

Report of the Inaugural ACADEMY (July 2017)



HIGHER EDUCATION RESOURCE SERVICES-EAST AFRICA
HERS | **HERS-EA INAUGURAL LEADERSHIP ACADEMY**
HELD AT GRAND GROBAL HOTEL KAMPALA-UGANDA 2ND- 7TH JULY ,2017

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HIGHER EDUCATION RESOURCE SERVICES, EAST AFRICA (HERS-EA): INAUGURAL ACADEMY REPORT

"I have never wanted to be equal to men. My ambition is higher. I am comfortable with my womanhood" Wanjiku Kabira-Mukabi



MAKERERE UNIVERSITY, KAMPALA, UGANDA: July 2 – 7 JULY 2017 AT THE MAKERERE UNIVERSITY MAIN HALL: AND GRAND GLOBAL HOTEL

"Your passion is your strength" Barbara Ofwono

The Inaugural HERS-EA ACADEMY was a resounding success!

The ACADEMY was attended by 70 women: 52 participants and a total of 18 resources persons, from many Universities in East Africa and the USA; namely: East Africa: Makerere University, Busitema University–Uganda, Gulu University, Kumi University, Kyambogo University, Mbarara University of Science and Technology, Muni University, Uganda Christian University-Mukono, Uganda Martyrs University-Nkozi; University of Bhar El-Gazal, University of Burundi, South Sudan, University of Nairobi, Kenya, Sokoine University of Agriculture, Tanzania, and. US: Columbus State University, GA, John Carroll University in University Heights, OH, - , Mississippi State University, MS, Texas State University, TX, and Troy University, AL. HERS-EA is indebted to the afore named institutions plus the Carnegie African Diaspora Fellowship Program, the Swedish International Development Agency (SIDA), Makerere University Directorate of Graduate & Research Training, The Gender Mainstreaming Directorate, and the School of Women and Gender Studies and the Inter University Council for East Africa that enabled so many women to participate in the Inaugural ACADEMY. HERS-EA appreciates the role played by the young volunteers who helped to run activities during the ACADEMY.

1. INTRODUCTION and BACKGROUND

The theme for the ACADEMY was: **Advancing Women in Leadership; Harnessing the Power Within**. This theme had been developed by the HERS-EA Secretariat, recognizing that women had a lot of power within themselves, which most are unaware of. They needed a safe environment where they could discuss internal and external barriers, learn from accomplished leaders and develop their own career paths. The ACADEMY would endeavor to provide this safe environment. The topics to be covered were clustered under three thematic areas: (1) Institutional Development (Leading & Managing Change, Developing effective Partnerships and Gender Focused Advancement); (2) Personal Development (Career Mapping, Dossier building, Research & Publishing, Developing Personal Skills, Economic empowerment, Mentoring and Managing Family); (3) Networking (connecting with other women for personal growth and professional development and fostering success of colleagues).

A wide range of delivery methods were applied; in addition to presentations, case studies were used to deepen and illustrate skills and knowledge in negotiating and navigating contextual and institutional barriers that women face in academia, analyzing gender stereotypes and factoring women economic empowerment through investment and business into the pursuit for leadership and academics. There were other case studies to showcase effective leadership while experiential learning provided through examples like the Gender Mainstreaming and Budgeting for Institutions in Makerere University. Two Panel Sessions brought into the ACADEMY actual stories and experiences of women who had registered accomplishments in leadership.



Registration in progress, manned by volunteers.

Participants came expecting to acquire skills in dealing with a masculine world where women operate in their day-to-day work. Some were looking forward to meeting women from different countries and learning from their experiences to overcome personal challenges as career women, while others were seeking to get a solution on how to proceed after getting a PhD.

Juggling work-life was a recurring issue, as well as how to effectively communicate with the male counterparts and handle ensuing pressures at work. A few expected to get a deeper understanding of what HERS-EA is about.

There were specific expectations like seeking skills for professional and personal advancement especially for a female engineer in a male dominated profession. Many wanted to learn how to handle institutional bureaucracies that tend to hamper women's progress.

2. THE STRUCTURE AND FLOW OF THE ACADEMY

Ms Naomi Lumutenga, HERS-EA Coordinator set the scene by outlining the expected outputs of the HERS-EA ACADEMY as follows:

Day	Key Outputs
Monday, July 3rd	A clear understanding of historical and ongoing barriers women face in leadership, especially in HEIs. A toolkit for women as change agents in organizations.
Tuesday, July 4th	Personal career plan & Concretized leadership project
Wednesday, July 5th	Identifying opportunities for institutional collaborations (each institution would make a 5-min presentation based on the template provided) and unique benefits of women
Thursday, July 6th	Strategies for economic empowerment for professional women. First steps for actualizing collaborations.
Friday, July 7th	Skills for grant writing. Managing family and professional development.



Ms Naomi Lumutenga, HERS-EA Coordinator

For the HERS-EA Team, the effort behind inaugurating the ACADEMY was best illustrated in the words of Mother Teresa whose resolve, irrespective of people's tendencies to be irrational, self-centeredness, deceitful, unfaithful, should not deter one from one's focus and capacity to forgive; be kind, honest, happy; do good, create new friends and give the best one has because *"...in the final analysis, it is between you and God. It was never between you and them anyway!"*¹



Assoc. Professor Ruth Muwazi Chair HERS-EA, welcomed the guests including Ambassador Oliver Wonekha, Professor Lillian Tibatebwa Ekirikubinza, The Vice Chancellor Prof. Ddumba Ssentamu, Professor Nawangwe the Deputy Vice Chancellor F&A and VC Elect for Makerere University, Vice Chancellors from other universities; Directors and College Principals from Makerere University and representatives of the Inter University Council for East Africa. She then proceeded to thank the University for accommodating the HERS – EA at Makerere University, and for the funding for the ACADEMY, and the Gender Mainstreaming Directorate.

Professor Ruth Muwazi Chair HERS-EA.

3. THE JOURNEY OF HERS – EA

Is a brain child of women who attended the first ACADEMY in Denver, Colorado in 1972. On the African continent however, the first ACADEMY was held in South Africa from 1999 to 2006, attended by women from East and West Africa. Several women who were alumni of HERS-South Africa had attempted to start HERS-EA but encountered obstacles. Margaret Khaita, an alumna of HERS -Denver (2011) conceptualized the idea as part of her leadership project and summoned a group of women in October 2012 to discuss the way forward. A Planning Committee was established and, later an interim management structure was set up, under the chairmanship of Assoc. Professor Ruth Muwazi assisted by Dr. Irene Naigaga (Sec.) and Naomi Lumutenga (Treasurer & Coordinator). Dr. Khaita had served as US Partnership Director of the project “Capacity Building in Integrated Management of Trans-Boundary Animal Diseases and Zoonoses (CIMTRADZ)” in East & Central Africa (ECA) whose goal was to empower food security, animal and public health systems for sustainable community development in ECA. The CIMTRADZ project was one of 11 projects in sub-Saharan Africa funded by USAID under the Africa- US Higher Education Initiative of the Association of Public and Land Grant Universities (APLU). The goal of this initiative was to develop Institutional & Human Capacity in Higher Education Institutions (HEIs) in Sub-Saharan Africa through twinning programs. The objectives of CIMTRADZ project were: 1) to develop capacity for enhanced research, 2) to improve educational capacity, and 3) outreach activity through development of innovative and transformative education initiatives. These objectives align well with the core concerns of HERS - - to optimize all opportunities for advancing women in leadership and management in University Institutions.



