



HERS-EA

SECOND ACADEMY

JULY 2ND- 6TH 2018 REPORT

Pathways to Leadership in Higher Education:

New Approaches to Turning Dreams into Career Plans.

Prepared for HERS-EA by Racheal Hope Namubiru Auma



Group portrait of some 2018 HERS-EA facilitators after the keynote address.

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List of Acronyms

CHUSS	College of Humanities and Social Sciences
CSU	Columbus State University
HERS	Higher Education Resource Services
HERS-EA	Higher Education Resource Services - East Africa
IUCEA	Inter University Council for East Africa
Mak	Makerere University
MSSTATE	Mississippi State University
TSU	Texas State University
ECU	East Carolina University
UCU	Uganda Christian University
SDG	Sustainable Development Goal
HEI	Higher Education Institute
HE	Higher Education

Acknowledgements

This 2018 Leadership Academy could not have been completed without the kind assistance of Makerere University, in particular the Vice Chancellor, Professor Barnabas Nawangwe and Gender Mainstreaming Directorate team.

We wish to thank all the participants, facilitators and volunteers from near and far for their willingness to contribute to this program and for their valuable insight.

The table below (Table 1) lists the participants who graduated from the 2018 Academy, their institutions and summarises their areas of responsibilities; Table 2 displays the facilitators.

Table 1: Second (2018) HERS-EA Participants

NO.	NAME	POSITION AND INSTITUTION
1.	Dr. Alice Nakiyemba	Lecturer, Busitema University
2.	Dr. Anne Margaret Akol	Lecturer, Makerere University
3.	Ms. Teddy Tusabe	Accounts Assistant, Makerere University
4.	Ms. Joyce Hayoko	Accountant, Makerere University
5.	Ms. Margaret Lubega Etuusa	Academic Registrar, Makerere University
6.	Ms. Juliet Ondo	Security Guard, Makerere University
7.	Mrs. Prossie Katongole	Legal Officer, Makerere University
8.	Ms. Edwinah Atusingwize	Research Associate, Makerere University
9.	Ms. Hellen K. Ssali	Senior Assistant Registrar, Makerere University
10.	Dr. Victoria Namugala	Lecturer, Makerere University
11.	Ms. Nyangoma Miria	Assistant Lecturer, Kabale University
12.	Mrs. Ndyareeba Murokore Eunice	Assistant Lecturer, Kabale University
13.	Ms. Kangume Susan	Assistant Lecturer, Kabale University
14.	Mrs. Murenzi Caroline	Assistant Lecturer, Kabale University
15.	Dr. Sarah Kizza Nkambwe	Director of Quality Assurance, UCU- Mukono
16.	Dr. Elizabeth Balyejusa Kizito	Senior Lecturer, UCU- Mukono
17.	Dr. Wozei Eleanor	Associate Professor and Head of Department, Engineering and Environmental Quality Management, UCU- Mukono

18.	Dr. Jane Akinyi Aduda	Head of Department, Statistics and Actuarial Sciences, Jomo Kenyatta University of Agriculture and Technology
19.	Ms. Badaru Caroline	Human Resource Officer, Muni University
20.	Dr. Caroline Kobia	Associate Professor, Mississippi State University
21.	Mrs. Liberata Mukamana	Lecturer, University of Rwanda
22.	Ms. Jolly Akullo	Assistant Lecturer, Busitema University
23.	Ms. Connie Olwit	Lecturer, Makerere University

Table 2: Resource Persons for 2018 HERS-EA ACADEMY

NUMBER	NAMES	POSITION AND INSTITUTION
1.	Dr. Catherine Hawkins.	Director of Faculty Development, Texas State University, USA.
2.	Dr. Euzobia Mugisha Baine	Acting Director, Gender Mainstreaming Directorate, Makerere University.
3.	Dr. Florence Nakayiwa	Director, Planning and Development Department, Makerere University
4.	Dr. May Sengendo	School of Women and Gender Studies, Makerere University
5.	Dr. Meghan Millea	Professor, Department of Economics, East Carolina University
6.	Dr. Rhoda Wanyenze	Dean, School of Public Health, Makerere University
7.	Eng. Caroline Namutosi	Project Manager, Makerere University
8.	Hon. Dr. J. C. Muyingo	Minister of State for Higher Education, Uganda
9.	Hon. Eng. Irene Muloni	Minister of Energy and Mineral Development, Uganda

10.	Mrs. Debbie Kaddu Serwadda	Executive Director, Nnabagereka Development Foundation
11.	Ms. Lilian Katiso	Director, Finance and Training, Zaddock Associates Ltd
12.	Ms. Naomi Lumutenga	Coordinator, HERS-EA
13.	Ms. Shauncey Hill	Director, International Research Development, Mississippi State University
14.	Ms. Stella Kakeeto	Finance Management Unit, Makerere University, School of Public Health
15.	Prof. Buyinza Mukadasi	Director, Directorate of Research and Graduate Training, Makerere University
16.	Prof. Edith Natukunda-Togboa	Senior Lecturer & Researcher, Department of Languages, Makerere University
17.	Prof. Maggie Kigozi	SDG5 Ambassador, President of Business and Professional Women (BPW) Kampala, Uganda
18.	Prof. Mary Okwakol	Vice Chancellor, Busitema University

1. Introduction

This report presents activities of the second HERS-EA Academy from 2nd to 6th July 2018 that took place at Makerere University and Grand Global Hotel in Kampala, Uganda. The report illustrates how the three main components of the Academy: Institutional Development, Personal Development and Networking were addressed both theoretically and practically throughout the week, which created room for personal assessment and development, with succinct take-home action points for the participants. Both the participants and facilitators included highly skilled and experienced professionals from and beyond Uganda. The theme for the Academy was; Pathways to Leadership in Higher Education: New Approaches to turning Dreams into Career Plans. The desired outputs were for each participant to develop (i) an outline for an individual institutional leadership project and (ii) a personal development/career plan.

The report is presented in the context of HERS-EA slogan of ‘Women Empowering Women’; meaning that most of the facilitators are women. The first section presents Welcome Remarks, the Keynote Address, Gender Mainstreaming (case study) and Assessing Barriers to Female Advancement in Higher Education. The second section tackles Grant Writing and Budgeting, Gender Stereotypes, Sexism and Discrimination in Higher Education; indicators that set the context. The third section presents a case study of Budgeting for Intuitions in Higher Education, Navigating the Political Environment in HEIs, Introduction and Overview of HEIs represented and Professional Women's Economic Empowerment. The fourth section presents Women in Top Management and Institutional Leadership Project. The fifth section presents Tips for Research and Publishing, Designing Your Career Path and Reflections and Evaluation on the entire academy, Panel of Senior Professional women and formal Closing and presentations. The sixth section contains Conclusions and Lessons Learnt. Assorted pictures from the event are also included at the end of this report.

