

**THE REPORT ON UNCONCIOUS BIAS WORKSHOP CONDUCTED TO DUCE MANAGEMENT HELD
ON 10TH JUNE 2021 AT DUCE BOARD ROOM**



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FROM UN WOMEN



1.0: THE OBJECTIVES OF THE TRAINING:

The overall objective which is also the strategic one was the need to have the DUCE Management team, get the first training on the concept of Unconscious bias.

Hence the following were the session objectives:

To:

- understand the concept of unconscious Bias and how it is related to other concepts such as the gender equality and gender equity.
- agree with the participants on how they can assess and deal with issues and concerns of Unconscious Bias.
- start processing the ways in which DUCE can institutionalize its strategies of dealing with issues and concerns of Unconscious Bias.

1.1: The participants:

The invitation was extended to a total of 49 persons which included the senior management team, the project officials and the auxiliary staffs. Out of the total of 49, there were only 18 females. However, the actual number of participants who attended the session were 40 which included-24 male and 16 females.

1.2: The process of the session:

The session was officially opened by the Deputy Principle Academic. It was a very brief note of appreciation of the support being provided by GATE and appreciated the work being carried out by both the Gender Unit and the GATE team. It was also pointed out that the session is one of the areas which the DUCE Management has planned to address in its processes of mainstreaming its gender policy and the anti-sexual harassment policy. Hence the training will enable the DUCE management to implement these policies more effectively.



Fig. 2: The Deputy Principal Academic officiating the workshop

1.3: The introduction of the participants.

The introduction of the participants was done in a role play format. A pair of participants took a five minutes' time to learn something about the partner. This is in terms of areas which are not normally official. They can learn about their personal interests, where they originate from and what are their major interests and challenges. Each pair then introduced the other in a very relaxed format. The role play processes of introduction helps to break the professional barriers and enable participants to relax and be able to discuss as a team. The result of the set out role play was very well received. There were participants for example who discovered that they were related (the Deputy Principle with his pair found out that they are related. In the presentation the Deputy Principle acknowledged how the role play and subsequent the training has helped him to meet with his relation whom he did not know that she was one of the extended relatives. In his own word he noted as follows" ...thank you facilitator and GATE for this process which has enabled me to find my relation..."; another pair also discovered that they come from same region and are of the same clan. Equally noting how this process has made a mark). In general, therefore the process of using the role play for participants to introduce each

other started showing signs and elements of unconscious biases which were among the participants as it made them relax ready for the session.



FIG. 2 and 3: The participants introducing her partner in plenary session

1.4: Group discussions on the understanding of the concept of gender and sex:

Prior to the facilitation of the concepts of unconscious bias and gender equality and what they mean, why the need to discuss them and their differences if any, the participants were divided into two groups. One group was to discuss and share what defines the male sex and the other the female sex.

The table shows in a nutshell what each group presented.

Male team	Female team
<ul style="list-style-type: none"> - Leader and decision maker at all levels: national, family, religion and community) 	<ul style="list-style-type: none"> - Care takers of the children, husband and extended family at all levels.
<ul style="list-style-type: none"> - Strong and clever. 	<ul style="list-style-type: none"> - Not easy going and hard to be convinced for an affair.
<ul style="list-style-type: none"> - Do not like to be questioned on what they say or do. 	<ul style="list-style-type: none"> - Share true love and are sincere in the relationship.
<ul style="list-style-type: none"> - Provide security to the family 	<ul style="list-style-type: none"> - Bore children, breast feed and look after the family
<ul style="list-style-type: none"> - Wants the women to obey and respect them. 	<ul style="list-style-type: none"> - Good at the investment of the funds through the local revolving funds

	credits (Village Community Bank (VICOPA)
- Provider of the family: economically and socially.	- Peace maker and soothers of the men.



Fig. 4: The participants in discussion group in identifying the gender roles

1.5: PARTICIPANTS EXPECTATIONS:

In order to be able to align the session discussions and the evaluation of the training which was to be carried out later. (see attached form of the evaluation).

The views of the participants were written in small veep cards and the following were collectively noted:

- To understand the difference between gender equality, gender equity and unconscious gender bias.
- How to manage unconscious bias and the management issues at DUCE.
- To get the knowledge of how to work on issues of gender and people with disabilities.
- To see how the DUCE management can practice the concepts of gender and unconscious bias.
- To see how issues of gender equality are not women issues only.

The suggestions were later on connected with the evaluation questions, which were prepared as it will be elaborated.

2.0: Plenary presentations on the concept:

The facilitator took the participants through the existing literatures and reviews on the concepts of gender, gender equality and how these concepts are addressing the same concepts as the unconscious bias. The discussions also informed on the global moments and movements, which set the gender equality and women rights processes. These gender equality and women rights moments eventually set the governments to develop policies, structures and systems to address the problem. Hence the development of the National Gender Policies and Strategies and setting up implementation machineries such as the Ministries of Gender and Women Empowerment. For the benefit of the training, it was pointed out that the same policies were translated in Tanzania into creating gender focal points in each Ministries, Departments and Agencies (MDAs) as per the set out Cabinet Circular of 2000 (revised).

It is the setting of the gender focal points which eventually led to DUCE having the gender desk and now the GATE project.

Therefore, the discussions of the various concepts such as the now Unconscious Bias one have an enabling environment to be discussed and implemented. See attached slides 1-3 of the presentation, which was made and details this aspect.



Fig. xx : The facilitator introducing the gender concepts

2.1: Discussions in three (3) groups on the understanding of the concepts and their work.

