

MAINSTREAMING GENDER IN THE UNIVERSITY OF BOTSWANA'S STRUCTURES: THE CASE OF FALTERING COMMITMENT

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ABSTRACT

This article assessed the efforts made by the University of Botswana to mainstream gender in its critical structures in accordance with its Gender Policy and Programs Committee (GPPC) and Botswana's National Gender Program Framework. Despite the commendable efforts initiated by University of Botswana in mainstreaming gender, the commitment to radically transform critical structures and actualise gender policy goals along a gender sensitive perspective is disappointingly weak. A host of reasons are used to account for this institutional lethargy. It is suggested that comprehensive institutional gender machinery should be established at University of Botswana failing which the resolve to advance gender equality would remain a tantalising mirage. The paper also recommends specific actions that should be taken to enable the GPPC to manufacture the requisite conditions for successful and impactful gender mainstreaming.

Keywords: Gender, faltering commitment, leadership, University of Botswana, GPPC

INTRODUCTION

Gender mainstreaming is a process by which the values and principles that foster gender equality and equity are systematically infused and entrenched in all aspects of organizational culture such as policies, programs, projects, rules, leadership and management styles, staff recruitment procedures, appointments and promotions, terms and conditions of employment, disciplinary measures, staff development and conflict resolution strategies and processes. Before gender integration can be achieved at University of Botswana, a vigorous effort should be made to create strong gender sensitive environment. And for all this to come to pass, a very important condition should exist: there should be well coordinated Gender Management Structures (GMS) with robust monitoring and evaluation mechanisms to ensure effective accountability systems. In practical terms, gender mainstreaming at University of Botswana has never been treated as a compulsory requirement for institutional transformation and gender empowerment. GMS refers to:

"the network of structures, mechanisms and processes put in place within an existing organizational framework to guide, plan, monitor and evaluate the mainstreaming of gender into all areas of the organizations' work in order to achieve greater equality and equity within the context of sustainable development...." (Government of Botswana and UNDP, 1999).

Another essential condition for effective gender integration is the existence of a critical mass of civil society and political activists who are effectively organized, thoroughly disciplined, and fully determined to drive the process of organizational change from a gender based orientation. Over the years, University of Botswana, as a higher institution of learning, significantly contributed intellectual leadership and technical skills to support gender training and other gender equality initiatives in the country. Its members have supported GMS such as the Women's Affairs Department (WAD), the Botswana National Council on Women (BNCW) and the now defunct Women's NGO Coalition. The Gender Policy and Programs Committee (GPPC) has served as a source of inspiration for gender and development practitioners within and outside the university community. In 2000 the GPPC and the Office of the Vice Chancellor organized a gender sensitisation workshop for senior management to conscientise them on gender and development issues and enrol them in the process of gender mainstreaming. The university has also supported gender training as a critical aspect of gender mainstreaming conducted by other Gender Management Structures in national institutions. In June 2002 some University of Botswana gender trainers helped the WAD, the Commonwealth Secretariat and the UNDP to conduct a National Workshop on Mainstreaming Gender into HIV/AIDS Initiatives (Chilisa, Tshekoa and Burzell (2002).

The University has also conducted a gender and development program for participants in Southern Africa countries to help them apply gender responsive analysis in their work. Some University of Botswana staff members have also benefited immensely from this training, which was discontinued nearly eight years ago. The university has also undertaken to advance the intellectual and human resource capability of the nation and the international community by, inter-alia, promoting the value of equity which involves providing equal opportunities; and discouraging discrimination based on gender, personal, ethnic, religious and other social variables (University of Botswana Vision, Mission and Value statements). However, even though some commendable efforts have been made to carry out gender mainstreaming on campus, these efforts have not produced a radical-transformative impact on the behavioural repertoire of key University of Botswana structures. In point of fact, gender activism on campus has now declined to an unacceptably low level. If University of Botswana is committed and loyal to its goal of becoming the centre for excellence, or role model institution locally and internationally, it should enthusiastically reverse a culture that fosters "hidden" institutional sexism.