2. Section 1- Day 1

2.1 Welcome remarks

Ms. Naomi Lumutenga, the Co-Ordinator and Co-Founder of HERS-EA welcomed the participants, invited guests, facilitators and the media before giving a brief history of HERS-EA; emphasizing that HERS-EA is an affiliate of HERS based in Denver, USA that was established in 1972. She informed the audience that HERS-EA Leadership Academy is one of the most compelling leadership development opportunities for women in Higher Education. She mentioned that HERS curriculum covers personal development, institutional awareness and provides great networking opportunities. She said that all participants have a chance to shape the Academy to meet their unique professional needs and to change Higher Education in the 21st century.



HERS-EA Coordinator -Ms. Naomi Lumutenga addressing the house at the opening of the Academy.

She testified that when they got together to start HERS-EA, the only resource they had at their disposal was themselves – the vision and determination. *“We have many champions to thank, for the progress we have made; firstly, the Vice Chancellor of Makerere University, Professor*

Barnabas Nawangwe, who believed in our vision, from when he was Deputy Vice Chancellor, and allocated us office space; through to financing participants from various colleges at the University – an excellent example as the host institution. We also thank Professor Kabasa for providing ongoing technical support and including HERS-EA in many collaborative activities with grassroots communities. The Directorate of Gender Mainstreaming for accommodating us; the Legal Affairs Directorate for providing important technical advice; the Public Relations Office and many other Units. Outside Makerere University we extend our gratitude to Vice Chancellors who have supported participants from their universities.”

She mentioned that HERS-EA is run entirely by volunteers and went on to thank every volunteer in the house, including women who travelled from the USA who were either funded by their institutions or themselves, to help women in East Africa.

Finally, she gave a brief orientation of the one-week Academy program and advised each participant to devise a leadership project which they would continue to develop and implement when they return to their universities and she promised that HERS-EA will follow up on their progress and offer support..

2.2 Vice Chancellor’s remarks

On behalf of the Vice Chancellor of Makerere University, **Professor Buyinza Mukadasi, Director of Research, Graduate and Training**, gave opening remarks at the 2018 HERS-EA Academy. He welcomed the audience and mentioned that Makerere University is proud to host the Academy and to support HERS-EA’s goal of striving to increase the visibility of women in senior management positions; in Higher Education Institutions. He highlighted how Makerere University has demonstrated its commitment to this initiative by funding a total of 20 women (10 at HERS-EA Inaugural Academy in 2017 and 10 more in 2018).



Director of Research, Graduate and Training at Makerere University - Professor Buyinza Mukadasi giving an opening remark.

Professor Buyinza promised that, with continued support through the Directorate of Gender Mainstreaming and other Units, Makerere University will continue to collaborate with and provide support to HERS-EA in this initiative whose benefits are for all. *“The Academy addresses many pertinent issues and we hope that the participants will engage and be enriched through their experience”*; he said, before wishing everyone well and welcoming the Keynote Speaker, Professor Mary Okwakol to deliver her Keynote speech.

2.3 The Keynote Address

Professor Mary Okwakol; a beneficiary of HERS-South Africa Academy and the first female Vice Chancellor of a Public University in Uganda, formerly Deputy Vice Chancellor of Gulu University is, currently, the Vice Chancellor of Busitema University, High Court Advocate, Chairperson of Uganda National Examination Board, among other multiple roles. She shared her personal journey as a professional, daughter, wife, mother, and grandmother; she had sacrificed a number of scholarship opportunities due to her young family but she never gave up, partly

because her husband has always been very supportive. She cited cases where she still experiences gender stereotype but advised that it is something no woman should be afraid of.



Vice Chancellor of Busitema University - Professor Mary Okwakol delivering the keynote address.

Quoting Jacquelyn M, *“Transformational leadership feels right to women because it is not asking anything they haven’t done.”*, she said not all men intentionally victimise female counterparts but rather generally benefit from women being left out.

Okwakol said when women thrive in leadership, society will be better served because women bring more scholarly activities and mentoring for females in Higher Education. *“They tend to be calmer during crises; their presence leads to more balanced policies; men on their own are unlikely to remember and take seriously issues such as sexual discrimination and sexual violence; the creativity of women, especially where resources are limited is instinctive.”* She said.

Listing pathways that can lead one to leadership in Higher Education such as: Qualifications, Personal Attributes, Publishing, Networking and Exposure; she encouraged women to turn their

dreams into career plans. She reflected back to her personal and professional challenges and how she navigated them through extra support, networking, mentorship, and training.

“Women often deputize men yet as deputies, women often end up as implementers, not strategic or developmental thinkers.” She said. She noted that bogged down with administrative tasks delegated by senior male bosses, women are often denied opportunities for career development. As a result, women in higher education are stuck in positions of junior researchers and deputy managers and never get into positions of senior researchers and the cycle continues. She mentioned that it is generally recognised that there is not enough research on cords and rituals that hold women back, and these might include structures, curricula, and social norms; She advised that it is imperative that research in these cords and rituals be prioritised.

Her recommendations for individuals and women’s groups included::

1. Have a vision and communicate it with those working with you.
2. Build commitment to that vision.
3. Define your own success.
4. Aim to being effective as your male counterparts.
5. Avoid getting emotional- be professional in whatever you are doing.
6. Look at failure as a stepping stone.
7. Develop constructive network with both women and men.
8. Recognize and develop skills to manage stress.
9. Take good care of yourself- if possible, do exercise everyday.
10. Manage your time well.

2.4. Gender mainstreaming

Dr. Euzobia M. Mugisha Baine, Acting Director, Gender Mainstreaming Directorate, Makerere University walked the audience through the history of GMD. She reported that it had started in 2000 by creation of Senate Committee on GM, driven by the then Department of Women & Gender Studies. “However, prior to 2000, Makerere University had taken several initiatives to address gender discrimination.”.



Acting Director, Gender Mainstreaming Directorate, Makerere University - Dr. Euzobia M. Mugisha Baine, walking the audience through the history of GMD at her University.