To enable the participants to understand more and provide their understanding, views on the concepts of unconscious bias; three groups were formed. These groups were to discuss the followings:

- Group one: Culture/traditions/norms
- Group two: Education /values.
- Group three: Experience /working place/homes

The groups took fifteen minutes to discuss together and five minutes to present to the plenary. This was followed a very deep discussion on the floor.



Fig. xx Group one participants discussing Fig. xx Group three participants discussing



Fig. xx Group two participants discussing

GROUP ONE: CULTURE/TRADITIONS/NORMS

Table 1: The presentations noted the followings:

1. A number of issues and things which people do are shaped by culture and how they were socialized.
2. There is a culture of masculinity.
3. Norms are the ones which influence the thinking and eventually the division of labor among women and men.
4. Cultural values and practice determine how resources are apportioned at all levels.
5. Women leadership and decision making are judged along the culture values.
6. Culture and norms make the men to be considered as the “bread” winners only.

GROUP TWO: EDUCATION/VALUES:

The group analyzed where unconscious bias exists in the education and values being placed.

Table 2: The presentations noted the followings:

1. Textbooks, pictures, illustrations show bias.
2. Teaching aids.
3. Language used.
4. Choice of academic disciplines.
5. Ways in which girls and boys seeks assistance in teaching and reactions of the lecturer/teaches.
6. Task allocation by teachers/lecturers follows the gender of the person.
7. Examination and tests analysis are bias against male.
8. The education offered decides the type of employment which one can get.

GROUP THREE: EXPERIENCE/WORKING PLACE /HOME.

Table 3: The presentations noted the followings:

1. The girl child doing all the chores of the house.
2. Women tends to be favored at work place due to their
3. Women earnings is being used for their own needs and not for the family.

4. There is inequality on the days provided for maternity and paternity leaves. Women gets more days.
5. Pregnant women are not given contractual jobs.
6. Women tends to be restricted to working on jobs which relates to care taking.
7. All repairs which are carried out at home are done by men.
8. There is a masculine language in every aspect of the sports, where if a man loses is always said to be like a woman and vice versa.

2.2: DISCUSSIONS ON THE PRESENTATION AND LINKAGES WITH THE TOPIC OF UNCONCIOUS BIAS.

2.2.1: Observations made from the group presentations. The facilitator acknowledged the work of the three groups and the discussions made as they reflected how the team understood and attempted to analyze the concept of unconscious bias in their own ways. It was pointed that all what was presented showed that there is areas of gender inequality and unconscious bias at DUCE as a whole. It also reflected that the participants had some ideas or knowledge on what is needed to address the Unconscious Bias.

2.2.2: Presentation made to tie up the discussions in the groups with the literature reviews.

The session went through several slides as attached to discuss the understanding of the concept of unconscious bias as per literature reviewed. It also showed examples of what are the gender equality issues and how they relate to the unconscious bias.

The session shared a number of studies and researches which have discussed and elaborated the unconscious bias. It also pointed out the various ways in which unconscious balance can be mitigated.

See the attached slides 4-23 on what was presented.

3.0: Way forward and evaluation of the session held:

The evaluation which was carried out tied up what was earlier on noted as expectations. Participants were given the forms to fill and it has several areas to gauge their understanding and their expectations. See (Appendix1) .

In all the response what stood up clearly was how the session was interactive and involving. How it has informed the on the Unconscious bias concept note. However, every participant noted the need to have more similar trainings with ample time.



The element of time provided for the training was also noted as a negative issue which most participants felt that it should be carried out when the Management is not on duty as it was the case, so as to be able to have a number of the members participate without having to see how they can fit in with their schedules.

As a way forward, the Gender coordinator assured the participants that there will be other sessions as time goes and thanked members for their participation.

Appendix 1: EVALUATION FORM FOR THE TRAINING ON UNCONCIOUS BIAS: THURSDAY 10TH JUNE 2021. DUCE BOARD ROOM




KEY: TICK IN A BOX AND PROVIDE INFORMATION, IS NECESSARY MARKS RANGES FROM 1-5. <i>Five being the highest, and one the lowest range.</i>	
Were the objectives of the training described in details	
I disagree	
Not well done	
It could have been better	
I agree	
Very well done	
Were the discussions and presentations helpful	
I disagree	
Not well done	
It could have been better	
I agree	
Very well done	
Was the session interactive and brought out the gist of the training?	
I disagree	
Not well done	

It could have been better	
I agree	
Very well done	
You were able to understand what is unconscious bias	
I disagree	
Not well done	
It could have been better	
I agree	
Very well done	
I disagree	
You will be able to apply the knowledge gained in your workplace	
I disagree	
Not well done	
It could have been better	
I agree	
Very well done	
Need for more training and data analysis plus linkages	
I disagree	
Not well done	
It could have been better	
I agree	
Very well done	
The training environment and all the logistics were conducive	
I disagree	
Not well done	

It could have been better	
I agree	
Very well done	
Any other additional comment /information which you will want to share:	





















Appendix 2: The attendance sheets

MacBook Air

COLLEGE MANAGEMENT TRAINING ON UNCONSCIOUS BIAS AT UDSM-DUCE ON 10TH JUNE, 2021

ATTENDANCE SHEET

S/N	NAME	SEX	DESIGNATION	PHONE	EMAIL	SIGNATURE
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University of Dar es Salaam
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College of Education



Gender Awareness
and Transformation through
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Coláiste na Tríonóide, Baile Átha Cliath
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COLLEGE MANAGEMENT TRAINING ON UNCONSCIOUS BIAS AT UDSM-DUCE ON 10TH JUNE, 2021

ATTENDANCE SHEET

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