

Female Leadership and Higher Education Management in Developing Countries

28 – 29 June 2017 Bonn, Germany



About DIES

The Dialogue on Innovative Higher Education Strategies (DIES) program is jointly managed by the DAAD and the HRK. It aims at improving institutional higher education management as well as aligning higher education systems with national and regional development goals, so as to contribute to stronger and more internationally engaged and relevant universities in developing countries.

Covering Africa, Spanish-speaking Latin America, and Southeast Asia, DIES offers the following four program components:

- DIES Training Courses and DIES Dialogue Events foster the competencies of academic leadership staff and contribute to the enhancement of institutional management at universities in developing countries. In addition, the measures facilitate exchange on matters of higher education management between participants from Germany and the respective partner countries.
- In the frame of DIES Projects, the DAAD and the HRK cooperate with foreign partner organizations on current reform topics. For this purpose, dialogue events and training courses in the target region are combined with a particular thematic focus and adapted to the needs of the target group.
- Lastly, DIES Partnerships offer universities in developing countries and Germany the opportunity to cooperate in the area of higher education management.

Preface

Ladies and Gentlemen,

What can be done to strengthen female leadership in higher education in developing countries? The conference “Female Leadership and Higher Education Management in Developing Countries” that took place in Bonn, Germany, on 28/29 June 2017 provided an excellent opportunity to discuss this question, actively involving 120 participants from 35 countries.

Higher education leaders and experts met to:

- Take stock of the current gender situation in higher education leadership in developing and industrialised countries;
- Analyse the main obstacles to gender equity;
- Share and discuss good practices for female empowerment;
- Identify enhancement measures to be potentially integrated into the DIES programme portfolio; and Establish an international network.

The conference clearly demonstrated that a lack of gender balance in higher education leadership positions is by no means a phenomenon exclusive to developing countries but presents a challenge still to be tackled in many countries. In Germany, for instance, only 17.6 % of university leaders are female. It is encouraging to see, though, that due to the measures taken figures have been rising steadily in the past years. Also in terms of academic exchange the figures are reassuring: 52 per cent of those receiving DAAD support are female.

We truly hope that these conference proceedings will allow participants to relive the rich discussions that took place. Moreover, the proceedings will provide everyone interested in the topic with some insight into what has been discussed.

The DAAD and the HRK are grateful for the commitment and expertise of everyone involved in this important conference. We are dedicated to strengthening the role of women in higher education leadership positions and look forward to the further exchange with our partners at home and abroad.



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Strengthening Gender equity in higher Education Leadership, empowering Women for Leadership Position



6 According to UNESCO, the global gender parity of undergraduate females to males is 1.08. Female numbers grew over sevenfold from 10.8 to 77.4 million in the past decades. The relatively high female enrolment rate is a mismatch to female leadership in HEIs and access into STEM subjects - with the exception of Sweden which had 43% female leaders by 2010. The range of female professors and female headed-institutions for many other countries ranged from 0-36%. Currently, 12.8% of 41 Ugandan universities are female-headed. There are only three female chancellors.

Contextually, gender equity in higher education leadership and women's empowerment is mandated by international, regional and national legal frameworks, ratified by most

governments. It is, therefore, a matter of compliance. The UN Universal Declaration of Human Rights and Freedoms in 1948, the African Union Gender Policy (2009), and the Constitution of the Republic of Uganda (1995) provide a legal framework to **ensure gender balance and fair representation of marginalized groups on all constitutional and other bodies. The Gender in Education Policy (2009)** provides a framework for the implementation and monitoring of a gender sensitive and responsive education system at all levels of education as a fundamental human right. The policy further requires universities to address gender gaps, and mainstream strategies to address existing gender imbalances. **Africa's and Uganda's national legal frameworks and policies are in sync with global ones.**

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Why are there persistently fewer female leaders in HEIs in Africa and Uganda?

The barriers to gender equity in Africa and Uganda are historical in nature. Women's voices at policy levels and knowledge on gender issues were limited until the 1980s, as exemplified by the two cases: In Uganda, gender issue became a matter of national concern and for higher learning institutions (HEIs) from 1985, after the United Nations International Conference on Women in Nairobi. Uganda's women delegation from academics and non-governmental organizations came back determined to change the gender terrain of the country and Makerere University, then the only university in the country, was founded in 1922 as a technical institute with the motto **"Let us be men"**. It commenced with 14 pioneer, all-male students and four male staff. After two decades, the first set of six female students were admitted in the 1940s. The university motto later changed to **"We build for the future"**, which, to date, has stood the test of time.

Advocacy for gender equity was intensified from 1985 to date. Women lobbied and championed women's agenda. They created awareness amongst government entities, development partners, and the entire University. Subsequently, a department of Women Studies was created at Makerere University in 1991, headed by Professor Victoria Mwaka. Thereafter, Makerere University became a global leader in gender policy and there were other positive changes in the country's political

landscape, such as the high figure of 34% female parliamentarians.

At the 1990 UN-sponsored meeting in Thailand, five courageous African women Ministers of Education gathered: **Fay Chung** of Zimbabwe, **Vida Yeboah (RIP)** of Ghana, **Paulette Moussavo-Missambo** of Gabon, **Simone de Comarmond-Testa** of Seychelles, and **Alice Tiendrebeugo** of Burkina Faso decided to take action on the appalling state of girls' education in Africa. They established the Forum for African Women Educationalists (FAWE) (www.fawe.org) that is bridging gaps in girls' education in Africa via advocacy, awareness creation, training, education, scholarships, networking and partnerships, and developing leadership capacity of FAWE beneficiaries. So far, a network of women education ministers, permanent secretaries, women vice chancellors, FAWE alumni, African First Ladies and policy makers continue driving the education of girls and women in Africa. Over 55,000 girls and women have been educated by FAWE so far.

Multiple **socio-cultural barriers** inhibit the potential of women in accessing higher education and ascending into leadership positions. To date, women are under-represented in the leadership of higher education sector. Cases of teenage pregnancies, early marriages, sexual abuse of the girl child, low importance attached to the education of the girl-child, poor school environment such as shared pit-latrines, lack of sanitary towels, low quality etc. contribute

to high school dropout rates. Additionally, most women are socialized in, “acceptable” behaviours for an African woman. Hence, their leadership potential remains under developed. Asked why women did not apply for the just-concluded 2017 Makerere University Vice Chancellor appointment process, Ms. Irene Ovungi, the Vice Chairperson, Makerere University Council, said this: “Women often are less confident, thanks to negative socialization, have fewer female role models, and fewer support systems/networks e.g. rotary club, etc. Women who don’t conform to stereotypes are often get penalized or sanctioned e.g. mocked, not respected, disliked, passed over for promotion, etc. So we learn to conform.” Dr. P. Ipulate (HoD) had this to say on why as at 2017 there is only one female college principal in Makerere University (out of 10): “We were intimidated by the male competitors, they spiced their by peddling lies about the **conditions** because a number of us are not very familiar with the laws and policies.”

Gender stereotyped behaviors, displayed by society and lack of support are disempowering women from pursuing their dreams even when they qualify. Those who dare to stand for leadership positions are eked out of competition because men often see power, influence and money rather than services. The tempered, all inclusive and participative leadership style employed by most women from my personal experience gets mocked, and women leaders are wrongly perceived as weaklings, attracting critical judgments and mockery. Very few women who see this negative treatment on fellow women can dare to be subjected to similar humiliation.

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The process for leadership career development in HEI of Uganda is structured, lengthy and merit-based. Once recruited, the next hurdle is in academic growth and development from Masters to PhD and post-doctoral level in an often unresourced environment (lack of funds, power, research equipment, infrastructure etc). Often, a Ugandan career woman must struggle to write research grants or exclusively pay their graduate education because government doesn’t finance graduate studies. Hence, more women drop out in their mid-academic career point compared to their male counterparts. Drop-outs can be due to financial, reproductive or social constraints. Some are easily discouraged from elective leadership positions due to the abrasive social stresses associated with campaigns. Where there isn’t strong family support, women face tough choices for either career development or raising family. Hence, academic career development for most women happens in a “pulse” manner contributing heavily to the “leaking pipe”.

The limited number of gender champions and role models discourage women from daring to take up leadership positions. Therefore, most women are found in lower paying, non-powerful mid and lower-level posts in universities.

Educating oneself on legal matters is an imperative to leadership. Affirmative policy reforms such as additional 1.5 points given to women at entry in Universities is still relevant in Uganda and other African countries given the odds hindering girls’ access in education. The numbers of girls entering into STEM education can be boosted through affirmative bridging courses. Gender-specific awards in Uganda, such as the Female Scholarship Initiative through Carnegie Cooperation, MasterCard, MTN, DAAD, Seed Global Health scholarships for needy students and staff are great opportunities for getting women the requisite qualifications. Adoption of the FAWE model on gender responsive pedagogy has proven effective in retaining girls in schools in 19 African countries and FAWE centers of excellence.

Leadership development and support system must be sustained: I benefitted from a series of International Women Leadership trainings since 2004 that broadened my local and international networks. To date, I enjoy varied peer support system in the networks of Vice Chancellors, rectors and others. My leadership glass ceiling happened in my early career, when my then Dean, Prof. Elly Katunguka, appointed me into headship. He identified my leadership capacity at a young age, encouraged me to carry on despite challenges. That single opportunity kicked off my potential. I have enjoyed the honor of establishing and heading institutions even under difficult circumstances. It is clearly necessary to make the leadership role more enjoyable and desirable; if managers are always expected to work late or on weekends it will dissuade women who perform other roles.

Target mid and lower-level management staff through their appointments and staff development schemes by defining quotas of scholarships for women. The multiplier effects of **Stepping up women’s access into higher education with prioritization of rural areas** would be enormous. For example, in one and half decades, Uganda’s enrolment trends of female students in higher education training institutions averaged 42.8% and 44.2% for all disciplines. However, access into STEM subjects remained within the range of 20-30%.

Funders should to support new upcountry universities like Muni University because this is where serious mobilization into education is required, through bridging courses. We should facilitate women, irrespective of age and class to achieve their desired dream of accessing higher education. This is because African women above forty years of age are likely to have grown-up children. Hence, they are likely to be focused and dependable students who give back to their society upon graduating.

Empower women through **targeted female scholarships including refugees**: Step up women’s leadership skills and knowledge advancements, strengthen advocacy and awareness, create women’s leadership clubs or colloquiums, set up mentor-mentee sessions to offer opportunities for women to network, connect with their peers share and encourage one another, and above all, build research management to enhance their professional competences.

The Chance of Female Leadership in German Higher Education



Education has been a battlefield of gender debates from the first day when girls were admitted to schools. The need for female teachers and, at least in some fields, also for female doctors, brought women to Universities at the turn of the 19th/20th century.

In many countries, Germany with its successful longtime chancellor Angela Merkel is seen as a positive example for the normality of women as leaders. But is Germany really a flagship of gender equity?

More than half of all students are female, but only 22% of the professors at our 120 Universities, and little more than 10% of all rectors are women. The baby boomer generation of the late 1950s seems to be the pioneers in administration. They are encouraged by the fact that many Ministers of Science in the federal states, and also the Minister of Science and Technology in Berlin, are women. On the other hand, Germany never had a female Minister of finance so far.

In the following I only use the term rector meaning both rector and president.

So what are main hindrances that stand in the way of gender equity? And how does this affect the German society? When students and staff are asked about their experience of discrimination (as Leipzig University did in 2015/16), it is still a large group who says: "Yes, I myself have experienced discrimination as a woman". This group sees the fact that women are not treated equally in society as a problem. And this is said in a country where women have equal rights!

With their – on average – better school grades, German girls even have better access to higher education than boys. Thus, of the 2,8 million German students today 50% are women. And girls inscribe not only as future teachers, but in fields such as medicine (60%), veterinary medicine (80%), psychology (90%), and almost all other fields – only "hard science" such as physics and engineering remains still mostly male-dominated. Women not only get better grades at school, but at University, too. And they fail less often than their male competitors, both at school and in higher education. The number of women's dissertations is constantly growing – over 13.000 or about 40% of all doctoral degrees in Germany last year! So the proportion of dissertations comes close to the proportion of graduates.

But still, there is a gap between dissertation and further academic career, making it less likely that the woman who wrote the excellent dissertation will become a professor. This gap was described as the "glass ceiling" already in the 1990s. The German higher education system has developed a broad range of ideas and actions already at this time to get to a higher percentage of female leaders. So what are the measures that have been implemented over the recent years to achieve the current

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state? In the field of human resources management, proactive recruitment of female postdocs, female group leaders, female researchers and female professors have been promoted. Also there is growing awareness for the need of female speakers in conferences. Universities have installed gender-sensitive guidelines for the appointment of professors, and have established mentoring-programs for women at each career level. Measures for family support have a large impact, such as reduced teaching load, flexible work hours, technical support (e.g. "low exposure lab" conditions) for academic staff in pregnancy or who return from maternity leave or who are in elder care situations.

In their recruiting processes, universities even advertise with dual career services for newly-appointed professors, and with family-friendly measures, such as: enabling teleworking (laptops with all project-relevant software), emergency family care funds for members of the University, babysitting service during events outside daycare opening hours, family-related special leave and sabbaticals, day camps during school holidays and many more. Even the infrastructure undergoes change when universities provide rooms for nursing and diaper-changing in all buildings.

Today there is much more financial support for young researchers, also by large funding agencies and foundations. There are well-

organized possibilities to replace staff during maternity leave, to organize temporary support and extra staff for lab support to take over routine procedures for researchers with family obligations.

Some universities (e.g. Leipzig) offer awards for young female researchers. Over the last few years, the German Research Foundation (DFG) has offered conference travel allowances for researchers with young children. As a change in higher education policy, DFG also formulated "Research-Oriented Standards on Gender Equality", and equal opportunity measures as part of grant applications. But still, even in 2015, ten years after start of this strategy, only 22% of the grant money was given to female researchers.

To achieve a higher percentage of female professors, the "Professorinnen-Programm" was established as a long-term project of the German federal and state governments – it especially supports the recruiting of young researchers as professors. There are Best Practice Clubs: such as the Charta "Familie in der Hochschule" of the Robert Bosch Foundation, and many other projects. But Germany still has a way to go for full compatibility of family and academic career. The parental leave of young fathers (usually 2 months) is not widely accepted, and in many regions there is a lack of family-friendly infrastructure (child care, especially for young children). And there still exists a gender pay gap in Germany.

If I may add my personal experience on my way to a leadership position: I became aware of a next "glass ceiling" not when I was a professor,

Female leaders seem to be more often recruited when the position is less attractive due to difficulties that lie ahead.

but when I served as full time vice-rector for research and doctoral studies for my University. At that time, it was quite unusual – and it still is until today: most vice-rectors are responsible for education, not for research. When I first attended the annual meeting of the German Research Foundation, there were only two other women whose voice was counted – among more than hundred male colleagues. And the impression of a special situation was even stronger when I was elected as rector. Female leaders seem to be more often recruited when the position is less attractive due to difficulties that lie ahead. Leipzig University, for example, faced extreme budget cutbacks at the time of my first election. So I had to reorganize the university and had to fight against the cutbacks at the same time. My success in both fields helped to win the re-election. And, I must say, in both situations, the election and the re-election, not only female but also male colleagues/networks supported me.

As a leader, you need good ideas, widespread experience, integrative social skills, and persistence. These qualities are widespread among women. You also need networks – both male and female. Female networks may not be as strong as male networks. For example, male networks in science are very strong when it gets to push members of a "silver-back's"

working group into award-winning categories, which sometimes serves to pre-form the group of people eligible for special positions. Leaders also need support from family and friends at home. This is a quite usual pattern for male leaders, widely accepted in at least the German society. It is not necessarily transferred to female leaders – even if they happen to have several people waiting for them at home, these

As leaders, women also need people who support them, both in the professional field, and at home.

people are more likely to wait for support for themselves. Women are expected to help, to act in their social role as mothers, daughters, wives. They are, or thought to be, more or less skilled to give support to others. As leaders, women also need people who support them, both in the professional field, and at home. Women often prefer a collaborative style. Many female leaders are team-oriented in their working style, and tend not only to focus on their own career, but that of the whole team. Thus, a scientific background or a work group experience can be very helpful for a leadership position.

Female leadership does make a difference – especially in such a traditional institution as a European University.

Female leadership does make a difference – especially in such a traditional institution as a European University. The image of a university is strongly influenced by the figure of a president or a rector. He or she symbolizes the institution. Thus, having a woman in this position – in several cases the first woman after hundreds of years – is very visible. It is visibility as an agenda-setter in many fields. Sometimes the hopes and expectations of the public are huge. These might even be compared to the expectations on a first black person in a leadership position that will come from the black community. And, in a similar way, disappointment is unavoidable, as some of the hopes are unrealistic and unachievable. And what people have in mind – men and women – can also prove to be the biggest hindrance! The German culture is still a male-dominated culture – there is still less acknowledgement for the achievements or merits of women, in a similar way to how Siri Hustvedt described in her 2015 novel "The Blazing World" about the world of Contemporary Art in North America. In general, female leadership in such positions should be seen as an opportunity. It is a chance to start discussions in society in a different way than a male predecessor could, and to find an audience – not only among women in science, but also as a role model for other women.

General Conference Report



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1. Introduction

The conference on “Female leadership and Higher Education Management in Developing Countries” was co-organised by the Programme “Dialogue of Innovative Higher Education Strategies” (DIES) of the German Academic Exchange Service (DAAD) and the German Rectors’ Conference (HRK), with financial support from the German Federal Ministry for Economic Cooperation and Development.

About 100 participants from 32 countries attended the conference to:

- Take stock of the current gender situation in higher education leadership in developing and industrialised countries and analyse the main obstacles for gender equity;
- Share and discuss good practices for the promotion of women to leadership positions;
- Create an international network;
- Prepare recommendations for the DAAD/DIES Programme, which intends to add gender equity to its portfolio of activities.

This report summarises the main discussions that took place during the conference.

1.1. The challenges faced by women in higher education

The conference built on a workshop that was organised in Bonn, Germany, on 11 April 2016, and a “Study on Gender and Leadership in Higher Education” conducted by the Fraunhofer Institute IMW in Leipzig.

The conference confirmed the challenges faced by women in higher education. These

are captured by three metaphors: the pipeline (or how to increase the number of women into academia up to the doctoral level); the sticky floor (or how to ensure that women do not get stuck midway in their academic careers); and the glass ceiling (or how to ensure that women reach the upper senior levels of university leadership). The obstacles to female advancement toward leadership positions include both cultural and structural obstacles.