Dr. Margaret Khaita

Dr. Margaret Khaita, a Ugandan-born professor of International Epidemiology at Mississippi State University and Alum of HERS-Denver (2011) shared her leadership journey, which had culminated into setting up HERS-EA.

She provided background information from planning stages in October 2012 through to the formal Launch in August 2014; the development of a curriculum with input from representatives of participating countries, support from Inter University Council for East Africa, US universities including Mississippi State University, Columbus State University, Auburn University, and, above all, Makerere University for hosting HERS-EA.

The inaugural launch of HERS-EA was proof of how the ACADEMY prepares women to strategize, plan and realize their goals, dreams and visions. As part of their outputs at the ACADEMY, Dr. Margaret Khaita purposed to have HERS-EA introduced in the sub-region, while Dr. Florence Wakoko- Studstill and Ms Naomi Lumutenga’s plan was to actualize it!



Prof. Barnabas Nawangwe, DVC, Makerere University remarked:

“Two years ago, a group of ladies walked into my office and requested for space to house HERS – EA. I did my best and HERS got a home. Makerere University is honored to associate with HERS – EA and will continue to support its activities. My hope is that the ACADEMY will come up with solutions to women’s advancement in Politics and Leadership”

4. OPENING REMARKS

“This is your home”, said the Vice Chancellor of Makerere University, **Professor Dumba Sentamu**, to HERS.



He drew the women’s attention to one of first feminists and Alumni of Makerere University, President Julius Nyerere. ‘Mwalimu Nyerere’, as he was popularly, called authored a Book while studying at Makerere College then, titled, “Women’s Freedom: Women are Eagles Not chickens”. Nyerere says:

“Women, you are created in the image of God, but people have made you think you are chickens.”

The Vice chancellor further noted that In Sub Saharan Africa, Makerere University is recognized as a leader in the search for gender equality and equity in academia. The Gender Mainstreaming Directorate continues to oversee and mainstream gender in the key functions of the University with a goal to promote gender equality and women’s empowerment in the University and beyond. Despite the achievements registered so far, the institution still does not have enough women at the helm of the top leadership.

He thanked the champions of HERS-East Africa for the initiative, organization and implementation of this important ACADEMY, and for choosing Makerere University as the first institution to host both the Secretariat and the first Inaugural ACADEMY in East Africa.

5. THE KEYNOTE ADDRESS

Professor Lillian Tibatemwa-Ekirikubinza delivered the Keynote address. She is the first female in almost everything! The first HERS-South African Alum; East African female to graduate with a Ph. D in Law; first female Professor of Law in East Africa; first female appointed Deputy Vice- Chancellor of Makerere University in Uganda; first Ugandan to be appointed to Uganda’s Constitutional Court and Supreme Courts solely based on scholarly work!



“At Makerere University; of 88 professors only 8 are women; of 125 associate professors only 28 are women. There is only one woman at top Management, in an acting position.”

“Women leaders bring more scholarly activities and mentoring for females; they provide positive role models and society is better served.”

“Be fearless. Fear is human, but it is how it is handled; learn from mistakes and rectify. Do not turn bitter when low.”

Professor Tibatemwa was glad ‘to be home’. She urged the women to reflect on why it is even important to advance women in leadership before delving into thinking about the solutions to women in leadership positions. In Uganda, the government is working with the 2030 Global Development agenda that has a stand-alone agenda on gender equality and women’s empowerment. In addition, there are specific targets on women and gender equality even in other SGD goals. Gender is important in achieving the other SDG goals.

Uganda's Vision 2040 states clearly that women are over 51% of the population and therefore it is very important to make efforts to address gender inequalities. This calls for a deliberate effort for women in education and skills development. It must be informed by responses to the following questions:

- i. What do women leaders bring?
- ii. What can higher institutions do to bring more women
- iii. What should HEIs do to improve the quality of women leaders?
- iv. What should (groups of) women do to harness power?

Gender mainstreaming in Universities is a quality assurance issue and therefore Universities must come up with specific strategies to increase women's share and participation in leadership and in accessing university resources. Makerere's 1.5 extra points scheme has been important in increasing female numbers. In 2017, 46.8% of the graduates were women. 33.7% of the PhDs were women at the graduation of January 2017. There are however still very low levels of women in Management positions.

She noted that of 88 professors only 8 are women; of 128 Associate professors only 28 are women; in top Management, there is only one woman in acting position (*she has since then resigned from her position*)



Professors: Lillian Tibatemwa-Ekirikubinza, keynote speaker; Dumba-Sentamu and Barnabas Nawangwe, VC & DVC Makerere University (respectively)

"It is crucial to reflect on the indicators that the country committed to in the University's Strategic Plan 2007/2008 – 2017/2018. For instance, 40% of Makerere University staff as females. This requires deliberate measures to mentor female students at the university, setting aside a specific fund for women staff for research and sabbatical leave, etc." Prof Tibatemwa challenged Prof Buyinza (Director of Research & Graduate Training) to ensure that high quality research is carried out to enable institutions to address cords and barriers that prevent women from achieving full engagement.

“We need research on the norms, cords and rituals that hold women back. We need research on gender and governance. We need a well-researched curriculum and a curriculum that will promote gender equality and carry out research that can help to uncover the gender discriminations against women.”

The key issue according to Professor Tibatemwa is to stay focused, and not pursue what others define as success. One must define one’s own success and pursue one’s own life. One is certain to fail but look at it as a step towards success. One need not fear change; change is what is going to define you. She also noted that success today has a very different meaning from what it did when she first graduated.

Prof Tibatemwa’s hope is that her success in whatever way it is defined, should be able to help women to realize themselves, help women and young girls to always believe in their values and strengths.



Keynote Speaker: Prof. Lillian Tibatemwa-Ekirikubinza, addressing participants.

The occasion was graced by the presence of Ambassador Oliver Wonekha; Uganda’s Former Ambassador to the United States of America. She was greatly honored to be a part of the HERS-EA ACADEMY at Makerere University. She was pleased that the speakers were not referring to the failures of government but what the University and the workers were negotiating in their own space



‘I am impressed by these women’s love for their home country; they put this concept together and they have executed it, undeterred by lack of resources; a lesson for other Ugandans in the diaspora.’

