



# **Gender Equality Plan**

**Including analysis and  
implementation process**

**University of Anbar**

**Iraq**

**2021**

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**Version history**

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**University of Anbar**

**Iraq**

Signed 8 November, 2021  
Wageningen, Netherlands

**Project leader OKP IRA 104278**  
**Wageningen University**  
Prof.dr. Coen Ritsema

**President University of Anbar**  
Dr. Mushtak T.S. Al-Neda



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## Abbreviations

GEP	Gender Equality Plan
GBV	Gender Based Violence
PSD	Post-traumatic Stress Disorder
HE	Higher Education
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation

## Terminology

**GENDER** refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures while **SEX** refers to the biologically determined characteristics of men and women. As such, sex is globally understood as the classification of living beings as male, female, or intersex.

**GENDER EQUALITY** refers to the situation where individuals of all sexes are free to develop their personal abilities and make choices without the limitations imposed by gender roles. The different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.

**EQUAL OPPORTUNITY** indicates the absence of barriers to economic, political and social participation on the grounds of sex, often intersecting with other socially made distinctions. Such barriers are often indirect, difficult to discern and caused by structural phenomena and social representations that have proved particularly resistant to change. Equal opportunities, which is founded on the rationale that a whole range of actions are necessary to redress deep-seated sex and gender-based as well as other inequities, should be distinguished from equal treatment, which merely implies avoiding direct discrimination.

**GENDER MAINSTREAMING** refers to the systematic gender integration profiting all in the organization, its culture and programmes, policies and practices, both into ways of seeing and doing.

**EMPOWERMENT** refers to the access to resources and the development of personal capacities to enable to actively shaping one's own life and the community in economic, social and political terms.

**GENDER+ DIMENSION or INTERSECTIONALITY** acknowledges the heterogeneity among women and among men by examining the gender dimension as intersecting with other social dimensions to which social values are attached. These dimensions are likely to be found in age/generation, class/wealth, race/ethnicity, geographical location (e.g. urban/rural), religion, civic status, sexuality, health status. Identities, relations and institutional structures often reflect the value loaded attributions and internalisations which possibly complicate and aggravate gender inequalities.

**MONITORING** refers to the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services.

**EVALUATION** refers to the periodic assessment of the relevance, performance, efficiency, and impact (expected and unexpected) of the project in relation to stated objectives.

## 1. University of Anbar

### Short description

The university of Anbar is an Iraqi university located in Ramadi, Anbar, Iraq. It was founded in 1987. On its establishment, the University started with two colleges only: the College of Education for Women, and the College of Education for Humanities.

Due to the expansion in the Governorate and the increase in students' volume, nine more colleges were established at the University Campus: College of Engineering, College of Administration and Economics, College of Computer and Information Technology, College of Arts, College of Physical Education and Sport Science, College of Islamic Science, and College of Education for Pure Science. In addition, the College of Medicine, College of Pharmacy, and College of Dentistry near Ramadi Teaching Hospital in Ramadi City, and the College of Agriculture. Last were established the College of Education in Qa'im, the College of Basic Education in Haditha, and the College of Applied Science in Heet.

The University of Anbar has always been eager to encourage its faculties to hold research programmes to improve the economical side of the country. Its main aim is looking forward to achieving prosperity and progression. Additional to that, it develops skills, it sponsors training courses and it provides opportunities for the community.

Currently, the university of Anbar includes:

- 18 Colleges/faculties with
- 61 Different departments
- 6 Scientific research centres.

As postgraduate programmes the university runs:

- 33 Majors for a Master degree
- 13 for a PhD degree

Thus, the University of Anbar entails the following faculties:

- Faculty of Education for the Human Sciences. (History, Arabic Language, English Language, Geographic, Quran Sciences)
- Faculty of Education for Pure Sciences. (Mathematics, Physics, Chemistry, Biology, Psychological Science)
- Faculty of Science. (Mathematics, Physics, Chemistry, Biology)
- College of Engineering. (Mechanic, Civil, Electric, Dams and Water sources)
- Faculty of Arts. (English Language, Arabic Language, History, Geographic, Sociology, Media)
- Faculty of Law and political science - Ramadi
- Faculty of Computers Science and Information Technology (Systems of data, Computers Sciences)
- Faculty of Islamic Sciences - Ramadi (Hadith, Foqh, Quran Sciences, Islamic Faiths)
- Faculty of Business and Economics - Ramadi
- Faculty of Sports Education
- Faculty of Medicine
- Faculty of Dentistry
- Faculty of Agriculture
- Faculty of Basic Education - Haditha
- Faculty of Applied Science - Heet
- Faculty of Education for Girls
- Faculty of Education - Alqaiim
- Faculty of Pharmacy

## Analysis of employee and student m/f numbers:

More sex-disaggregated data will be obtained from the HR department.

