BRIEF RESULTS OF GENDER AUDIT AT FACULTY OF INTERNATIONAL RELATIONS AT THE BELARUSIAN STATE UNIVERSITY

DIALOGUE

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GENDER DIALOGUE
GENDER DIALOGUE:

KEY FINDINGS OF A GENDER AUDIT
AT THE FACULTY OF INTERNATIONAL RELATIONS
OF THE BELARUSIAN STATE UNIVERSITY
This publication has been prepared under the aegis of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law in the context of academic cooperation with the Belarusian State University and other higher education institutions in the Republic of Belarus with financial support from the Government of Sweden represented by the Swedish International Development Cooperation Agency (Sida).

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A gender audit was conducted in 2017 at the Faculty of International Relations of the Belarusian State University (FIR BSU). The purpose of this audit was to develop gender dialogue as an important instrument for consolidating corporate spirit in the faculty team and improving internal communication. This survey was carried out using gender audit methodology based on the principle of active participation as developed by the International Labor Office (ILO Methodology). The publication may be interesting and useful to anyone who is interested in the issues of gender equality promotion in an academic environment.
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Resources and publications on gender topics, prepared as part of academic cooperation between the Raoul Wallenberg Institute of Human Rights and Humanitarian Law and Belarusian universities .............................................. 38
I think that developing gender dialogue within the faculty team will help make our life more understandable, transparent, fair and thus more effective. Effective means not spending valuable time and energy on the repetition of outdated stereotypes about the roles of women and men. I consider such dialogue an important resource for the development of the team, society and every individual.”

Viktar Shadurski, Doctor of History, Professor, Dean of the Faculty of International Relations, Belarusian State University

In 2017, a gender audit was conducted at the Faculty of International Relations of the Belarusian State University (FIR BSU). The purpose of the audit was to develop gender dialogue as an important instrument for consolidating corporate spirit in the faculty team and improving internal communication. This survey was carried out using gender audit methodology based on the principle of active participation as developed by the International Labor Office (ILO Methodology).¹

In order to develop the concept and tools, conduct the audit, collect data and process the findings, an organising committee was created from among the FIR BSU employees (8 FIR BSU employees). The Organising Committee formed working groups from among the employees and students. In total, there were 26 audit organisers (11 men and 15 women). Guest experts were invited to provide advice. Totally, audit events covered:

- 30% of FIR BSU employees of both genders – 57% women and 43% men;

20% of FIR BSU students of both genders – 61% women and 39% men.

The concept of gender audit was formed taking into account the specific features of the university, as well as particular demands on the faculty itself. Certain key areas were identified, namely the social and demographic structure of the FIR BSU, the educational process, research activities, gender equality awareness among the FIR BSU employees and students, and gender aspects of organisational culture.

The objectives of the gender audit were determined as follows:
1) to describe the social and demographic structure of FIR BSU employees and students in terms of gender;
2) to explore how the students and employees of both genders view educational process organisation;
3) to see how gender issues are incorporated into academic curricula and research;
4) to measure gender equality awareness among the students and employees of both genders;
5) to explore how the FIR BSU students and employees view the faculty’s organisational culture.

The following tools were developed and used for the audit:

1. a focused interview with the Dean;
2. statistical data collection;
3. surveys of staff and students majoring in six different fields of studies (the 1st to 5th years);
4. focused interviews: 2 focus groups of students and 3 focus groups of employees;
5. time-budget diaries (inclusive observation method);
6. qualitative analysis of institutional policies, administrative documents, etc.
7. quantitative analysis of institutional policies, administrative documents, research publications, papers and theses, etc.

**Recommendations** were proposed on the basis of this data according to the objectives set.
The data in this report are presented as of 1 November 2017.

**Source**

### Gender mainstreaming

“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as men an integral part of the design, implementation, monitoring and evaluation of all policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of gender mainstreaming is to achieve gender equality.”

*Agreed Conclusions (A/52/3.18)*
*Economic and Social Council*
*United Nations, New York, 1997*

**BRIEF DESCRIPTION OF THE FIR BSU GENDER AUDIT METHODOLOGY**

According to the ILO Methodology, the gender audit is a tool and a process based on participatory methodology to promote organisational learning at the individual, work unit and organisational levels as concerns how to practically and effectively mainstream gender.

Relying on the principles of *independent* assessment and *joint* participation, the audit takes into account both existing objective
data and the individual visions of team members as regards how to achieve gender equality in their organisation. Gender audit based on the ILO Methodology is not intended to “check” the situation in the organisation, but rather to help participants to gain a deeper understanding of the real gender situation in the organisation. It also provides a starting point for a more active discussion of the situation in the team, for a search for answers to the relevant questions.

Taking into account the ILO Methodology, the FIR BSU Gender Audit set the goal of developing gender dialogue as an instrument for consolidating corporate spirit of the faculty team and improving internal communication.

Participants in the FIR BSU gender audit

In order to carry out the gender audit, an Organising Committee consisting of FIR employees and students and guest experts, was established at the FIR BSU. Working groups were formed within the Organising Committee in the following areas: surveys, focus group interviews, statistical data collection, time-budget diaries, document analysis and communication.

The Organising Committee and Working Groups consisted of 26 people (11 men and 15 women) and developed the audit concept, tools, collected data and then processed and analysed the findings.