“There is a lot of energy among the organizers and the participants, this points to better outcomes”

Ambassador Wonekha recalled that the pioneers of HERS – EA had earlier approached her as an ambassador while in the United States on how she and the Embassy could help to address the local issues in Uganda. She remarked that her participation at the Opening of the ACADEMY demonstrated that HERS-EA was heading for better things.

6. EFFECTIVE LEADERSHIP IN HIGHER EDUCATION

To help illustrate internal and external barriers that women face, Associate Prof Ruth Muwazi; Chair of HERS-EA shared her leadership story. She was the only girl among 30 undergraduates and relied heavily on her parents for support. She was immediately placed into the first leadership position as acting Head of Dept, soon after she graduated with a PhD.

She shared her struggles with both administrative and external pressures from other units in the university. Increased demands had required leadership skills, fortunately she was selected and sponsored for HERS-South Africa. After HERS training, she was elected Deputy Principal (2009-2013) with the main task of implement new college statutes and a college development plan. She had even less time for family and financial growth; however, she had learned to delegate work. One must therefore ensure one meets the academic and technical requirements and has skills for leadership and communication.

“Successful leadership is always by merit.”

Ruth recommended other ingredients for success as: *reading between the lines* in meetings, documents, and conversations; knowing who you are dealing with (analyze people and their motives) getting to know the trends (institutional, national, international) and positioning oneself for success (train, network etc.). Always study the policy environment and look for gaps that one can fill. Also; do not block but promote others; *“follow up on actions immediately, reduce your desk burden and build supportive institutional networks and relationships; identify a man or two to be among your role models and dare to be different, know who is who in your institution. Get to know new people outside your usual circle and have your ear to the ground (grapevine informers).*

Dr Muwazi advised participants to *“.harness your attributes to help you climb. Associate with efficient implementers. Maintain high ethical and trust levels and have an eye for detail and accuracy and avoid corruption. Make fewer enemies. Be more aware of institutional and social values; finally, plan for financial growth alongside career growth.”*

Professor Wanjiku-Mukabi, (Centre) Director of the Institute of African Women’s Studies Centre, University of Nairobi; an accomplished Literary scholar, feminist researcher and activist shared powerful insights into her struggles and successes.



“Connect your career with the outside world. Ivory Towers were never meant for us. We live on earth and men should do the same...”

“Your PhD is important and your promotion is also important. Always prepare as though that’s the only chance you’ve got.”

Professor Christine Dranzoa, (R) Vice Chancellor Muni University shared her approaches to dealing with institutional barriers during her work at Makerere University and transition as VC Muni. She encouraged participants to be knowledgeable about their legal rights and protection.

Professor Mary Okwakol, Vice Chancellor Busitema University and Chair Uganda National Examinations Board provided insights into juggling family responsibilities and professional development and cited examples of how competing pressures had impacted but not deterred her from completing her PhD which she started at Oxford University in UK and completed at Makerere University. She urged participants to be focused on their goals.



‘Know your legal rights and use them!’



‘Design a career map and focus on your goals’

7. SHARING EXPERIENCES AT UNIVERSITIES AND COLLABORATION

OPPORTUNITIES.

The universities in attendance and represented included; : Makerere University, Busitema University–Uganda, Kumi University, Kyambogo University, Mbarara University of Science and Technology, Muni University, Uganda Christian University- Mukono, Uganda Martyrs University-Nkozi; University of Bhar El-Gazal- South Sudan, University of Burundi, University of Nairobi, Kenya, Sokoine University of Agriculture, Tanzania, and. US: Columbus State University, GA, John Carroll University in University Heights, OH, - , Mississippi State University, MS, Texas State University, TX, and Troy University, AL.

PRESENTATIONS BY INSTITUTE REPRESENTATIVES:

Busitema University, by Dr..Catherine Wandera



Strengths:

Student Science expertise: Innovation Opportunities
Policies developed: IP, Gender mainstreaming,
Promotion
Proximity to Kenyan Universities: Collaboration &
partnerships

Challenges:

Limited senior staff to mentor juniors
Poor actualization of policies: Learning phase
Poor infrastructure in rural based campuses
Science based university: Few female students & staff

Collaborative opportunities:

- Grant proposal writing and research collaboration
- Female staff capacity development
- Mentorship

Gulu University:

Located in Northern Uganda, an area ravaged by 20 years of internal conflict (ended in 2006), the university campuses (Gulu – main campus; Hoima and Kitgum) have a unique responsibility to provide programs that can foster community cohesion and economic growth. There were 4 faculty (Drs: Christine Oryema, Judith Awacorach, Sylvia Awor and Sr Rosalba Achiro) at the HERS-EA Inaugural ACADEMY.



Collaborative and Developmental Areas:

- Gender mainstreaming
- Environment management
- Conflict resolution
- Community Engagement & Intervention
- Computerization of systems and procedures
- Staff Development and retention

Student and faculty population:

Students:

Main 4135: Female 1509 (36%); Male 2626 (64%)

Hoima 230: Female 88 (38%); Male 142 (62%)

Kitgum 190: Female 90 (47%); Male 100 (53%)

Faculty:

Academic staff: Female 35 (17%); male 175 (83%),

Administrative: Female 45 (45%), male 55 (55%)

Support staff Female 38 (49%) male 39 (51%)

Kyambogo University (KyU):

Established in 2003; KyU was a merger between three previous institutions located on the same hill: Uganda Polytechnic, Uganda Institute of Teacher Education and Uganda National Institute of Special Education.



Drs Harriet Kebirungi and Mildred Tibananka presented priority collaborative areas as:

- Establishment of- and support for Gender Mainstreaming

Collaborative research in

- Curriculum development
- Digitalizing education
- Special inclusive education
- Establishment of the school of women and Gender Studies

Kyambogo University hosted a group of faculty from USA, to discuss direct collaborations.

Muni University:

Founded in 2012, with a student population of 337 (77female & 260 male) Muni is one of Uganda's smallest and youngest Public Universities. It is located in the North-West, near the South Sudan and Democratic Republic of Congo. The local area is economically deprived, with a high proportion of refugees from neighboring countries. Muni had two faculty participating in the ACADEMY (Dr Stella Amandru Wawa & Fiona Mukimba) while the Vice Chancellor, Professor Christine Dranzoa was a panelist during two of the sessions.



Priority Collaborative areas outlined:

- Research and publication
- Curriculum development
- Gender mainstreaming
- Mentorship for staff and students
- Community and secondary schools engagement focusing on education for girls.

Uganda Martyrs' University (UMU), Nkozi

Founded in 1993, UMU is a private university located 50 miles South of Kampala, with a student population of 5,500 at the main campus and four other campuses.

Sr. Dr. Solome Najjuka, Associate Dean of the School of Arts and Social Sciences (SASS) presented priority collaborative areas as:

- i. Research in social protection – with the department of social protection.
- ii. Rethinking new pedagogies in higher education: research and innovation
- iii. Community development and outreach: education outside the four walls.
- iv. Complementary gender development: freeing women to serve and to work.