Cultural obstacles are expressed in cultural norms about gender that are most apparent in patriarchal environments. These usually ascribe specific domestic responsibilities to women and define gender-specific models of leadership and decision-making styles. These gendered norms are at work in academia, and more apparent in some disciplines associated with men. In cultures that respect elders, arm’s length relationships between junior and senior academics are the norm and prevent effective mentoring.

In addition, structures and processes stand in the way of women. In academia, these include opaque or male-centric promotion procedures, notably the assumption that career progression is linear and cannot tolerate parenting interludes; differential access to research grants; lack of opportunities to attend conferences and for international mobility.

There are also informal obstacles that exclude women such as scheduling important meetings late in the afternoon that conflict with women’s domestic responsibilities, or the strength of old-boys’ networks that exclude women from socializing and, therefore, from professional opportunities.



As a result, women may end up internalising gender stereotypes and not recognising the hurdles that stand in their way as Christine Dranzoa explained. They may develop poor self-confidence, rule themselves out of leadership positions, and assume that their domestic responsibilities cannot be combined with leadership responsibilities. Speaking of Africa, Elizabeth Rasekoala spoke about the “unequal power relations and dynamics between women and men, and the patriarchal and stereotypical norms and standards, of what constitutes effective leadership and management skills and abilities.” This results in deeply engrained cultural gender bias, lack of gender equity mainstreaming mechanisms and even gender-based violence on campuses and in society.

The academic consequences are concrete. Thus, a recent study based on the analysis of the Scopus database over a twenty-year period revealed the following patterns:¹

- The proportion of women to male researchers is growing but with a big spread between countries: Brazil/Portugal (49%) and Japan (20%);
- Women researchers congregate in the health and life sciences;
- Women have lower scholarly output, albeit an impact factor similar to that of men;
- Women are less mobile. As a result, they collaborate less internationally. This is an important issue considering that some of the best research is based on international collaborations;
- Women are less likely to engage in cross-

sector research involving academia and industry;

- The number of women inventors is low but rising.

Women also manage their academic careers differently from men. A recent study showed that academic women in the USA work the same hours as men but spend less time on research and more on teaching and service (in addition to their family responsibilities).² A study at the University of Massachusetts at Amherst found that three-quarter of women professors had taken on major service roles, compared to half of their male colleagues.³ In addition, women apply for promotion less often and get promoted at lower rates.

2. Why is gender equality important?

Several speakers addressed the issue of why gender equality is important. They stressed that it is key to meeting successfully the many social, economic and cultural challenges of the future. Therefore, gender equity is “a matter of both social cohesion and economic development” to use Christiane Gaehtgens’ words.

In addition, it has been shown that the more diverse an organisation is, the better its decision-making and that the cost of discrimination can be very high. Thus, *France Stratégie* (an agency reporting to the French Prime Minister), estimated that the cost of gender and racial discrimination in France is 150 billion EURO per year (representing 7% of the national wealth) while McKinsey looked at private sector

companies longitudinally and found that when companies increase the diversity of their senior teams, they also increase their productivity by 35%.⁴ Importantly, it is not a matter of adding one or two women to a team but reaching at least 35% of women. This is the tipping point when the presence of women can have a measurable effect.

Figure 1 shows the “likelihood of financial performance above the national median. Analysis is based on composite data for all countries. Results vary by individual country.”⁵

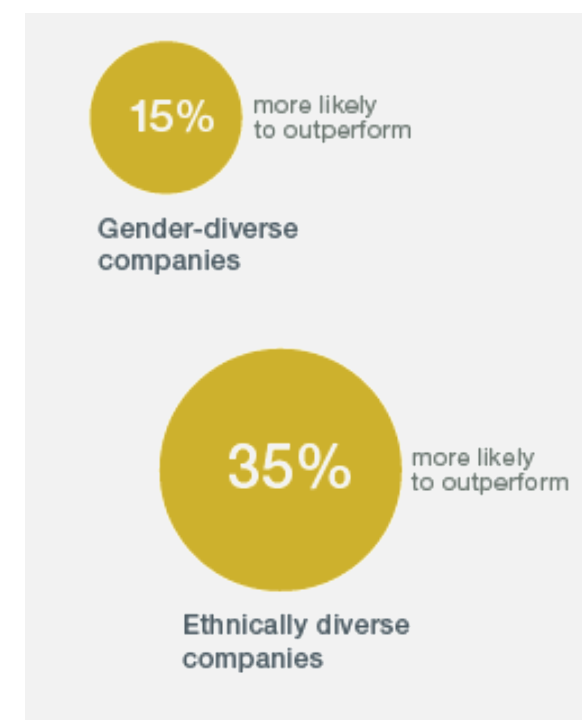


Figure 1: The diversity dividend
Source: *Why Diversity matters*, McKinsey

Conference discussions revealed, however, that in many countries around the world there

is denial that a problem exists or a belief that problems existed in the past but have been solved. In addition, Beate Schücking spoke of “anti-genderism”, that is, the position that gender is not an issue that should be discussed at all. This attitude is present in some segments of countries such as the extreme right in Germany or some religious fundamentalist groups in France.

Despite these negative assessments, however, the conference provided a significant opportunity to shine light on many positive initiatives that are promoting gender equity around the world.

3. A moving set of testimonials from around the world

The DAAD sent out a call for testimonials of initiatives to enhance women’s position and received 400 responses, of which twenty were selected and turned into conference posters (cf. Testimonial posters).

A good part of the first day was devoted to hearing these testimonials. These documented the fact that the gender divide starts early and – when left unchecked – endures.

Scholarisation of girls lags in some countries while in many other countries girls and women are marginalized in all sectors of economic and social life. In countries where women have access to higher education, there is often a weak representation of women in science, technology, engineering and medicine (STEM



fields) and, in general, a lack of funding support for women's academic career development. The leaky pipeline, the sticky floor and the glass ceiling result in weak representation of women at senior levels in both the private and the public sector, including in higher education. This results in an insufficient number of women role models, in some cases even pervasive violence against women, and, in the majority of cases, a weakened sense of self-confidence.

However, many participants have taken the lead to launch successful activities that promote women's academic success. These include outreach to schools to encourage girls to go into STEM fields (cf. the science truck described by Maria Luisa Durando de Boehm, which travels through rural areas to offer hands-on activities to children), tutoring and mentoring schemes, scholarship programmes, career and social support groups, affirmative action in promotion processes, and leadership development.

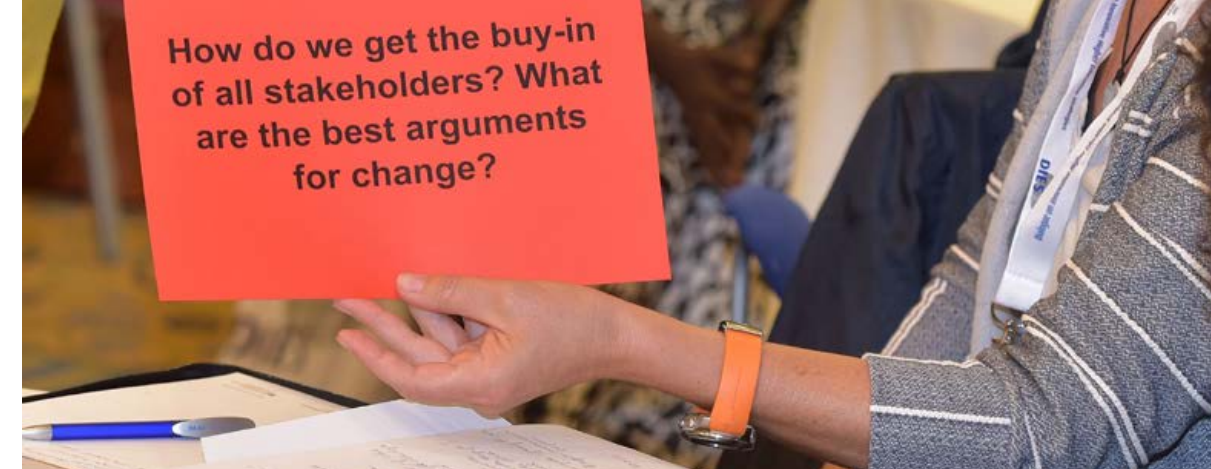
For these initiatives to be successful, it is essential to change the culture and the mind-sets. Therefore, a set of initiatives have been geared at integrating gender considerations in teaching and research activities, notably by embedding gender perspectives in the curriculum and establishing research centres on gender. To bolster these initiatives, workshops are organised to raise awareness of gender issues in the university, gender policies are developed and implemented and Key Performance Indicators (KPIs) on gender are introduced in both internal and external quality assurance processes.

Testimonials included a reflection on lessons learnt about success factors. These involve the necessity to collect quantitative and qualitative data in order to document discrimination (e.g., through focus groups, gender audits, data analysis) and to convince the university community to act. Changing the minds require also identifying change agents and champions as well as communicating through all available means, including social media and workshops.

One presenter was asked how she managed to succeed with limited funding. Her response has relevance to all: she identifies university activities that are not directly related to gender and convinces the organisers to embed a gender dimension in these activities.

The question of sustainability was foremost on many presenters' mind as they sought to develop and implement a gender policy and to integrate it into institutional planning or to seek the support of the leadership.

One recurrent success factor was the role and position of external stakeholders whether it was for changing the university culture through their involvement in the university community or, the opposite, that is, changing the external community by promoting gender, human rights and leadership in the community through activities targeted at opinion leaders such as judges and school teachers. Importantly, some argued that it is best to work within the existing culture and change it rather than oppose it.



Many presenters noted the importance of monitoring, benchmarking, evaluating and showcasing success stories.

4. Success factors: The bibingka cake model

The most catching metaphor to come out of this conference was offered by Patricia Licuanan who spoke of the bibingka cake, a scrumptious cake from the Philippines that is cooked with fire from the top and fire from the bottom. This metaphor captures the need to work both bottom-up and top-down; that is, to provide individual support to women (through funding, networking, mentoring, staff development, etc.) and develop legal frameworks at national level, while using global policies (such as UN declarations) to effect and bolster change.

Several speakers stressed the need for a multi-level approach (government, agencies, higher education institutions, NGOs), a multi-dimensional approach (cultural, structural, organisational), a multi-sector approach (with stakeholders from different sectors), as well as an approach that reaches out to men.⁶

The situation cannot be changed one institution at a time; there is a need to look more broadly at opportunities for changing the context and approaching this area holistically. This is key to the sustainability of initiatives. Successful countries have a comprehensive approach to gender mainstreaming: they tackle work-life balance, gender pay gaps, gender-based violence, etc.

European examples⁷ include legal provisions aimed at supporting equal sharing of childcare between women and men (e.g., Austria, Germany), revising individual taxation and leave arrangements while providing high quality, universal public services for children, the elderly and dependent persons (e.g., Denmark), and conducting annual national surveys of salaries to eliminate unjustified gender pay differentials (e.g., Sweden).

In addition to the legal frameworks, NGOs can have an important role to play as well. Thus, the Forum for African Women Educationalists (FAWE), created in 1990, is a pan-African Women's non-governmental organisation that champions girls' education. The AllBright Foundation in Sweden surveys annually the proportion of women in management position and publishes a list of companies that are grouped into three bands depending on their performance.⁸ Because many decisions made by local authorities have a direct impact on the daily life of citizens, the Helene Weber Kolleg Network in Germany promotes the participation of women at that level.⁹

The plenary presentations and discussions revealed that progress on advancing women is non-linear and, therefore, there is no end point in sight. The underlying reason is that gender inequality is about power and hierarchies and is often accompanied by other forms of discrimination. To be successful, efforts require time, persistence and targeted actions for sustainability, notably by building critical mass, creating networks and cultivating champions and allies.

⁶ See for instance, Prime J. & Moss-Racusin C.A., (2009) Engaging Men in Gender Initiatives: What Change Agents Need to Know. Catalyst.

⁷ European Commission (2017), 2017 Report on Equality Between Men and Women in the EU.

⁸ For an example, cf. <https://static1.squarespace.com/static/5501a836e4b0472e6124f984/t/56e2b862c2ea51d294d3602c/1457698915496/The+AllBright+Foundation.pdf>

⁹ <http://eige.europa.eu/gender-mainstreaming/good-practices/germany/women-power-politics-helene-weber-kolleg>



5. Potential empowerment measures for women: Recommendations for DAAD/DIES

The conference split into four working groups to discuss recommendations to DAAD/DIES. The following is a summary of these discussions.¹⁰

5.1. Leadership capacity building – What to do when and how?

Three examples of leadership training were presented by Balasubramanian 'Bala' Ramani, Birte Kathage and Nadja Shashe. Of these, only the last one was explicitly positioned as such; the other two managed to increase the participants' leadership as a 'side effect' of, respectively, a course in international management and on proposal writing. The group discussed three questions:

What are the "special ingredients" of female leadership training when it comes to content and setup?

The group agreed that several ingredients were essential. Firstly, it is important to develop a set of skills such as: How to work in multicultural contexts; how to use objective information and minimise the emotional aspect of decision-making; how to optimise communication by learning to communicate about oneself, finding metaphors to visualise and express personal conceptions of leadership and developing a common language with others; how to say "no"; how to achieve work-life balance, how to hone negotiation and proposal-writing skills.

Secondly, it is useful to gain self-confidence through physical strength by engaging in vigorous physical activities. Thirdly, to the extent that resilience and persistence are essential attributes for a successful academic career, leadership training must address how to bolster these attributes.

How can existing training courses increase the number of female applications?

The practical aspect of getting women to sign up for such leadership training was discussed. The group agreed on the following approaches: Use alumni networks, all possible contact points (such regional offices, partners, etc.), women leadership groups, national educational councils, academic networks, etc.; and ensure that criteria are not unnecessarily restrictive (e.g., with respect to age or seniority).

How can capacity development opportunities enhance and support women in their academic career?

As an essential precondition, institutions must provide a gender-congenial environment through awareness-raising activities and a gender policy. Without these, leadership training cannot result in the effective advancement of women. In addition, such training should provide mentoring prospects with alumni of the training programme, qualified experts and other university staff; and it should offer networking opportunities to reinforces the benefits derived from the training.

5.2. Strengthening networking, mentoring and peer counselling – What to do when and how?

The group discussed networking, mentoring, peer-counselling and coaching, through examples provided by Connie Gores, Seun Olutayo and Hanna Schlingmann. The following themes emerged for these discussions:

How to ensure sustainability by moving from informal to formal structures?

The group discussed the importance of developing a shared understanding of mentorship (via workshops and conferences), identifying mentors based on criteria (cf. Point 3 below) and providing them with training; relying on alumni to create institutional frameworks at their own HEIs for training and capacity building and, in the best-case scenario, establishing a physical structure such as a gender office; and, promoting regional and international cooperation through exchange and networks.

In parallel, it is important to continuously monitor and evaluate (What works well? What does not work so well?) and to seek long-term support (finances, structural support) while being cognisant and sensitive to the specific needs and particularities of each region.

How to optimise structured mentorship programme?

The group agreed that, in order to address different needs, it was important to provide

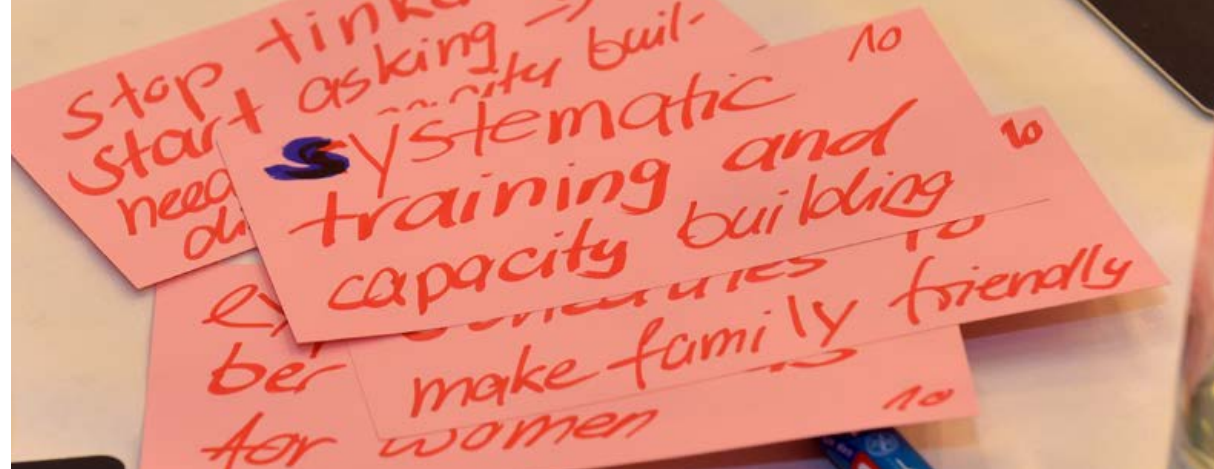
women with different mentors, at different hierarchical levels. Ideally, these multiple mentors should come from inside and outside higher education as well as from inside and outside one's discipline. Gender should not be a criterion. Mentees and mentors should be aware of the need for a mentoring relationship and develop mutual trust and common understanding by getting to know each other. Whether mentors and mentees should confine themselves to professional topics or discuss personal ones depends on specific cultural settings, but formalising these processes helps to overcome difficulties and ambiguities.

Both mentors and mentees should be open to feedback and self-reflection and agree to be trained and evaluated. There should be a coordinator of the mentoring network to ensure that mentoring activities are carried out effectively and to organise exchange and networking opportunities.

5.3 The role of scholarship programmes in supporting the next generation of female academics

The group discussed presentations made by Heidi Wendel and Anneke Zijlstra on three scholarship programmes offered by the DAAD and NUFFIC and made three recommendations as follow:

Communication: raise awareness of gender issues, use all available channels and networks, work through local institutions to advertise, and recruit female ambassadors as role models.



Application conditions should include no age limits, showcase flexibility, and include an explicit mention that women are encouraged to apply. Scholarship programmes for women only should be offered in targeted countries and scholarships to fund studies in home country should be made available.

A tailor-made approach to training opportunities for women is a key success factor. They should target different levels of leadership, provide shorter and longer courses; be online or use blended-learning approaches; be focused on leadership and other skills' development.