The Organising Committee included:

**Yanina R. Zinchenka**, Chair of the Organising Committee, senior lecturer at the Germanic Languages Department;

**Viktor G. Shadurski**, Dean of the FIR BSU, Professor;

**Andrey V. Selivanov**, Deputy Dean of the FIR BSU;

**Eugenia V. Grabko**, Head of Library Department;

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Tatiana I. Makarevich, senior lecturer at the English Language Department for the Humanities;  
Irina I. Makarevich, senior lecturer at the English Language Department for the Humanities;  
Olga V. Emelyanovich, senior lecturer at the International Law Department;  
Olga V. Shuliakovskaya, Dean’s Office resource specialist.

The following experts also participated in the audit:

Larissa S. Lukina, senior lecturer at the International Law Department;  
Irina M. Kandrichina, Assistant Professor at the Belarusian National Technical University;  
Nina D. Svitaylo, Director of the Gender Resource Centre of Sumy State University, Deputy Head of the Department of Psychology, Political Science and Sociocultural Technologies (Ukraine);  
Olga M. Bezbozhna, Programme Officer at the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (Sweden).

Apart from the members of the Organising Committee and Working Groups, 115 FIR employees (49 men and 66 women) and 354 FIR students (137 men and 217 women) participated in the gender audit. The faculty employees were represented by both teaching staff (hereinafter – TS) and administrative personnel (hereinafter – AP). Stage 1 (Bachelor’s) and stage 2 (Master’s) full-time students were also engaged in the audit.
The audit events totally covered:

- 30% of the FIR BSU employees of both genders, of which 57% were women and 43% were men;
- 20% of the FIR BSU students of both genders, of which 61% were women and 39% were men.

Our audit covered almost all spheres of the university’s life. We had gathered a large-scale empirical data base to which we could refer on a continuous basis. It was an interesting experience, first of all because these were thoughts about how we live, how we organise our time, and how we assess our opportunities. Data analysis showed that it is not always possible to detect problems, that some decisions take time and that the audit findings did not always meet our expectations. The audit provided a systemic view of research work, faculty staff and our students of both genders. In general it showed how using a social gender audit can help monitor not only the situation as it is, but also some development trends.”

Yanina Zinchenka, Chair of the Organising Committee, senior lecturer at the Germanic Languages Department

FIR BSU gender audit tools

Tools for FIR BSU gender audit had been developed a year before the audit started. As soon as the audit commenced, the tools were significantly retrofitted and further adapted to local conditions. The following tools were used during the audit:

1. a focused interview with the Dean;
2. statistical data collection;
3. surveys of staff and students majoring in six different fields of studies (the 1st to 5th years);
4. focused interviews: 2 focus groups for students and 3 focus groups for employees;
5. time-budget diaries (inclusive observation method);
6. qualitative analysis of institutional policies, administrative documents, etc.;
7. quantitative analysis of institutional policies, administrative documents, research publications, papers and theses, etc.

**Focused interview with the Dean**

The interview with the Dean was intended to identify how the faculty administration staff related to the ongoing gender audit, and how gender equality issues are reflected in the organisation of educational process and in the development of the faculty’s research potential. The interview with the Dean consisted of 21 questions.

**Examples of questions asked during the interview:**

- Why do you support gender dialogue development in university education in general and at our faculty in particular?
- Do you think that this subject matters and is important for the organisation of educational process and the development of the faculty’s research potential? If yes, in what way?

**Statistical data collection**

Statistical data were collected to determine the social and demographic structure of the TS, AP and students. The main research task was to compile statistics on employees and students applying the following criteria:

- age-gender categories of employees and students;
- age-gender characteristics of the FIR management;
- age-gender characteristics of employees with academic degrees.

*Women are in the majority as far as the numerical composition of the teaching staff (TS) and the administrative personnel (AP) is con-*
cerned. Moreover, women in AP make up an overwhelming majority. In addition, most employees of the faculty are older than 30 but younger than 50.

Women studying for their master’s degree prefer majoring in administration in social and economic systems, the history of international relations and foreign policy, and law. Meanwhile, men prefer majoring in world economy, the history of international relations and foreign policy, and law.

Survey of staff and students majoring in six different fields of studies (the 1st to 5th years)

50 employees were interviewed, among them 23 men (46%) and 27 women (54%). The sample consisted of employees holding different positions, for example heads of departments, professors, assistant professors, senior lecturers and lecturers, and AP. The staff were interviewed in the following areas: gender equality awareness, national policy awareness in the field of gender equality promotion, and motivation to integrate a gender approach in educational and research processes, etc.

Question: Do you know the goals and content of the gender policy of the Republic of Belarus?

Yes – 56% (men’s and women’s votes spread equally);
No – 24%;
Not sure – 20%.

269 students, from freshmen to those in their final year, were interviewed, of them 101 men (37.5%) and 168 women (62.6%). The sample was chosen to correspond to the gender shares of students in each year. They were interviewed in the following areas: gender equality awareness, inclusion of gender problems in the academic curricula, research and social activities at the faculty, and organisational culture.
Question: What does gender equality mean to you?

Students’ answers:
- Equal rights and equal opportunities for women and men – 82.9%;
- Equal rights for men and women – 14.1%;
- Equal rights for all women – 1.9%;
- Not sure – 1.1%.