Uganda Christian University (UCU), Mukono

Located 12 miles east of Kampala UCU is Uganda's largest private Christian University, with a student population of 11,000 (52% female), most at the main campus but also at other campuses in Mbale, Mbarara, Kabale and Arua. Drs: Kukunda Mary Bachwayo (Dean, School of Research and Post-graduate Studies) and Mary Ssonko Nabachwa participated in the ACADEMY and outlined priority collaborative areas.



Priority Collaborative areas:

- Mentoring young researchers in all fields
- Doctoral opportunities for staff
- Social Entrepreneurship skills for students of the Faculty of Social Sciences,

University of Bahr el Ghazal (UBG), South Sudan

Established in 2010, UBG is one of South Sudan's six Public Universities, located in Wau, Western Bahr El Ghazal. It has six colleges, 1,000 students, predominantly male. **Dr Shereen Ahmed** presented UBG's priority collaborative areas:

- Molecular research
- Training in different fields, specifically Medicine & Conflict Resolution
- All aspects of women's capacity in South Sudan
- Curriculum development

University of Burundi (UB)

Dr Irambona Renovate participated in the ACADEMY and presented about UB.

Established in 1964, UB is located in Bujumbura, the capital of Burundi, and the most important in the country, in terms of strengths of students and teaching staff. UB is organized in 8 faculties, 5 institutes, 5 campuses. UB has established collaborative partnerships with institutions in France and Belgium but remains open to partnerships within East Africa and elsewhere. Priority areas include:

- Establishing a Graduate School
- Research and Publishing
- Staff and student development

University of Nairobi



Dr Joy Kiiru from University of Nairobi noted that the University is the largest public university in Kenya. It has 35 Faculties, Schools, Institutes, and Centres, 584 Programmes, 84,000 Students, 2,052 Strong Academic Staff, 164 Professors, 264 Associate Professors, 5,525 Administrative & Technical Staff. The university is proud of 350 International Links, Kshs 4 B Annual Research Kitty and 184,000 Alumni.

Key collaborative opportunities identified included;

- ▶ Research
- ▶ Mobility (Student / Staff exchange)
- ▶ External examinations for thesis and projects

Sokoine University of Agriculture (SUA), Morogoro, Tanzania



Associate Professor Carolyne Nombo presented:

Students Numbers: Undergraduate 7,775(33% females) and Postgraduate 535 (31% females)

Staff disposition: 1,428 staff – 510 academic staff (26% females); only 8 females out of 96 full Professors and 10 females out of 96 Ass. Professors

Governance: No woman in top three positions, 3 female principals/directors out of 15

Priority Collaborative areas:

- Mentoring of junior staff and graduate students
- Joint curriculum development on Gender studies
- Collaborative research on women in Agricultural value chains

Columbus State University (CSU), Georgia



Represented by Dr. Florence Wakoko-Studstill; Co-Founder HERS-EA. HERS-EA recognizes special contribution attributed to Dr. Wakoko-Studstill's efforts in planning for the ACADEMY, securing sponsorship for HERS-EA participation in a Women Leadership conference at Auburn University and subsequent collaborative partnerships with Troy University.

Mississippi State University, MS, USA



Dr. Leslie Hossfeld and Dr. Margaret Ralston who facilitated a session on Grant Writing and Publishing (with HERS-EA Founder, Dr. Margaret Khaita) provided information about MSU including:

Faculty: Tenure/Tenure Track 1210; Part Time 174; 342 men tenure; 120 women tenured; 21% of those tenured are women

Students: 20,000 undergraduates and 4,000 graduate and professional

The eight Colleges provide: 160 degrees; 69 MA programs and 44 PhD programs

Among MSU's key projects and research emphasis areas are;

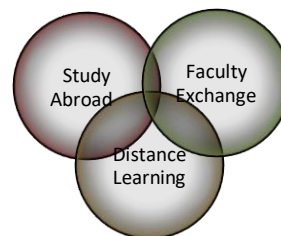
- Inequality with a focus on intersectionality
- Criminology program focusing on US
- Comparative work on food systems
- Rural Sociology – Sustainable Development
- Health Disparities – Population Studies
- One Health possibilities with Dr. Khaita
- Social Work program that focuses on US
- Gender Studies, including Masculinity studies; and
- Race Studies

Troy University (TU); Alabama's International University:

TU is a comprehensive university founded in 1887, with a student population of over 18,000. It has five colleges and five campuses. Two faculty members: Dr Dionne Rosser-Mims, Dean in the College of Education and Dr LaKerri Mack, Assistant Professor, Political Science, Public Administration and Criminal Justice participated in the ACADEMY, visited Kyambogo University to discuss collaborative opportunities and presented about Troy university.



Areas of interest for collaboration:



Inter University Council for East Africa (IUCEA) – 1980



Ms Jolly Kamwesigye attended the ACADEMY, and also represented The Executive Secretary, IUCEA. Ms Kamwesigye provided an overview of the IUCEA as an intergovernmental agency anchored in the East African Community and operating through several committees including the committee of University Vice Chancellors. She outlined the main objectives and roles of IUCEA:

- a. Facilitating networking among universities in East Africa, and with universities outside the region;
- b. Providing a forum for discussion on a wide range of academic and other matters relating to higher education in East Africa; and
- c. Facilitating maintenance of internationally comparable education standards in East Africa to promote the region's competitiveness in higher education.

The main Roles and Functions are to:

- a. Coordinate inter-university cooperation in East Africa;
- b. Facilitate the strategic development of member universities; and
- c. Promote internationally comparable higher education standards and systems for sustainable regional development.

8. GENDER MAINSTREAMING AT MAKERERE UNIVERSITY

Ms. Frances Nyachwo is the Acting Director, Gender Mainstreaming Directorate **reported** that the gender mainstreaming at Makerere University is anchored in the global context. Makerere University began as a male only university and thus only focused on male enrolment and male-oriented courses.



The University has pursued affirmative action initiatives including:

- i. Female undergraduate students are allocated 1.5 extra points, to increase female enrolment.
- ii. Establishment of the School of Women and Gender Studies
- iii. Sensitizations for the top management
- iv. Establishment of the Female Scholarship Initiative
- v. Establishing of alternative study schemes including evening classes and distance-learning programs.

Despite the successes, the disparities between men and women at the university still persist. There is still very limited representation of women in top management

The university has put in place specific strategies and policies to sustain the efforts of gender mainstreaming for example; the policy and regulations against sexual harassment, the gender policy, gender and equity budgeting training manuals, etc.

9. ASSESSING BARRIERS TO FEMALE ADVANCEMENT IN HIGHER EDUCATION: EAGLES OR CHICKENS?

Dr Catherine Hawkins is a Professor of Social work at Texas State University, TX, USA. She is also a certified psychotherapist at Texas State University. The presentation was anchored on the theme of the conference; '...harnessing the power within'. The main interest was to look at the inner journey for every participant.