She also walked the audience through the Pre-2000 GM Initiatives which saw the first females admitted in 1945, and the motto changed from ‘let us be men’ to ‘we build for the future’; later, Affirmative Action of adding 1.5 extra points for all female A-level entrants to Makerere University, establishing the School of Women and Gender Studies (SWGS), first as a Department under Faculty of Social Sciences in 1991, and later becoming one of the Schools in CHUSS when Makerere went Collegiate in 2010. *“Before 2010 the GM policy was being implemented without policy guidelines. Activities were guided by either Senate or Council minute and this proved a major weakness over time. This necessitated the formulation of the Makerere University Gender Equality Policy (MUGEP) passed by Council in December 2010 which envisions Makerere University to become a gender-responsive University in which substantive gender equality and equity become a reality. MUGEP also elevated the GM Division into an Independent Directorate with defined linkages to the colleges and Administrative Units of the University. The mandate of*

the GMD is to provide technical support and monitor the implementation of the MUGEP.” She continued.

She outlined the following MUGEP’s strategic objectives: 1) engendering the University Curricula; 2) provision of a secure environment for staff, students and other stakeholders; 3) the policy & regulations against sexual harassment; 4) Student enrollment, retention & performance; 5) networking & partnerships; 6) research and innovations; 7) staff recruitment, training, promotion & recognition; and 8) women’s participation in decision making. *“Therefore, our partnership with HERS-EA is based within Organizational culture which are gender-responsive; resource mobilization; gender-budgeting & implementation; staff and student welfare.”*

As she concluded her presentation, Dr. Biane referenced guiding principles of MUGEP which state that women and men in the University are not a homogenous group; therefore the inter- and intra-sex differences must be taken into account to achieve substantive equality and equity. *“Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally.”* She emphasized. *“Sustainable development is possible only if based on equal partnership and mutual respect between women and men.”* She concluded.

2.5 Assessing barriers to female advancement in Higher Education: Eagles or chicken?

This interactive afternoon session was led by Dr. Catherine Hawkins She instructed participants to pair up and introduce themselves to their partner. She later asked everyone to introduce their partners to the audience in one word; some of the descriptions included: *fighter, energy, helpful, bold, focused, researcher, balanced, fulfilled, innovative, courageous, passionate, entrepreneur, welcoming, knowledgeable, storyteller, God-fearing, overcomer, educationalist, hardworking,*

open-minded, resourceful, counsellor, multi-tasker, warm, articulate, resilient, creative, assertive, caring, determined, and patient.



Director of Faculty Development at Texas State University, USA - Dr. Catherine Hawkins delivering her very interactive presentation as she holds a copy of Women's Freedom by Julius Nyerere after giving every participant a copy.

Just like she did at the HERS-EA Inaugural Academy, she distributed journals to each participants; a journal that was to be regarded personal and living throughout and beyond the Academy. She asked each participant to write down what they would want to become in future; encouraging them to write as much as they wanted, however preliminary their dreams might be because it can change. She later asked volunteers amongst the participants to share their dreams with the audience, before asking those willing to share their personal weaknesses to do same.

Sharing continued over the lunch break. Participants were enthralled to find similarities as they listened and learnt from each other's dream; others clarified their own strengths and weaknesses as they shared their dreams. Participants then engaged in discussions about their environmental and personal strengths which included; *people and good facilities around them..* Next, participants reflected and refined their personal values and how they might be influenced by culture. *"We have the freedom to choose what we take in and out. Culture is still a choice; take*

what is beneficial to you... one can still be powerful in the midst of their culture because you can undo certain elements of culture that has had negative impact on you.” She encouraged as she stressed the importance of thinking about the question of choice.

2.5.1 Group Discussion



One of the several groups during the group discussion session with Dr. Hawkins.

Before dividing participants in groups of four to develop their dreams, Dr Hawkins described the steps to turning a dream into a plan, which included: problem, goal, and strategies. She explained that both problems and goals are behavioral. She also emphasized the importance of using statistics to monitor and evaluate one’s dream and the need to have a timeframe, with long-term goals broken down, to avoid procrastination. Participants revisited their dreams and fitted them in the three steps, ; problem, goal and strategies. This was followed by self and peer evaluation guided by group leaders

2.5.2 Wrap-up: Personal reflection

Participants were given an opportunity to sum up the day’s experience in a word. Responses included: *eye opening, inspiring, and problem refining*

3. Section 2- Day 2

3.1 Introduction to Grant writing

Dr. Rhoda Wanyenze, Associate Professor and Dean, Makerere School of Public Health gave a presentation on grant writing. She guided the participants through advance preparation, cardinal elements and successful writing. Her outline included: why write grants?, types of grants, advance preparation, common sections of proposals, preparing to write the proposal, writing the proposal, successful grants writing and project implementation.



Associate Professor and Dean, Makerere School of Public Health - Dr. Rhoda Wanyenze talking about Grant writing.

She advised that grant writing is a skill that requires investment of time and effort over time because it involves both reading and writing, with support from experienced writers; Nevertheless, she emphasized that one does not have to possess all expertise or experience to pull up a successful grant, as long as there is strategic collaboration.

She explained that grants are basically written for two different purposes; , individual benefits and Institutional/organizational development. She also classified grants into two types; by funding agency and type of activity and target group. She advised that a good proposal must be well packaged and must persuade the potential funder that: the goal of the proposed work is worthwhile

and relevant to the funder's mission; the proposed approach is sound, the staff is capable of doing the work, adequate facilities will be available and the requested amount of funding is reasonable.

She explained the three core components of a Typical Proposal:

1. Program/ Research (Background, statement of need/problem/justification and narrative).
2. Financial (Budget & justification, future funding and cost sharing).
3. Marketing (Cover letter , letters of support, capacity statements, staff qualifications/ CVs and appendices).

She also guided the participants through the NIH research plan which includes; specific aims and research strategy. She mentioned that it is important for one to know their grantor, if there is a fit between their research and the focus of the granting agency, before they even start writing. *“Contact the grantor if necessary, to ensure you understand the guidelines.”* She also explained the importance of assigning roles and timelines. *“Have a lead writer to assemble and track all pieces...”*

She asserted that a proposal writing should be: clear, concise, persuasive and well-formatted. *“For some funding sources like NIH, revising and resubmitting proposals is common but remember to accompany the revised proposal with a list showing, point by point, how the reviewers' advice was followed.”* . She also recommended re-competition and explained that this happens at the end of the funding period of the grant to continue related activities but it is highly competitive and not guaranteed.

listed successful grant writing strategies such as; following the application guidelines, being concise and specific, proving capacity, defining your goals, grant management, timelines, M&E plan and indicators, reports, managing partnerships, communication and financial management,

among others. *“Show how the project relates to the funders and your organizations goals and these tips are generic: Remember to follow the guidelines in the RFA/FOA!”* She concluded.