5.4. Changing higher education structures and programmes – What to do and how?

The group discussed presentations by Bernadette Conraths and Generosa Gonçalves Cossa José on how to bring about structural change. These two presentations complemented each other by offering, respectively, a theoretical and a hands-on perspective.

The discussion focused on five success factors:

- The importance of an inclusive vs. gender approach with respect to access to the university, flexibility in study models and whether making staff development a mandatory part of the promotion process.
- The importance of a dialogue with internal and external stakeholders, focusing on changing minds.
- Knowing when to seize the opportunity of

change in leadership to introduce structural change.

- Sustaining the initiatives through funding schemes and policy development.
- Monitoring change.

The group's recommendation for the DAAD programme portfolio included:

- Training on change management – what kind of change do the universities need exactly? How to change structures?
- Gender dialogue with all stakeholders: involving students and professors as well as management and administration.
- Collect and disseminate the hands-on/best practice examples of the conference.
- Initiate discussions on forms of female leadership (not just adopting male leadership approaches).
- Training in lobbying strategies for gender issue advocates.

6. What should donor organisations, regulatory bodies and society do?

The final session of the conference discussed four themes that donor organisations, regulatory bodies and other types of agencies should focus upon:

- Setting up an enabling environment and providing opportunities;
- Having a signal function, that is, when donor organisations require a gender policy, it might encourage their development;
- Reflect on which skills are necessary for



empowerment and how to develop them;
• 'Walk the talk', that is: introduce changes in one's organisation to achieve the necessary credibility.

7. Conclusion: Proposal for DIES's future activities

Several concepts were recurrent during the two days and should help frame the future work of DIES in this area. These were:

- Flexibility
- Awareness raising
- Networking: alumni, academic, etc.
- Mentoring
- Advocacy
- Evaluation and monitoring
- Tailor-made training
- Sustainability
- Creating a multiplier effect

Concretely, DIES could consider developing activities centred around the following three foci:

How to develop individual leaders? Leadership training to learn how to be a change agent; discuss different types of leadership; develop multiple skills (cf. 6.1 for details); provide models of mentoring, networking, lobbying and other types of support activities. Provide international and scholarship opportunities and career support. These activities should be tailored-made to women at different stages in their careers. Gender disparity in STEM should be an important consideration.

How to develop a gender-congenial academic community? Opportunities to learn about how to promote gender awareness through workshops and social media, strengthen gender research, introduce gender discussion across the curriculum, work with external stakeholders (how to identify them and ensure their involvement); how to set up structures and processes that are gender-friendly (childcare, meeting schedules, etc.); how to set up measures to prevent sexual harassment and to promote safety.

How to ensure sustainability? Opportunities to learn how to develop and implement a gender policy, how to set up a gender mainstreaming office, how to develop gender-congenial staff development, how to fund these activities, how to secure the support of the university leadership, the university community and its stakeholders, and how to monitor, benchmark and evaluate gender-related activities.

Some of these activities could be in the form of modules delivered in a blended-learning format on the model of the Quality Assurance Course offered by IIEP-UNESCO; others could be face-to-face. They could be a combination of shorter and longer courses. Some could be regional to ensure that they are culturally contextualised; others would be international to promote cross-cultural learning.

Other conferences similar to this one could be organised. It would be good to include a discussion of social class and how this affects the position of women, speak of other forms of discrimination and discuss the concept

of power, which was evoked very few times during the two days.

The target audience for these activities are academics - both women and men. DIES could partner with existing networks and NGOs, be they at the national, regional or international level in order to complement and reinforce DIES activities. They could also seek to engage with relevant agencies and ministries to adapt legal frameworks and ensure buy in.

In addition, a specific webpage on the DAAD website could list resources, best practices and testimonials. A network of alumni could be set up through social media such as LinkedIn or Facebook. If there is an interest, an international or regional mentoring scheme could be set up.

Finally, it would be useful to conduct a gender audit of DAAD to ensure that its external activities are congenial to women (e.g. review criteria on all applications, ensure gender balance on all committees, conferences, etc.) and that – in its internal activities and structures – the organisation “walks the talk”.

Selected resources

Athena Swan website:

<http://www.ecu.ac.uk/equality-charters/athena-swan/>

(ECU’s Athena SWAN Charter recognises work undertaken to address gender equality.)

Jeanine Prime and Corinne A. Moss-Racusin (2009), *Engaging Men in Gender Initiatives: What change agents need to know*. Catalyst,

http://www.catalyst.org/system/files/Engaging_Men_In_Gender_Initiatives_What_Change_Agents_Need_To_Know.pdf

Mary E. Kite et al, (no date) *Activities for Teaching about Prejudice and Discrimination*
<https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=otrp+online+Activities+for+Teaching+about+Prejudice+and+Discrimination>

Gender Bias Learning Project, UC Hasting College of the Law
<http://www.genderbiasbingo.com/>
<http://www.genderbiasbingo.com/printable-games-and-activities/#.VbwopjCqqko>

Science Europe (2017), *Practical Guide to Improving Gender Equality in Research Organisations*,
http://www.scienceeurope.org/wp-content/uploads/2017/01/SE_Gender_Practical-Guide.pdf





Female Leadership and
Higher Education Management
in Developing Countries

28 – 29 June 2017 Bonn, Germany

testimonials

Women Leadership in Higher Education



1



Dr. Mary Hames

Challenging Situation

The University of the Western Cape has a dedicated Gender Equity Unit (GEU) that was established in 1993. The focus of the GEU was to eradicate all inequalities that formed barriers to the advancement of women in the university. For the first time in the history of the university women were appointed

in positions previously reserved for men. Women became Deputy Vice-chancellors, Registrars, Executive Directors and Directors, Deans and Deputy Deans of Faculties. Currently women occupy 4 of the 6 university executive positions. However, there remain positions that have never been occupied by women. The implementation



2

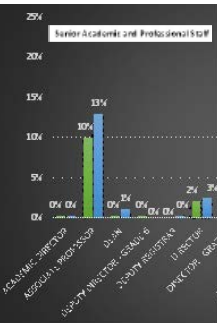
of sexual harassment-, gender – and non-sexist language policies enhanced the promotion of women. Surveys and research highlighted the need to eliminate all kinds of discriminatory practices that hinder women’s progress in the higher education environment.

Objectives

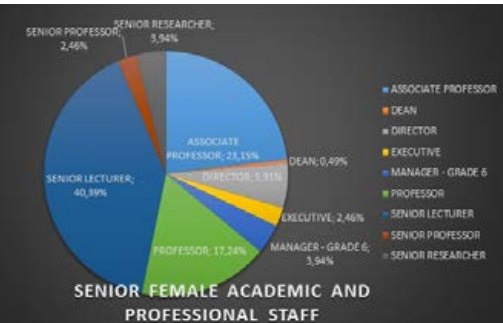
Since 1996 the national legal and policy framework was instrumental in compelling institutions to transform their race and gender profiles. Legal imperatives do not change

institutional cultures and the GEU remained responsible for designing and implementing programmes that address racism, sexism, homo- and transphobia and ableism.

Promoting activities



3



4

The GEU conducts various gender-sensitive and diversity workshops as part of its mandate as change agent. The university has also introduced training sessions and retreats to nurture and promote the next generation women leadership. For more than 10 years annual Women’s Breakfasts were hosted to give women the opportunity to share their achievements.

Challenges

The GEU conducts various gender-sensitive and diversity workshops as part of its mandate as change agent. The university has also introduced training sessions and retreats to nurture and promote the next generation women leadership. For more than 10 years annual Women’s Breakfasts were hosted to give women the opportunity to share their achievements.

Recommendations

To increase the vigilance concerning women’s and gender embodiment in institutions of higher learning the following recommendations are suggested:

- Reintroducing of Winter/Summer school to teach about feminist leadership;

- Reviewing the governance structures of the university;
- Constant revision of university policies to ensure the inclusion of gender positivity;
- Building national, regional and international partnerships;
- Regular gender seminars, colloquia and conferences to share best practices;
- Research and publishing on best practices

Facts and Figures

The following graphs and statistical data reflect the continuous gap between the genders. Men statistically occupy the senior positions

although there has been an increase of women staff members and women students. Currently women become Deans of historically women-dominated professional faculties.



5

Facts & Figures

Activities

- Periodic research on the institutional culture is conducted to assess and evaluate whether the institutional environment has changed with the appointment of more women in senior positions. This research also allows the institution to actively plan and design programmes that target women. Gender related workshops, opportunities and retreats aimed at the development of women leadership.

Challenge

- The main challenge was that when women started to occupy senior positions previously dominated by men and that they had to find ways to overcome hostility in the overtly masculine and patriarchal environments. For some women it was easier to assimilate into the masculine environment while others transformed the working environment into inclusive feminist spaces. Statistical evidence shows that although there has been much improvement in the gender dynamics but that the academy remains a male dominated space especially in the historically male controlled careers and departments such as the science and technology.

Good practices

- A regular revision of the policy environment is undertaken to ensure that the institutional policies are compatible with the broader national legal and policy framework. The Gender Equity Unit is represented on all the recruitment-, selection-, appointment- and promotion committees and this assists the institution in engendering its appointments and promotions processes. It also ensures that these processes are non-discriminatory, equitable and fair.

Lessons learnt

- For years the University of the Western Cape was regarded as the most progressive institution where women’s and gender rights were concerned. Not only did the university implement non-discriminatory gender policies but it also established a dedicated Gender Equity Unit to monitor the progress made. The most important lesson learned over many years is that women and gender are not static constructions and that institutions should be able to transform accordingly.

Contact card

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Photos & Graphics

1 Gender Equity Unit

2 Former Women Deans

From left to right: Professors Fatima Abrahams (Economic and Management Sciences), Ratie Mpofu (Community and Health Sciences), Najma Moosa (Law) and Zubeida Desai (Education). These women were the first Women Deans in the above-mentioned Faculties.

3 Senior Academic and Professional Staff

4 Senior Female Academic and Professional Staff

5 Using theatre productions to speak out against violence against women in the academy.

Gender Awareness for Transformative Leadership in Higher Education



1



2



3



Daniela Espinosa

Challenging Situation

Ecuador is a country where 6 out of every 10 women have suffered some type of gender-based violence and one out of four have suffered sexual violence. The most common violence is psychological violence with a rate of 53,9% according to the Ecuadorian National Institute of Statistics and Census. In general,

Ecuadorian culture tends to place men in higher esteem than women and this is translated into discrimination and violence against women. These cultural expressions are also reproduced within the academic environment where sexist remarks, discrimination and inequalities are commonplace. Our cultural environment added to a lack of sufficient institutional actions to tackle gender inequality, “machismo” and gender discrimination within the university has been our main challenge.

Objectives

Viewing the university as a place where society manifests itself, but also where transformative potential exists, in 2014 fifteen professionals including faculty and administrative staff gathered together to propose strategies to start to address gender issues in UDLA with a bottom up approach. The aim is to guide the

discussion about gender issues and promote actions and leadership, in Universidad de Las Américas and the local Ecuadorian academic context. I am a founder member of the Gender Studies Group and the coordinator of the Third Cycle of Gender Studies Workshops.

Promoting activities

A number of strategies have been followed to reach our principal objective. Some of the most important are:

- Regular Gender Studies Group meetings to exchange information, discuss and plan further actions.
- Participation in the Gender in Higher Education Network to build and strengthen actions oriented to promote gender equality.
- Gender studies workshops with students and faculty to learn, exchange, discuss and reflect about gender issues.



4



5



6

- As part of the “Join to Stop Violence Against Women” campaign which is a UN Women’s initiative, workshops on gender violence HIV/AIDS prevention where promoted. More than one thousand students attended to these workshops.

Challenges

- Broadening and challenging people’s point of view regarding gender issues.
- Opposition and no firm structural changes to tackle gender inequalities within the institution.

Good practice and lessons learnt

- Workshops with faculty and students has contributed to the building of the capacities necessary to tackle gender issues; students research more about this topic, and faculty are committed to review their methodologies to continue awareness within the classroom and beyond.
- Despite the lack of institutional support, self-managed collective actions have been successful to raise awareness and build transformative leadership with a bottom-up approach.

Facts & Figures

Activities and results

- Self-managed initiatives to create awareness regarding gender issues for the first time in UDLA.

Challenges faced

- Lack of institutional support from authorities to formalize these initiatives.

Good and bad practice

- Workshops with students and faculty raise awareness regarding gender issues.

Lessons learnt

- Working from a grassroots level had been essential to change the minds, the practices and the understanding of these issues.

Contact card

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Photos & Graphics

- 1 Some of the UDLA-s Gender Group founders-2016
- 2 First workshop with students-2015
- 3 Students aware of gender issues 2016
- 4 Gender group members in the II Seminar of Gender in Higher Education-2016
- 5 Workshop 1 faculty-2017
- 6 Workshop 2 faculty-2017

Creating Pathways for Women in a Gendered Forest: A Story from Ghana



Prof. Mansah Prah

Challenging Situation

An inhospitable, unreceptive and frosty climate for women. In 1985 I joined the University of Cape Coast (UCC) and I found a young institution (23 years after its establishment), established in an institutional tradition that did not consider gender matters and equality as important issues. There

were few women in leadership positions and no women in my faculty. Although technically prepared and qualified to teach at the university, I was emotionally unprepared for the work situation I encountered.

Proportions of Female and Male Academic Staff by Rank (1970's to 1999/2000)

Rank	1970's		1980's		1990's		1999/2000	
	M	F	M	F	M	F	M	F
Professor or Associate Professor	8	—	12	—	26	1	27	—
Senior Lecturer	31	4	24	1	48	5	61	5
Lecturer	116	16	82	12	94	9	103	12
Assistant Lecturer	10	4	8	1	15	3	20	4
TOTAL	165	24	126	14	183	18	211	21
		13%		11%		10%		10%

Source: Mansah Prah, Gender Issues in Ghanaian Tertiary Institutions: Women Academics and Administrators at Cape Coast University. In *Ghana Studies* 5 (2002): 83-122

Objectives

I became involved together with supportive colleagues in activities to make the university more woman-friendly. All these activities were intuitive and reactive to the situation at the University, not planned.

Promoting activities

During the 29-year period of my career at the UCC my gender-related activities were concentrated on getting the buy-in of a core group of colleagues to strategize and execute the following:

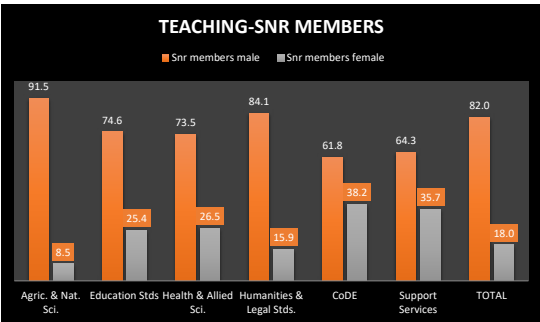
- Forming a group to provide career and social support. Stakeholders were female academic and administrative senior staff;
- Introducing gender-related courses especially in the social sciences. Stakeholders were academic staff and students;
- Developing a sexual harassment policy;
- Establishing a Gender Research Centre. Students and all staff were stakeholders for last two activities;
- Lobbying was employed to gain consensus and acceptance.

Challenges

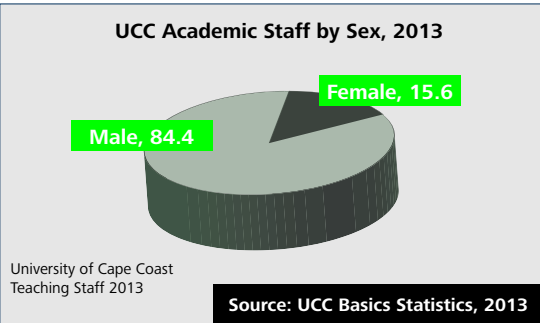
- Preference of stakeholders for a social women's group;
- Resistance of male students to introduction of gender courses;
- Resistance to sexual harassment policy by male academic staff;
- Difficult buy-in of management for the gender centre.

Good practice and lessons learnt

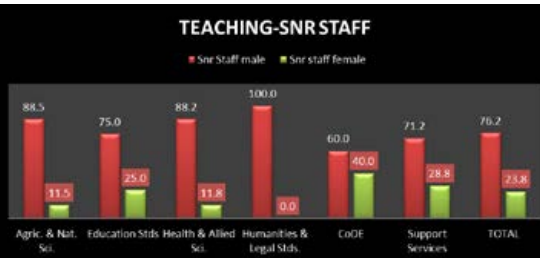
- Getting acquainted with university regulations before employment uptake, and finding mentors are essential.
- Finding supportive colleagues is crucial.
- Eliciting support from management and other colleagues for initiatives for change is necessary.



Source: UCC Staff Statistics, Centre for Gender Research and Documentation, University of Cape Coast, 2017



University of Cape Coast Teaching Staff 2013
Source: UCC Basics Statistics, 2013



Graph showing male and female teaching staff in the various Colleges of UCC, 2016-2017. 'Teaching staff' here refers to various grades of research assistants, not the lecturers.

Source: UCC Staff Statistics, Centre for Gender Research, Advocacy and Documentation, 2017

Facts & Figures

Activities and results

- The institution now has gender-related courses, a sexual harassment committee, a gender research centre and a women's group. These are important for improving gender issues but do not change attitudes sufficiently.

Challenges faced

- Challenges mainly revolved around gaining the support of management and surmounting resistance.

Good and bad practice

- High level of support and commitment of core group of female colleagues, not including all possible stakeholders in our activities.

Lessons learned

- Considering the most opportune time to introduce an innovation is crucial.



Contact card

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Photos & Graphics

- 1 Minister of Gender, Children and Social Protection Officially Opens CEGRAD UCC
- 2 Proportions of Female and Male Academic Staff by Rank
- 3 UCC Teaching members 2017
- 4 University of Cape Coast Teaching Staff 2013
- 5 UCC Teaching staff 2017
- 6 Poster showing some of CEGRAD 's activities
Source: CEGRAD

Thematic Networking of Women in Higher Education: A Tool to Boost Women's Career Promotion



1



2



Dr. Sèdaminou Judith Gbenoudon

Challenging Situation

When I was a student, the department for Science, UAC, had one female lecturer among male lecturers,. She was a role model. However, 20 years later the joke was that the male colleagues were full professors and had several positions, while she was still assistant professor

as 20 years before!

Diagnostics:

- Women were not genuinely compared with their men counterparts at work (e.g. for career advancement).
- Women were not informed and lack skills.
- Women here were not interconnected.