NB: all the respondents who understand gender equality as “equal rights for all women” are men. Meanwhile, of the majority group who understand equality as “equal rights and equal opportunities for women and men”, women make up 67% and men account for 33%.

Focused interviews (focus groups)

Three focus group interviews were conducted among the FIR BSU employees. The total number of respondents was 30 people. Each of the three focus groups had its own topic, namely:

a) class timetable and study loads;
b) communication at the faculty;
c) organisational culture at the faculty, including the TS’s opinions on basic forms of interpersonal communication, both among colleagues and with students, as well as prevailing visions of the basic mechanisms for conflict resolution used at the FIR BSU.

A topic for discussion in a focus group of faculty employees:

Identify and discuss communication and training methods allowing for inclusion of students regardless of gender in the educational and communication processes.

Two focus groups were conducted among students majoring in all fields of studies offered by the FIR BSU. In total, there were 37 student respondents. The first focus group was devoted to finding out
and analysing FIR BSU students’ attitudes towards the organisation of educational process and research, as well as assessment of the respondents’ gender awareness. The second focus group was intended to obtain students’ opinions on the basic styles of interpersonal communication, most popular training methods and the basic mechanisms for conflict resolution used at the FIR BSU.

A topic for discussion in the student focus groups:

How do you think a discussion of various methods of conflict resolution should be organised? Which formulations and statements should be avoided in this case?

I think that gender equality is a significant problem in our society, and it is always hard to be on top. However, as our experience shows, the success of the work that has been initiated is obvious. For example, I consider focus groups to be a very successful experience in the audit as they made it possible to discuss a range of important problems. When it comes to my personal experience, the audit has undoubtedly broadened my outlook on the issues related to this topic. It was a good experience to examine the situation from the inside via student surveys, as well as discuss a different form of communication with lecturers, as the promotion of dialogue between students and teachers is an important milestone in the development of the entire educational process as well.”

Viktoria Sleptsova, third year student of international relations (during the audit period)
Time-budget diaries (inclusive observation)

Self-observation method was used for keeping daily time-records. It is a method of obtaining empirical data collected from the subjects’ observations of themselves. This method helps to record behaviours, worries, thoughts, feelings, etc. As part of the gender audit, FIR employees and students were offered the opportunity to keep a record of how they organised their time in a chart for a week.

Thirty-two FIR employees participated in this self-observation exercise. The sample was chosen taking into account the gender, age, position and the number and age of preschool and school-age children. The employee respondents were to record the time they allocated to the following categories: working time (including teaching, supervision and research, etc.), child care, work at home, housework, hobbies, etc.

As regards the gender audit, I would like to note that, in my opinion, this is an instrument and process based on the principles of active participation of all the social groups at the faculty (for example, administrative personnel, teaching staff and students). This was also reflected in the gender audit itself. It is also important to emphasise that there is a growing interest in the subject, not only in the Republic of Belarus but in the entire world. So, in my opinion, it is noteworthy that the FIR BSU has become the first faculty in the Republic of Belarus to carry out such an audit. From my point of view, the gender audit findings helped to define cause-and-effect relations in a range of situations occurring in the course of faculty activities (for example, growing dynamics of males studying for a master’s degree).

Pavel Boltochko, senior lecturer at the Customs Department
On weekdays both male and female TS spend most of their worktime teaching, while at weekends they do research work. However, at weekends men spend twice as much time on research work as women (1 hour 34 minutes and 45 minutes, respectively). Meanwhile, women do more organisational and teaching work (1 hour 59 minutes for women and 45 minutes for men).

Forty-eight faculty students (24 women, 24 men) filled in time-budget diaries. The sample was chosen taking into account the gender, year of study and major, living with parents or independently (in a student dorm, etc.) and the number of preschool and school-age children. It was proposed that the student respondents record how much time they allocate to the following categories: studying, volunteering, research work, part-time work, household chores, child care, etc.

On a working day, female students spend 35 minutes more time studying than male students – 7 hours and 6 hours 25 minutes, respectively. On weekends, female students spend 1 hour more time studying than male students – 3 hours 20 minutes and 2 hours 20 minutes, respectively.

Quantitative and qualitative analysis of documents

The goal of the quantitative analysis of documents was to determine the number of faculty measures, academic subjects and research publications contributed by the teaching staff (TS) and research papers by both graduate and undergraduate students with a focus on gender or including certain gender aspects. Totally, 2015 publications from the TS and students were analysed.
The goal of the qualitative analysis of documents was to determine the degree of gender sensitivity/neutrality of the FIR BSU institutional policies regulating faculty activities, as well as research work of the TS and undergraduate, graduate and post-graduate students, study process organisation, labour relations, etc. Eighty-three documents were analysed. Component analysis methods were used to identify gender focus in the texts of these publications. The linguistic method was used to determine gender neutrality of these documents.

**Documents analysed:**

- Regulations of the Council of the FIR BSU;
- Regulations of the FIR BSU Departments;
- Regulations of the FIR BSU;
- BSU Collective Bargaining Agreements;
- Job Description for a Senior Lecturer at the FIR International Law Department;
- Others.

**GENDER AUDIT FINDINGS AT THE FIR BSU**

**FIR BSU social and demographic structure**

The total number of FIR employees as of 1 November 2017 was 387, of them 51 administrative personnel (AP) and 336 teaching staff (TS). There were 17 Drs hab and 110 PhDs.