3.2 Looking at active grants

Ms. Stella Kakeeto from Finance Management Unit at Makerere University School of Public Health presented current opportunities in research and explained how to leverage these opportunities. She walked the participants through research opportunities at both local, regional and international levels and went on to show and explain how one can access the platforms; both with paid subscriptions and free access. Examples of such platforms included: Research Prof Africa (~\$7000/yr), Grant forward (~ \$5,000/yr), FundsforNGOs (~500/yr), Grants.gov, Horizon 2020, Wellcome Trust, Gates Foundation, The Royal society, UK, Seeding labs, and Cambridge Africa.



Ms. Stella Kakeeto from Finance Management Unit at Makerere University School of Public Health sharing active grants.

She shared some key tips to focus on while searching for grants such as: Signing up/ subscribing for FOA email alerts, reviewing program goals, studying eligibility criteria, assessing financial feasibility, ensuring infrastructure availability, reaching out to sponsors with questions. *“Other*

non-conventional opportunities for research are networking, meetings/ conferences, seeking opportunities, searching databases, inquiring, mapping, social media, referrals and development partners.” . She shared that development partners offer multiple benefits such as: Opportunities for learning from each other, sharing knowledge in and across fields, sharing experiences and bench marking, competitive advantage and increased efficiencies.

Ms Kakeeto encouraged women in Higher Education to create sustainable development partnerships; *“Find a suitable partner. Know your partner, their history, vision, strategies, academic expertise, interests and compare these to the profile of your institution then develop a shared vision, goals and policy.”*

She emphasised creating sustainable development partnerships f to gain institutional commitment from all sides and ensure longevity. She advised that partnerships require time and effort. *“One needs to know the expectations from both partners, invest time to choose the right partner, know your partner and prepare for challenges.”* She continued. *“Finally, several opportunities exist for funding. Deliberate and organize effort to actively find these opportunities.”* She concluded.

3.3 Budgeting for grants

Ms. Shauncey Hill, Director of International Research Development, Mississippi State University presented budgeting for grants. She highlighted development of financial description of the proposed project soon after the statement of work has been drafted, for planning purposes and to determine the reasonableness of the statement of work; it also convinces the funding agency that the institution is competent.

She advised that it is important to read the whole funding notice especially the budget section and review criteria. *“Search for agency proposal submission guidelines, create a checklist, make consistent communication, set regular meetings with your team and understand the project.”* a research project should demonstrate its importance to the institution, the agency, and the researcher, to avoid being blacklisted or even terminated. Also, a budget should be allocable, allowable and reasonable.



Director of International Research Development at Mississippi State University - Ms. Shauncey Hill presenting budgeting for grants.

“Consider institutional, state, and government policies while developing the budget. Know the agency’s requirements- search for language throughout the funding announcement that requires budgeting. And constantly review the budget with the technical narrative. Use the evaluation criteria to understand what’s important to the agency.” she concluded.

3.4 Gender stereotypes, sexism, and discrimination in Higher Education

Dr. Catherine Hawkins and Ms. Naomi Lumutenga moderated the afternoon session; Dr. Hawkins started by inviting participants to share a personal principle that each of them lives by. Responses included: *Don’t take anything personally, a servant leader, if I don’t like something, I don’t do/ take it, hardwork will lead me to my goals, service above self, let my work do the talking, it takes nothing to be kind, see what needs to be done and do it, this is who I am, take me or leave me, never give up, that will not upset me, moving forward, striking a balance between career and farming, deliver and choose joy, get it done and get it done right, no weapon fashioned against*

me shall stand, report on duty early, believe in yourself, I am a woman who will always be a leader among men, take good examples, mentor young women and men into leadership, learn how to multi-task, the environment cannot change who I am, that is what they think, and but this is what I am.

Ms. Lumutenga accompanied by Dr. Kobia presented a three-minute jaw dropping skit that illustrated her personal encounter with prejudice and stereotype when she was promoted at her workplace in England. A discussion ensued as more participants shared their own experiences; guided by Dr Hawkins.



Ms. Naomi Lumutenga and Dr. Caroline Kobia presenting a skit on prejudice and stereotype.

3.4.1 Group Discussion Outputs:

- 1) Discrimination is oppressive
- 2) Barriers are birthed from certain African communities and households who deliberately pick boys over girls (bride price) to attain education.
- 3) *Policy reviews are needed urgently and formation of new ones,*

4) Deliberate sensitization strategies for households, this is where seeds of discrimination are sowed,

5) Mentoring,

6) Women need to be accountable as leaders and focus on the positive not the negative,

7) Conduct research, write and publish findings about gender discrimination

8) Train mothers about sexism,

9) empower female teachers.

Participants were then invited to reflect on the impact of the discussions and to record lessons learnt in their journals and to embed outputs into their Personal/Career Development plans and emerging Institutional Development projects.

4. Section 3- Day 2

4.1 Budgeting for institutions in Higher Education: Case study

Using Makerere University as a case study, **Dr. Florence Nakayiwa**, Director PDD, Makerere University presented planning and budgeting for universities highlighting: changing university environment, national budget cycle, and Makerere University budgeting. Rationale and strategic planning derives from the environment within which the Higher Education sector operates; worldwide it is characterized by: increased demand for Higher Education, changing students' demographics, decline in public funding, change in educational needs, competitiveness of institutions and rapid technological advances.

that integration of plans and budgets not only helps to improve operational effectiveness but it helps scarce resources to be allocated to the priorities articulated in the institution's strategic plan and in the long run linking budgets to plans can enable macro and micro prioritization and institutional growth. Emphasizing how important it is to budget for growth and improvement of the institution, she noted that there should be focus on strategic priorities such as sustenance of current establishment and effort to communicate plans to the various responsibility centres because it helps in motivating managers to achieve organisation goals and performance evaluation.



Director PDD at Makerere University - Dr. Florence Nakayiwa presenting planning and budgeting for Universities.

She expounded the need to increase the stock of human and social development through skills development based on the three key pillars: improved quality and relevance of education at all levels, improved equitable access to education and improved effectiveness and efficiency in delivery of education services. *“Universities are seen as key drivers in the knowledge economy, they therefore have to: create international networks to promote innovation, develop links with industry and business, promote knowledge transfer and uptake, act as agents of adoption and adaptation and be accountable and establish their relevance to society. At university level, we plan for: student learning and achievement; curriculum development and support; human resource; facilities, equipment and finance; administration and governance. Whether implicit or explicit, budgeting enables entities to evaluate expected income and allocate resources based on what can create maximum benefit.”* She explained that 80% of the value of a modern organization is derived from intangible assets which are human and information capital.