Currently, the numbers show:

- Faculty teaching staff: 1674
  - Employees: 1312
  - Faculty deans: 18 among who 2 women = 11,1%
  - Department heads: 61 among who 18 women = 29,5%
  - Students: 23,869 95.2% undergraduate and 4.8% postgraduate students
- At the Dpt of Education and Psychology, of College of Education: m/f students in 2021:

Students	Male	Female	Total		% Male	% Female
Year 1:	78	58	136		57%	43%
Year 2:	43	37	80		54%	46%
Year 3:	56	52	108		52%	48%
Year 4:	82	59	141		58%	42%
<b>Total</b>	259	206	465		56%	44%

## Vision, Mission, and Goals of the University of Anbar

The University of Anbar is searching for a pioneering position in higher education and scientific research and developing the academic programs for achieving sustainable development.

The university seeks to provide a distinct quality of teaching, learning and scientific research via adopting strategies of analytical and critical thinking for the rehabilitation of human resources in the levels of knowledge, thinking, and skills in a creative and competitive environment.

It formulated as goals

1. Upgrading the level of scientific knowledge by developing the educational and research infrastructure and providing distinct strategies of teaching and learning in all academic programs.
2. Developing academic programs, updating their outputs, and activating a culture of sustainable learning in a way that contributes to enhancing students' personal, social, academic and professional skills and capabilities with the aim of improving the community's life level and achieving the goals of sustainable development.
3. Meeting the requirements of social responsibility and achieving an influential presence in society's activities as a way of social, cultural, scientific and economic progress.
4. Adopting the highest standards of evaluation in the institutional and programmatic fields with the aim of achieving the requirements of comprehensive quality management and improving the university's position in the local and international ranking.
5. Creating an environment for constructive and productive competition in the field of innovation and scientific research and enhancing the product of applied research that addresses society's problems.
6. Establishing the bonds of harmony and building a culture of coexistence and the principles of mutual respect, sincerity, and credibility in order to achieve a distinct role for the university as a leading institution in society.
7. Building a system of strategic relationships with discreet scientific institutions in a way that contributes to developing the capabilities and educational and research programs.



## **Engendering the strategic plan of the university**

The Strategic Plans of the universities in Iraq cover a period of five years. The University of Anbar is currently working on its strategic plan.

It is agreed that gender dimensions can be included in the strategic plan in the following ways:

- Including values in the support of social and gender equality in the vision and mission of the next new strategic plan
- including the Gender Equality Plan (GEP) and its actions foreseen and specifying the mandate of the gender unit and its function and location in the university
- in specifying linkages to the Iraq national gender policy, once the Ministry of Higher Education has informed the universities that the government approved the National gender policy, that is currently being facilitated by UN Women

## **Establishment of a Gender Unit**

As stated on 22 June 2021 by Prof. Dr. Mushtaq, president of the University of Anbar, the gender unit will be located in the Faculty of Education for Humanities with Assist. Prof. Dr. Freh, Head of Dpt. of Psychology to also become Head of the unit. To facilitate university -wide exposure this unit will be run under the supervision of Head Quarters.

## **Inclusion of marginalized groups or minorities in University of Anbar**

The Anbar University does not see any minorities to especially address. The majority is Sunni and minority is Shiite, but they are seen as being all Muslims; Shiite are not considered as minority. The focus of the university will be on promoting leadership of women. They are clearly in the minority in leadership positions, having 2 women of 18 deans (11,1%), and 18 women among 61 department heads (29,5%).