3



Objectives

- Build competencies to empower women;
- Build thematic network to connect women;
- Create impact by identifying and creating contact with all the women susceptible to exert influence at the university;
- Get authorities and key stakeholders and all the women of influence involved;
- Build capacities and innovate a functioning women's thematic network.

Promoting activities

For the impact, I implemented new methods of lecturing, met and discussed this with the rector, and through him, had the contacts of, and met and involved all the women of influence on the campus (10 women)! For capacity building, I spared 10 to 20% of my time since 2011 for skill-

training of women, English, article and project-writing. And I mentored closely several women (>20) in science since. In June 2016, I innovated the scientific lunch and created the thematic network - a network of women, organized per subject of interest, for 94 women.

Stakeholders involved included:

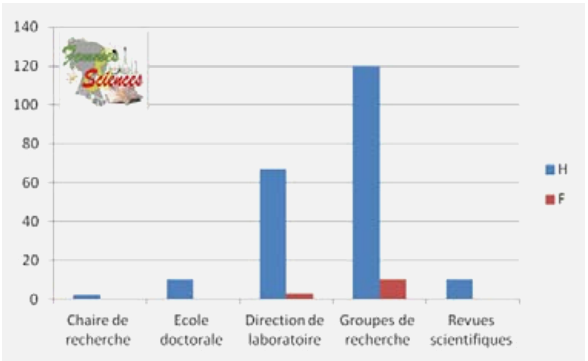
- The minister of Higher education (a woman).
- The Rector of the University.
- The US Ambassador in Benin (a woman).
- The Peace Corps director (a woman).
- German Embassy and DAAD representatives in Benin.

Challenges

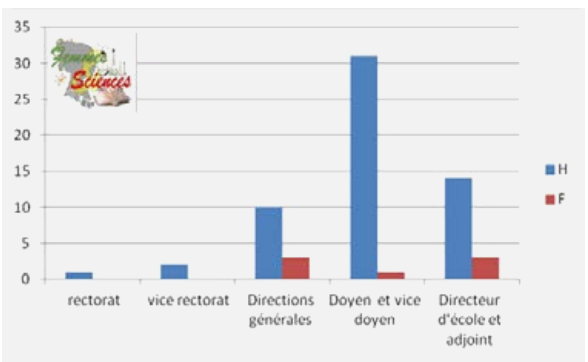
- Getting other women to offer their time
- Driving the events alongside my own primary activities
- Having funding for the activities and for publishing reports.

Good practice and lesson learned

- Generally the authorities give support.
- Success in creating:
 - a core of impact women
 - a thematic network of women.
- It is a must to have engaged women to have impact.



4



5

Facts & Figures

Activities and results

- Over 100 women were trained on scientific skills. A thematic network was created that connects 94 women.

Challenges faced

- Getting women to offer their time, driving the activities alongside my/their own primary professional activities, and having sufficient funding.

Good and bad practice

- Generally the authorities give support.

Lesson learned

- Women awareness here is improved. However, the impact of cultural traditions is still apparent, and there is a need for women to have specific funds.

- Women awareness here is improved. However, taking or grasping opportunities depends on family status. The cultural tradition is still apparent.
- For leadership position at higher education, women need to support each other.
- Women need access to specific funds

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Photos & Graphics

Thematic Networking event supported by stakeholders

- 1 1st Women Scientific Lunch, 11th June 2016, Cotonou Benin – Stakeholders at the opening ceremony
- 2 From right to left, US Ambassador L. Tamlyn, Benin Minister for Higher Education and Scientific Research O. Atanasso, Benin former Minister for Health, Professor D. Gazard and the Organizing committee representative S. Gbenoudon
- 3 Scientific Lunch, 11th June 2016, Cotonou Benin – Poster Viewing and Discussion
- 4 Relative representation of Women at leadership positions at the University (UAC) 2015.
- 5 Relative representation of Women at leadership positions in research laboratory at the University (UAC) 2014. ([4+5] Courtesy of « Women Association for Science and Education, AFEFRES, Benin. Document : Etat des lieux genre à l'université d'Abomey Calavi.)

Is a Gender Policy the Solution?



1



2



3



Dr. Ernesto Medina Sandino

Challenging Situation

The presence of women in leadership positions in my institution is important but it does not reflect in decision-making power. The decision-making structure is still traditional and vertical. The top management concentrate most of the strategic decisions and no woman is represented at that level.

Women are concentrated in the middle ranks, where decisions are mostly of an operational nature.

Objectives

Enhancing opportunities for women to be able to exert more influence on decision-making process. Universidad Americana aspires to be recognized as an university of excellence. This can only be achieved with a modern governance structure, democratic and flexible, where women are represented at all levels and are part of the strategic decision-making structures.

Promoting activities

- Discuss and approve an institutional Gender Policy.
- The process was started by a group of academics as part of a movement that took place in several universities with the aim of empowering women to be more present in the decision-making levels of the university structure.

- The Rector was responsible for the process. A Gender Committee was organized, led by the Academic Director and composed by representatives of the Faculty and administrative workers. This Committee was responsible of organizing the operative plan of the project, organizing working and discussion groups and preparing the draft of the Policy.
- Working on changing the university regulations for appointment of leaders (working on university structural change).

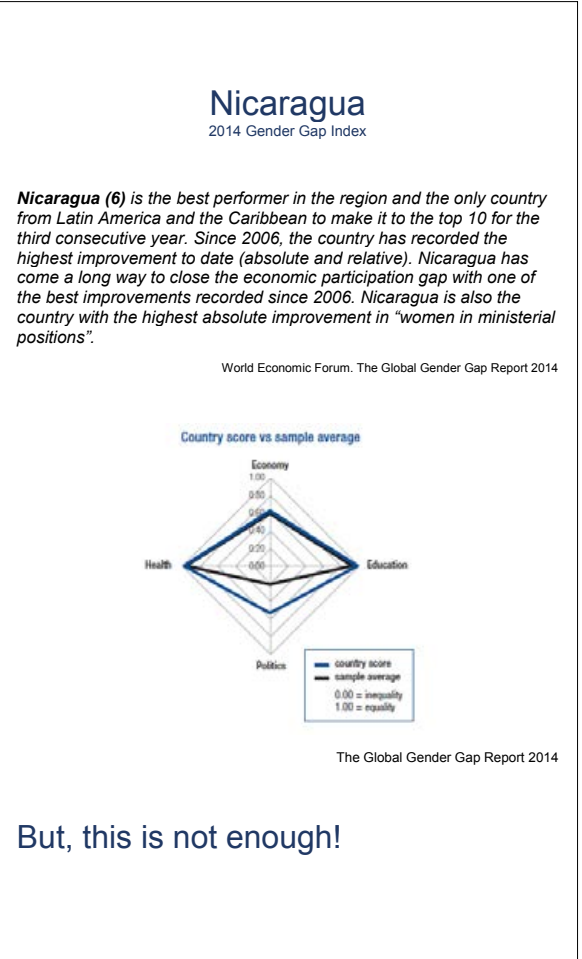


4

- Join efforts with other universities to create an Inter-University Gender Committee.

Challenges

- Little communication and support from the Board of Directors, our highest decision-making body;
- Personal resistance or disinterest from members of the university leadership;
- No clear idea of mechanisms for implementation.



But, this is not enough!

5

Good practice and lessons learnt

- It is very important to include all stakeholders from the early stages of the process. The active participation of all stakeholders is essential.
- Participation of experienced partners is important.
- A complex process like this should be part of the university planning and the main actors should be given time and resources for their work.

Facts & Figures

A Gender Policy was discussed and approved.

Challenges faced

- The main challenge is the participation of the Board of Directors.

Good and bad practice

- It is very important to include all stakeholders from the early stages of the process.

Lessons learnt

- Implementation must be part of the planning process of the University.

- Coordination of stakeholders must be effective during the whole process.
- Monitoring and evaluation must be included in the planning and the results of the implementation should be shared with all stakeholders.



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Photos & Graphics

- 1 First Year Civil Engineering Students
- 2 Winners of Innovation Competition
- 3 Discussion Process with Dentistry Students
- 4 UAM Open Days
- 5 Nicaragua Gender Gap Index 2014
- 6 El Mejor Comienzo

I See Myself as Climbing a Mountain: Female Leaders' Constraints and Sense-making in Indonesian Higher Education



Dr. Maria Jacinta Arquisola

Challenging Situation

Indonesia is the world's largest Muslim country with 257 million people and more than 300 different ethnicities. The country is reaching almost gender parity in education. However, there remains low female participation in educational leadership, with few female administrators, rectors, or

principals in most schools and universities in Indonesia compared to males. A recent report by USAID in 2015 shows that only 6-20% of women faculty members serve in leadership positions within their institutions (Change management in Indonesia's higher education institutions. Higher Education Leadership and Management, April 2015, p.5, USAID [2015]):.

Objectives

With colleagues from Deakin University (Melbourne), University of South Australia (Adelaide), and Monash University (Melbourne), I took on the task of conducting research aimed at investigating and documenting the conditions that constrain female academic leaders' agency in higher education context in Indonesia. We wanted to focus a critical lens on gendered practices in higher education that

pose problematic aspects for female higher education academic leaders (HEALs), and examine the conditions and causal powers that bring about these problematic aspects.

Promoting activities

Our research received funding from the Australian Government's Endeavour Awards. Guided by a critical realist paradigm, we explored at a deeper level the mechanisms and power asymmetries that accounted for the complexities that HEALs experienced in context. We utilized multi-layer methods using interview and focused group discussions to obtain vocalized perceptions of 14 female HEALs in 4 state universities in Java Island, Indonesia.

Challenges

- There are social control schemas (or 'triple bind' challenges) constraining female leaders. These schemas are: (1) organizational resources and instrumentalities to enact visible agency are lacking; (2) gender roles expectations are perceived to be the root cause of lack of acceptance as leaders; (3) social positions and status that is culturally-driven, which exert implicit power over leadership.
- Problems of the 'double bind' situation occur when women leaders fight for greater visibility,

and better staff conditions with care and compassion. They are being disliked for being masculine, which can pose a career risk for those aspiring to the top, or ridiculed for having a home-management style.

Good practice and lessons learnt

- Women leaders can rise above these constraints by higher self-belief, a 'take-charge' attitude, and being committed to amanah – the social value and religious principle of service to God and country – which is a higher developmental purpose beyond their pastoral and nurturing roles.
- They use sense-making as a strategy to construct roles and identities based on their understanding of patterns of interactions happening around them, which then enable them to act appropriately within this context. Sense-making has helped women leaders create plausible explanations and interpretations when faced with various complexities, like the lack of resources, which gives them a positive sense of self despite the challenging situations confronting them.
- They resort to metaphor-construction, a way of extracting cues, explaining their feelings, making sense of the causal mechanisms affecting their experiences, or as symbolic self-views of their leadership journey.
- They seek, and form, networked alliances to access social capital, and to address funding shortages due to circuitous bureaucratic processes.
- They identify mentors who give them advice on matters of strategic importance, and provide the experience and expertise for many collaborations. But to win their support they must be perceived as reliable and intellectually credible.
- They want visible agency in more gender congenial contexts that allow them greater voice and participation. A gender congenial context means (1) Having a gradually socialized diversity policy where leadership pipelines are open to a diverse pool of talents, regardless of gender; (2) Providing better leadership preparation for new leaders to minimize role ambiguity, feelings

Facts & Figures

Gender roles expectations are at the root cause of HEALs' lack of agency. HEALs rise above these constraints through sense-making, higher self-belief, and higher developmental purpose beyond their pastoral and nurturing roles.

Activities

- Deep dive into HEALs constraints was conducted through multi-layer qualitative research methods

Challenge

- HEALs want visible agency in more gender congenial contexts that allow greater voice and participation.

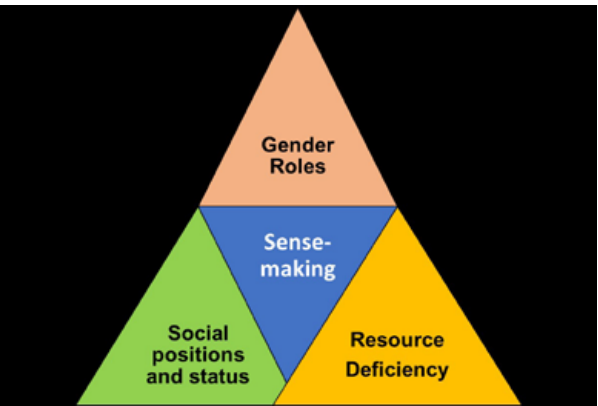
Good practices

- HEALs maintain powerful networks to obtain needed organizational resources

Lessons learnt

- HEALs rise above constraints by sense-making and reflexive understanding of contexts.

of inadequacy, frustration, or discouragement; and (3) Providing active encouragement and institutional support for emergent young female leaders to undertake higher postgraduate studies.



3

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Photos & Graphics

- 1 HEAL deep dive interview
- 2 Validation of findings
- 3 Social control schema constraining HEALs leadership

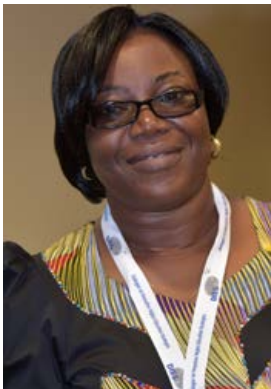
Mentoring of Women in Academia



1



2



Prof. Oluwatoyin A. Odeku

Challenging Situation

There is lack of mentorship for women in academia in my institution and very few women benefit from international grants and fellowships. There is lack of counselling and support system for female academics to enable them to become research leaders in the University.

- Provide mentoring to women in proposal and publication writing;
- Provide information on fellowships and scholarship opportunities;
- Assist female academics in application for scholarships and fellowships;
- Connect women with mentors within and outside Nigeria.

Stakeholders involved

- Women in academia;



3

Objectives

I initiated a mentorship programme in my University to encourage women to pursue a career in academics, complete their PhD programme in record time and improve their research profile to increase their chances of becoming leaders in the University.

Promoting activities

Following activities were conducted with the aim to provide mentorship and support system for women in academia, science and technology:

- Building research leadership capacity for women in academia;

- Senior professors and academics at the University of Ibadan;
- Liaison officer at the Office of International Programmes;
- Members of the Alexander von Humboldt Alumni Association;
- Vice Chancellor.

Challenges

- Finding suitable mentors in the University of Ibadan that can spend time with the mentees as required in the mentorship programme.
- Finding senior scientists abroad that match the interests of the women who can serve as hosts/mentors.
- Limited time to work on proposals and manuscripts.
- Lack of funds for setting up the capacity building programmes and scholarships.
- Lack of interest by some senior members of staff.

Good practice and lesson learned

Good practice:

- Some mentors have shown commitment to the mentorship programme and this has yielded good results with some of these women winning fellowships and grants.
- The gender policy of the University of Ibadan has raised the awareness and promoted a gender-sensitive institutional culture.

Bad practices:

- Lack of support from spouses and family.
- Unstable government policy in Nigeria has made funding of capacity training programme unsustainable.

Lessons learnt

- Involvement of the university management and other stakeholders is essential for successful programme.
- Mentoring women in academia requires a lot of patience and commitment.
- Need for continuous advocacy and gender research to promote gender equity in African Universities.

Facts & Figures

Activities and results

- Mentoring of women to become research leaders has been established.

Challenges faced

- Lack of mentors and funding.

Good and bad practice

- Mentorship and research training has improved the capacity of women.

Lessons learnt

- Involvement of university management and other stakeholders is essential for success.



4



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Photos & Graphics

- 1 With PhD student in Bonn 2012
- 2 PhD student and Postdoc in Bonn during visit
- 3 With participants at a Workshop on Scholarly writing in 2016
- 4 Speaking at a conference on mentoring and grant sourcing in 2012
- 5 2014 mentee

Are we ready to vote for a Female Leader? A Story from Egypt



1



Prof. Dr. Malak Shaheen

Challenging Situation

Egyptian National authority for Quality Assurance and Accreditation of Education (NAQAAE) standards up until now did not mandate any clear direct benchmarks for assuring gender equity in the process of higher education institutes' leadership.

Shortly after our success in

attaining accreditation for our institute, the dean's position became vacant and at that time the appointment process was conducted by open faculty election (according to Egyptian University bylaws). However, in our institute a woman has never attained a dean chair, our accreditation team



leader, who happens to be a female professor, decided to be nominated for the deanship. She thought that she had robust evidence of success to present. She was the director of education quality assurance unit and team leader of accreditation team of our institute. Over 5 years of hard work and true reform in our educational programs, our institute got accreditation successfully as the result of her hard work. Her election proposal included a

commitment to sustain this success story of reform and improvement.

Objectives

Following the well-known rules and ethics of election, a fair and translucent open faculty election would be conducted to collect votes supporting each candidate for election. The Dean's job description is in essence to be the head of the managerial and leadership hierarchy in our institute.

Promoting activities

The activity was a simple open election for all staff members to propose for the position of "dean of faculty", presenting their credentials and sharing their vision and plans for improvement and continuing development of our institute. In our institute's history never has there been a woman in the deanship position. Traditionally, the appointment process was conducted by the university's higher authority selection committee. In the year 2013, university bylaw mandates included a change in the appointment process so as to open election for all staff members and this was the first time to do it. The successful candidate would be the one who got more supporting votes compared to others - as with any other open election process.

Challenges

Internal Challenges (management of election campaigns): This was a truly novel experience for all. External Challenges (winning staff member's votes): However; they were our colleagues, professors and many were true friends, engaging with staff members to win their votes for a woman professor was a true challenge. A male professor won the election with 97.5% of votes. The woman professor

won just 2.5% of the votes. What was truly painful is that even her friends and colleagues did not trust her to be the dean even though they knew how efficient and qualified she is. Being somehow a member of such an election campaigns I had witnessed in a close manner that our experience in elections is very primitive. We were unaware about many election practices; and nor could we get professional help as the bylaws forbid this. Also, having a woman professor for the first time seeking to be the dean was not expected nor welcomed by many professors.