Dr Nakayiwa concluded by referencing Makerere University’s three main types of budget: activity based budgeting, line item budgeting, and output budgeting and how they are applied. She outlined revenue sources: government ceiling, donor/ institutional development and third stream (research and consultancies) and the challenges the Directorate manages:

“Challenges associated with budgeting : limitations in flexibility, prioritisation, failure to meet targets, revenue shortfalls and timing variations. Specifically, challenges in the Makerere University budgeting : concept of ownership of both plans and budgets, budget prioritisation, budget fragmentation, quarterly performance reporting and budget performance indicators.”

4.2 Navigating the political environment/ achieving consensus in HEIs

Dr. Meghan Millea, Professor of Economics at East Carolina University presented Navigating the Political Environment/ Achieving Consensus in HEIs.

Talking about political environment, she said every campus, every classroom, every office has its own power dynamic which calls for need to first watch, listen and learn before airing an opinion.

She emphasised the importance of creating and maintaining a carefully constructed profile that clearly shows one's identity and interest. *“See people who do the work. Be gracious. Nod to the hierarchy with sincerity. Stay focused on the work. Assume that each person goes to work each day wanting to do the best they can. They may have different agendas or different values, but assume the best. Assume everyone has busy schedules, no one has a block of time they are wondering what to do with. No job is too difficult for someone else to do.”* She advised.

Also, know the priorities of the university and where one fits within the structure. *“Understand that there are limited resources. The institution is not a person, it is a thing with its own rules, motivations, funding, and objectives.”*



Professor of Economics at East Carolina University - Dr. Meghan Millea addressing the issue of Navigating Political Environment in HEIs.

Dr. Millea who has held a range of senior leadership positions in various universities in the USA shared from personal experience that, the best way to influence institutional change is by not assuming that you KNOW the answer is NO. *“Write things down. Write. Understand that you don't have to talk all the time! Reallocate the time you talk about problems to writing and documenting problems.”* She advised participants to be systematic and brief by getting to the

point. *“Think about the university values and mission. Stay consistent with institutional values and not your own. Think about your audience, what are their objectives and constraints.”*

She urged participants to clearly identify the problem, have it documented, and propose solutions to serve the university mission not personal interest; Plan for realistic and scalable resources to solve any identified problem and one should not expect immediate response; handling political environment requires building alliances, investing in one’s brand, being loyal and supportive when decisions are made as well as being informative, open, honest, and not always having to talk. *“Say yes when you can. Do good work. Follow up on your promises. Be humble when you have to let people down and remember disappointing others can be expensive and can become your brand.”*

She said achieving consensus is super hard, therefore, listening, and patience is key however tongue-biting the issue may be. *“When you can influence who participates, include all impacted groups, invite dissent (do not mansplain, listen), control the conversation, let the person with the most power speak least. Do your homework and remember problems should always be presented with solutions.”* She advised.

“Always have a piece of paper if you want to influence institutional change.” She concluded.

4.3 Introduction and overview of universities and colleges

This session had one participant from each University that took part at the 2018 HERS-EA Academy present a five minutes overview of their Institutions, with emphasis on collaborative areas. Below is the list of Universities and those participants that presented the profiles of their Universities.

Table 3: Introduction and overview of universities and colleges

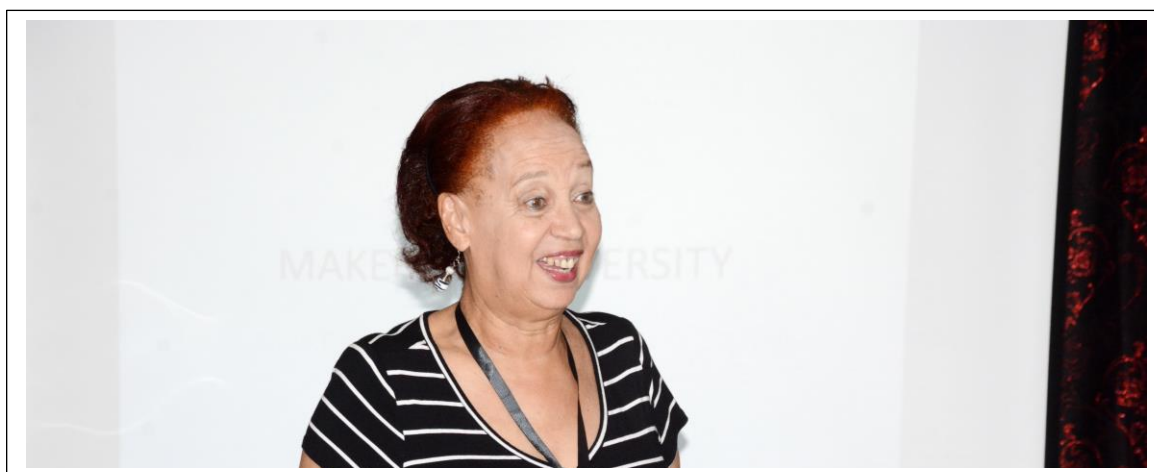
University	Presenter	Collaborative areas
1. University of Rwanda	Ms. Liberata Mukamana	a. Gender mainstreaming,

		<ul style="list-style-type: none"> b. Mentorship for research and publication, c. Partnership for capacity building (particularly for PhD studies).
2. Busitema University	Ms. Jolly Akullo	<p>Research and publication in the following areas;</p> <ul style="list-style-type: none"> a. Agribusiness and outreach projects, b. Climate change, c. Production engineering, d. Agriculture and livelihood opportunities, e. Food and nutrition security, f. Gender mainstreaming, g. Natural resources.
3. East Carolina University	Dr. Meghan Millea	Teacher and staff exchange.
4. Jomo Kenyatta University of Agriculture and Technology	Dr. Jane Akinyi	<ul style="list-style-type: none"> a. Cisco training, b. Student and staff exchange, c. Capacity Building, d. Exchange of visits by scholars, e. Joint Research and material exchange.
5. Kabale University	Ms. Maria Nyangoma	Capacity building.
6. Makerere University	Ms. Hellen Ssali	Capacity building.

7. Mississippi State University		Dr. Caroline Kobia	a. Community Engagement, b. Capacity building.
8. Muni University		Ms. Caroline Badaru	a. Capacity building, b. Exchange programs.
9. Uganda Christian University		Dr. Sarah Nkambwe	a. Institutional capacity building, b. Teacher and student exchange, c. Ongoing collaborative Master of Public Policy and Research with African Universities.

4.4 Professional women's economic empowerment

Prof. Maggie Kigozi facilitated this session. She said despite being a doctor by profession, she had to take over her husband’s business when he passed away. *“Because my being a woman doesn’t mean I do small things, I decided to protect my land by planting trees since I was very busy at that time. I only do big things! Tree planting is a good way to protect your land from land grabbers if you do not have time to do farming.”*



Prof. Maggie Kigozi talking about women's economic empowerment.