The university cannot claim that its underperformance in the area of gender empowerment is due to lack of resources. The main problem is the faltering commitment exhibited by senior staff including the GPPC as a key GMS. An interpretation of this faltering commitment will be presented later, and ambitious suggestions for overcoming it to usher in gender sensitive changes in University of Botswana structures will be proposed. The objectives of this work are:

- i. To define gender mainstreaming and articulate its significance in the context

- of university education and national development;
- ii. To critically assess the strengths and weaknesses of gender mainstreaming efforts at University of Botswana; and
- iii. To recommend ways by which University of Botswana gender management structures, particularly the GPPC, may rekindle commitment towards gender transformation and empowerment.

METHODOLOGY

According to Government of Botswana (1995), the 1996 Women in Development Policy for Botswana regards gender mainstreaming as a vital activity in the gender empowerment process. Hence, in 2002-2003 the Government of Botswana through the Women's Affairs Department carried out a Gender Mainstreaming Pilot exercises in the following four ministries:

- * Labour and Home Affairs,
- * Finance and Development Planning,
- * Trade and Industry, and
- * Local Government.

However, even though the Pilot Project has not been formally evaluated, apparently it has not succeeded due to capacity constraints, and lack of critical gender awareness and commitment on the part of the leadership in the four ministries. As a consequence, gender mainstreaming has not been extended to other government ministries or departments. During the workshop on "Leadership, Gender Mainstreaming, Tackling HIV/AIDS and Poverty", held in early July 2006 in Gaborone, the then Minister of Labour and Home Affairs, Moeng Pheto proclaimed that the gender mainstreaming exercise undertaken in government ministries was meant "to double women's participation in political and decision making bodies" (Nyirenda, 2006). The workshop was co-sponsored by the International Institute for Capacity Building in Africa and UNESCO in partnership with other UN agencies and the Tertiary Education Council (TEC) of Botswana. Gender mainstreaming is also considered crucial for if it is taken seriously, it can bring about concrete changes and ensure that gender considerations are fully integrated in development policies, programs and the activities of organizations (Taylor, 1999).

This article is anchored on the literature review methodology as well as the observations made by the author as a member of the GPPC and other University of Botswana structures. The author is also informed by many years of experience as a gender researcher and activist in the gender movement in Botswana.

REQUISITE CONDITIONS FOR EFFECTIVE GENDER MAINSTREAMING IN UNIVERSITY OF BOTSWANA

The GPPC, whose membership includes numerous organs on campus and some collaborating agencies out of campus, was set up by the University of Botswana Senate on May 2, 1991 to spearhead gender mainstreaming. It is guided by the following Terms of Reference:

- i. To monitor and develop university policy on gender issues;
- ii. To promote and support gender awareness and sensitivity in teaching and research;
- iii. To monitor the university's institutional performance in relation to gender issues;
- iv. To promote staff development in the field of gender studies and research;
- v. To maintain ties with related activities outside the university;
- vi. To advise on the development of links with overseas universities and on external aid in relation to gender; and
- vii. To report at least once a year to the Academic Planning Committee.

Taylor (1999) says there should be key structures which should provide a robust institutional framework for effecting gender mainstreaming. They include Gender Management Teams or Gender Committees, Gender Focal Persons (GFPs) and other components of the National Machinery for gender equality. At University of Botswana these structures include the GPPC, faculty Gender Committees and the Sexual Harassment Complaints Committee. The Gender Committee formed in 1989 in the Faculty of Education was instrumental in gender mainstreaming efforts at University of Botswana. In fact, its leadership played a pivotal role in the formation of the GPPC.

Enabling environment

According to Taylor (1999), a positive or enabling environment for gender mainstreaming has the following ingredients:

- * Political will at the highest level of an organisation;
- * Legal and administrative frameworks that are supportive of the goal of gender equality; and
- * Sufficient human, technical and financial resources to implement gender integration initiatives.

An additional ingredient of an enabling environment is positive human relationships that facilitate communication between and among different structures. There should also be a culture that encourages males and females to develop and fully unleash their prodigious creative potential for both individual and collective gain in a framework that promotes social justice and human empowerment. Immediately after the 1995 Beijing Conference on Women, Botswana and other countries in the South African Development Community (SADC) produced National Gender Programs to attempt to develop this enabling environment. This move was facilitated and accelerated by active lobbying and advocacy conducted by the SADC Gender Unit in Gaborone and the National Gender Machineries in the region.

In Botswana an Advocacy and Social Mobilisation Strategy of the National Gender Program Framework was developed and officially launched in 1999 in an endeavour to generate public awareness needed for gender transformation. Unfortunately, this strategy has not been sufficiently carried out due to persistent

implementation paralysis experienced by the National Gender Machinery. One obvious consequence of this paralysis is the current lack of knowledge and technical skills for actualising the strategy.