A majority of employees, both full-time and part-time, were women – 305 (78.8%), while 82 (21.2%) of the staff were males.
**Chart 1.** Gender structure of the FIR BSU (% as of 1 November 2017)

**Chart 2.** Undergraduate students
The average age of FIR BSU employees was 47. The average age of women was 43 and men 51. Most of the women (109) belonged to the 30–49 age group, while most of the men (44) belonged to the 40–54 age group.

It should be noted that of the 110 PhDs working both full time and part time 79, i.e. 72% were women. At the same time, of the 17 Drs hab, men constituted a vast majority: 13, i.e. 76%.

Despite the fact that the number of women at the faculty exceeds the number of men, in percentage terms women are underrepresented in executive positions and advisory bodies.
Thus, the FIR BSU Council includes 33 individuals. TS is represented by 30 employees, of which 16 are men (53%) and 14 are women (47%). Among the three student representatives in the FIR BSU Council there were two women (67%) and one man (33%).
The faculty management (Dean, deputy deans, heads of departments, heads of laboratories and offices) consists of 21 employees, of them 10 are women (48%) and 11 are men (52%). Of the 13 heads of departments, 6 are women. The three heads of laboratories and offices are all women.

As of 1 November 2017, 1,847 FIR BSU students majoring in six fields received their Bachelor’s degrees; 1,301 (70%) of them were women and 546 (30%) were men. 127 individuals received their Master’s degrees, 68 (54%) of them women and 59 (46%) men.

Most of the majors in all the fields were women. The only exception was undergraduate students majoring in world economy, of whom there were 22 men and 12 women.

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5 The Academic Council of the Faculty of International Relations. “REGULATIONS on the Council of the Belarusian State University Faculty of International Relations”, BELARUSIAN STATE UNIVERSITY, 5 Jan 2012 (in Russian), https://fir.bsu.by/images/faculty/Polozenie_SovetFIR.pdf
### Table 1. FIR BSU undergraduate students

<table>
<thead>
<tr>
<th>Major</th>
<th>Female students</th>
<th>Male students</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Relations</td>
<td>281</td>
<td>163</td>
<td>444</td>
</tr>
<tr>
<td>International Law</td>
<td>258</td>
<td>91</td>
<td>349</td>
</tr>
<tr>
<td>World Economy</td>
<td>193</td>
<td>163</td>
<td>356</td>
</tr>
<tr>
<td>Management (in international tourism)</td>
<td>249</td>
<td>47</td>
<td>296</td>
</tr>
<tr>
<td>Customs Affairs</td>
<td>193</td>
<td>61</td>
<td>254</td>
</tr>
<tr>
<td>Linguistic and Country Studies</td>
<td>127</td>
<td>21</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1,301</strong></td>
<td><strong>546</strong></td>
<td><strong>1,847</strong></td>
</tr>
</tbody>
</table>

### Table 2. FIR BSU graduate students

<table>
<thead>
<tr>
<th>Major</th>
<th>Female</th>
<th>Male</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of International Relations and Foreign Policy</td>
<td>15</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Law</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>World Economy</td>
<td>12</td>
<td>22</td>
<td>34</td>
</tr>
<tr>
<td>Innovative Management in Tourism</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Administration in Social and Economic Systems</td>
<td>25</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Oriental Studies</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>68</strong></td>
<td><strong>59</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>
The studies of 17% of undergraduate students (14% females and 3% males) were subsidised from the public funds. 54% of graduate students (44% females and 10% males) had their studies covered from the public funds.

**Educational process**

For the purposes of this publication, educational process means a fully formed system of labour relations, as well as the organisation of professional communication during the educational process.

This part of the audit included an analysis of the general framework conditions using such tools as qualitative analysis of local regulations, a focused interview with the dean, surveys, focused interviews and time-budget diaries. The time-budget diaries helped discover gender differences in how employees and students allocate time to studies, research, domestic chores and other areas of life. The local regulations revealed the formal features of labour relations, including their gender aspects. The surveys and focused interviews helped evaluate how educational process was organised and how information relevant to professional, educational and research activities was shared and used.

Thus, the local regulations did not provide for gender quotas for promotion to teaching or administrative positions, or to the faculty’s executive bodies. They contained a set of professional requirements for the nominees of both genders, e.g. an academic degree. Labour relations were primarily governed by the Collective Bargaining Agreement, which met international standards for such types of documents.

Particular attention should be paid to time-budget diaries. Time-management patterns among employees and students influence their academic performance, career advancement, health and well-being. Differences in time budgeting between women and men create different preconditions for work, self-development and recreation. This enhances the importance of time-budget accounting in the context of the educational process.

Although both women and men have an approximately equal amount of spare time, women are more involved in household chores and childcare. Unequal shares of household chores may increase women’s stress levels and fatigue and consequently reduce
their efficiency at work. Among employees, men’s working time on working days made up 28% of the total time budget, while women’s working time accounted for 32%. Household chores took up 11% of women’s time on weekdays and 19% at weekends, while the corresponding figures for men were 8% and 15%. Men spent twice as much time doing hobbies, while women were more occupied with activities with children.