She said stepping in her husband's shoes did not stop her from serving her country which she believes every woman can do at their different levels. *"I continued serving and I am still holding some influential positions in certain organisations to date."* She also advised the women to develop a saving culture; She said her savings saved her from misery and hardship after retirement.

She recommended investing in private sector businesses such as agriculture; those that are very busy in town could try urban farming. She introduced tourism, a lucrative virgin sector that women can invest in, given its flexibility and breath of soft skills. She noted that what Uganda offers tourists is not what they want to see; they want to see culture presented in authenticity. *"Finally, we women should have support groups. Lets assist each other as we strive to success. Also learn to delegate some duties if you want to journey far."* She concluded.

Ms. Lilian Katiso, Head of Finance and Administration at Fields of Life East Africa who accompanied Prof. Maggie Kigozi presented 12 things one can do to lead them towards financial independence:

1. Have smartly written financial goals.
2. A written budget for spending your money.
3. Work out what an expense costs you in work time.
4. Pay your bills and debts on a regular basis, the longer you take to pay a loan the more interest you pay.
5. Have insurance or enough money to pay for emergencies.

6. Have at least 3 months expenses set aside in a readily accessible account... not bank account! If you saved 10% of your gross salary for 15 months you can save up for 3 months' worth of expenditure.
7. Make your money work for you by investing. Savings doesn't grow your money, it only helps you pool your money for planned investments.
8. Invest what is in excess of your emergency fund. Diversify your investments – don't put all your eggs in one basket.
9. Calculate your net worth annually, (Net worth = Assets - Liabilities).
10. Teach your family about the value of money and how to manage it.
11. Increase your ability to earn, by continuously improving your skills or learning new ones; Use your talent, skills, and available resources to help you.
12. Have diversified revenue streams and turn your passion into profit.



Head of Finance and Administration at Fields of Life East Africa - Ms. Lilian Katiso presenting 12 things towards financial independence.

5. Section 4- Day 4

5.1 Women in top management

Hon. Engineer Irene Muloni, Uganda’s Minister of Energy and Mineral Development briefly shared her background before setting the conversation of women in top management; from a large humble family of 11 children based in Eastern Uganda with no access to electricity rendering it impossible for her to revise for examinations.



Minister of Energy and Mineral Development - Hon. Engineer Irene Muloni talking about Women in top management.

Her professional journey started from highly subordinate levels to managerial positions and finally to her current office, for the last 7 years, as Minister of Energy- the busiest time of her life. *“Skills are needed to be an all rounder. I applied what I was learning from my Masters class to reduce the Energy wastage in the country.”* She said.

Hon Muloni emphasised that values to optimize and plan how to succeed, because our lives rotate around values. She advised participants to take full advantage of their strengths to overcome their weaknesses and brand themselves *“Personal development is also very important. Know your purpose in life and dream! Dream very big! Get a paper, write those dreams and review them but remember to have realistic and achievable dreams!”*

With respect to her family commitments, Hon Muloni was unequivocal; *“You must make a contribution to your family wellbeing. My key values are family and achievement; and my best moment is when I am with my family.”* She recommended sharing roles to reduce some family responsibilities noting that assigning roles to children is good training. She encouraged participants to always try and compensate for the time lost away from family including valuing and celebrating education, hardwork, success, and achievements as a family.

Addressing Media, Hon Muloni stressed that Media can make or destroy a person, therefore, one has to train oneself to communicate effectively. *“Share what to give the media and understand your audience.”* Also, value accountability and ethics when it comes to professionalism noting that the higher you go, the higher the opposition especially for women. She advised women to delink from their innerside and develop a mechanism to fight stress. Stress can kill. and to have atleast that you can cling to at all times.

Hon Muloni concluded by recommending that women in top management need a small group of trusted friends with common values, for support. “My personal advice is for you to be knowledgeable in this male dominated world where there are so many fault finders. Remember the community expects you to associate and be part of them as well. If your salary is not enough, come up with other decent means of raising money. And do things that please God. Stop pulling other women down; Only insecure women pull their fellow women down!”

5.2 Institutional leadership project

Dr. Meghan Millea’s second presentation was on Institutional leadership project, which fitted in the her previous presentation (Navigating the Political Environment/Achieving consensus in HEIs) She started by posing the following questions:

1. What is your reputation within the university?

2. What is your role within the machine of the university?
3. What is your comparative advantage?
4. What is your sphere of influence?
5. What are you passionate about related to women in Higher Education?
6. What are 3 significant issues that your university/ community faces related to women in Higher Education?

After a brief discussion, Dr Millea proposed the steps that women in Higher Education could follow to come up with institutional leadership projects:

- Step 1: Pick a problem.
- Step 2: Define a scope.
- Step 3: Look for best practices.
- Step 4: Document.
- Step 5: Propose context-appropriate solutions.

A breakout session to share and discuss Institutional Leadership projects followed, guided by Dr Hawkins and Dr. Millea. Outlines of Individual/Joint Institutional projects were shared, which will be developed and supported, beyond the Academy.



Standing is Dr. Millea presenting Institutional leadership project.

5.4 Wrap up.

Ms. Naomi Lumutenga shared with participants three projects from the 2017 Academy. She said there is an alumna who created an Innovation Centre, another created an App to support female students, while another had developed a forum for women at her university.

The day ended with the usual Reflections and Journal update time.

International guests and resident participants were treated to an evening cultural show and dinner by Ndere Troupe at Ndere Cultural Centre located in Ntinda.

6. Section 5- Day 5

6.1 Tips for Research and Publishing

Dr. Rhoda Wanyenze's second presentation on Tips for Research and Publishing underlined the importance of publishing as a channel for advancing scientific knowledge, changing the way we do business, and necessary for professional advancement; she emphasized that it is therefore unethical not to publish research findings.



Dr. Rhoda Wanyenze on Tips for Research and Publishing.

Dr Wanyenze advised that when planning to publish, one should know what exactly they want to communicate and their audience; emphasizing that the central message should be summarizable in one sentence and the data should be able to answer the research question; “ *it is important to develop an outline because it is like an architectural plan.*”

While commenting on author guidelines, Dr Wanyenze pointed out that there are always variations by journals and some journals provide templates. She listed standardized guidelines such as CONSORT (Consolidated Standards of Reporting Trials), TREND (Transparent Reporting of Evaluations with Non-Randomized Designs), STROBE (Statement and Checklists: reports of cross-sectional studies and RATS (Reporting for qualitative studies).