CRITICAL ASSESSMENT OF GENDER MAINSTREAMING AT UNIVERSITY OF BOTSWANA

Helping factors

The afore-cited positive developments that have occurred at University of Botswana are attributed to the following facilitating factors:

- i. Previous University Vice Chancellors and the current one, Professor Bojosi Otlhogile, and the Deputy Vice Chancellor for Academic Affairs, Professor Frank Youngman, have enthusiastically supported gender equality initiatives on campus even before they rose to their current positions. In fact, Youngman once served as the chairperson of the GPPC. Both Otlhogile and Youngman have consistently made statements which are highly supportive of the crusade for women and gender empowerment on campus and on the national scale.
- ii. The GPPC has always received material and moral support from the Vice Chancellor's office.
- iii. The University of Botswana Vision, mission and value statements are opposed to discrimination based on gender and other social characteristics.
- iv. The university makes an effort to promote positive action. For instance, advertisements for some posts have encouraged women to apply.
- v. The university has developed a gender policy framework and sexual harassment policy.
- vi. Faculties have introduced numerous gender courses in the curriculum.
- vii. In 2007 the GPPC recognised the noble role played by gender activists on campus and their collaborators by offering them awards for gender sensitive research, teaching and other activities.

In terms of the institutional framework, the University of Botswana's main achievement is the creation of structures which are supposed to facilitate the implementation of its gender policy. And the proposed Gender Studies Centre/Gender Research Centre may go a long way in advancing the gender mainstreaming agenda at University of Botswana and the country as a whole. The Centre could make University of Botswana a crucial component of the National Gender Machinery, especially in the area of gender training, research and advocacy.

Hindering factors

- i. Lack of awareness creation, although the Vice Chancellor's office has demonstrated a progressive attitude, University of Botswana is predominantly a patriarchal organisation bearing most of the characteristics of a male dominated Tswana society. A critical mass of leaders in the university system is still gender insensitive. In fact, during the gender training workshop for senior management mentioned previously, which this writer co-facilitated,

- many of the male participants made trivial, controversial and sexist comments about women. Surprisingly, even at University of Botswana the "culturised" trivialisation of gender stems in part from the fact that gender is still contemptuously treated as a synonym for women.
- ii. Members of critical structures like the Senate, the university Council, the University of Botswana Foundation, academic and non-academic staff associations, the Student Representative Council and student organisations on campus have not been inducted on gender and development issues.
 - iii. The Gender Policy and Sexual Harassment policy are not fully understood by staff and students. In fact, a study by Motaung in 2006 indicated that students' level of awareness and use of the Sexual Harassment Policy was disappointingly low. This work is supported by another study on the same issue conducted by Tidimane (Bennet: 2005).
 - iv. Evidently, the University of Botswana Counselling Centre, which should be addressing gender-based problems experienced by students such as gender violence, is still under-utilised as many students are not fully conversant with the concept of counselling. A study carried by Magdeline Mathiba in 1996 revealed that many University of Botswana students avoided using the services offered at the Counselling Centre fearing that they could be misperceived to be victims of mental illness. During an International Conference on Counselling organised by the Botswana Counselling Association (16-19 August 2010) similar sentiments were expressed by some participants from University of Botswana. Anecdotal evidence gleaned from students' perceptions and remarks suggests that the situation would prevail for many years to come.
 - v. The University of Botswana Gender Policy has not been integrated into other university policies such as the Performance Management System (PMS) and the University of Botswana statutes. And the university has not developed other policies and programs that could help promote gender equality like Mentoring Policy. The Learning and Teaching Policy has recently been introduced but it is gender blind.
 - vi. Although the university is expected to demonstrate a progressive outlook by setting ambitious targets for gender equality, including the SADC 50% quota for female representation in its critical structures, no specific targets have been set. Hence if there is no progress in this regard, no one is held accountable.
 - vii. Commendably, some women have been able to rise to high positions such as heads of departments, deans of faculties (and one as deputy vice chancellor), but the university, like other gender insensitive patriarchal institutions, has not developed special measures to support these female leaders. And due to lack of a staff retention strategy, some progressive men and women have quit University of Botswana. As a consequence, University of Botswana