Good practice and lessons learnt

Primary analysis of the root causes of gender inequity in higher education leadership in Egypt showed that both deep cultural gender bias and poor planning for gender equity mainstreaming in higher education leadership are the main obvious reasons for now. However, election bylaws have been changed 2 years ago to return back into higher university selection, and no more elections would be held, but this story was a good experience to learn many useful lessons. The first was realizing that there is still a big gap between the status quo and logic/targeted stand for gender equity in Higher education leadership in Egypt. Primary analysis of the root causes of this gap showed that both deep cultural gender bias and poor planning for gender equity mainstreaming in

2



Facts & Figures

Activities and results

- For the first time in Egyptian university bylaws, the deanship position was determined by open election. An eminent and well known qualified woman professor decided to propose for the election but she did not win staff votes.

Challenges faced

- The new electoral process was a truly novel experience for all, especially in respect of a woman candidate seeking to win staff votes to be in a higher education leadership position.

Good and bad practice

- It was clear that we need to look for a remedy for serious gender inequity cases in higher education leadership in Egypt. Until then, every female professor would think more than one thousand times before even dreaming to be in a leadership position.

Lesson learned

- For the first time, it was clear enough, with the evidence of the election outcome, that the staff members are not yet ready to accept having a woman dean regardless of the decision-makers opinion.

higher education leadership in Egypt are the main obvious reasons for the lack of progress. The second was deeply sensing the need for adopting HE effective gender equity leadership in the future via a visionary strategic plan. In my own opinion, I believe that Egyptian NAQAAE may be best placed to accept responsibility to set a novel set of standards to ensure this. However, these professional standards must be well designed and tested to ensure best results.

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Photos & Graphics

- 1 Ain Shams University
- 2 Vote collection in transparent box

Promoting Gender Equity in Leadership in Maseno University



1



Dr. Karen Nyambura Nyangara

Challenging Situation

The Kenya Constitution stipulates that not more than 2/3 of any elective or appointive positions should be held by the same gender. MSU top management gender distribution meets this rule but in other management levels the average is 20% female. There was lack of empirical data to advise

management on progress in meeting this goal and on the barriers to the advancement of women.

Objectives

The objective of the Institute of Gender Studies was to monitor University compliance with gender representation policy on appointments, promotions and employment, and collection of sex disaggregated data to guide in future planning and programming.

Category	Male	%	Female	%
In attendance (07)	06	85.71	01	14.2
Management (18)	14	77.78	04	22.22
Deans/Directors (30)*	23	76.67	07	23.33
Chairs of Dept (48)	36	75.00	12	25.00
Coordinators (1)	01	100	0	0
Seconded to TMUC (06)	06	100	0	0
Total Members (96)	74	77.08	22	22.92

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Promoting activities

Activities conducted were stakeholder buy-in by disseminating the MSU Gender policy to University Management, and Student Governance; gender disaggregated needs' analysis and writing of yearly gender profile showing trends as well as lobbying for gender sensitive policy making, lack of discretionary budget and representation in committees.



3

Challenges

The main challenges faced include fear from equating affirmative action with job/status loss, slow policy ratification, weakening capacity for enforcement, and lack of funding. In addition the Gender Mainstreaming Committee needs capacity-building to support

mainstreaming. We are also hampered by sporadic opportunities for staff sensitization, the limiting of achievement of gender parity to redistribution of staff, and reallocation of resources to other university activities.

Good practice and lessons learnt

Gender mainstreaming is a process based on attitude change. It is important not to stagnate or lose ground. Internal and external linkages and benchmarking are critical for accountability and measuring our success in widening the space for women's leadership against other institutions.



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Facts & Figures

Activities

- Dissemination of Gender Policy; gender disaggregated needs analysis and gender profile;

Challenge

- Lack of understanding of affirmative action, lack of discretionary funds, slow policy ratification and need for capacity building

Good practices

- University management buy-in; policy backed practice, working within already existing frameworks

Lessons learnt

- Gender mainstreaming needs attitude change over time; benchmarking is critical for accountability and to measure success

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Photos & Graphics

- MSU Management
- MSU 2017 Senate profile
- Maseno Siriba campus
- Empower Her Student Program
- MOU with GZU

Gender Equity Project at Obafemi Awolowo University, Ile-Ife, Nigeria.



1



Prof. Funmi Soetan

Challenging Situation

The Situation Analysis Report on gender equity at Obafemi Awolowo University, Ile-Ife (2002) showed that there were gender gaps in enrolment, employment and leadership positions biased against women.

Objectives

The objective of the 2002-2012 Carnegie Corporation of New York-funded Gender Equity Project was to promote gender equity by closing gender gaps at Obafemi Awolowo University.

Promoting activities

The following activities were carried out to close gender gaps:

- Scholarships and Fellowships: The Female Scholarship Scheme supported female students facing financial constraints to complete their studies and also provided support for female students on a merit basis such that they would be motivated to excel in their studies. Specifically, the Female Scholarship Scheme focused on undergraduate and postgraduate female students in Science and Technology Faculties where gender gaps were highest.
- Development of the University's Anti-Sexual Harassment Policy: The University's Anti-sexual

harassment policy was developed in 2012 and approved by the University's Governing Council in 2014. Its aim was to promote the creation of an enabling working and learning environment for both staff and students. It is being piloted by the Faculty of Education.

- Commencement of Postgraduate Programme in Gender Studies. Postgraduate programme (M.Sc.) programme in Gender Studies was commenced in the 2015/2016 session and the first set of students are expected to graduate in the 2016/2017 session.

Challenges

- The initial enthusiasm for the project was not backed with provision of adequate counterpart funds by the University.
- The donor dictated the agenda with activities varying at different phases of the project.
- Failure to implement policies (policy evaporation): Policies such as the Anti-sexual harassment Policy were developed but were not carried forward to implementation phase by the University. A key reason was lack of funding and institutional will.

Good practice and lesson learned

- A key value addition of the project is the disaggregation of all University data by gender. This has provided an evidence base for making a case and planning for gender equity in the



2



University.

- The female postgraduate scholarship has created a pool of highly qualified women who have completed their PhDs and are available for appointment as academic staff in Science and Technology departments.
- A major lesson learnt from the project is that project sustainability should be developed upfront and should map and include critical stakeholders.
- It is also critical to obtain the buy-in of government agency with oversight of Higher Education, such as the National Universities Commission (NUC).

Facts and Figures

Wide gender gaps existed in employment of academic, administrative, senior technical and junior staff cadres. Data for the 2001/2002 academic session in Figure 1 shows that females constituted 18.8% of total staff population, with the majority of these (62.7%) as Administrative, Senior and Technical Staff. Female academic staff made up only 13.6% of the total 1,101 academic staff strengths. Female administrative staff were 37.7 per cent of the total (942) while they were 10 per cent of the total senior Technical Staff (472). Females comprised a mere 15 per cent of the junior staff population that constituted the largest staff category of 2,132.

Among academic staff, the aggregate data masked differences among Faculties. In the Faculty of Law for example, there was only one female academic staff out of a total of 27. In the Faculties of Science and Technology, female academic staff made up only 7.0% of the total. The Faculty of Education had the highest proportion (27.0%) of the female academic staff in OAU, a pattern that was consistent with that of female enrolment. In the 10-year period, the gender gap narrowed most noticeably among junior staff with females increasing from 15 per cent in 2001/2002 to 46 per cent in 2011/2012. This trend is due to the typical female over-representation in the lowest rungs of the ladder in public sector where they are employed as clerks and secretaries. The gender gap also narrowed among the Senior Technical

Facts & Figures

Activities and results

- To a large extent, the Gender Equity Project and its constituent activities have been institutionalised at Obafemi Awolowo University, Ile-Ife. What remains is the will and funds for its sustainable implementation.

Challenges faced

- Inadequate funding by the University stalled the project.

Good and bad practice

- While the University failed to implement the Anti-Sexual harassment policy, the Faculty of Education is piloting its implementation.

Lessons learned

- Inclusion of insider and outsider stakeholders to ensure sustainability and the monitoring and evaluation of the project.

staff where the proportion of females increased from 10 per cent in 2001/2002 to 24 per cent in 2011/2012. The trend in gender composition of the different staff cadres over the 10- year period under study exhibits an inverted triangular pattern. Hence, the lower the skill requirement of a cadre, the faster has been the narrowing of the gender gap with the gender gap being widest among the more skilled staff cadres. Data presented in Figure 2 shows a wide gender gaps in the Faculty Science and Technology. Without the intervention, the gap would have been far wider.

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Photos & Graphics

- 1 Increasing the number of female graduates in Science and Technology Faculties through the Gender Equity Project.
- 2 Gender gap biased against females students at the undergraduate level
- 3 The Centre for Gender and Social Policy Studies
The Co-ordinating Unit for the Gender Equity Project

Empowerment of University Women in Oaxaca, Mexico



1



2



Nydia D. Mata Sánchez

Challenging Situation

An increased number of higher education institutions and opportunities in rural and underserved areas of Oaxaca, Mexico has lead to increased enrollment of young women in technology and science fields. Nevertheless, vulnerable student populations experience low retention rates in education

- International education opportunities – CMujer provides avenues for internships, volunteer work, and academic experiences abroad. Destinations include Chile, Peru, Brazil, India, Germany, and the United States.



3

- Gender Based Violence and Leadership & Entrepreneurship Certificates – CMujer’s leadership development courses are specifically designed with the student population’s needs in mind and adapted to the local context.
- Financial support for low-income students – CMujer supports women to overcome financial barriers to education through additional scholarship opportunities.

and lack opportunities to participate in projects related to innovation, entrepreneurship and technology while socioeconomic factors constrain women’s personal and professional advancement. At the Universidad Tecnológica de los Valles Centrales de Oaxaca, the Centro Universitario para el Liderazgo de la Mujer (CMujer) addresses these challenges.

Objectives

CMujer’s objective is to promote the personal and professional development of university women, improving their leadership capacity through trainings and confidence building in academic and social contexts.

Promoting activities

- Community-based projects – CMujer students create short-term projects that address community needs, like children’s libraries and women’s business workshops.



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Challenges

- Lack of funding to increase the number of university women served;
- Transfer of the methodological model to other Institutions of Higher Education of the Subsistema de Universidades Tecnológicas y Politécnicas in Mexico;
- Equitable education system in the state of Oaxaca, Mexico.

Good practice and lessons learnt

In addition to empowering university women through the opportunities mentioned above, CMujer extends beyond the university to empower women in highly marginalized communities through social entrepreneurship projects. These projects strengthen student

skills and contribute to regional development. Incorporating international perspectives and collaborations with local NGO, government, and businesses sectors facilitates CMujer’s success. Involving all stakeholders proves essential for assuring a strong relationship between women’s leadership and regional development. CMujer has created a strategic national and international network of governmental organizations, civil society, and institutions of higher education working together to reduce the existing gender gap in women’s leadership opportunities. CMujer has achieved a social and economic impact in communities in the Central Valleys of Oaxaca through community-based learning, projects, and outreach.

Facts & Figures

Activities and results

- Leadership capacity building programme for women is established in my institution.

Challenges faced

- Equitable education system in the state of Oaxaca, Mexico.

Good and bad practice

- Leadership learning topics were included in existing courses.

Lessons learnt

- Involvement of all stakeholders is essential for success.

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Photos & Graphics

- 1 Learning about us and the comunity San Marcos Tlapazola, OAxaca
- 2 Growing Togheter - Oaxaquen'áas in Oregon. USA
- 3 Community work whit women and children of San MARcos Tlapazola, OAxaca
- 4 Meeting groups of women artisans in Teotitla'ün del Valle
- 5 Learning about gender

Female Leaders at Sunan Kalijaga Islamic State University (UIN) Yogyakarta, Indonesia



Dr. Alimatul Qibtiyah

Challenging Situation

Although the Indonesian government have ratified 4 international laws relating to gender issues (1984-1995), women remain firmly subordinate to men, with few having any role in decision making in the family as well as in the public domain. This gender inequality

has occurred also in the higher education sector, including at UIN. The reasons for the challenging situation at UIN include:

- Many misogynistic interpretations of religious texts contribute to women’s vulnerability, for example women cannot be a leader of men;
- Staff recruitment policy is still gender neutral and there are no affirmative policies for women leadership;
- The integration of gender perspectives into curriculum was limited;
- Lack of gender perspective especially on facility design.

Objectives

The Center for Women’s Studies (PSW) was established in 1995 at UIN. It served to enhance the study of women’s issues from an Islamic perspective at an Islamic higher education institution and represented the university’s contribution to the national program for women’s empowerment. The mission of the PSW UIN, which has positioned itself within a moderate and progressive Islamic framework, is to foster gender equality in the Muslim community. PSW UIN Yogyakarta envisages “Men and women like the teeth of a comb, standing tall side by side in equality”. Its mission is to “enhance mutual efforts to develop

and promote gender equality and women’s empowerment based on progressive Islamic thought”. PSW has been funded by Government and international donors. Only 5 out of 29 programs or approximately 17% (workshops, trainings, conferences, seminars and research) were funded by the Indonesian government. The main objectives are:

- To promote gender equality in higher education through gender mainstreaming in educational institutions, gender inclusive curriculum development, gender awareness trainings and seminars, and gender related-issues in research projects and publications;
- To provide professional consultancies on gender in Islamic law, gender in education and other social issues;
- To build strong networks with multiples stakeholders including government and civil organizations and other agencies, which share similar mission of promoting and upholding gender equality and social Justice

Promoting activities

PSW conducts workshops of Strategic Planning for policy makers and Gender Analysis, trainings for lecturers at UIN and teachers at seven provinces (261 schools), at least 25 workshops for Muslim judges which involved around 1200 participants, seminars and conferences with various topics on gender, human rights and leadership. By 2017 the center had published 30 books and 25 journals of gender studies. Some of them relating new interpretation of religious texts using hermeneutic and progressive approaches that promote a gender equality perspective. The results from these promoting activities include increasing the number of women leaders at UIN from 8% (no



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Percentage of Female Leaders at UIN (5 Years)					
Position	Year				
	2013	2014	2015	2016	2017
Rector	0%	0%	0%	0%	0%
Vice Rector	33%	33%	3%	3%	0%
Dean	12,50%	12,50%	25%	12,50%	12,50%
Vice Dean	14%	17%	20%	33%	35%
Head of Departement	24%	28%	28%	27%	25%
Head of Unit	0%	0%	33%	33%	50%
Ecelon II	0%	0%	0%	0%	0%
Ecelon III	47%	44%	44%	44%	36%
Ecelon IV	53%	60%	65%	60%	54%
Total	30%	32%	33%	37%	36%

2

female dean) into 43% (3 Female dean). This also happened at a structural level.

Challenges

- The increasing number of Islamist groups in Indonesia, mainly those from the Middle East and Egypt who seek to impose a literal interpretation (the strict segregation of men and women, and the limiting of women’s roles);
- Lack of financial support to conduct gender sensitive training for new lecturers;
- Not all new leaders have appropriate gender sensitivity in their policies.

Good practice and lessons learnt

- In 2000 and 2010 university selection policies featured affirmative action for women. The PSW invited decision-makers to conduct strategic planning with gender equality perspectives and encouraged female lecturers to apply for managerial positions.
- The PWS has collaborated strongly with government and non-government institutions at both the national or international levels.
- The PWS created a gender working group in every department, integrated gender perspectives into the curriculum and established a postgraduate school for Islam and Gender Discourse with good library.
- The gender perspective was implemented



3

into facility design (stairs are convertible for pregnant women and elderly).

Facts & Figures

Activities

- Working at managerial and academic levels, engaging and strengthening the religious belief using a progressive approach.

Challenges faced

- Lack of funding and the rise in Islamic Fundamentalism.

Good practices

- Having affirmative action for women leadership in promotion process, strengthening working with government and non-government institutions at both the national and international levels, integration of gender perspectives into curriculum and establishing postgraduate school Islam and Gender Discourse with good library and implementation of gender considerations into facilities design.

Lessons learnt

- Having committed members as agents of change, cultural brokers, opinion makers, who can provide channels for engaging with both Islamic studies and feminist writings across the West, the Middle East and Asia, and involvement of all stakeholders is essential for success.

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Photos & Graphics

- 1 Publications on Gender
- 2 Percentage of Female Leaders at UIN (5 Years)
- 3 Core Staff of PSW UIN Yogyakarta

Women in Research Institutions in Sudan: Challenges and Achievements



1



2



Dr. Sarra Ahmed Mohamed Saad

Challenging Situation

In the National Center for Research in Sudan women are dominating and 62.4% of scientific staff are women. Since working in a research career requires additional working hours in the laboratories, field work and participation of women researchers in scientific events e.g.

scientific conferences and workshops, most women cannot participate in all events due to their responsibility as mothers. Mothers who don't have family members to take care of children left their research work. Most of them are highly capable and could have made a wonderful contribution to scientific achievements. But being a mother is a major obstacle that threatens the career of many women in research institutions in Sudan. Also the educational system and calendar is not in sequence with a research career as the schools' summer holiday is 3 months every year and for researchers the annual leave is only 6 weeks!

Objectives

I suggested the establishment of kids' care unit in the National Center for Research (NCR) to take care of kids of women researchers during their working hours under the responsibility of NCR.

Promoting activities

We raised funds from all staff in the institute and the administration of the NCR co-sponsored the project. I was nominated as head of kids' care unit committee, which volunteered with all the management work. The "kids care unit" was established and welcomed kids from all ages, and babies until primary school age. The fund continued on a monthly basis to cover the cost of the unit e.g. apartment rent, teachers, power, etc. During the school holidays we arranged English language and computer courses facilitated by our staff.

Challenges

- Increase of apartment rent every year that resulted in budget deficit;
- Managing the unit was the responsibility of

the unit committee which took time and extra effort; we failed to employ other people due to the cost limitation;

- Lack of support and understanding from high ranking personnel to modify new regulations for mothers working in research institutions e.g. establishing kids care units that are sustainable and with reasonable cost.

Good practice and lesson learned

Empowering women in research career needs modification and new legislation in my country especially for mothers where childcare is considered as the "female's job".

Facts & Figures

Activities and results

- Establishment of kids care unit in a research Institution.