## 2. SWOT- Analysis regarding Gender integration in the university, January-April 2021

STRENGTHS: see page below

WEAKNESSES: see page below

SWOT

OPPORTUNITIES: see page below

THREATS: see page below

## Strengths

- Existing informal ways to support in counselling
- Dr Fuaad is head of the Department of Psychology and teaches gender and works together with NGOs to provide post-conflict psychological counselling to women
- Data gathered show the urgency of addressing gender-based harassment and violence since both have increased dramatically in Anbar and surrounding areas
- Partnerships:
  - 7 partnerships with national universities and national institutes
  - 10 partnerships with international universities and international institutes
  - 6 MoUs with companies in the labour market

## Weaknesses

- No formal complaint procedure, whereas gender-based harassment and violence have increased dramatically in Anbar and almost a majority of students are women
- No reporting policy but informal ways to address are in place.
- No specific gender unit in Anbar university;
- No cross-department teaching to develop gender expertise or gender integration in the curricula at the moment.  
Since all study programs are packed, students also have not left much time to take classes outside of their own curriculum
- No specific gender activities and funds on gender;
- No specific gender policy or strategy-strategic plan.
- Women are strongly underrepresented in leadership positions in the university

## Biggest opportunities

- There is a need to address Gender Based Violence (GBV) and trauma based psychological problems, especially this has been increased among young women after the invasion by ISIS.
- Since data shows the dramatic increase of gender based harassment and violence in Anbar and surrounding areas, workshops, trainings and seminars to strengthen awareness on trauma and to build and strengthen self-confidence of the survivors are now needed and justified.
- Dr Fuaad teaches gender and works together with NGOs to provide counselling to (young) women which can be further expanded and broadened.
- The College of Education for Humanities, and specifically the department of Psychology is a good place for the gender unit to further expand and widen counselling and accompany research and professional training since this department has lots of clinical and social psychologists and students who can take part in this project. There is a counselling unit in the department and is fully furnished. Dr Fuaad is the head of the Department of Psychology.
- Research could support expanding and assessing the counselling practices and support future approach/procedures to be formulated.