**Chart 6. Time-budgeting for FIR employees, %**

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on working days</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Work at weekends</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Household chores on working days</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Household chores at weekends</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Spare time on working days</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Spare time at weekends</td>
<td>28</td>
<td>23</td>
</tr>
</tbody>
</table>
Among employees, women spent much less time than men doing research (45 minutes and 1 hour 34 minutes, respectively), but much more time doing organisational work (1 hour 59 minutes for women and 45 minutes for men). In the academic context, the difference in research time may exert a significant impact on career advancement.

Female students allocated their time more evenly than male students. Of male and female student respondents, 55% were satisfied with their class timetables (62% of women and 38% of men). Female students were more active in social life and research. Thus, 64% of respondents were engaged in public activities, and 65% of them were women. Of all the students, 45% were engaged in research, and 68% of them were women. At the same time, the number of working male students was two or three times higher, depending on the year of study.

Chart 7. Undergraduate students’s participation in various activities at the FIR, %
As for sharing and using socially important information at the FIR BSU, no gender differences were detected here in the course of focused interviews. No difference was detected in the scope of shared information: 90% of employees think that all the members of the faculty team have identical knowledge of where to find information on different aspects of professional activities.

Certain types of information, for example, updates on the activities of trade unions and information on research grants were critically assessed in terms of availability. 20% of respondents stated that they had no full information on opportunities to receive financial aid provided by trade unions. 20% of respondents thought it was almost unreal to receive both information on grants and a grant itself.

According to similar surveys among students, females were better informed about internship opportunities and conferences (61% women, 39% men), with 27% of students considering such information unavailable. Some of the students found it difficult to obtain recommendations for participation in such educational events: 37% assessed such opportunities as unavailable, while 50% answered in the affirmative.

It should be noted that a majority of students, both women and men, were critical of their abilities to search for information on educational opportunities: 68% (69% of women and 39% of men) assessed such skills as average, and only 10% (50/50) as high.

Research activities

During the analysis of FIR BSU research activities, the employees and students relied on their own experiences to evaluate how gender issues were represented in the academic curricula, whether it was reasonable to include such issues and how much they knew on the subject. The audit team did a quantitative analysis of the topics of publications.

In the audit context, a “gender-focused course” meant a course intended to raise gender awareness and gender culture, while a “course which includes gender aspects” meant a course within which gender aspects were touched upon indirectly or addressed as a component. The same approach was applied to research publications.
In 2015, of 922 research publications from the teaching staff, 4 were gender-focused, and 18 included gender aspects. In 2016, the number of such publications increased to 14 and 31, respectively. The faculty teaches a total of 343 courses to students majoring in six different fields: 3 of these are gender-focused (Family Law, International Family Law, and Comparative Labour Law), and 19 include gender aspects (most of them are law courses). Some 41% of employee respondents considered that the basics of gender equality and gender-focused modules were not included in the academic curricula, 32% answered that they were included in certain courses, while 22% stated that they were included in special courses.

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* Human Rights Law; European Law of Human Rights (in English); International Non-Government Organisations; International Humanitarian Law; Refugee Law (including European Migration and Refugee Law); Constitutional Law of the Republic of Belarus; Constitutional Laws of Foreign Countries; Law of the Council of Europe; International Public Law (general part); International Public Law (special part); History of State and Rights of Foreign Countries; International Law (for international relations majors); Civil Law; International Private Law; International Medical Law; European Labor Migration; Specialty introductory course for international law majors; Theory and Practice of Translation from a Foreign Language; Basics of Psychology and Pedagogy.
A survey showed that student research papers rarely address gender aspects exclusively, but they sometimes include a gender component. It is predominantly women who are interested in these issues (13 women and 1 young man in 2015–2016). In 2015–2016, 2 graduate theses of 1,252 were gender-focused, and 5 included a gender component. Only 1 master’s thesis of 121 was gender-focused, and 2 included a gender component. As of November 1, 2017, of 114 dissertations in progress, 2 were gender-focused and 7 included gender issues. Of 614 student reports at conferences in 2015–2016, 4 focused on gender and 18...
included gender aspects. Of 152 published abstracts from conferences, 2 addressed gender aspects and 8 included a gender component.

Thus, it may be concluded that students, both women and men, were interested in the subject, however, the percentage of such works was relatively low.

An analysis of the FIR Research Plan for 2017 made it possible to find 23 international collaborative research projects, 5 of which included gender aspects and 2 of which were gender-focused.

**Gender equality awareness among the FIR BSU employees and students**

More than a half of employee respondents were familiar with the contents of the gender policy of the Republic of Belarus and the FIR BSU Gender Plan.

A considerable number of the employees (40%) thought that they were well aware of the means and methods used to integrate a gender approach in the educational process and their research work. Of these, 60% were men and 40% were women. At the same time, 38% of respondents answered that they rarely used a gender approach in their work. In general, employees consider it important to include a gender approach in educational work: “quite important” – 48% of the respondents (63% of the men and 37% of the women), “absolutely unimportant” – only 10% of the respondents, of which 60% were men.

Although 52% and 40% of students assessed their level of gender education as “average” or “high”, 58% of the respondents expressed interest in gaining additional knowledge on the subject. Most of them identified the difference between sex and gender correctly. They understood gender equality as “equal rights and equal opportunities for women and men”.