Challenges faced

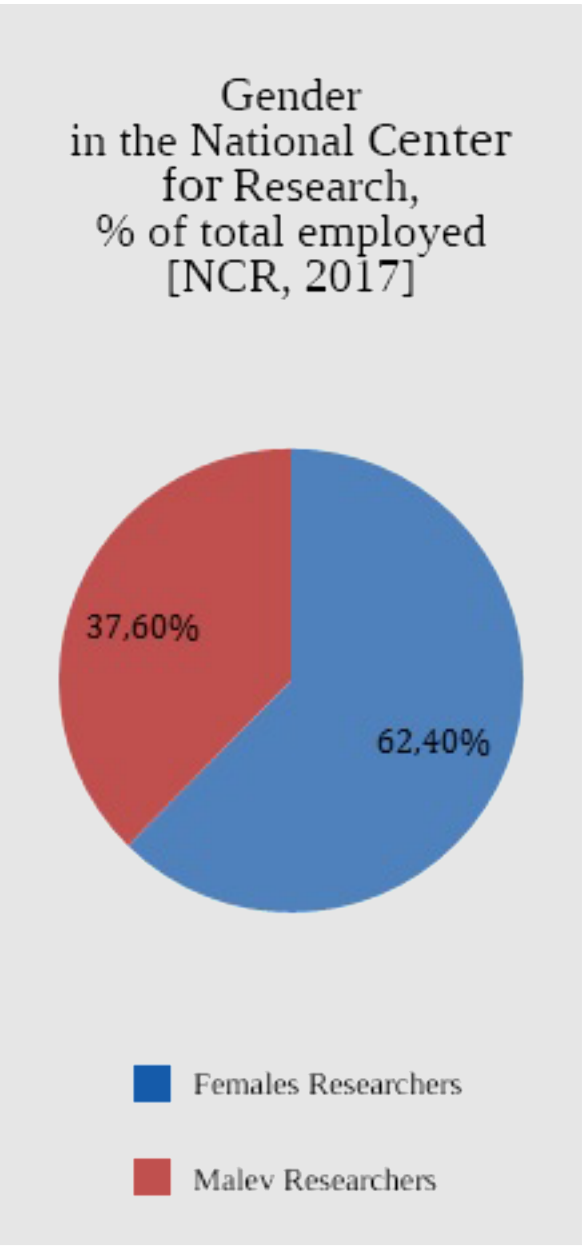
- Sustainability of the budget and the modification of motherhood legislation.

Good and bad practice

- Empowering women in research career needs modification and new legislation in my country especially for mothers where child care is "female's job".

Lesson learned

- In spite of the responsibility of childcare women are dominating in research jobs as head of departments, senior researchers and even ministers.



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Photos & Graphics

- 1 Field works outside Khartoum City
- 2 Research experiment
- 4 Gender in the National Center for Research
- 3 My kids joining our field work!

Promoting Gender Equity in Higher Education Leadership in Senegal (West Africa)



1



2



Yasmine Sy Sarr

Challenging Situation

Lack of women in leadership positions in my institution.

The structures of many Africa Universities remain deliberately masculine, in terms of their representational structure, decision making procedures and the culture of their members. Women continue to be minorities in higher education.

As a young educated woman, when I began to work in my Institution as the head of international Department and Quality Department, I have noticed that women were underrepresented.

Objectives

I had the chance to be educated in a family where boys and girls are considered equal and I have grown up in a multicultural environment, and it was obvious for me to promote gender equality in my workplace.

My aim is to promote gender equity and enhance opportunities for women to become a leader in my institution.

Promoting activities

- Communication and sensibilization: By disseminating information on gender and development issues through internal publications, internet and mass media and fostering gender awareness in the university through mass media, public lectures, workshops and conferences.
- Creation of a Women's League in the Institution: The Women's league organizes some breakfast sessions where female students, female staff and faculty talk about issues related to, academic issues leadership, career development, gender based violence and social relationships, etc.
- Organization of conferences on Women Leadership (8th March).



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- Organization of Workshops for Staff Development.
- Integration of Gender issues in the strategic plan of Groupe Sup de co Dakar. The educational and bringing-up activities of the Faculty was directed towards harmonization of gender imbalance (asymmetry) among students of different genders. The Master's degree curricula was supplemented with specific courses (special topics within the courses scope) that contribute to promoting gender-sensitive outlook. Trainings and workshops was held with a focus on the topics: "Female and male leadership", "Females leaders in male groups".

Challenges

- The time: With all my responsibilities in the institution, it was difficult to coordinate all the activities but some members of the staff and some students were doing well.
- The budget: Some activities were financed by the institution but many of them by member's contributions.
- Motivation of the top management: When we organize some workshops or conference for the staff, it was quite difficult to reunite all of them at the same time because of their activities and duties.

Good practice and lesson learned

Promoting gender in the institution where I work, is a really exciting and interesting experience, I learn a lot every day. I am so impressed when I see our young students who just enrolled, being really aware of gender issues.

- Share our own experience in gender issues;
- Communicating with men about gender issues and encourage them to participate in

5



Facts & Figures

Activities and results

- Leadership capacity building seminars for women are established in my institution: workshops and seminars where women will be free to express all their fears and questions are organized.

Challenges faced

- The main challenge is the lack of funding and the time.

Good and bad practice

- Some objectives about gender issues in the strategic plan of the institution.

Lessons learnt

- Sensibilization and workshops are really important to vehiculate the importance of gender equality and Involvement of all stakeholders and the top management is essential for success.

the workshops and activities;

- Associating the top management in all the activities;
- Introducing some objectives about gender issues in the strategic plan of the institution;
- Networking with other promoters of gender equity for exchanging good practices and advise.

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Photos & Graphics

- 1 Yasmine Sy Sarr
- 2 Signing a partnership with a chinese university in China, to encourage students mobility, last september i have encouraged 5 female students to spend a semester there
- 3 Speaking to new female students about women empowerment
- 4 Speaking during a conference in Women Leadership I have organized last year
- 5 I were invited to be part of a conference animated by Christine Lagarde (IMF Director) and decided to bring some female students to show them that it is possible for women to be leader.

Creating a Network of Women Scientists in Ecuador (REMCI)



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2



Dr. Claudia Segovia-Salcedo

Challenging Situation

Ecuador is one of the smallest countries but at the same time one of the most biologically and culturally diverse in South America. In spite of a tremendous increase in the number of women participating in the workforce in my country, women still face gender discrimination and violence. Academia is not an exception, as women constitute only 36% of the faculty, and only 3 out of 10 PhD graduates are female.

Objectives

REMCI is a non-partisan, independent and national network of Ecuadorian female researchers, active in local and international universities, and research institutes. Our network is formed by members from 12 Ecuadorian universities among them professors, students, researchers, and PhD candidates, with the following main objectives:

- To promote women in science and at the same time empower women in academia.
- To support and organize effort for more gender equality in science, in academia, government and non-government institutions.

Promoting activities

Our network supports gender equality and stronger women participation in academia, government and civil society. We promote our activities through social media and other digital tools (mailing lists, online fora, etc.). Our main activities in the past year include:

- Creation of local groups within universities in various cities in Ecuador.
- Organizing events during the International Day of Girls and Women in Science and the International Day of Women to promote the presence of women in science in Ecuador and the region.
- Mentoring sessions to create opportunities, foster community building and empower young female scientists.
- Supporting science education through summer camps for pupils and teachers.

Challenges

- Misconceptions about feminism, its concept and purpose.
- Lack of collaboration among women in academia in Ecuador;
- Gender Role Stereotypes;
- Limited access to decision making
- Limited expertise about gender issues
- Lack of funding.

Good practice and lessons learnt

- Technology is our ally; social networks help us to create visibility about women rights, facts about women in science and publicize our activities.
- The generation of a database with information about women active in the science and the academia, is helping us generate evidence and data to reduce the information gap that currently exists in this area.
- The identification of partners in Ecuadorian universities and research centers has allowed us to strengthen our presence nation-wide. However, it has also showed us the importance of strengthening our organizational structure for the future.

Facts & Figures

Activities and results

- REMCI is filling a gap in Ecuadorian society especially in the Ecuadorian academic sector. We are generating data about women in science through our network. Therefore we hope to continue to provide data on gender in science through REMCI.

Challenges faced

- During this process, REMCI has faced different challenges primarily on gender role stereotypes.

Good and bad practice

- Creation of networking opportunities is a way to improve our sisterhood and at the same time visualize the role of women in science. Our active presence in the Ecuadorian society allows us to analyse how social and power structures impact the lives and opportunities available to different groups of men and women related to science.

Lessons learned

- A friendly environment to talk about gender issues in science is a way to empower senior and young scientists. Mutual support and mentoring is a key part of science. Capacity-building in gender aspects related to science is a necessity.

Contact card

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Photos & Graphics

- 1 Andrea Encalada, distinguished professor, Universidad San Francisco de Quito – Workshop about women in academics.
- 2 Participants of the first meeting of women in science. Universidad de Cuenca.
- 3 Women Scientists. Universidad de las Fuerzas Armadas Quito. Celebration International Day of girls and women in science.



3

Making the Numbers: Rethinking Female Leadership in Ghana’s Technical Universities



1



Prof. Dr.
Smile
Dzisi

Challenging Situation

As the only female among the CEOs of public universities in Ghana, I am a rare survivor among the many girls whose dreams get fizzled out by the cultural inhibitions of womanhood in Ghana.

As CEO, I sought to achieve gender parity in leadership in my

university, but few women were available. Because few women are able to build an academic career in science and technology, very few are available for leadership positions in a TU. I became convinced that one way to promote gender equity in the management of TUs is to mentor and promote potential female leaders and accelerate female enrolment in the TUs.

Objectives

We set out to prepare more women for leadership positions as soon as possible and create a large pool of females for the next generation of leaders in higher education.

The Gender Office (the first and only in the 10 technical universities) was established in August 2015 upon assumption of office as Vice-Chancellor. The Gender Office leads the advocacy for gender sensitization, counseling and mentoring of female staff and students, increased female enrolment and representation for gender equity and handling gender issues and complaints.

Promoting activities

We included gender in our strategic plan, established a gender desk, conducted a gender



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audit that leads the advocacy for increased female representation and gender sensitization, counseling and mentoring for female staff and students. We are also promoting interest in science, technology and engineering among female students in the university and some high schools through clinics, workshops and scholarship offers under the theme “catching them young”.

Challenges faced

There was hardly any Ghanaian antecedent to guide us, and low female representation on our statutory bodies made policy approval herculean. Besides, our efforts were perceived as discriminatory against men.

Good practice and lesson learned

Regular gender sensitization programmes are yielding results, and because female staff receive regular leadership training and mentoring, they are willing to step into leadership space.

Male collaborators have proven to be very critical in the struggle for gender parity.



4

Facts & Figures

Activities and results

- Koforidua Technical University made gender a major thrust in its strategic plan. Female enrolment increased and females are gradually assuming leadership with confidence.

Challenges faced

- There was hardly any Ghanaian example to learn from.

Good and bad practice

- Mentoring proved very effective. However, males were initially left out.

Lesson learned

- Male collaborators have proven to be most useful.



5

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Photos & Graphics

- 1 Female leaders in Koforidua Technical University (KTU)
- 2 “Catch them young” clinic
- 3 Workshop for potential female leaders in KTU
- 4 Only one female Vice Chancellor in ten Technical Universities in Ghana
- 5 Prof. Smile Dzisi

Promoting Awareness on Women Leadership and Gender Mainstreaming in the Local University



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2



Dr. Rowena G. dela Cruz

Challenging Situation

The University of Muntinlupa City (Pamantasan ng Lungsod ng Muntinlupa or PLMun) is a local government unit and fully subsidized by the local budget. In 2013, the city government became aware of the Gender and Development (GAD) issue due to the national government policy

Education Institutions (HEIs) required all higher education institutions in the Philippines to establish a GAD Focal Point System and gender mainstreaming in their respective institutions. Hence, I found myself reviewing the said memorandum to come up with possible GAD-related programs and projects in our University.

Objectives

Being designated as the University GAD Focal Person, I took the initiative to propose GAD activities and projects, aiming to establish a sustainable capability-building program on Gender and Development mainstreaming in the University. Likewise, I set a goal to empower myself in implementing GAD program in my University and in my city.

Promoting activities

In 2015, with the support of the GAD city government fund, I spearheaded the series of Gender Sensitivity Training (GST 101) for the University administrators, faculty, staff and student leaders. Training of Trainers for GST 101 was also conducted and was able to produce 20

faculty-facilitators in GST 101 faculty-facilitators. Moreover, a series of fora on HIV awareness, Anti-Human Trafficking and Violence Against Women and Children were also conducted. About 3,000 first year college students and about 2,000 parents were made aware of these issues.

With such moves, the University was able to form the Gender and Development Focal Point System (GFPS), started to produce gender-based research, modules (GST 101, Facts about HIV, Truth about VAWC) and facilitated GST 101 among hundreds of students and women in the community.

Challenges

- Insufficient funding to sustain the capacity building programme in the University;
- Insufficient funding for female faculty to engage in research and extension services;
- Lack of scholarship grants for women leadership education;
- Resistance to get involved as volunteer-GAD facilitators among faculty members;
- Lack of institutional monitoring and evaluation tools for each activity.

Good practice and lesson learned

Despite limited budget, local government officials are actively collaborating in every GAD activity of the University. Due to limited manpower, GAD personnel have learned to multi-task.



3

Facts & Figures

Activities and results

- GAD capacity-building programme is established in my university.

Challenges faced

- The main challenges are the insufficiency of funding, lack of scholarship grants, and sustainability of capacity-building program for women in leadership and for the volunteer-faculty members.

Good and bad practice

- The collaboration of local government officials has made a great impact to the success of GAD projects and activities. Shared experiences among the HEIs in the city was established.

Lessons learned

- Stakeholders participation is highly essential for the sustainability of the programme.



4

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Photos & Graphics

- 1 City officials Mayor Jaime R. Fresnedi_Congressman Ruffy R. Biazon give their full support on GAD awareness in the HEIs
- 2 City GAD Director Hon. Catherine Biazon_Connecting HEIs in City GAD Advocacy
- 3 Dr. Rowena G. Dela Cruz, the University GAD Focal Person, explains the CHED Memo 01 s 2015 on Gender and Development for CHED and Higher Education Institutions among selected administrators, faculty and staff
- 4 (At the center, 2nd row) University President Dr. Elena E. Presnedi and University GAD Focal Person Dr. Rowena G. Dela Cruz, with administrators, faculty, staff and selected student leaders on Gender Sensitivity and Good Governance Workshop

Mentoring of Women Scientists in Higher Education in Togo



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2



Dr. Tete-Benissan Amivi Kafui

Challenging Situation

The difficult situation is characterized by:

- Lagging in scholarisation and in the scientific and technical training of girls;
- Marginalisation of the girls and women in all sectors of economic and social life;
- Weak representation of women at different decision-making jobs: women represent 17% of the government workers, 10.72% of senior executives of the nation; 6.25% in technology jobs; and 10.31% of women teachers-researchers in the universities;
- Insufficient number of leader women in higher education as models to the girls’ emulation.

Lome who work with the association “Femmes Togolaises pour la Promotion de la Science et de la Technologie” and other partners like WILDAF Togo, GF2D, “Resau Africain des Femmes Scientifiques et Ingénieurs” (RAFESI), Chaire UNESCO Network on Water have the objectives:

- to promote the success of girls and women in the scientific fields in higher education,
- to increase the rate of women scientist teachers in publics universities in Togo,
- to encourage women leadership by supporting promotion of the scientists in higher education,
- to encourage women graduates to be appointed as leaders.

Promoting activities

The women scientists at the University of Lome, grammar school teachers in science (supported by the Ministry of Higher Education and Research), French Embassy in Togo, UNESCO, TOTAL TOGO, Mr AKPABLA in Denmark promote the following activities:

- working on changing mentalities of girls and women students through sensitization programs;
- setting up training programs (Tutorat Mentorat, International Master: Environment, water and Health) for female scientists by Association “FTPS&T”;

- setting up a scholarship program for women of Masters and Doctorate by “FTPS&T”;
- building up leadership capacity for women teachers of higher education by finding grants for their research abroad.

Challenges

To guarantee the success of girls and women in the system till higher education and to allow them to acquire the competencies to build up the necessary leadership capacity to enable them to become more responsible and to be able to occupy high level decision-making jobs and to take part to the sustainable development of their country. These challenges are when addressing these challenges through remedial steps include the following.

- the scholarship and grants programs allowed girls and women to succeed in their studies, their research and to guarantee their material safety,
- the mentoring–tutoring programs improved the success rates and competencies of girls and women,
- facilitated the establishment of a culture of excellence in the scientific and technological fields,
- the sensitizing allowed the establishment of women leadership culture by convening gatherings between women leaders from all professions where they can present and share their life experiences and testimonies,
- all of these results helped to enable male colleagues to accept women, so as to advance the gender equity at the University of Lome.

Good practice and lessons learnt

- Establishment of a track record of the girls registered in the scientific studies in higher education so as to encourage their colleagues to follow too;
- Tutoring-mentoring programs by FTPS&T improved the results of female scientists’ examinations at the university;
- The majority of female students of Masters and PhD succeed better in their research;
- Approximately 3000 girls and women students have had access to the tutoring-mentoring at the University of Lome and average rates are from 85% to 95%.

Facts & Figures

Activities and results

- The tutoring-mentoring and scholarship programs for female scientist students of Bachelor, Masters and PhD at the University of Lome is established and very beneficial;
- The establishment of leadership capacity for women teachers of higher education is very important.

Challenges faced

- The main challenge is the change of mentalities/ mindset and lack of funding.

Good and bad practice

- Tutoring-mentoring programs by FTPS&T increased the number of female scientists in higher education and improved their examination results;
- The majority of female students of Masters and PhD succeed better in their research.

Lessons learnt

- Involvement of whole university community and all stakeholders is essential for success.



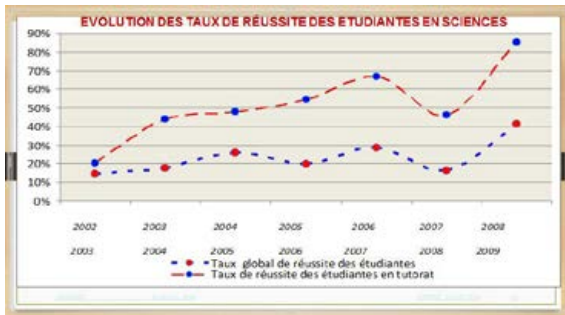
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Photos & Graphics

- 1 Dr Tete-Benissan Amivi Kafui in a practice class
- 2 Tutoring session with ungraduated students by Total-Togo fund
- 3 Example of past rate evolution for women scientists’ students
- 4 Student in Mathematics receiving scholarship from French Embassy of Togo



3

Objectives

The women scientists of the University of

Implementation of a Gender Sensitive Environment Concept at the Faculty of Business and Law, Kyiv National University of Technologies and Design



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2



Prof. Dr. Ludmila Hanushchak-Efimenko

Challenging Situation

Insufficient gender sensitivity within the Faculty: The Faculty of Business and Law, Kyiv National University of Technologies and Design has recently experienced difficult times. In order to stabilize the situation within the faculty and to promote its positive and attractive image, the faculty strategic objectives and

relevant goals were developed, with a special emphasis to the implementation of a gender sensitive environment concept.