- Gender Management Structures' capacity to advocate for gender equality within and without campus has been adversely affected. The recent effort to develop a retention policy may only help address this situation only if it is sufficiently sensitive to the gender concept.
- viii Although the role of the GPPC is clearly articulated in the University of Botswana Gender Policy, the role of Faculty Gender Committees is blurred. There is need for clear guidelines to delineate the role of FGCs and the GPPC. Whereas some people expect the GPPC to confine itself to the supervisory or coordinating role, both the GPPC and FGCs are involved in the implementation of the University of Botswana Gender Policy and at times they work at cross purposes or wastefully duplicate their efforts. By the way, over the years the most effective Gender Committee was the one at the Faculty of Education. Its effectiveness has now declined considerably due to general political apathy that has afflicted the university and its affiliates.
 - ix Due to lack of commitment on the part of the members of structures, both the GPPC and Faculty Gender Committees are in a moribund or dysfunctional state.
 - x There is no strong supervision of structures from the University of Botswana administration, academic faculties and the GPPC. The moribund GPPC itself operates according a *laissez faire* approach and is not monitored and scrutinised by the University of Botswana administration precisely because the latter is not fully committed to the issue of authentic gender empowerment.
 - xi Because of lack of gender integration, structures such as the HIV/AIDS program have not been fully enrolled in the GPPC. And some critical structures such as the University of Botswana administration and the Student Representative Council are not represented in the GPPC.
 - xii Not all departments have Gender Focal Persons (GFPs) in Faculty Gender Committees (FGCs). And departments which are represented in FGCs do not necessarily hold their GFPs accountable.
 - xiii The work of the Gender Management Structures is still limited to the main University of Botswana campus in the city of Gaborone. The presence of these structures is not felt in the branches and affiliates of University of Botswana.
 - xiv There is no forum that brings the Gender Management Structures together, hence they are not moving in tandem.
 - xv Although the Gender Management Structures are supposed to demonstrate a solid understanding and application of the Gender and Development (GAD) approach, some gender activists strongly feel the GPPC mostly operates according the Women in Development (WID) approach and is biased against the experiences, needs and expectations of its male members. In fact, at the 2007 GPPC Gender Awards ceremony supported by the University of Botswana administration, male gender activists were aggrieved as they felt

the awards were disproportionately heaped on women, including those whose commitment and actual contribution to gender empowerment was questionable.

Occupational segregation

Although considerable efforts have been made to mainstream gender in the University of Botswana structures, such efforts have not caught on and produced great fruits. University of Botswana still has a long way to cross the bridge particularly because the institutional capacity that was built over the years has declined resulting in gender mainstreaming being taken very lightly. Hence the vocal chairperson of the GPPC Dr. Maude Dikobe has nonchalantly commented that there is not much to celebrate in terms of gender equality at University of Botswana. She has publicly declared that gender inequality is rife at University of Botswana (Chwaane, 2007), and she attributes this situation to "a masculine culture at the university, where managerial positions are manned by men".

Dikobe made her remarks in December in 2007 during the university's commemoration of the 16 Days of Activism on Violence Against Women under the theme "Education for Social Justice: Gender based violence: HIV/AIDS and power relations". According to Dikobe (2007), occupational segregation is a cause for concern at University of Botswana, because occupational segregation is rampant in university structures, it has taken unacceptably too long to have only one woman, Professor Lydia Nyati-Ramahobo, to be appointed to the position of Deputy Vice Chancellor. And the number of males preponderates that of women in virtually all critical ranks as is reflected in the table bellow:

Table1: University of Botswana personnel by rank

Rank	Male	Female	Total
Professor	43 (88%)	6 (12%)	49
Associate professor	56 (93%)	4 (7%)	60
Director	16 (89%)	2 (11%)	18
Deputy Director	12 (50%)	12 (50%)	24
Dean	6 (86%)	1 (14%)	7
Deputy Dean	6 (86%)	1 (14%)	7
Head of Department	28 (74%)	10 (26%)	38

Source: Department of Human Resources, University of Botswana (2009)