**Gender aspect of organisational culture**

The FIR employees and students differed in their assessments of gender equality at the faculty. 54% of employees (56% men and 44% women) and 38% of students (56% men and 44% women) considered it to be high.
Of the 20.8% students who pointed out that a problem of gender inequality existed at the faculty, 72% were women.

In general, students assessed decision-making processes at the faculty as free from gender bias. 44% thought that men and women were equally involved in this process (among these 75% were women) and 50% expressed the opinion that women were involved more actively. However, the degree of inclusion of students of both genders was generally assessed as average (50%).

In the assessment of the social and psychological climate at the FIR, male students more often mentioned such characteristics as collective decision-making and cooperation, while the tendency among
women was to avoid conflict situations to a considerable degree and to build harmonious relations.

RECOMMENDATIONS

The primary goal of this audit was to prepare recommendations for further promotion of gender equality. These recommendations were based, among other things, on the assessments given by the audit participants. The proposed recommendations may be viewed as a foundation for the development of short- and long-term gender equality promotion plans. They also present a platform for the complex development of the faculty and for the improvement of its academic research and public activities.

FIR BSU

social and demographic structure

Since men prevail in the FIR BSU executive bodies, it is necessary to seek for a more balanced ratio of men and women, especially taking into account the fact that the majority of employees and students at the faculty are women. In order to achieve this objective, it may be useful to do further research to identify, analyse and account for factors that motivate men and women to pursue a career. Measures should be taken to encourage female leaders.

Although no discriminative clauses were found in the local regulations, a fairer and more transparent staff policy would imply the following measures:

- When appointing a candidate to a position, it is necessary not only to avoid instances of gender, age and other discrimination, but also to exclude completely the use of any, even the tiniest amount, discriminative rhetoric.
- Despite the absence of gender quotas in the local regulations, it is reasonable to seek a gender balance in promotions.

Educational process

The audit found that female students spent much less time doing part-time jobs and getting entertainment, but they were more involved in volunteering and research. This shows an increased need for a deeper study of what motivates both male and female students to participate in social life and volunteering and to look for a job. It is necessary to stimulate active participation of both genders in
The gender audit conducted at the FIR provides a fresh and clear look at seemingly routine things. This unbiased analysis will help all of its participants to correct their opinions on gender equality and will make it possible to make social processes fairer. Furthermore, such an audit at the FIR sets a good example for the youth of Belarus how to create new standards in social life."

Viktor Ostroga, Head of the Customs Department, assistant professor

university life, drawing women’s attention to the necessity of continuous professional development.

Encouragement of internships and job searches may be facilitated by career fairs; meetings with university graduates, HR specialists, etc. may encourage students to look for internships and jobs more actively.

In light of the fact that female faculty employees are less involved in research work, it is necessary to encourage them to participate more actively in organisational and educational work, research and applied research activities and projects.

Considering that in many cases students assessed their abilities to find relevant information on professional and career opportunities fairly critically, it is necessary to promote active awareness-building at the faculty, to improve existing communication channels, and to fill them actively with useful information on national and international projects and events.
Research activities

Despite the fact that research activities on gender aspects showed a certain positive dynamic, the number of publications and research papers analysing gender aspects remained limited. In order to emphasise the importance of research on gender issues, this must be reflected in the FIR BSU general research plan. In addition, if a list of possible gender-related research topics is drawn up, it could encourage students and the TS to choose them for their research.

In addition, this aspect requires discussion and the following measures:

- regular monitoring of research and projects done at the FIR to see how gender aspects might be included in them;
- a review of publications produced by FIR BSU employees to see how gender aspects might be included in them;
- holding a competition or introducing a new nomination in gender studies within existing courses.

A catalogue of gender publications prepared by Belarusian researchers is under development at the BSU Fundamental Library. This catalogue may be useful to those who are interested in publications and surveys fully or partially devoted to gender equality

http://www.elib.bsu.by/handle/123456789/233595

Gender equality awareness among the FIR BSU employees and students

Considering the audit findings, we would propose the following steps to raise gender equality awareness:

- draw up a FIR BSU Gender Education Plan, which will include seminars, round tables and training inputs for various target groups with regard to their actual knowledge and demands in the field.
monitor and assess whether courses taught at the faculty meet and promote gender equality principles.

propose an incentive programme for lecturers who actively include gender-sensitive topics in their courses.

Gender aspect of organisational culture

develop a grievance procedure, including dealing promptly with students’ and employees’ complaints about discrimination or bias in educational process or at work;

As a fourth-year student, I was interested in participating in the audit which was socially important to our faculty. First of all, I would like to note that the gender audit was conducted by the faculty employees (including the Dean) together with the students. This meant that the students, including myself, were given an opportunity to attend all the faculty-level meetings with the audit on the agenda. Moreover, such attendance included active participation in the discussions. The meetings were designed so that all the students, both women and men, were not afraid to express their position. We, the students, actively participated in the discussions of how to formulate certain questions that were included in the questionnaires. In addition, we were given an opportunity to participate in processing and analysing the findings and present our own conclusions."