Using a journal, she started the session by asking participants to note what they were feeling at the time.

"What is exciting you? What makes you nervous? What makes you hopeful? What makes you fearful? What scares you?"

Participants were then asked to use one word that would capture the content that they had listed. Participants shared the one word with their neighbor, particularly what that one word meant for them. Participants would later switch the individuals they first shared their experiences, with a new member within the team.

Participants then shared in the plenary and the words that emerged.

Professor Hawkins explained that underneath all these words is a journey. There was a commonality in the words shared even after the women reflected on the meaning of each word.

This process was followed by a session involving taking a deeper thinking into what was running in the participant's mind, after listening to everyone in the group. Professor Hawkins explained the importance of always listening to their hearts because 'our hearts never lie to us'.

“It is important to remove the clutter in our heads in order to listen to our hearts. If all obstacles were removed, what would your life look like? What would you be, if you were free from all of life’s obstacles? It is equally vital to establish what ones’ greatest barriers are as an individual, and what holds one back from becoming what one exactly wants to be and what makes one a failure.”

Each participant was then asked to pick only one reason for each of the questions above. This is the inner barrier to everyone’s progress. Participants appreciated the space to share their inner barriers and fears and many reported the relief or realizing that they were not the only ones in those situations.

Exercise on affirmations

Dr. Rosser-Mims led the session and started by asking: *‘What are those messages that you give to yourself every day that will help you to reach your dreams. What is my message to myself? What will help you to overcome the inner doubts?’*



Participants shared the ‘messages’; Dr Rosser-Mims ended with her own; ‘Always hope’

10. WOMEN NEGOTIATING THE CONTEXUAL INSTITUTIONAL BARRIERS

The context includes a wide array of actors including historical barriers, that stem from the legacy of Colonialism. Higher educational institutions are also very patriarchal in character. The session dedicated time to stories and experiences of women who had succeeded in navigating the biases and stereotypes, as well as the pressures of their marginality within academia. The stories also provided different strategies and ways women could become more accountable than existing leaders.

The pre-ACADEMY reading prepared participants and placed them at almost the same level. In addition, the methodology created common platforms of learning that enabled the women to understand and characterize their individual personalities.

Characteristics were defined as traits that are persistent and dominant, which appear everyday and make up a person. Some of these characteristics are not strength, so women were encouraged to try stepping out of their character as part of managing characteristics that may impede their development or attainment of academic goals.

Professor Wanjiku said, 'To Oneself Be True'. She gained self-knowledge early and it gave her the confidence to say,

"I have never wanted to be equal to men. My ambition is higher. I am comfortable with my womanhood"

Wanjiku had been empowered by stories of liberated freedom fighters such as the Kikuyu woman who was empowered after she acquired property. She had said,

"I have bought my own land. If I want to lie on it, I can. If I want to give some of it to my sister, I can. Land has given me the confidence to be myself."

Religion and literature may have seemed to have conflicting messages, but as Wanjiku soon learned, the two were reconcilable. She had been introduced to African and Black Literature at University. Which she equated to a journey coming home; a journey of second rediscovery. It made her proud to be African. This education had created an identity crisis for the Catholic Nuns who felt it had changed her and they attempted to block her return to Nairobi University. However the Cardinal decided that she should be sent back to University and teach what the Church should have been teaching.

She went on to score A in the literature Thesis and became a tutorial Fellow in Nairobi University 1980 specializing in Black Aesthetics and Afro-Caribbean African Literature, and was promoted after two years. She continued to balance challenges of motherhood while teaching and campaigning for women's rights.

In 2001 as Associate Professor she was working with the Constitutional Review Commission and published 8 books which she carried along. In addition to negotiating for women's space in the Constitutional Review Process, Prof Wanjiku started a Women's Study Centre in Nairobi University, a permanent home for training and developing women.



Drs LaKerri Mack (R) and Dionne Rosser-Mims (L) shared their experienced of navigating racial stereotypes of growing up and attending school in the Southern States. They had both experienced environments of low expectations that had a ‘ceiling’ for Black people, especially girls. Both had defied such expectations and progressed to their current positions, with more to come. Dr Rosser-Mims shared how she *“...graduated with two Masters and later a Doctorate all in 5 years, while I was working full time. I married my husband and had a daughter at 27. I became a Professor, Director then Associate Dean, Dean and possibly President. I am driven.”*

PANEL of EMINENT WOMEN

**The theme for discussion was ‘THE BRIGHT SIDE OF BEING A WOMAN ACADEMIC’;
How to Excel in a Job**

The women on the Panel included: Caroline Namutosi is a Civil Engineer in Estates and Works in Makerere University. She is the lead project engineer for the Africa Development Bank (ADB)-funded Infrastructure Developments which include two multi-purpose buildings and a six-story Science building. Caroline excels in her job irrespective of gender biases demonstrated by her male colleagues; the first response when she goes to a place is, “I was expecting a man”, but she has now mastered the game of cutting across such prejudice. “I have a very heavy presence and when I take the task I refuse to be bothered.

Malia McAndrew John Carroll University in University Heights, OH, USA

Malia is a professor of Women’s History.



“The biggest lesson is the power of saying NO is also important. As women in academia, we are expected work more and to pick up trash, but I’ve learned to focus on my passion and work.”

Malia is working on experiential learning which asks what one can provide; belief is that education should cause one to empower oneself.

Prof. Wanjiku-Mukabi

“When you are called Professor, people think you have mastery of what you are talking about. So you can say anything but people think you know and this is very satisfying.”

As a gender advocate, she realized very early how 90 % of the people got lost on the discourse around concepts so, she had stuck to what she knew from women’s experiences with other women. *“This provides a monopoly of facts that no one can contest. Motherism for example is a form of feminism in Africa. So there’s a sense in which such knowledge gives you power. We tend to forget to use that knowledge as a source of power.”*



Prof. Wanjiku also allowed people to make presentations to enhance knowledge authenticated by experience.

“When I got into leadership as chair of Literature Department, I took the opportunity to start an undergraduate degree of Performing Arts and Diploma on Film Studies and Performing Arts. I did not need money so I used the opportunity to create more study courses using the knowledge I had... We need to break away from our regular disciplines of study”.

Prof Christine Dranzoa: Vice Chancellor of Muni University



"In Sacred Heart (High School) my friends called me Professor, so I claimed it."

Her career started in 1971 when her older sister chose to put her in school. In 1980 she fled to Sudan and asked her parents to take her back to Sacred Heart to study. It took threatening to commit suicide for them to take her to school. She was taken to school but left there; bare and cold! The Missionaries paid her fees. She joined Makerere University in 1984, and graduated with a BSc (Hons) Upper Second Class.