Female representation in the SRC

The issue of female representation in the University of Botswana SRC portrays the stark reality of the "permanentization" of patriarchal rule. As a matter of tradition, female representation on campus has always been irritatingly low at University of Botswana between 1986 and 2010. Despite the rhetoric that females want to partake in decision making process at the University of Botswana, females who are expected to serve as an inspiration to other women throughout the country, are politically apathetic and indifferent. They have tragically accepted political marginalisation as a fact of their existence on campus (Raditlhokwa, 2007).However, patriarchal

dominance in the SRC does not necessarily mean that male leaders are progressive and effective. Female representation in the SRC has never approached 50%. For instance, between 2004/2005 and 2009/2010 academic years the number of females in the SRC was commonly low as the table below shows:

Table 2: Representation by gender in University of Botswana SRC (2010)

Academic Year	No. of Males	No. of Females
2004/2005	11	2
2005/2006	11	2
2006/2007	11	2
2007/2008	11	2
2008/2009	11	2
2009/2010	12	1
2010/2011	11	2

Source: Department of Student Affairs (2010)

Even in the SRC civil service female participation is discouragingly low. Females display disgraceful underperformance at the time when the international community has upped the percentage of female representation in strategic decision making structures from 30% to 50%. The very fact that University of Botswana and its affiliated institutions are expected to groom the youth for inspiring leadership means the poverty of gender sensitivity in these institutions should be radically challenged to discourage sexism in education, business, interpersonal relationships, party politics and other spheres of national life (Raditlhokwa, 1994).

Lack of mentoring

Although female scholars' occupational progression is slow, there has never been an official mentoring program for them and young members of staff.

Sexual harassment

Women still experience sexual harassment and other forms of gender based violence, and there is no evidence that the sexual harassment policy is working. The former president of the SRC was quoted alleging that many women on campus complain of male lecturers who award students marks in exchange for sex (Mazwiduma, 2008). The same charge has been echoed by Selabe (2009) and Mokone (2009). Be it as it may, as of now, many students on campus don't really know how to deal with the perpetrators of sexual harassment because there is no active program for sensitising students and staff on sexual harassment.

FALTERING COMMITMENT

Gender work for academic self-aggrandisement

Previously, it was posited that there is a faltering commitment to transformative gender mainstreaming at University of Botswana. And since the university is a micro-version of society, such faltering commitment is felt throughout the rest of society. This section seeks to provide an interpretation of this faltering commitment and highlight its political ramifications. First and foremost, it should

be revealed that, like the rest of the society, gender work at University of Botswana is not treated as a key priority area. And even though there is a consensus that gender mainstreaming is necessary at University of Botswana, practically speaking, it is not a compulsory requirement. And many who are working in the area of gender are perceived to be doing "soft" voluntary work. Their work is not regarded as a serious professional activity, particularly because gender activism is still fundamentally treated as a "women's affair". The culture that promotes patriarchal hegemony is still very strong and is even consciously and unconsciously supported by gender insensitive and docile females.

And even though some gender activists on campus appear to have a huge passion for gender work, they are not ambitious revolutionaries with a profound and burning desire to shake up and transform gender relations. They tend to engage in gender activities just so that they can fulfil academic goals. For instance, one may serve in the GPPC or Faculty Gender Committee, or carry out research on gender for purposes of boosting his/her academic profile. This partly explains why some gender activists end up scaling down their involvement in gender work once they have achieved academic self-elevation. This attitude reflects what Onyeani (1990) refers to as the shallowness of the education received by the Africans. Onyeani argues that many African scholars are not committed to studying knowledge for the benefit of the people, instead they study for the purpose of making quick money for themselves. A related criticism is launched by vintage Hadjor (1987) who strongly asserts that:

"universities reflect standards and norms which have little to do with Africa. Even when efforts are made to inject the curriculum that is relevant to Africa the results are disappointing".

At University of Botswana, this position was recently lamentably reverberated by Dr. Tiro Sebina (2007):

"high level academics and university managers are closer to state authorities than ordinary people.....More significantly, the participation of prominent academics in the material affairs of national or international import has been of consolidation rather than subversion or protest against the state or its mechanisms of hegemony".

Following the University of Botswana's introduction of a Policy on Political Activities on Campus, university students have also lashed out at the university administration. They perceive this move as undemocratic because it denies them a chance to bargain and collectively present their political views (Dipogiso, 2007). Narrow academic gender activism and careerism should be expected in a university setting like University of Botswana. Lynd (1983) has noted that academic life or careerism generally nurtures middle class selfishness. However, this reality emanates from gender activists' lack of solid collective consciousness, solidarity, and a profound desire to change society.