Objectives

Implementation of a gender sensitive environment concept at the Faculty through

conducting a gender audit and gender workshops arrangement: Potential stakeholders in conducting a gender audit and establishment of gender workshop are not only the active proponents and gender studies participants, but without exception, all members of the faculty team – from top management to students and each individual employee.

Promoting activities

The gender audit covered: the faculty top management (3 persons); the faculty academic council (8 persons); academic staff (45 persons); Student council of the faculty (5 persons); postgraduates and doctoral students (13 persons), student cohort (full-time and part-time) - 580 persons.



3

The educational and bringing-up activities of the Faculty was directed towards harmonization of gender imbalance (asymmetry) among students of different genders. The Master's degree curricula was supplemented with specific courses (special topics within the courses scope) that contribute to promoting gender-sensitive outlook. Trainings and workshops was held with a focus on the topics: "Female and male leadership", "Females leaders in male groups".

Challenges

- Lack of sufficient financial support to gender workshops for developing and enhancing activities on promoting gender equality;
- The versatility and diversity of activities and the need to take account of specific manifestations of gender relations in every particular area (academic, educational, methodological, managerial, financial, marketing etc.)

Good practice and lesson learned

- the growth of gender awareness of the female & male faculty members, staff, students, postgraduates, doctoral students;
- the integration of gender mainstreaming into the overall development strategy of the faculty, its policy and current operational documents;
- favorable environment has been created to promote the development of relevant students' competencies, attitudes and skills, essential for their further professional activities and careers;
- the socio-psychological tension among the faculty staff has been removed;
- the gender focus provided an additional impetus for enhancing the Faculty management practices through active participation and involvement of female staff;
- additional mechanisms have been revealed to design and facilitate effective occupational guidance to prospective students along with relevant HRM policies.

Facts & Figures

Activities and results

- Implementation of a gender sensitive environment concept at the Faculty of Business and Law.

Challenges faced

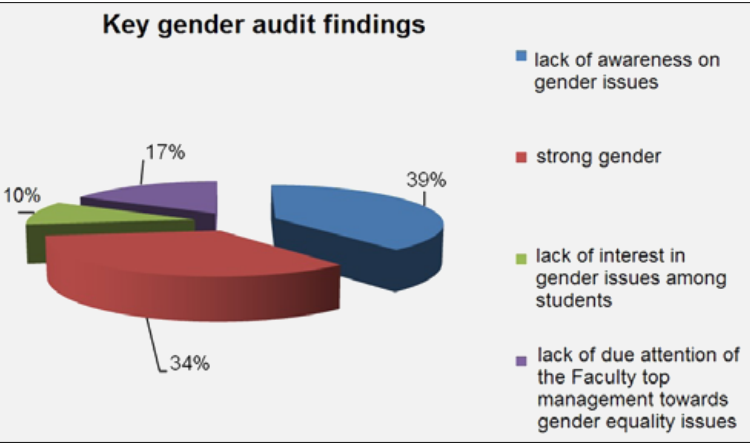
- A critical lack of due financing.

Good and bad practice

- A gender sensitive environment has been created through arranging gender workshops for the two target groups: Gender Workshop for the faculty female staff and the Gender Workshop for the junior female student cohort (students, postgraduates, doctoral students of the faculty).

Lessons learnt

- The implementation of a gender sensitive environment concept at the Faculty of Business and Law contributes to promoting and disseminating of gender-related knowledge and eliminating the negative gender stereotypes.



4

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Photos & Graphics

- 1 A training seminar on building a gender-sensitive environment among the Faculty female & male staff
- 2 A training seminar on developing a gender-sensitive outlook of Faculty student youth: female/male students, postgraduates and doctoral students
- 3 A training seminar on developing a gender-sensitive outlook of Faculty student youth: female/male students, postgraduates and doctoral students
- 4 Key gender audit findings

For Gender Equity in higher education leadership: get women on board!



Dr. Rachel-Claire Okani

Challenging Situation

Very few women are leaders in higher education. This general observation is even more critical in Africa and specifically in my university. As it became a concern for me, a lot of questions arose: Why? What could be done by women themselves and others?

The lack of women in leadership positions was obvious in my institution some years back. Indeed, within both the administrative staff and in academic Boards, they hardly could be found.

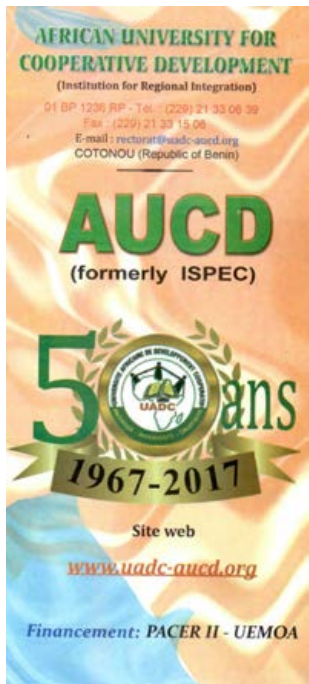
Objectives

Beyond this preliminary sad remark, enhancing opportunities for women to become a leader in my institution therefore turned to be THE objective in order to improve the current situation and move forward.

Promoting activities

Beside Sensitization with VIP Women as guest speakers, mentoring /coaching, advocating, the idea of building up a leadership capacity-building programme for women mainly without excluding men came up, bearing in mind the need to provide them with a chance of a formal training and a recognised diploma.

With the precious sponsorship of the UEMOA (West Africa Economic and Monetary Union), studies were conducted, and leaflets produced and disseminated within both Central and West Africa sub-regions. We also wished to set up a scholarship programme for women to attend leadership workshops. This involved many stakeholders: the university in the first place, then partners, international organizations, sponsors, individuals. On the other hand, working on changing the university regulation/Rules for appointment of leaders to reach a structural change was also undertaken.



Challenges

We faced many forms of resistance such as personal resistance or disinterest from members of the university leadership. But

the most important challenge is the lack of funding for the implementation of the capacity-building programme and for the setting up of scholarships. Lack of technical equipment has to be mentioned here as it is suitable and much more comfortable for a lot of people interested by the programme to have a distance-learning programme.

Good practice and lesson learned

For pragmatic purposes, leadership learning topics have been included in existing courses where possible, so that costs are lower. We equally looked for supporting people, getting the buy-in of the leaders and other university members. We've noticed that the involvement



Facts & Figures

Activities

- The leadership capacity-building programme for women is established in my institution. Female Professors are now welcome in some of the Boards earlier composed of male professors only. There are more women employed as senior staff in the administration. Last but not least, three PHD female students are ready to defend their theses.

Challenges faced

- The main challenge is the lack of funding.

Good and bad practice

- Leadership learning topics were included in existing courses.

Lesson learned

- Involvement of all stakeholders is essential for success.

and buy-in of all stakeholders (men and women) is key for success as well as a critical mass of women in decision positions who are sensitive to women issues. Lastly, referring to the WAFIRA experience, we're definitely convinced that networking with other promoters of gender equity for exchanging good practices and advise is both resourceful and inspiring.

Contact card

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Colombian Network of Women Scientists (RCMC)



1



2



Dr. Ángela Camacho Beltran

Challenging Situation

In Colombia, women make up just over a third of the country's researchers (37%). However, in terms of the Colombian Academy of Exact, Physical and Natural Sciences, at the senior level only 20% are female. Especially dramatic is the difference in Science, Technology, Engineering and Mathematics (STEM). Likewise, women continue to have

low levels of representation in decision-making positions and as leaders of research groups (34%).

Objectives

- To promote, stimulate, support and make visible the participation of women in science and technology in key areas for the development of Colombia and propose policies to guarantee this participation.
- The Network has no political, religious or economic particular affiliation.

Promoting activities

With these objectives in mind, various activities are organized in research, education, innovation and entrepreneurship, from a gender perspective, to overcome the factors, actions and consequences that affect the conditions of equity and difference:

- Women, science and education;
- Motivation of girls to science;
- Women, science and entrepreneurship;
- Women and science policies.

Challenges

Empower the role of women in science and education:

- Motivation of girls in science;
- Encourage the involvement of young women in STEM careers;
- Women, science and business;
- Equity and difference conditions;
- Visibility of women scientists in Colombia and their academic production;
- Financial support.

Good practice and lesson learned

The activities that have been successfully organized are: Conferences, Workshops, Symposia, Competitions and playful activities. Young scientists, in general, are always very enthusiastic in all these events: they are creative and have lots of proposals. However, our budget is too small to support them.

Facts & Figures

Activities

REMCI is filling a gap in Ecuadorian society especially in the Ecuadorian academic sector. We are generating data about women in science through our network. Therefore, we hope to continue to provide data on gender in science through REMCI.

- Celebration of the women day in March at universities and the day of the girls and women in science the 11th February at schools in several cities of Colombia.
- Workshop Woman, Science and Education.
- Forum Women, Science and Entrepreneurship.
- Video contests in primary and secondary schools.

Challenges faced

- During this process, REMCI has faced different challenges primarily on gender role stereotypes.
- The participants have shown a lot of interest and new ideas to be developed in the network.
- The biggest difficulty has been the lack of budget.

Good and bad practice

The dissemination of activities to obtain more members in our focal points has been one of our main immediate objectives. Creation of networking opportunities is a way to improve our sisterhood and at the same time visualize the role of women in science. Our active presence in the Ecuadorian society allows us to analyse how social and power structures impact the lives and opportunities available to different groups of men and women related to science.

Lessons learned

Take advantage of the existing interest to awaken in society the need to work towards gender equity. A friendly environment to talk about gender issues in science is a way to empower senior and young scientists. Mutual support and mentoring is a key part of science. Capacity-building in gender aspects related to science is a necessity.

Contact card

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Photos & Graph

- 1 Opening of Colombian Network of Scientific Women
- 2 Forum women, science and entrepreneurship
- 3 Winners of the video contest on biographies
- 4 Winners of the video con on Colombian female scientists' biographies



3



4

Towards Developing Women Leaders: A Case Study of Kiriri Women’s University of Science and Technology – Kenya



Prof. Faith Nguru

Challenging Situation

There is only one all-women’s non-state funded university in Kenya. Is there a potential for it to address the challenges facing women in developing leadership capacity?

Objectives

The vision of Kiriri Women’s University of Science and Technology - Kenya (KWUST) – is to see girls from economically depressed backgrounds recruited, trained and empowered to become an inspiration to others; and to go back and serve the community with excellence. Specifically:

- To involve women scientists in decision-making on policy and science education and encourage women to study science and technology.
- To encourage women, especially young girls, to enter new fields of science and technology that offer better job opportunities and career prospects.

Promoting activities

The research involved interviews with the female vice chancellor, a chancellor and another vice chancellor from leading Kenyan Universities, Commissioner for gender in the

Kenyan Government, student survey using questionnaires and focus group discussions. The case study revealed that the university fraternity was full of enthusiasm and idealism in achieving the stated goals. In terms of Leadership Training and Role Modelling, five social institutions were presented as scenarios or avenues for leadership training with the following results:

INSTITUTION	Home	University/ College	Workplace	High School	Religious Setting
PERCENTAGE	45%	37.5%	21%	12.5%	12.5%

On the question of perceived attributes for leadership, data showed that assertiveness and confidence ranked highest amongst other attributes noted below.

PERCEIVED ATTRIBUTES FOR LEADERSHIP	PERCENTAGE
Assertiveness and confidence	30%
Understanding and empathy	21%
Visionary	5%
Flexibility	7%
Hardworking	10%
Determination	17%
Decisiveness	2%
Persuasiveness	5%
Problem solving	2%

Challenges

There are relatively low rates of female enrolment in public institutions of higher learning due to:

- Late entry into education system;
- Repetitions of classes to acquire required pass marks;
- Dropping out of school because of lack of school fees;
- Early pregnancies and early marriages.

Students stated the following perceived weaknesses that would prevent them from taking leadership positions:

PERCEIVED WEAKNESSES	PERCENTAGE
Impatience and short temperedness	27.3%
Lack of confidence	18%
Fear of discrimination from men	15%
Housework overload	13%
Fear of Failure	9%
Lack of tuition fees	9%
Family commitment	5%
Lack of physical strength	5%

Good practice and lesson learned

- Having a female vice chancellor as a leader to provide good role-modeling.
- Training for contextual leadership.
- Training in morals and ethics is basic to leadership both locally and globally.
- Importance of engaging in unique and daring experiments in higher education.



3

Facts & Figures

Activities and Results

- Further field research among women students and women administrators should be encouraged in order to draw best practices from lived experiences that provide evidence based data.

Challenges Faced

- Lack of longitudinal data to evaluate the long term impact of the gender sensitive training in leadership development.

Good and bad practice

- University governance structures have a critical role to play in the success of an educational institution.

Lessons learned

- There is need to train more women to take up leadership positions and particularly in higher education. This will encourage more women to pursue education in order to achieve gender parity in leadership positions. KWUST is a good example as a pathway to provide a vital haven where women can thrive as well as enhance women leadership opportunities to bridge the gap in gender representation in higher education as well as contributing to Kenya’s social and economic development.



4

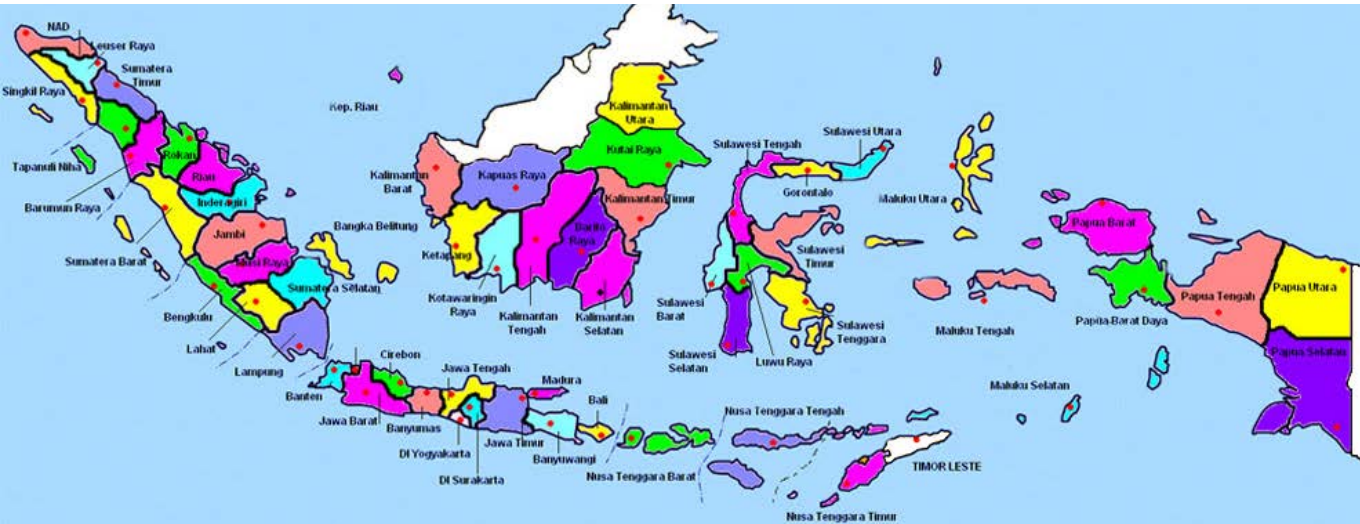
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Photos & Graphics

- 1 chemistry is fun
- 2 Gathering Computational skills
- 3 Student at work in Computer Lab
- 4 Smiles of success

Female in Leadership: Reality or a Dream?



1



Dr.
Lilawati
Kurnia

Challenging Situation

I work as an assistant Professor at the University of Indonesia, the biggest University in Indonesia, a South East Asian country consisting of 17,000 islands with over 250 million people, 34 provinces, and with 700 regional languages.

Objectives

The University has had a Gender Studies Centre for interdisciplinary studies since 1990, with a postgraduate program. On the government level, we have a Ministry of Women Empowerment and Child Protection, which has the duty to support empowerment of the women especially in the rural areas and also providing education and healthy environment for children.

Challenges

The majority of the population is Muslim, but Indonesia is not a Muslim country. Diversity is the main issue in Indonesia: it is our weakness but also our strength. Diversity makes us rich in culture and enriches our daily life. But diversity is also a threat especially when it is become a reason to marginalize the other.



2

Good practice and lesson learned

In its policies, the University Indonesia (UI) has no gender bias; we have to work and achieve whatever we aim for, but then again the university also does not have any pro-female policies. There has been an increase in the number of female professors.



3

	Life expectancy at birth		Expected years of schooling		Mean years of schooling		GNI per capita		HDI values		F-M ratio GDI value
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Indonesia	71.2	67.0	12.9	12.9	7.4	8.5	6,668	13,391	0.660	0.712	0.926
China	77.5	74.5	13.7	13.4	7.2	7.9	10,705	15,830	0.718	0.753	0.954
Philippines	71.9	65.0	12.1	11.4	9.5	9.2	6,845	9,917	0.682	0.681	1.001
East Asia and the Pacific	76.2	72.3	13.3	13.0	7.3	8.0	9,569	14,582	0.704	0.736	0.956
Medium HDI	70.4	66.8	11.5	11.3	5.6	7.8	3,314	9,131	0.582	0.668	0.871

Source UNDP, Human Development Report 2016 (Gender Development Index)

4

Facts & Figures

We can maintain the balance between the so-called religious stream and the freedom for women. Inspite of the growing religious stream and the increased pressure on women to be domesticated, gender awareness should be directed towards teaching young girls because they are the most vulnerable to this trend. The more natural and harmonious traditional ideas and culture must be promoted to prevent the fundamentalist tendency coming to dominate women.

Activities and results

- Gender awareness is a compulsory course in our faculty, and the result has been more women's participation in administration and in PhD study; for instance also more women professors in my own faculty. The gender studies centre has facilitate interdisciplinary research the result is more research initiate by women.