She joined Kajjansi as a specialist in Wild Life and Fisheries but also registered for a two-year MA and started publishing research. After graduating with a MA, she registered for PhD. *"That pipeline for your career is very critical"*. In addition, she set goals for herself and was able to graduate in 5 years. She was admitted to Cambridge University with 50% part-scholarship but failed to raise the other 50%. So, she settled in Makerere University and joined Veterinary School in 1991. She worked without pay, but she did not care because she enjoyed what she was doing. Later, she established a Department of Wildlife and *'..that was so rewarding!'* She could set policies, recruit women like Dr. Naigaga and today that Department has the largest number of women. *"As Deputy Director at Makerere, I left an impact on the policies; the Doctoral list rose from single digits to fifties. I did all that while raising over 20 Children, I realised the value of being a woman is not in giving birth only."*

From Makerere she was asked to go and lead a Constituent College of Muni University in Arua.

"I objected to the women from Arua carrying brooms and selling peanuts in Kampala, I was not going to waste my time setting up a constituent college unless Arua was made a full University. I was appointed as ad-hoc Chair of a Committee to write a paper establishing a Public University in Arua; the President accepted the position paper and asked me to Chair the Task Force to establish the Public University"

She is now a Professor and Vice Chancellor of Muni University; Chair of FAWEU; an organization that has enabled her advocate for support for girls in education. She is also the Chair of Eminent Women's Group, and a Representative on Higher Educational Board to promote education through the loan scheme. She implored the participants to get themselves out of the 'pipeline'. *"Publish. Publish. Publish. Once you have set your goal, 'shoot' for it. Once you do not create visibility for yourself, the system will not do it for you. Maintain integrity and honesty."*

Dr. Edith Ruth Natukunda Tagboa, Makerere University, Kampala, Uganda



“For many of us, when you look at the final product, you have no idea what it went through. Many of us remember that it is important to begin from where we began and take cognizance of those who gave us a special push that got us to where we are; and to consider the spaces and what it takes to break through.”

Edith started her education in Kibuhura Primary School and went to Gayaza High School. She believes that in every space, one can create space for advocacy for whatever one is passionate about. She joined Makerere University and read French as one of the BA. After a visit to France she registered, supported for by the Ministry of Education. She worked in the morning studied in the afternoon. She was able to do a MA in two years and the PhD in 5 years.

Dr Natukunda was the moderator for the Eminent Women’s Panel.

11. REFRAMING ORGANIZATIONS FOR EFFECTIVENESS: LEADING AND MANAGING CHANGE

:



According to Maria Nassuna-Musoke of Makerere University, when change is inevitable one needs to begin by reflecting on past experiences when change took place. It requires understanding what that change was about, analyzing people’s responses and how the proponents of the process acted. To manage or respond effectively skepticism and resistance to change & new ideas in organizations, one needs to recognize that there are three stages in the change process

The three stage Kurt Lewin Change Model

- i. The present state
- ii. The transition states
- iii. The desired future state



12. MENTORSHIP

Dr. Nassuna-Musoke explained that Mentoring is one of the oldest forms of imparting wisdom and empowering people towards success. A mentor is a facilitator with no other agenda except to help the mentee learn through surfacing of own thinking and generation of own solutions. Mentorship owes its origin to the great philosophical writing of Homer in ‘The Odyssey’.

Coaching: involves supporting a person to develop skills in a specified area for a specified purpose to operate in a certain environment (e.g. in a sport such as soccer or in a disciplinary technical area such as economics or genetics). A coach has a vested interest not in your overall success in life but, focusing on a direction/subject of interest

Mentoring Tips

1. You do not have to be in the same discipline to mentor somebody
2. One size does NOT fit all – there are different approaches to mentoring (formal, informal, one to one, group, peer etc)

13. CONTEXTUAL ANALYSIS OF ABSENCE OF WOMEN CANDIDATE VYING FOR VICECHANCELLOR MAKERERE UNIVERSITY

The ACADEMY was held on the heels of the election of the Vice Chancellor of Makerere University. No female candidate had submitted an application for this top position despite having many women who had both qualifications and experience. The ACADEMY deliberated on what could have impeded women to vie for this top position, and then to strategize of what they could do to compete for the next position of Deputy Vice Chancellor.

Women were divided into working groups and tasked with giving:

1. Five highlights from the discussions on the absence of women candidate for Vice Chancellor (10 minutes)
2. What do you think were the internal barriers (individual) and; Institutional barriers that prevented women from competing for the position of Vice Chancellor (20 minutes) at Makerere University for the 2017 VC search?
3. Three-point plan on how to position a female for the position of DVC AA (10 minutes) that has been opened.

At the end of the discussion, External and Internal barriers identified were recorded.

14. PROFESSIONAL CAREER MAP GUIDELINES

The Process: is framed around 3-stage guidelines; Stage one focus on the **Current** professional status. The **Goals** stage describes where one wants to be professionally (10 years) in one sentence.

The women were asked to list 3 long-term actions that each will take to achieve their ten-year goal, both 'individual/internal' and 'institutional/external'; be specific terms of what exactly you will do by when and think of the barriers to be overcome.



Stage 2 entails: medium Term Goals (5 years); medium term action step; short-term goal (1year), and short-term action steps. *“As we design our career paths, it is important to identify strategic partnerships- who will help you at what point? Who will open the door for you for a particular goals you are pursuing and where are you likely to find sabote*

15. PANEL OF SENIOR AND WOMEN PROFESSIONAL WOMEN- THE BRIGHT SIDE OF BEING A WOMAN IN HIGHER EDUCATION AND TOP LADERSHIP

Panel Members:

1. Dr. Florence Wakoko Studstill. Co-Founder HERS – EA, and Associate Professor, Columbus State University
2. Hellen Grace Akwii-Wangusa; A member of the National Governing Council for African Union-APRM and former UNDP Africa Coordinator for MDGs.
3. Dr. Margo Ralston, Assistant Professor, Department of Sociology, Mississippi State University, USA.
4. Harriet Kebirungi, Lecturer and Head of the Gender Unit, Kyambogo University
5. Dr Irene Naigaga, Program manager One Health Central & Eastern Africa (OHCEA)

The panelists shared their professional experiences of Gender Policy design and implementation in their respective professions. This was followed by an open question-and-answer session.

16. ECONOMIC EMPOWERMENT OF WOMEN

Dr. Maggie Kigozi is a Medical Doctor by training went into private practice after husband died. She had worked for government as the Chair of the Private Sector Foundation. Today she is an accomplished farmer and tree planter.



“Business is not an option. It is a must for all of us.”

Dr. Maggie Kigozi



“To drive out the culture of poverty one must break with the past and break curses of the past that go to the fourth generation! Come up with something NEW and UNIQUE and Blue-Ocean.”

Dr. Augustus Nuwagaba

She began by noting that 70% people are unemployed in Uganda. It means less chances of women having money in their pocket, through jobs. The option is for self-employment.

The new sustainable development goal is to have parity by 2030. This calls for more affirmative action as was done under the MDGs-30% girls in University and Women in Parliament, Private Sector etc. The question however is readiness to get ready to take over! Most jobs are on contract and have no or little pension. Know yourself and be prepared to balance family and work.