Daria Ivanova, student member of the Organising Committee at the time of the audit. She is a fourth-year student majoring in international law
• conduct seminars and make a checklist for conflict management and dialogue building;
• improve transparency of decision making at the faculty in general and in performance assessment in particular. For this purpose, it is advisable to explain to students fully and regularly assessment criteria for written papers and oral exams, as well as take other measures to eliminate doubts concerning objectivity and the non-discriminatory nature of these processes;
• create favourable conditions for students to be actively engaged in self-government bodies, and provide them with financial and information support as necessary;
• encourage regular dialogue between student self-government bodies, representatives of student initiatives and the Dean’s Office, the FIR Council, and the heads of departments. For this purpose, we would recommend joint discussions on short- and long-term plans for the faculty development;
• increase the number of FIR BSU interactive platforms, including social networks, intended to inform students and employees about current events, the situation at the faculty and in the university in general in order to create preconditions for engaging the entire FIR BSU team in the discussion of the current challenges the faculty faces.

GLOSSARY

It is necessary to define some terms as understood by the audit participants. Below is the list of such terms.

Gender audit – a tool and a process based on a participatory methodology to promote organisational learning at the individual, work unit and organisational levels on how to practically and effectively mainstream gender issues.⁷

Gender mainstreaming – the process of assessing the implications of any planned action, including legislation, policies or programmes, for women and men in any area and at all levels. It is a strategy for making the concerns and experiences of women, as well as men, an integral part of the design, implementation, monitoring and evaluation of all policies and programmes in all political, economic and societal spheres, so that women and men benefit equally and inequality

is not perpetuated. The ultimate goal of gender mainstreaming is to achieve gender equality.\(^8\)

**Gender analysis** – systematic collection and study of data on gender differences in social relations in order to identify, understand and eliminate gender injustice. Gender analysis studies how biological and social differences interact and how this leads to unequal results in respect of the position of men and women.

**Gender-focused document** – a document (a programme or a complex of measures), identifying and reacting to various demands and limitations on individuals based on their gender. It may be oriented towards the active integration of individual gender-fair behaviour, fair social norms and structures as well as the transformation of gender roles and the establishment of gender-fair relations. Gender-focused documents are centred on aspects of human rights with regard to specific gender. They are sensitive to the particular risks experienced by women and men and are intended to harmonise gender relations between men and women.

**Gender neutrality** – absence of discriminatory provisions or directives in documents (regulations, curricula, research projects, information or training materials). Gender neutrality is based on the principles of gender equality and absence of gender differences, while gender sensitivity or gender focus emphasise a combination of gender equality and gender differences.

**Gender-neutral language** – the use of words and notions specifying no attribution of subjects and objects to male or female gender.

**Gender-sensitive language** – language and stylistic forms directed to the equality of women and men. For example, instead of “gender-blind” terms more exact expressions are used such as “women working in the educational institution”, “men from the teaching staff”. Instead of the pronoun “he”, the plural number is used or male and female genders are interchanged. The sense and content of the documents reflect diverse impact that events and processes exert on women and men working in the structural units.

Gender sensitivity in documents is determined not only by the information contained in them but also by their concept, style and tone. In order to determine gender sensitivity of documents, the following questions must be answered:

- Does the content of this document have identical (equal) impact on women and men?
- How does the content of this document influence women and men?
- If the content of the document exerts different impacts on representatives of different genders, what measures will be taken to correct this?

**Gender-focused course** – a course intended to raise gender awareness and gender culture. The following terms may also be used interchangeably: course on gender equality, gender course, gender discrimination course, etc. In order to be categorised as a “gender-focused course”, it should include any of the following indicator words in its title: “gender”, “gendered”, or mention any gender group e.g. “men” or “women”.

**Course which includes gender aspects** – a course in which gender issues are touched upon indirectly or used as a component. For example, a course on human rights includes women’s rights or ideas of gender equality in international legal documents. To be categorised as a “course that includes gender aspects”, a topic studied within the course should include any of the following indicator words in its title: “gender”, “gendered”, or mention any gender group, e.g. “men” or “women”.

**Gender-focused event** – an event intended to raise gender awareness or gender culture. As an example, the following markers may be mentioned: a conference on gender, a seminar or lecture on gender, gender equality, gender discrimination, etc. In order to be categorised as a “gender-focused event”, the name of the event needs to include any of the following indicator words: “gender”, “gendered”, or mention any gender group e.g., “men” or “women”.

**Event that includes gender aspects** – an event in which gender issues are touched upon indirectly or used as a component. For example, a conference on human rights includes a panel “Women’s rights” or “Ideas of gender equality in international legal documents”. In or-
der to be categorised as an “event that includes gender aspects”, the title of a panel/part of the event should include any of the following indicator words: “gender”, “gendered”, or mention any gender group e.g. “men” or “women”.

**Gender-focused publication (thesis)** – a publication (thesis) intended to raise gender awareness and gender culture, for example, a study of gender problems, gender equality, gender discrimination, etc. In order to categorise a diploma or Master’s thesis as “gender-focused”, the topic should include any of the following indicator words: “gender”, “gendered”, or mention any gender group, e.g. “men” or “women”.

**Publication (thesis) that includes gender aspects** – a publication (thesis) in which gender issues are touched upon indirectly, for example, in a research topic “Human rights with women’s rights as a case study”. To be categorised as a “publication (thesis) that includes gender issues”, gender problems should be mentioned in the title at least indirectly, for example, in a research topic “Human rights with women’s rights as a case study”.