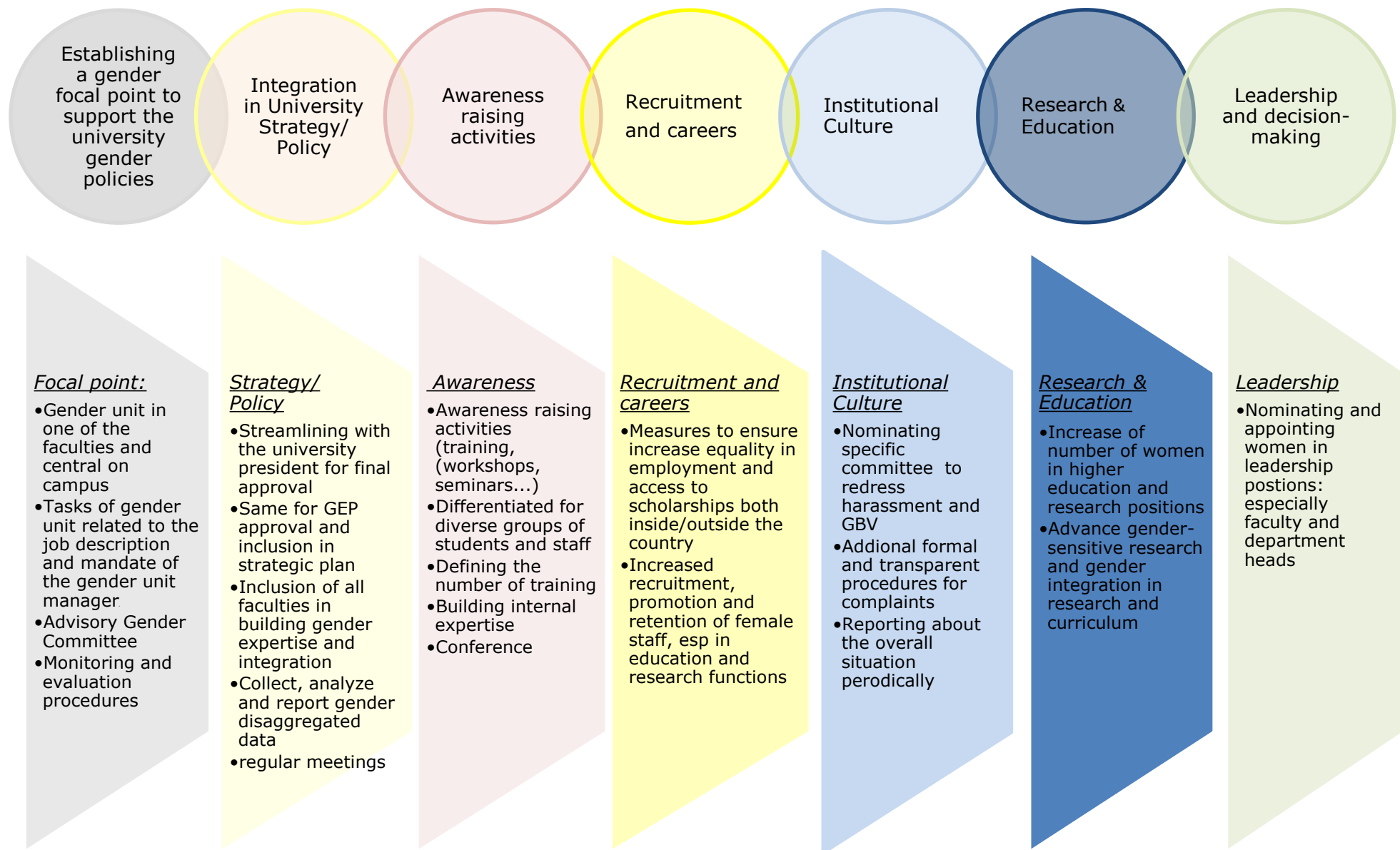
- The envisioned positioning of the gender unit implies that it will be in the centre of the campus. This will make it easier to collaborate and have exposure across the campus.
- The president of the university has the authority to establish a gender unit.
- To support widening the gender unit exposure another staff member from another department, e.g. engineering where they lecture in English, will be asked to join the Anbar Output 5 gender team. Later his name will be provided;
- There is diversity among students in this college coming from different places in Anbar province.
- Students and staff have an informal (anonymous if desired) way to express discomfort or complaints: there is a box at the department in which students can drop a note, and the Dean, or others who are in charge, will read and address the problems.
- There are expectations to further develop partnerships; these can support research work and labour market opportunities for teachers and students if these partnerships are open to collaborate by integrating students for internships or field research for their thesis while co-supervising them with teachers and researchers which will deepen the experiences and skills of all involved.

### **Biggest risks**

- Corona seriously influences the partnership implementation;
- Context is fragile due to ISIS
- Many buildings were destroyed (90%) by ISIS invasion. Many units are newly established, including a peace centre (2019) in collaboration with NGO's.
- Shortage of funds

### 3. Diagram of Gender Equality Implementation Plan

The prioritized gender dimensions of the Gender Equality Implementation Plan as identified as appropriate to the University of Anbar:



#### 4. Strategic Changes to be achieved on prioritized gender dimensions: from start - end

At the start April 2021	GENDER DIMENSIONS	Striving towards 2024
<b>Currently...</b>		<b>We strive towards...</b>
Assessing where the gender unit will be located	<b>Gender unit</b>	President of university has approved the gender unit in the College of Education, Humanities, aligned with the counselling unit under the Head of the Department and in close collaboration with Head Quarters
Counselling unit in the department of Psychology, College of Education for Humanities	<b>Counselling unit GBV</b>	The unit will focus on the PSD situation of students/staff and curriculum will be developed in that area as part of a post conflict reconstruction programme
To prepare management of unit	<b>Gender unit manager</b>	Assist. Prof. Dr. Fuaad Freh is mandated as the manager; and mandate and task description are written
Committee to be established: professors into developing plans; preparing data collection and research for plan.	<b>Gender Committee</b>	Advisory committee established- support in M&E (reviewing programs, task and further support)
Gender Equality Plan to be written with a journey map.	<b>Gender policy</b>	Gender Equality Plan approved and functioning.
Research to support the approach/procedures to be formulated and integrated into future counselling, GEP, research and curriculum.	<b>Gender integration in research &amp; curriculum</b>	Gender research conducted, and results implemented and integrated in counselling, GEP development, research and curriculum
To develop the availability of on-site training in gender analysis skills for staff across all university units.	<b>Gender Awareness</b>	Increased gender balance in student enrolments and performance across all disciplines and of staff as well
To develop gender expertise including and beyond addressing women and their needs	<b>Gender Expertise</b>	Gender expertise built in the university through fellowships/scholarships and student exchange.
Announcing to hold forums or conferences on integrating gender analysis and advancing equality	<b>Regular gender conferences</b>	Holding forums or conferences annually
Professors of committee will collect and analyse data in support of the HR department, quality assurance department (profs-students, also surveys, evaluation assessment questionnaires which differentiate by gender)	<b>Gender disaggregated data</b>	Monitoring and progress - report in Annual Report, can be discussed in conference
Gender Based Violence (GBV) and psychological problems (PSD) increased, especially among young women after the invasion by ISIS.	<b>Gender Based Violence</b>	Violence (GBV) and psychological problems (PSD) monitored and decreased; prevention and reporting programmes and measures in place (with partners) and options for inclusion of students as part of their curriculum

