so that they can register for the examinations, their maths examinations.

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Is, is there? I would say like, Have you noticed any gender policy at WUA as a institution or regarding female student enrollment?

05:45

So far, I haven't seen anything. I'm still I'm still since I'm still new. I'm still learning some of the things and I haven't seen come across that is.

05:56

Alright. So far with what you have noted. Do you think the university is doing enough to promote sciences amongst women?

06:06

I'm sure it's trying. It's only that maybe I still need to. Maybe to learn more? What's happening there. But I think they are trying, because if I if I check in some of the classes that have seen, there's there are many ladies that are coming. For the program's.

06:32

Okay. And basically, what do you think, from so far what you've seen? What more do you think? What could you do to promote the sciences?

06:49

I Don't know? Yeah.

06:53

Any ideas You might have?

06:55

Pertaining the increasing the number of male or females?

07:02

Yes. In taking up the sciences.

07:08

Maybe if they can do some outreach programmes? Yeah, I think outreach programmes can help. Okay, doing some outreach programmes, trying to educate women. Also, on also, maybe in empowering them trying to let the women know about the programmes that are being done. It will work.

07:36

Yeah, okay. And in your opinion, like, let's say they've managed to do this, and there's been a mark noticed, increasing the uptake of scientists by women. How do you think who would actually benefit from such uptake?

07:55

benefiting from what?

07:57

When there is now an increase of students taking up sciences, and it can be even both female and male.

08:07

Okay, at least to be able to, because the whole idea about women's university, we want to empower women. So it means we have managed to empower women. That's the whole idea.

08:22

Yes. Okay. And when it comes to the issue of academic programme planning, and designs are they for the science programmes? Is there a gender needs assessment to ensure participation, you know, of, of the students?

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I'm still I am still to see that. In that Yeah.

08:57

And do your timetables tend to consider existing gender roles and interests of both female and male students? So, for example, those who are married those who live with disabilities, who are employed, do you think you have been as an institution you've been trying to atleast consider all those variables?

09:18

Yeah, I think they have in say in terms of time. We have programmes being done on full time basis and others being done on a part time basis. So I think they have considered that

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someone can still do the same programme but they can choose if they want it full time or part time?

Yes.

Okay. And when it comes to students, well, since you said that you, you have just joined them recently. I wanted to ask more of like gender ratio of the students. And what you have noticed about the ratio of the students of males versus females, I guess maybe with just the class that you have, just comments about that?

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Right now the classes that I'm taking, it's about 50 to 50, I guess. But I've noticed in some other problems, see females, they will be dominating.

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All right. And when it comes to just performance wise, how do female students fare in your programme compared to males and males to females?

10:37

When it comes to performance, we can say it's balanced. Okay? It's not like you see females participating more or males, it's actually balanced.

10:50

Okay. And when it comes to lesson planning, and design, maybe you've come across, you know, you might know the term pedagogy, which basically, is the teaching and learning strategies that are used in education. But have you ever heard of gender responsive pedagogy?

11:13

Hmm. No I’ve never heard of that.

All right, so Well, yes, gender responsive pedagogy is basically where, you know, there's a consideration of the needs and background differences of male and female students. So that that information is there to help enhance their participation in the classroom. So, So you know, pedagogy also includes lesson planning, presentations, Discussions, Assignments, how do you ensure that theres gender sensitivity in your lesson planning,

11:53

I make sure that everyone participates, that everyone just past participates. Regardless whether you are male or female.

12:07

And how to ensure the learning materials are gender sensitive and inclusive. Especially for women and even those in the marginalised groups say, well, those who live with disabilities have you had any, any students who live with disabilities?

12:31

Mmm so far no, I haven't seen them.

12:33

Okay, but like how to ensure with my materials or gender sensitive, if you really think about it, you know, some of these illustrations and examples that are used in the books, they use, you know, males, you know, in examples, you know, someone who's making a good decision, you know, there's a male, have you ever come across material like that? It can be very, very subtle. But have you ever come across something like that?

13:04

Unfortunately, this is information systems. We are mainly technical people. So, you find we only deal with technical things, mostly.

13:20

And so when you joined WUA, did you did you get any gender awareness training? Things to do with gender awareness, gender sensitivity and things like that. So far,

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I haven't. Yeah, maybe they're still in the process of doing so. I don't know.

13:42

If there's anything, you know, are there any students you've noticed maybe in other programmes, that do sciences, one, those who are living with disabilities by any chance? Have you seen like what exactly are they doing ensure inclusivity for them?

14:02

When it comes to disability, I haven't seen anything so far. I don't know if they are, in maybe I just haven’t noticed them.

14:09

Alright, that is fine. i And lastly, any information, any of any comments or contributions that you'd like to make to the study that I can consider, so any piece of information you think might be helpful for me as I, as I, you know, come up with my dissertation.

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I haven't thought of any, unfortunately. But if I get something that I want you to consider or just contact you,

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that is fine. Thank you so much, ma'am, for joining us this meeting. Like I said, it wasn’t really going to take time but you really helped me greatly by just answering the questions that I was asking you and for you just being And, you know, being up for meeting. So that's right. Yeah, we'll come Rumbidzo. Thank you. We've reached the end of our interview. Thank you so much. Enjoy the rest of your holiday.

15:13

Okay, same to you.

15:15

Thank you.

15:16

Bye Okay, bye