RESOURCES AND PUBLICATIONS ON GENDER TOPICS, PREPARED AS PART OF ACADEMIC COOPERATION BETWEEN THE RAOUL WALLENBERG INSTITUTE OF HUMAN RIGHTS AND HUMANITARIAN LAW AND BELARUSIAN UNIVERSITIES

Catalogue of publications of Belarusian researchers on gender *(in Russian)*

http://www.elib.bsu.by/handle/123456789/233595

This catalogue provides a selection of publications by Belarusian researchers on gender. The catalogue is publicly available and can be found in the BSU Electronic Library, section Faculty of International Relations.
International law and human rights: catalogue of electronic resources
(in Russian)

https://hr-libguide.bsu.by/
Our website is intended for students, teachers, researchers and everyone interested in this topic. All information and all the materials on our website are publicly available. No registration necessary. Here there are topical collections of links, studies, analytical articles, training materials and media contributions on various aspects of human rights and international law. The website is constantly updated and we hope that it will be interesting for you all.
Gender Dialogue: Key Findings of a Gender Audit at the Faculty of International Relations of the Belarusian State University
(in Russian and English)

https://rwi.lu.se/publications/gender-dialogue-gender-audit/

A gender audit was conducted in 2017 at the Faculty of International Relations of the Belarusian State University (FIR BSU). The purpose of this audit was to develop gender dialogue as an important instrument for consolidating corporate spirit in the faculty team and improving internal communication. This survey was carried out using gender audit methodology based on the principle of active participation as developed by the International Labor Office (ILO Methodology). The publication may be interesting and useful to anyone who is interested in the issues of gender equality promotion in an academic environment.

Gender and Law: First Experience of Teaching in Belarus
(in Russian and English)

http://rwi.lu.se/publications/belarus-gender-brochure/

Authors of the information brochure “Gender and Law: First experience of teaching are happy to share the results of their work on the development, implementation and teaching methods used in the academic disciplines of gender and law. We hope that the brochure will be interesting and useful for teachers from various educational institutions, researchers and a wider audience interested in gender equality issues.
Gender and Law: Experience of Development and Teaching
(in Russian)


The authors of the information brochure “Gender and Law: Experience of Development and Teaching” are pleased to share the results of their work on the development, implementation and teaching methods in interdisciplinary academic disciplines that emerged as a result of the inclusion of gender issues in jurisprudence. The publication is intended for students and teachers of higher educational institutions, researchers and a wider audience.

Recommendations for integration of the gender dimension into legal research (in Russian)


The Recommendations provide methods of integration of the gender dimension into legal research developed on the basis of accumulation and adaptation of methods of human sciences. It also provides a step-by-step design of gender dimension integration, a range of legal and non-legal methods with descriptions and examples for use in legal research. The Recommendations contain material which may be essential for the integration of the gender dimension into legal research, a brief insight into the main notions and gender theories, the framework of categories and concepts of gender discourse, selection of literature on gender theory and terminology and materials for the detailed study of methods and techniques.
Booklet: Integration of the gender dimension in legal research
(in Russian and English)

https://rwi.lu.se/download/gdi-english-pamphlet/?wpdmdl=17776
This booklet provides a short summary of the Recommendations for the integration of the gender dimension into legal research provide the following:

- An interdisciplinary methodology for integrating gender into legal research.
- Five practical steps towards integrating gender into the research cycle.
- Main terms and concepts.
- A brief summary of gender theories.
- An outline of legal and non-legal research methods conducive to the integration of the gender dimension into legal research.
- Concrete examples.
The report presents the results of a study on prevalence of gender stereotypes at Minsk universities in 2012. It is based on a survey of the opinions of students and teaching staff. It also considers the role of the higher education system in overcoming obsolete gender ideas.
This publication is the result of a gender equality analysis of the Belarusian Legislation regulating educational, labour and other relations in the field of higher education. This publication is dedicated to the students of law specialties, professors and to all those interested in the legislative aspects of the gender theme.
This publication presents a complex study of possible ways of attaining gender equality in the higher education system. It offers a wide range of issues for discussion: from conceptual-categorical concepts and legal regulation of policies aimed at achieving gender equality at international and national levels to suggestions concerning the introduction of a gender perspective into the various areas of higher education. It will help to apply a systematic approach to analysis of the problem and to formulate practical recommendations on gender mainstreaming in higher education institutions. The publication is addressed to students and teachers at higher education institutions, all those interested in gender issues and the development of higher education in the context of gender equality.
Materials for the International Scientific and Practical Conference “Gender in Focus 2017”, Minsk, November 22-23, 20177 (in Russian)

This collection provides the materials for the International Scientific and Practical Conference “Gender in Focus”. Topics of articles are connected with actual theoretical and practical issues of facilitation of gender equality promotion.

Social issues and gender approach in urban studies (in Russian and English)
Asli Tepecik Diş, Christian Dymen, Mitchell Reardon and Timothy Anderson
https://www.rwi.lu.se/by/recommendationsurban.pdf

This publication was developed for lecturers at the Belarusian National Technical University and teachers at other universities of the Republic of Belarus that train future architects and urban planners. The purpose of these recommendations is to assist lecturers with a theoretical background, teaching methods and reference material on the interaction between social issues, gender and urban planning by emphasising their relevance and importance for the achievement of more inclusive and accessible cities.
ГЕНДЕРНЫЙ ДИАЛОГ:
краткие итоги проведения гендерного аудита на факультете международных отношений Белорусского государственного университета
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