No formal policy on reporting and complaint procedure	<b>Reporting and complaint policy</b>	Reporting and complaint policy within university is formalised, approved by leadership of university and known among students and staff
7 partnership and 6 MoU; Project partners, municipality, NGOs	<b>Partnerships</b>	Increase in partnerships and MoUs; also within city with the NGOs, private universities (also university of women); Cooperation with international organizations
Shortage of funds; as long as unit by university are limited options for support staff / reduce some of other duties; options to develop: direct finances when acknowledged by Ministry, possibly external money UNDP, NGOs	<b>Mobilising funds</b>	Funds mobilised and available when approved as an independent unit with allocated finances (depending on ministry support, university, et.
Gender not yet included	<b>Integrating gender in the new strategic plan of the university</b>	Gender included in the new strategic plan
Gender gaps are not yet the focus for change	<b>Recruitment and careers</b>	Gender gaps are addressed and monitored for especially higher positions and leadership positions and proportion of women with PhD degree / in PhD programmes
Specific committee to be nominated to promote a safe and respectful working and learning culture including preventing and reducing harassment; regular reports planned to review the general situation periodically	<b>Institutional culture</b>	Committee on promoting a safe and respectful university culture for all including prevention and reporting against harassment; Monitoring reports are written. Regular assessment of students' learning environment and the curriculum by having regular meeting with students.
Currently 2/18 women are deans and 2/61 Department heads	<b>Leadership</b>	More % of women as deans and department heads





## 5. Journey map: Milestones for 2021, 2022, 2023, 2024, ---

### 2021

- Gender Equality Plan (GEP) finalised; university president agreed to sign in Nov. 2021
- Location Gender Unit selected by president: Fac. of Education for Humanities, Dpt Psychology
- Manager & Job Description approved by president
- Strategic plan currently being formulated to include GEP and mandate of Gender Unit HR department provides sex-disaggregated data
- Gender Advisory Committee established
- Arrangements with UN women, 2 NGO's (MoU) and MoU with partners

### 2022

- Leadership strategy: reducing the gender gap among deans/department heads
- Gender unit developed a plan for a gender centre through Ministry of Higher Education
- Awareness gender training/formalising complaint regulations
- Training available for post-conflict reconstruction regarding GBV/PSD in Psychology Department
- More partnerships and funds, scholarships and fellowships and visiting scholars
- Gender integration in the strategic plan: mission/vision

### 2023

- First year report and monitoring of GEP through Gender unit
- Plan for advancement of gender integration in education and research
- Awareness: gender training and conference
- Post conflict reconstruction unit/ GBV-PSD in curriculum
- Extending the number of partnerships and funds, scholarships and fellowships
- Reduced gender gaps in leadership positions, newly appointed and promoted staff, PhD programme enrollment

### 2024

- Second year report and evaluation of GEP through Gender unit
- Further implementation and M&E procedures for strategic plan
- Gender training, education and research
- Extending the number of partnerships and funds, scholarships and fellowships
- Reducing the gender gaps in leadership positions, , newly appointed and promoted staff, PhD programme enrollment

### 2025

- Evaluation of the GEP and Gender Unit programme
- Adjustments / continuation in areas of leadership, GBV, PSD, awareness, research & education,
- Follow up on gender integration in university policy/strategic plan