Where Should You Invest in EA?

Dr Kigozi, a former Executive Director of Uganda Investment Authority, recommended services that already contribute over 50 % of GDP:

- Health
- Finance
- Information communication sector-training in computers e-commerce for data, e-audit; e- government; film-cartoons
- Agriculture-climate; soil management; value chains; crops; animals; poultry; Commercial farming. Processing; production of seed; branding and packaging for export; agro-inputs;
- Tourism-1.4 tourists; “what is in your village can you offer these tourists? Accommodation for tourists - bed and breakfast. Tourism is about packaging stories such as Uganda Martyrs, Cultural rulers, Sports, e.t.c.
- Creative Industry-music-rapping; drawing-fine art and ethnic drawing; comedy; crafts; supportive film industry
- Mining and extractive industries; require hotel, food, transport logistics,

17. How to Start a Business

After expounding the process of starting and managing a business, Dr. Kigozi invited Dr. Barbara Ofwono, the proprietor of Victorious Schools, to share her story.

Prof. Augustus Nuwagaba, who describes himself as 'a teacher, a farmer and by force a businessman' asserted the need to make education 'gainful'. He went on to describe 'gainful education' and challenged participants to use their talents and education to develop a skill that enables them to stand out.

"To drive out the culture of poverty one must break with the past and break curses of the past that go to the fourth generation! Come up with something NEW and UNIQUE and Blue-Ocean."

Dr Barbara Ofwono Buyondo derives her inspiration from Dr. Kigozi, but says she wants to overtake her. Barbara is a mother of 4. Her greatest talent is mothering the next generation. She loves Children. She won an award for Enterprising Women of the World.



"Your passion is your strength."

How Can YOU do It?

Dr Barbara Ofwono walked the participants through her business trajectory with the group of schools she owns, having started with a modest UGX 1 million (approx. USD 300) in one rented room and has grown to 5 campuses. She encouraged participants to 'sit down and think'; **ideas can become projects. She explained what it takes to start and manage a school; especially how to manage employees.**

"I am pushed by my passion but I also know how to manage my success. Do not wallow in your success. You will go down. Set up women colloquium group from here. This forms a network and support group that will support you to speak out so that you overcome fear. Be courageous!"

18. GRANT WRITING

Grant writing requires investing time and effort over time. It also calls for additional expertise. So, one needs to learn and invest in building a CV profile that can be marketed. This makes it easier to market the person and the grant application it accompanies.

Key things in packaging a grant proposal

- Your goals must be persuasive
- Your goals must be relevant to the grant
- Sound approach
- Capability of the staff



The two parallel sessions were led by (Above) Assoc. Prof. Rhoda Wanyenze, Dean, School of Public Health, Makerere University (L) with Professor Margaret Khaitsa (R) and (Below) Drs: Leslie Hossfeld with Margaret Ralston (R) of Mississippi State University



Various Types of Grants were covered, including

A. Classification by Funding Agency

- i. **Governments:** these Grants include but are not limited to US Agency for International Development (USAID) (Innovation Labs), US Department of Agriculture (USDA) National Institutes of Health (NIH), National Science Foundation (NSF), US Department of Defense (DoD), Department of State, Department of Education; Uganda National Research Organization (NARO), etc
- ii. **Foundations:** such as Bill & Melinda Gates Foundation, MacArthur, Rockefeller, Carnegie, Mellon etc.
- iii. **Inter-Governmental Agencies:** such as Millennium Development Corporation, UK Department for International Development (DIFID).

B. Classification by Funding Use - includes grants for:

- i. **Research:**
There is funding for Young Investigators, Seed Grants, Standard and CAPS.
- ii. **Training/Education:**
Curriculum Development, Fellowships, (Undergrads, Grad Students PhD/Post Doc) Capacity Development (USAID)
- iii. **Outreach/Extension**
- iv. Integrated (Research, Training, Extension/Outreach)
- v. **Equipment**
- vi. **Conferences**

C. Classification Extramural/Intramural

2. Components of a grant proposal

- Program/research
- Specific aims
- Research strategy
- Financial

3. Outline of a grant request includes:

- Cover letter
- Capacity statement
- Letters of support
- Staff qualifications
- Appendices

4. Knowing your grantor

- What is the fit between your research and the agency?
- Have the entire request for proposals and read it
- Make contacts with the grantor if necessary
- Determine how you will package and deliver the proposal
- Review examples of successful grant proposals

5. The Grant Writing Process

The step-by-step process to create a grant application begins with outlining the components of a grant proposal to consist of:

- Executive summary,
- Statement of need (Justification),
- Narrative/Project description,
(Objectives, Methodology, Expected Outputs,
Limitations, Data Management Plan, References)
- Budget
- Organization/Institutional information and conclusion/facilities.

Assign roles and time lines. It is not very possible to pull off good grants if you are working as an individual.

6. The Evaluation Process

7. Grant Management

This entails:

- Software
- Reports
- Prompt Communication
- M & E Plan
- Project Implementation Plan with Timelines & Indicators, Outputs

Tips for Success

- Read RFA & follow instructions (eg USDA-HEC grant)
- Review examples of abstracts of funded proposals
- Speak with/Visit Program Managers
- Budget Time (lobby, reviewer, submit in time)
- Collaborate/Partner
- Chance/ Serendipity

19. RESEARCH & PUBLISHING

The session started with participants listing what they needed to be discussed and these were:

1. Maximise research; what counts?
2. How to identify the predatory Journals
3. Academic rigour in paramount journals
4. Dissertation to a Book; is this permissible and how?
5. Co-authorship
6. Is it okay to publish one's students' research if one supervised it?

Predatory Journaling

Any academic must be weary of on-line requests for their publication. One needs to check if the request is from a credible website and who they are associated with i.e. a society or University; where are they indexed or cited in a specific database. One also needs to look up where the people in one's field are publishing if the request is not from one of them then it is a sham. Other matters discussed included: Academic rigor and impact; what counts in publishing and research maximization.

Participants were advised to start with one paper; ensuring an article comes out of everything they do, such as attending a conference; working with a community etc. This counts towards pedagogy. Dr Dionne Rosser-Mimms shared her experiences as editor of two US-based journals.

Participants were advised that rejections should not deter them; there was thorough coverage of: What to Write and Publish; Discipline in Writing, 'Editorial Expectations' and how to utilize 'Feedback', following rejection.

20. BUDGETING FOR INSTITUTIONS IN HIGHER EDUCATION

Dr. Florence Nakayiwa is a proud beneficiary of the MasterCard Program at Makerere University.

"Also proud to be part of this initiative and I need to pull some one up just as I was pulled up."

Budgeting for Institutions in Higher Education needs to be set in a Context.

The rationale for aligning with the global order is because it is characterized by increased demand for higher education; changing student demographics; decline in public funding; change in education needs and 21st Century skills; Competitiveness of institutions; rapid technological advancement; the need to establish the best fit-planning.