On practical tips for the first draft, she emphasized that one should never draft an outline without a specific, clear and important research question. *“Never draft a paper without a final outline. Make sure co-authors like and agree with your research question and final outline. And read the submission and formatting requirements for your target journal.”* Dr Wanyenze also emphasised the following:

- 1) Introduction provides context for the paper by summarizing the problem the paper is addressing as well as mentioning the importance and originality of the study;
- 2) Avoiding too much literature, and insufficient description of the purpose and objective of the study.
- 3) Methods should clearly explain issues to readers, and make sure described methods relate to the results. *“Present the key results of your research in an orderly sequence without interpreting their meaning, and avoid common errors where your research contains results from another study.”*
- 4) The discussion should state your interpretations and opinions with a logical flow, but overstatement of the importance of the study must be avoided.
- 5) The conclusion should clearly relate the findings to the purpose of the study, and avoid unnecessary information. *“Abstracts must cover the important points of the paper, and titles should reflect content of the paper instead of attempting to be witty at the expense of clarity.”* She advised.
- 6) Before submitting a research, one must check journal requirements for submission, submission checklist, and other requirements.

Dr Wanyenze concluded with advice to participants, in case of rejection; *“if you don’t receive outright acceptance with no revisions, don’t take comments personally, you can submit to another journal if rejected. In cases of provisional acceptance, draft a polite, thoughtful, clear, and detailed response. Avoid a defensive or confrontational tone. Respond completely in an orderly, itemized manner, and modify your manuscript where it makes sense. Reviewers do not always*

agree with each other, in which case you must make a choice; explain politely if a reviewer is wrong. And always ensure that whatever you say has been done to the manuscript is done!”.

6.2 Designing your career path & reflections on entire academy

Dr. Catherine facilitated this session, assisted by Ms. Shauncey Hill who shared her personal rule of time management; ‘first things first, always keep schedules, track your time and what you are eating’.

Participants worked in groups where activities started with creating a name for the group, that defines each, list their traits and the benefits plus lessons learnt from the one week training.

Table 4: Traits and benefits from 2018 HERS-EA Academy collected from five groups

Group	Traits	Benefit
Tigers	<ul style="list-style-type: none"> - Focused - Brave - Fierce - Resilient 	<ul style="list-style-type: none"> - Discovery of potential to publish. - Networking. - Dreaming big, writing down and having a plan. - Creating time and prioritization. - Excellence and letting your work speak for you. - Being focused in spite of competing demands. - Taking risks (Jumping out of our comfort zone). - Writing grants. - Having a written budget. - Time management. - Mentorship- identifying mentors. - Knowing your values, strengths and weaknesses. - Diversifying. - Being resourceful. - Sexism at workplace

J ³ A	Analytical scientists.	<ul style="list-style-type: none"> - Writing down your intentions helps you actualize them. - The world is not straight forward hence stress management is a must have skill. - Having a personal development plan (Pdp) is the key to achieving anything. - Time management is fundamental if we have to get things done. - We must always prioritize to avoid the 80-20 trap. - Being knowledgeable helps us to build self-confidence to face all our challenges. - We should aim at excellence in all we do and all else will fall in place. - We learnt the logical steps for dream actualization. - Not to personalize destructive criticism, stress and conflict.
The Wise Ladies	<ul style="list-style-type: none"> - Point flow - Wit - Quick thinkers 	<ul style="list-style-type: none"> - Knowledge acquired on various aspects like personal financial development and management. - Importance of written down plans. - Insight on personal development. - Experiences shared that brought a real fill of society. - Time readjustments. - Meeting females like Dr. Maggie, Hon. Irene Muloni, Ms Frances, etc were inspirational. - Being humanist- putting people first and allowing them grow. - Ability to put personal efforts to self-development.

Eagles	<ul style="list-style-type: none"> - Achievers - Explorers 	<ul style="list-style-type: none"> - Publishing is possible. - Publishing is for everyone. - For anything to change in my life, I have to sit with myself to find me; From there, everything will be fine. - Expanding network will help with my career development- you can't do it alone. - Even as an administrator, I can make an impact! Opportunities are not only for researchers. - I need a back-up plan when it comes to finance. - Security comes with more than just one job. - Happiness comes from feeding your soul with what comes from achieving your goals. - Finding ways where your money works for you.
Triggered Minds	Inspirationalists	<ul style="list-style-type: none"> - To empower women to strive to be in top leadership positions. - Developing career paths. - Financial management and economic empowerment. - Balancing work and family. - Networking for improvement. - Knowledge on grant writing and publication. - How to position oneself in the job market. - Ethical representation and social integrity. - Complex tasks can be made simple. - Time management.

		<ul style="list-style-type: none">- Valuing our institutions and striving to impact change.- De-listing time wasters.- We have a choice.- Feedback- information dissemination.- To develop pro-leadership projects.
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After sharing lessons learnt from the Academy, Dr. Hawkins led everyone in the room into one large circle and invited each participant to share something in regard to the one week training before inviting everyone to a group hug!



A group hug on completion of the one-week training.

6.3 Panel of Senoir Women



L-R; Mrs. Debbie Serrwada, Prof. Edith Natukunda, Ms. Naomi Lumutenga, Ms. Shauncey Hill and Dr. May Sengendo at the panel of senior women.

With the discussion ranging from the bright side of being a woman in Higher Education to family responsibilities versus career development for women in Higher Education, the panel of senior women comprised of Professor Edith Natukunda, Mrs. Debbie Serrwada, Eng. Caroline Namutosi, Ms. Naomi Lumutenga, Dr. May Sengendo and Ms. Shauncey Hill.

Professor Edith Natukunda; the panel moderator sparked this after-lunch session with drills; Emphasizing that training a woman should be wholistic. She stated that it is good that when women come to women spaces, everyone should be made to feel better because women who wish well for each other are still present.



Dr. Edith Natukunda leading the women through drills before the panel discussion started.

“I started teaching at Makerere University in 1985. It was not long before I was among those invited to the United Nations Women gathering in Nairobi. When we returned from that training, we did advocacy for gender mainstreaming at Makerere University as well as affirmative action for female students which is visible and active today within the Institution!” She happily testified.

When asked to comment on stereotype in regard to her institution, **Ms. Shauncey Hill** expressed that stereotype is present and ridiculous but she believes that such perception can disappear in the presence of collaboration. *“There are gaps that need to be filled; and there are several rooms for new ideas too. And I believe that collaboration can open people to many perspectives as well as overshadowing the existing power of stereotype.”* She concluded.