The net effect of self-aggrandising academic gender activism and politically naïve professionalism is that even if the activists achieve academically through gender work, in practice very little concrete progress occurs in gender relations. Thus, there

is need for gender activists on campus to widen the scope of their activism and use their work to create and sustain desirable changes in the entire university system. A change in this direction can only come to pass once academics begin to fully understand their pivotal role in society and accept that they have a huge moral obligation to fulfil this role. The GPPC has also demonstrated its declining commitment by recycling functionaries, some of whom are obviously fatigued, or have lost passion for their work. Many such politically frustrated functionaries miss meetings, or do not carry out their assignments. More importantly, the elections for the GPPC are frequently delayed due to apathy among gender activists and disorganisation within the GPPC. Crucially, this state of affairs has thrown the GPPC into a profound crisis of purpose.

Apathy and self-absorption are not only peculiar to gender activists at University of Botswana, this phenomenon has afflicted many people in political parties and civil society organisation, and is contributing to premature decay of institutions in Botswana. This social malaise is significantly a function of the dependency syndrome emanating from the crisis of national leadership. This situation can also be explained in terms of what Nasser and Vivier (1995) call the "succession deprivation syndrome. This means a situation whereby organisations fail to groom young leaders who should take over when older ones retire or cease to function effectively. The issue of leadership is very important when it comes to developing a university. According to Mbigi (2005), effective leadership, one that can usher in institutional renaissance in Africa, should foster development or progress in organisations, communities and the entire society in such a manner that the envisaged transformation positively affects the lives of all and sundry. Even the Long Term Vision for Botswana calls for effective leadership across all national institutions.

Lack of accountability

As a corporate entity, the university should ensure that all its policies and programs are fully implemented in accordance with its vision, mission and values. If the Gender Management Structures fail to enforce Gender Policy commitments, such inaction is symptomatic of the trivialisation of women-specific gender issues. This lack of commitment makes it difficult to establish strong accountability systems. The lack of accountability explains why the university and the GPPC have not set targets for gender empowerment. Lack of accountability is also expressed in the lack of effective coordination, monitoring and evaluation systems. The university Gender Policy, Sexual Harassment Policy and other gender mainstreaming efforts have not been reviewed to determine their relevance and effectiveness. Evidently, the failure to ensure effective mainstreaming of gender in the afore-mentioned University of Botswana structures means the university is not taking the commitment it has expressed in its vision as seriously as it should. This raises questions about the ability of University of Botswana to act inspiringly as a prototype or role model in the faltering gender mainstreaming exercise which was initiated by the ailing National Gender Machinery.

CORRECTIVE ACTIONS

Development of managerial capability: There is an urgent need to overcome the roadblocks that prevent effective gender mainstreaming from taking place at University of Botswana. The most important priority is for the university to develop leadership and managerial capability. As of now, the GPPC is virtually dysfunctional. It is in a shamefully moribund state. Its deepening "crisis of relevance" has significantly contributed to the low morale of gender activists on campus. GPPC officials fail to meet regularly. They are failing to drive its projects. Stakeholders are not receiving feedback on its performance. And many people on campus don't even know enough about its existence, its members or its role. It is imperative that the GPPC should develop high impact leadership that would manage the performance of this structure, and ensure that it produces superior results. And once it has been resurrected and capacitated, it is recommended that it should actively pursue the following goals:

Resuscitate structures: All moribund structures mentioned previously need to be revamped and adequately prepared for their mandate. New valiant structures are also needed. For instance, there are no student groups working in the area of gender. Some years ago, Emang Basadi, prominent women's organisations which has tragically lost vibrancy, had a youth group (university students) who were expected to implement its projects on campus. But due to poor coordination between the youth group and Emang Basadi, the youth group has disintegrated and vanished. Besides revamping existing effete structures, the GPPC should begin to work with all groups on campus and help them to infuse gender analysis in their respective programs.

Acquire an office and administrative staff: Although University of Botswana is still regarded as a young university, it has grown very fast in terms of physical expansion and staff and student population. According to the Annual Report of 2002-2003, the population of students and staff was 12,783 and 2152 respectively. And in 2007-2008 the numbers were 15,484 and 2658 respectively. Thus, the GPPC cannot perform well without an office and administrative staff. It should acquire these resources as a matter of urgency.