Today there are on-line courses that even a Ugandan student can opt for and take. This must cause change in the way education is done and financed.



Dr. Florence Nakayiwa

21. PARTNERSHIPS

Meetings with Mak VC Professor John Dumba-Sentamu (seated, 2nd left) where various university representatives presented institutional collaborative areas of interest:



Troy University -representatives Drs Dionne Rosser Mimms and LaKerri Mack (below) visited Kyambogo University and discussed possible collaborations with the Vice Chancellor, Professor E Katunguka, the Dean of Education and other university officials. All who took part appreciated the role played by Dr Harriet K in organising the visit.



Professor John David Kabasa,(R) Principal, College of Veterinary Medicine, Animals Resources and Biosecurity, Makerere University, and Founder of Africa Institute for Strategic Services & Development (<http://www.afrisa-africa.org/>), a key partner to HERS-EA in informal discussion with a participant.



Networking and Partnership
Discussions Continued





22. CLOSING CEREMONY

Guests

1. (Below: R-L) Ms. Elizabeth Gabona: Vice Chairperson, Education Service Commission, Government of Uganda, Kampala; Professor Barnabas Nawangwe, Deputy Vice Chancellor, Finance and Administration, Makerere University; Professor Edward Kirumira, Principal, College of Humanities and Social Sciences, Makerere University



2. Professor Okwakol: Vice Chancellor, Busitema University and HERS – SA Alum (below, L-R); Ambassador Oliver Wonekha, and Professor Ernest Okello Ogwang, Deputy Vice Chancellor, Academic Affairs, Makerere University.



Professor, Ruth Muwazi, welcomed the guests. She thanked the institutions and individuals that funded the ACADEMY, including:

1. Professor Barnabas Nawangwe, DVC F&A and Vice Chancellor elect for Makerere University (Mak)
2. Professor Edward Kirumira, Principal College of Humanities & Social Sciences, Mak
3. Dr. Consolata Kabonesa, Former Dean, School of Women and Gender Studies, Makerere University and HERS-SA alum.
4. Inter University Council for East Africa (IUCEA)
5. Vice Chancellors of all participating Institutions.
6. Professor Buyinza and Assoc. Prof. David Owiny of the Directorate of Research and Graduate Studies
7. HERS –EA founder members and Carnegie African Diaspora Fellowship Program
8. Ag Director Gender Mainstreaming Directorate Makerere University
9. All Resource Persons
10. Participants & volunteers

In her Remarks, Naomi noted that, *'we all have talents and we need to discover them, and when we do, we should use them. You cannot do it alone. How can we continue networking beyond today?'*



It was proposed that each participant should have a Facebook page.

"We have four volunteers of women who are willing to edit publications. Information regarding the journals proposed will be collected and shared."

The women were encouraged to endeavor to keep in touch and share their stories after the ACADEMY

"Networking, mentorship and collaboration is the way to go after the ACADEMY" – Prof. Edward Kirumira

DEPUTY VICE CHANCELLOR FINANCE AND ADMINISTRATION

Professor Nawangwe was impressed that the first meeting was very successful and had attracted participants from every east African country. He thanked the Pioneers who thought about such a brilliant idea and wished participants the best after the ACADEMY and safe travel as they returned to their respective countries and work stations

CLOSING REMARKS BY THE VICE CHANCELLOR, MAKERERE UNIVERSITY

Prof Ernest Okello Ogwang, Deputy VC, Academics, Makerere University, on behalf of the Vice Chancellor, Makerere University welcomed all the ACADEMY members to Makerere University. And welcomed all to Makerere University and the ACADEMY. He congratulated the participants for having gone through the week's training.

"Thank the visionaries of HERS – EA."

Mrs Elizabeth Gabona, Vice Chair Education Service Commission, thanked the facilitators who willingly gave their time to the ACADEMY. She warmly congratulated the ACADEMY participants and noted that although the ACADEMY was ending, the rest of their lives were continuing. She expected them to apply the skills they had learnt, to vie for leadership and when opportunities come, to be excellent women leaders and mentors.

"Light your own stars, if you do not, no one will"...Ms. Elizabeth Gabona

REMARKS BY THE AMBASSADOR OF UGANDA TO THE USA ALSO IN TRANSIT TO RWANDA

Her Excellency Ms. Wonekha congratulated the ACADEMY participants. She shared that there are two categories of Ugandans in the US -those complaining and those who are doing something to make sure that Uganda is joined and strengthened with the USA. The founders of HERS-EA belonged to the latter. She reiterated the issue of networking and encouraged the ACADEMY participants not to let go of each other.

"The men are already occupying the space and therefore we need them, if we are to get to the spaces. Let us involve every stakeholder, look for the Alumni that have been distributed in the various government, intergovernmental, and global assignments to be part of the agenda."

She assured the audience that she is a woman activist and she would continue to support the movement! She ended by re-echoing the message of balancing family and responsibilities as key to the success of one's career and pursuit of leadership positions.

Select graduation photos:



Select graduation photos:



Group Photograph



HIGHER EDUCATION RESOURCE SERVICES-EAST AFRICA
HERS-EA INAUGURAL LEADERSHIP ACADEMY
HELD AT GRAND GROBAL HOTEL KAMPALA-UGANDA 2ND - 7TH JULY ,2017

Celebrations after graduation:



HIGHER EDUCATION RESOURCE SERVICES-EAST AFRICA
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HIGHER EDUCATION RESOURCE SERVICES-EAST AFRICA



HERS-EA INAUGURAL LEADERSHIP ACADEMY



HELD AT GRAND GROBAL HOTEL KAMPALA-UGANDA 2ND- 7TH JULY ,2017



HIGHER EDUCATION RESOURCE SERVICES-EAST AFRICA



HERS-EA INAUGURAL LEADERSHIP ACADEMY



HELD AT GRAND GROBAL HOTEL KAMPALA-UGANDA 2ND- 7TH JULY ,2017





Quote of the week:

“It is nice to die with many degrees and titles attached to your name, for your tombstone will stand out from the rest; I also believe, it is great to die having been the reason behind the success of many more lives.” Maria Gorretti Nasuuna-Musoke

Below: Dr Shereen Ahmed Saad, from the University of Bahr El Ghazal, South Sudan, with her HERS-EA ACADEMY certificate



The ACADEMY was attended by 70 women: 52 participants and a total of 18 resources persons, from many Universities in East Africa and the USA; namely: East Africa: Makerere University, Busitema University–Uganda, Gulu University, Kumi University, Kyambogo University, Mbarara University of Science and Technology, Muni University, Uganda Christian University- Mukono, Uganda Martyrs University-Nkozi; University of Bhar El-Gazal, University of Burundi, South Sudan, University of Nairobi, Kenya, Sokoine University of Agriculture, Tanzania, and. US: Columbus State University, GA, John Carroll University in University Heights, OH, - , Mississippi State University, MS, Texas State University, TX, and Troy University, AL.