When asked to share her journey and that of HERS-EA, **Ms. Naomi Lumutenga** said she went to Tororo Girls School in Eastern Uganda before joining Makerere University for her Undergraduate Degree. She also said she taught for 23 years in a boys-only school in UK, before

retiring. She said her leadership project was to actualize HERS-EA, which had been initiated by Dr Margaret Khaita, who obtained names of HERS Alumnae in East Africa, from HERS

“With our re-usable sanitary pads project, we are no longer focusing on only women in Higher Education but all women. HERS-EA operates a four-tier model which aims to develop women leaders at grassroots, among returning learners, leaders of educational institutions and women in HEIs” She mentioned that HERS-EA already has one publication and there are three more in the pipeline before announcing that HERS-EA will soon launch their own journal.

Mrs. Deborah Kaddu Serwadda; a social entrepreneur, gender equity activist, economic justice advocate and Executive Director of Nabagereka Foundation; one of the few female CEOs in Buganda Kingdom thanked the hands and brains behind HERS-EA for bringing HERS to Uganda. She said that the Queen of Buganda Kingdom founded Nabagereka Foundation to improve the quality of life of children, youth and women based on two approaches: universal concept and building cultural leadership.

Responding to the question of how women in Higher Education can improve the wellbeing of grassroots women, she began by asking how grassroots women can improve the wellbeing of women in Higher Education. *“Most of us are grassroots women that were privileged to attain formal education and therefore, have become urban women.”*

Ms Serwadda challenged women in Higher Education who have special skills in conducting research, unlike grassroots women, to conduct useful research to influence policies and decision makers, and benefit all women. *“Build capacity of both men and women to advocate for change.”*

She concluded by urging women to stop pulling other women down and to put God first. =know who they are, what drives and excites them and to invest in building their personal brand; *“I started branding myself within my own family. Once I knew I had built my brand, I merged it with other women!”*

On the ability to survive and thrive in a man's world, **Eng. Caroline Namutosi** a 2017 HERS-EA Alumni, who has overseen several construction projects around Makerere University; said the confidence she gained from HERS-EA Academy has greatly contributed to how she is thriving in a man's world at her workplace. “, *I have confidently fortified my stand by sticking to the right work ethic; being organised and delivering quality work on or ahead of schedule, despite the prejudice.*” She also shared how she has handled family balance, through support groups and good friendships.

6.4 Formal closing and presentation

Ms. Naomi Lumutenga welcomed the Guest of Honor, Hon. Dr. J. C. Muyingo and Dr. Euzobia Baine who was representing the Vice Chancellor, Makerere University, before giving a brief background of HERS-EA, for the benefit of the Guest of Honor.. She thanked the VC of Makerere University and Professor John David Kabasa, the Principal of Makerere University College of Veterinary Medicine that gave them space when they had none. She also acknowledged the HERS-EA volunteers, including the women from United States of America, and facilitators from within and beyond Uganda who sacrificed their time and finances to be part of the 2018 HERS-EA Academy.

Before inviting Dr. Baine, Ms. Naomi Lumutenga invited Dr. Jane Akinyi, a 2018 HERS-EA participant from Jomo Kenyatta University of Agriculture and Technology to share her one week experience in a sentence.

“I have been transformed from eating grains like a chicken to eating leopards like eagles in a week!” Dr. Jane stated. Her words were based on Julius Nyerere's book, WOMEN'S FREEDOM: WOMEN ARE EAGLES, NOT CHICKENS that was distributed to each participant on the first day of the Academy.



Dr. Jane Akinyi sharing her one-week experience at HERS-EA Academy in a sentence.

Dr. Baine, a 2013 HERS Alumna in South Africa and Acting Director GMD, Makerere University, represented the Vice Chancellor of Makerere University. She congratulated the participants on completion and mentioned that the VC supports the initiative before reading the VC's closing remarks. She also re-emphasized Mrs. Deborah Serwadda's point of women thinking about themselves as brands and being there for one another. She concluded by saying that gender focused research is important for women.

Hon. Dr. J. C. Muyingo who officiated the closing ceremony of 2018 HERS-EA Academy mentioned that he shared his invitation to officiate the closure of the 2018 HERS-EA Academy with the Minister of Education, who is the First Lady of Uganda and she asked him to convey her warm regards. *"She is excited about this gathering!"* Dr Muyingo then demonstrated his appreciation of the undocumented leadership women provide, based on his personal experience; *"I am a son of a mother and my mother is the best leader I have ever seen. And seeing women gather like this to support one another is very encouraging!"*.

He thanked the facilitators and participants from within and abroad who made it to the 2018 HERS-EA Academy. *"The Government is prepared to support HERS-EA."* He encouraged the women to make other people appreciate the impact as they show the vision they have for their university.



Minister of State for Higher Education - Hon. Dr. J. C. Muyingo addressing the participants as Dr. Biane looks on.

He advised that leadership is not about the position or what one gets at the end of the month; it is rather about how much faith and brilliance one puts in their work. *“A leader is supposed to be approachable. We need more leaders, managers, infact more women.”* He mentioned that acquired skills should be given out freely. He also appreciated the initiative of gender mainstreaming and reiterated that the government would not withdraw the 1.5 entry points added to every female joining Makerere University. *“Lack of women at senior levels need to be addressed.”* As he concluded, he asked the HERS-EA team to remember to invite the First Lady to the Academy; he ended by recommending a book; **THE LEADER WHO HAD NO TITLE** by Robin Sharma.

7. Conclusion

Pictures from the 2018 HERS-EA Academy

1. Pre-Academy



One of the trainees from Eastern Uganda shaping after assembling the fabric used for making re-usable sanitary towels.



Dr. Caroline Kobia (second right) smiling with pride as she watches one of her student threads a sanitary towel.



A portrait showing a portion of those that were present at the 2018 HERS-EA welcome dinner at Grand Global Hotel.

2. Academy, day 1



A group photo of 2018 HERS-EA participants and facilitators.



L-R: Dr. Catherine Hawkins, Ms. Naomi Lumutenga and Prof. Mary Okwakol having a light moment during the tea break.



L-R: Dr. Meghan Millea from East Carolina University and Dr. Elizabeth Kizito from Uganda Christian University having a discussion.

3. Academy, day 2



Ms. Naomi Lumutenga welcoming participants on Tuesday morning.



Dr. Catherine Hawkins taking the women through an after-lunch drill.

Academy, day 3



A light moment as HERS-EA cuts a cake to celebrate American independence.



A session with Prof. Maggie Kigozi.

4. Academy, day 4



Dr. Catherine Hawkins guiding participants as they develop their individual institution projects.



Dr. Meghan Millea supervising participants as they develop their institutional projects.

5. Academy, day 5



Participants having a light moment on the last day of the Academy.



Hon. Dr. J. C. Musingo cutting cake with the women to mark the end of 2018 HERS-EA Academy.

6. Alumni day