Develop succession plans: One of the serious limitations of organisations in Botswana including those in the gender movement is the phenomenon called the "succession deprivation syndrome" mentioned previously. This means that organisations lack succession plans because they have not appreciated the importance of training a critical mass of leaders who can replace those who resign or retire. These organisations end up having poor or sterile leadership. In Botswana this succession problem has not only affected organisations working in the area of gender and development; it has also weakened political parties and civil society organisations. Paradoxically, organisations are not taking bold and imaginative action to tackle this appalling situation of listlessness and stagnation.

Overcome the "curse of inaction": Evidently, the GPPC officials have plenty of information about gender issues and challenges they are facing. They also have resources to confront the challenges. But they simply can't act to produce the desired results. Strangely, they have become victims of the "paralysis of analysis" (Nasser and Vivier, 1995), that is, instead of taking decisive actions against their stagnating situations, they have convinced themselves that they need to perpetually find more information to talk passively about gender problems on campus. In my assessment, this "curse of inaction" is due to the fact that most of the personalities in the GPPC are thinkers/talkers who lack a sense of urgency. They are not fruitful doers/ finishers. Thus I recommend here that when people are elected to the GPPC and its substructures, there should be a good balance between these two groups so that there may be change and progress. Significantly, the GPPC should endeavour to attract people with a positive mental outlook. Currently, many of its functionaries have succumbed to self-debilitating negativity. Because of lack of action orientation, they profusely complain about problems they consider overwhelming. The GPPC urgently needs tough minded possibilarians, hard headed go-getters and invincible transformers with profound commitment to inject fresh vision and hope in the entire university.

Use the "gender movement" as a counterculture and not subculture: For a meaningful transformation to happen and take root, the "gender movement" on campus should undergo a massive paradigm transformation. It should shift its restrictive orientation which has relegated it to the marginal status of a subculture. Consequently, the fledgling gender network has failed to counter the dominant patriarchal system that exists at University of Botswana. According to Silvos (2006), "people in a subculture are satisfied with surviving under the dominant culture, whereas those who are in a counterculture have as their irretrievable objective to debunk and replace it". Thus as a subculture, the University of Botswana gender network and its interventions are, to all intents and purposes, striving to secure accommodation in the ideological foundation of exclusive and oppressive relations of ruling instead of powerfully resisting and fundamentally changing these disempowering relations of ruling. For the latter to happen, the GPPC should deliberately intensify gender training and conduct campus wide discussions on the politics of gender.

Gender planning and resource mobilisation: The GPPC should develop a strategic plan and mobilise requisite resources to implement it. As of now, the GPPC is muddling through and it is no longer what its key priorities are. The following critical activities should be carried out:

- * Conduct comprehensive gender audit
- * Provide gender training
- * Mainstream gender in the curricula and university structures
- * Conduct consultancies, research and publication (in the area of gender)

- * Organise special events such as Sixteen Days of Activism on Violence Against Women, World AIDS Day, May Day and Women's Day.
- * Help resuscitate the National Gender Machinery for Botswana.

Establish monitoring, coordinating, evaluating and accountability mechanisms:

The university administration should establish a robust supervisory system to ensure that the implementation and institutionalisation of the GPPC's activities are meticulously monitored, coordinated and evaluated. As well, the office bearers in the GPPC should be held accountable for their performance in accordance with the PMS philosophy. Currently, no meaningful consequences are meted out against incompetent and disillusioned performers in the GPPC.

Annual conference: In order to revitalise the "gender movement" on campus, and get the activists to know and motivate each other, the GPPC should sponsor a regular annual conference that will bring together campus activists and their collaborators within and outside Botswana. The conference should deliberate on contemporary gender issues faced by the university and Botswana and formulate effective responses.

CONCLUDING REMARK

Although University of Botswana has a fairly good policy and programmatic framework for addressing gender issues, gender activism has declined considerably. Consequently, the Gender Management Structures are ill-equipped to promote gender integration. This situation is obviously unacceptable for an institution that is expected to play a pivotal role in promoting gender sensitive education in the country in line with the country's Vision 2016 and the National Gender Program Framework. There is an urgent need for the intellectual leadership of the "gender movement" on campus to rekindle its commitment to transformational gender politics. The leadership should reorganise and capacitate the GPPC so that it can energetically and responsibly fulfil its noble mandate. Clearly, for a change in this direction to occur, the entire University of Botswana intellectual leadership and management should seriously treat gender mainstreaming as a crucial ingredient for developing high quality education for the nation.

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