Challenges faced

- Patriarchal culture and external factors around women
- Lack of personal and professional development for women
- Lack of an active women's group capable of spreading a positive spirit in taking a leadership role
- The majority of the population is Muslim although Indonesia is not a Muslim country

Good and bad practice

- It turns out that the most prominent barrier is neither a possible lack of academic competence, scientific ability nor college management experience but rather related to cultural values. Reflecting the fact that cultural and religious beliefs distinctive to Indonesian context can facilitate or hinder women senior academic career advancement. Their religious beliefs affect how women view their role in society and at home, and how they balance that complex role.

Lessons learnt

- Gender differences are daily facts, of course as long as they do not create gender inequities and injustice. However, reality in society shows gender differences very often lead to inequality or injustice, especially against women. Especially since the latter has been a vulnerable group, marginalized and left behind by tradition, culture and structures mainly dominated by men. Policies that designed solely to increase women's participation are not sufficient. Women have to work harder and show stronger determination to become leaders.

Contact card

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Photos & Graphics

1 The Archipelago: 17000 Island of Indonesia

2 Kartini, our national heroine for woman emancipation(right), here with her sisters making handdrawn Batik in the court of Jepara, her hometown.

3 The first picture is RatnasariDewi, the fourth wife of our former first President, Sukarno and the second picture is Iriana Widodo, the wife of our recent Presiden Joko Widodo.

4 Indonesia's GDI for 2015 relative to selected countries and groups

Advancing Women Leaders in Higher Education in Minnesota



1



2



Ph. D.
Connie J.
Gores

Challenging Situation

Although women now earn the majority of all college degrees in the United States and are well represented in entry-level and mid-level positions in most sectors of the American economy, women have made surprisingly little progress in advancing to chief executive positions, including presidents

of colleges and universities. Studies show the strength of women as innovative, productive, and successful organizational leaders, yet too few lead our institutions of higher education.

Over the next decade, American higher education will see unprecedented turnover among its presidents – over 60% is predicted. There is an urgent need to identify and develop well-qualified, prepared, and willing leaders to succeed these presidents.

Objectives

In Minnesota, our State System of public colleges and universities serves over 400,000 students, many of whom are women and/or students of diverse backgrounds. We have a pivotal opportunity to shape the next generation of leaders in higher education, leadership that reflects our students and our changing culture. We have a deep and abiding commitment to equity and

inclusion in Minnesota that benefits all members of our communities and this should be reflected in our leadership.

Promoting activities

With a multi-layered strategy for identifying, developing, recruiting, and retaining women and diverse leaders, we have made measured improvement, but have much work to do.

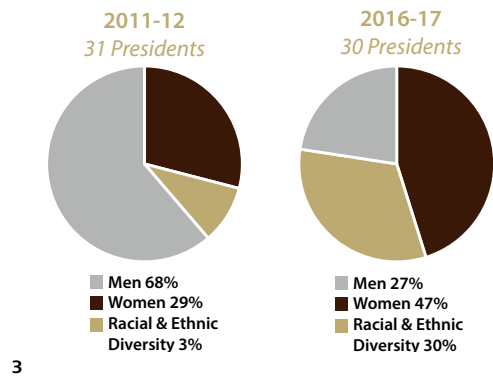
The strategies implemented to achieve this success include:

- Developing capacity through an 18-month leadership development academy;
- Training and monitoring recruitment processes to ensure success;
- Mentoring new presidents once they are appointed;
- Instructing new presidents with training and assistance;
- Providing ongoing support and professional development.

Challenges

Change takes time and sustained effort takes constant focus and attention. A commitment, followed by intentional action at all levels of the organization, is needed – from the governing boards to the employees on campuses. If hiring committees do not embrace the idea and champion the need for change, then change is unlikely.

Minnesota State System Presidents



When leadership changes and becomes more diverse, the types of conversations and deliberations will change, which can make some people nervous and uncomfortable.

Good practice and lesson learned

Advancing diverse women to senior-level roles makes sense for our institutions and for our future. A multi-faceted approach is critical to the success of this work. Identifying and developing prospective applicants for the presidency is important, just as it is critical to support new presidents after they are appointed to help ensure their success. Networking with other organizations that promote gender equity is necessary to share good practices and insights gained, as well as to support one another in this important work. To effect change in the gender and diversity of executive leadership, a number of components must be in alignment: an intentional focus on making a difference, as well as dedication to the time, effort, money, and other resources necessary for success.

Facts and Figures

The Minnesota State System of Colleges and Universities includes 24 two-year colleges and 7 universities with a total of 30 presidents.

In the Minnesota State System, notable progress has been made: in 2011-12, 29% of our presidents were women, whereas in 2016-17 a total of 47% of our presidents were women.

Progress has also been made with regard to the racial and ethnic diversity of our presidents in the Minnesota State System: in 2011-12, 3% of

Facts & Figures

Activities and results

- Through a multi-faceted approach to identifying, developing, advancing, linking, training, and supporting women and diverse leaders, we have increased the number of women and diverse presidents in a relatively short period of time.
- In 2016-17, history was made when all four members of the Executive Committee of the Minnesota State Presidents were women presidents who had been elected by their peers.

Challenges faced

- The demand for gender equity and diverse leaders is important now and will be increasingly important in the next decade. Not everyone, however, perceives a sense of urgency or is committed to changing past practices.

Good and bad practice

- A multi-faceted strategy is necessary for creating a culture in which women and diverse leaders are recruited, supported, and retained. Programs to grow leaders from within our system, as well as programs that provide development and training, are critical to the success of these presidents.
- Colleges and universities are complex organization and female presidents often bring a different perspective to the job of president, especially when they raise different concerns, and ask different questions than do their male counterparts.

Lesson learned

- This work takes resources, including time, money, attention, and concerted effort to make change and to ensure success in gender equity in the leadership of higher education.

presidents represented racial and ethnic diversity, whereas in 2016-17, a total of 30% of presidents were racially or ethnically diverse.

Contact card

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Photos & Graphics

- 1 2016-17 Executive Committee of the Presidents of the Minnesota State System of Colleges and Universities
- 2 President Gores leads Cabinet officers and guest speaker in commencement ceremony processional
- 3 Changes in Gender and Diversity of Presidents in the Minnesota State System from 2011-12 to 2016-17

Female Leadership and Higher Education Management in Developing Countries

28 – 29 June 2017 Bonn, Germany





PROGRAMME

Wednesday, 28 June 2017

8:00 – 9:00 **Registration**

9:00 – 9:15 **Welcome remarks**

Dr Anette Pieper
Director Projects, German Academic Exchange Service (DAAD), Germany

Iris Danowski
Head of Section, German Rectors' Conference (HRK), Germany

9:15 – 10:45 **Keynotes: Strengthening Gender equity in higher education leadership, empowering women for leadership positions: two views from different realities**

Prof Christine Dranzoa
Vice-Chancellor, Muni University, Uganda
and President of Forum for African Women Educationalists (FAWE)

Prof Dr Beate Schücking
President, Leipzig University, Germany

Moderator: Gudrun Chazotte
Senior Desk Manager, German Academic Exchange Service (DAAD), Germany

10:45 – 10:55 **Family Photo**

10:55 – 11:15 **Coffee Break**

11:15 – 11:45 **Key ideas for empowering women in developing countries: results of preparative workshops and studies**

Gudrun Chazotte
Senior Desk Manager, DAAD, Germany

11:45 – 13:00 **Followed by a panel discussion with:**

Dr Christiane Gaehtgens
Programme Manager,
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany

Dr Elizabeth Rasekoala
President, African Gong – the Pan-African Network for the Popularization
of Science & Technology and Science Communication, Nigeria

Maria Luisa Durando de Boehm
Academic Vice-President, Universidad del Valle de Guatemala, Guatemala

Wednesday, 28 June 2017

Dr Patricia B. Licuanan
Chairperson, Commission on Higher Education (CHED), Philippines

Moderator: Michael Hörig
Head of Section, DAAD, Germany

13:00 – 14:00 **Lunch**

14:00 – 15:30 **Worldwide experiences in promoting gender equity in higher education leadership: Short testimonials**

15:30 – 16:00 **Coffee Break**

16:00 – 17:00 **Continuation of the short testimonials**

17:30 – 21:00 **River boat trip with joint dinner**

Thursday, 29 June 2017

9:00 – 9:30 **Observations and preliminary recommendations resulting from the conference discussions**

Dr Andrée Sursock
Senior Adviser, European University Association (EUA), Belgium

9:30 – 11:00 **Four parallel working groups
Recommendations of participants regarding empowerment measures:**

Working Group 1: Leadership capacity building, what to do and how?

Dr Balasubramanian 'Bala' Ramani
Regional Coordinator DIES Training Course: Management of Internationalisation,
Leibniz Universität Hannover, Germany

and

Dr Birte Kathage
Research Consultant, proWiss
Course Content Coordinator, Head Trainer, DIES ProGRANT, University of Cologne

Nadja Shashe
Leadership Associate for Continual Improvement,
Center for Creative Leadership, Ethiopia

Moderator: Felix Wagenfeld
Senior Expert Africa, Middle East, Coordination of Regional Expertise,
DAAD, Germany



Thursday, 29 June 2017

Working group 2: Strengthening networking, mentoring and peer counselling, what to do and how?

Dr Seun Olutayo
University of Ibadan, Nigeria

and

Hanna Schlingmann
DAAD-Lecturer, University of Ibadan, Nigeria

Dr Connie Gores
President, Southwest Minnesota State University, USA

Moderator: Marijke Wahlers
Head of International Department, German Rectors' Conference (HRK), Germany

Working group 3: The role of scholarship programmes in supporting the next generation of female academics

Dr Heidi Wedel
Head of Section, DAAD, Germany

Anneke Zijlstra
Team coordinator, Nuffic, The Netherlands

Moderator: Dr Annette Bühler-Dietrich
DAAD-Lecturer, Université de Ouagadougou, Burkina Faso

Working group 4: Changing higher education institution structures and programmes, what to do and how?

Bernadette Conraths
Consultant, BERNADETTE CONRATHS consulting. creating. coaching., Germany

Dr Generosa Gonçalves Cossa Jose
Coordinator of the UEM-Sida Gender Mainstreaming Programme,
University Eduardo Mondlane (UEM), Mozambique

Moderator: Hanne Smidt
Senior Adviser, European University Association (EUA), Sweden

11:00 – 11:30 Coffee Break

11:30 – 12:30 Continuation of the Working groups

12:30 – 14:00 Lunch

Thursday, 29 June 2017

14:00 – 14:30 Summary of all working group results

Dr Andrée Sursock
Senior Adviser, European University Association (EUA), Belgium

14:30 – 16:00 Panel discussion:
Empowering measures for women in developing countries: what can donor organisations, regulatory bodies and society do?

Dr Anette Pieper
Director Projects, DAAD, Germany

Brigitta Villaronga Walker
Head of Leadership & Management, Academy for International Cooperation
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany

Sophie Primot
Senior Programme Officer, Nuffic, The Netherlands

Dr Patricia B. Licuanan
Chairperson, Commission on Higher Education (CHED), Philippines

Moderator: Michael Hörig
Head of Section, DAAD, Germany

Two short inputs:

a) Leadership Academy for women, example from Africa

Bernadette Conraths
External Expert, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany

b) Gender Equality in the Egyptian Higher Education System, University Cooperation Project funded by DAAD

Heike Pantelmann
Academic Coordinator, Freie Universität Berlin, Germany

Dr Jasmin Fouad
Associate Professor of Economics
Faculty of Economics and Political Science, Cairo University, Egypt

16:00 – 16:15 Closing remarks

Michael Hörig
Head of Section, DAAD, Germany

Short biographies

SPEAKERS (in alphabetical order)

1



Gudrun CHAZOTTE
Senior Desk Manager
German Academic Exchange Service (DAAD), Germany

Gudrun Chazotte is Senior Desk Manager working in the division of development cooperation at DAAD. She is holder of a master's degree in history and published several articles. Mrs Chazotte joined DAAD in 1996 and has been coordinating international higher education cooperation projects and developing new DAAD-programme lines, especially focusing on linkages between business and higher education institutes since then.

Being proficient in German, English, French and Spanish, she has organised several conferences on business/university linkages and Quality Assurance related topics in Latin America and Africa. She is responsible for the DAAD-DIES Quality Assurance projects in Africa and since 2016 for the newly established Gender activity line in the frame of the DIES programme, addressing all developing and emerging countries.

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2



Bernadette CONRATHS
Consultant, BERNADETTE CONRATHS consulting. creating. coaching.
External Expert, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany

Bernadette Conraths has been active in Executive Development world-wide for over 25 years. Today an independent consultant and coach based near Bonn, she has a long-standing experience as CEO and Department Head of academic and non-profit organisations in the international higher and executive education sector: International management development foundations, university associations, business schools and executive education institutions.

Mrs Conraths directed a Financial Times Top 20 global Executive MBA Programme, initiated the global quality label for business schools EQUIS, designs and delivers executive development programmes in leadership and management for higher education and non-profit institutions, consults with higher education institutions and executive education organisations. She is a member of various international Advisory Boards and juries. In her first career as a political journalist she focused on European integration and African issues, including an Award of the German Ministry of Cooperation and Development for a series on the relation of foreign business investment and development aid.

Mrs Conraths's academic background is in political science and communication. She studied in Italy, Germany and Belgium and obtained her master degree from Université Libre de Bruxelles.

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3



Iris DANOWSKI
Head of Section
Cooperation with Western and Southern Europe and Latin America
German Rectors' Conference (HRK), Germany

Iris Danowski, M.A. is Head of Section Europe and Latin America within the International Department of the German Rectors' Conference (HRK). The German Rectors' Conference is the voluntary association of state and state-recognised universities and other higher education institutions in Germany and their political and public voice. HRK's International Department cooperates with higher education institutions and corresponding organizations all over the world. The aim is to represent the interest of German higher education institutions at an international level and to support German universities in their internationalization process.

Mrs Danowski studied Spanish and French Language and Literature and History of Art at the University of Cologne and the University of Seville, Spain. In 1991, she started her career as ERASMUS coordinator of the University of Cologne. In 1994, she changed to the German Rectors' Conference as Head of Section for Europe. In the second half of the nineties, she started building up the cooperation with Latin American partners for the HRK and has been coordinating that field since then.

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4



Professor Christine DRANZOA
Vice Chancellor,
Muni University, Arua, Uganda
President of Forum for African Women Educationalists (FAWE), Uganda

Christine Dranzoa is a Wildlife Scientist, educationalist and gender advocate. She obtained her PhD from Makerere in 1997. Her leadership career in higher education started in 1991 as the Founding Head of Department of Wildlife Management, Faculty of Veterinary Medicine, MAK, where she served for 15 years. She became the first female Deputy Director, School of Graduate Studies in the same University. In 2009, the Ugandan Government appointed her Chairperson of a three-person taskforce assigned to establish Muni University, Arua from a Green field. After accomplishment of this work she was appointed the first Vice Chancellor (2015-2020) of Muni. She is also the President of Forum for African Women Educationalists (FAWE), a Pan African NGO promoting the education of the Girl-Children in 34 Countries.

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5



María Luisa DURANDO DE BOEHM

Academic Vice-President of Universidad del Valle de Guatemala
Member of the Directive Council of Universidad del Valle de Guatemala
Guatemala City, Guatemala

Maria Luisa Durando de Boehm has been Vice-President of Universidad del Valle de Guatemala from 2005 to date. She joined in 2000 as a member of the Directive Council. Previously she was Provost (2001-2005), Head of the Chemistry Department (1999-2001), professor and member of the research staff (1985-1998).

Mrs de Boehm has led the Academic Quality Assurance program of the university, the international accreditation of its engineering programs, the development initiatives of institutional research and assessment, the academic dashboard and indicators for the university strategic plan and an institutional wide program of educational coaching that encompasses students and faculty.

Mrs de Boehm received her Master in Environmental Science from Washington State University in 1983, and obtained a Chemistry Degree from Universidad del Valle de Guatemala in 1980.

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6



Dr Jasmin FOUAD

Associate Professor of Economics
Faculty of Economics and Political Science, Cairo University, Egypt

Jasmin Fouad is the academic coordinator of the Professional Masters in Gender and Development in cooperation with IDS, Sussex University, UK. She received her Ph.D. from the Faculty of Economics and Political Science, and teaches Economics and Finance at Cairo University and the American University in Cairo.

Dr Fouad served as a member of the economic committee of the National Council for Women from 2009-2010. Currently she is Cairo University's Coordinator on the national strategy of anti-corruption, fellow of the Academy of Scientific Research and Technology, and member of the National Strategy on Financial Literacy. She has published nationally and internationally works and articles on the Egyptian Stock Exchange, Foreign Direct Investment, Financial Regulation, and Gender Responsive Budgeting

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7



Dr Christiane GAEHTGENS

Programme Manager, Sustainable Training and Education Programme (STEP) Ethiopia
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany

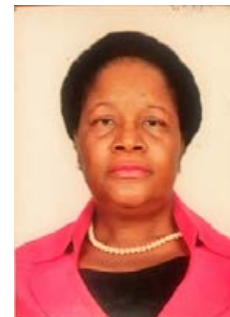
Christiane Gaehtgens is an expert in the field of Tertiary and Post-Secondary Education management and policy with a strong international background. Since 2015 she works for GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) as Programme Manager for the Sustainable Training and Education Programme (STEP), which focuses on strengthening labour market oriented vocational training and higher education in Ethiopia.

In 2008 Dr Gaehtgens established "impact consulting", a private consultancy firm that advises universities and research institutions on issues of strategy, policy, internal governance and quality assurance. From 2003 to July 2008 she was Secretary General of the German Rectors' Conference (HRK) in Berlin and Bonn/Germany. In 1998 she was appointed Secretary General of the newly founded Science Council of Lower Saxony in Hannover/ Germany (Wissenschaftliche Kommission Niedersachsen). Before that she was Director of the DAAD (German Academic Exchange Service) office in London/ UK and from 1991 Head of the North America-Programmes for DAAD.

She holds a PhD in Comparative Literature from the University of Bonn. From 1989 to 1991 she pursued post-doctoral studies at the University of Washington in Seattle/USA.

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8



Generosa GONÇALVES COSSA JOSÉ

Coordinator of the UEM-Sida Gender Mainstreaming Programme,
University Eduardo Mondlane (UEM), Mozambique

Generosa Cossa José is the Coordinator of the UEM-Sida Bilateral Research Programme 2017-2021 entitled "*Gender Mainstreaming: Developing Competencies in Higher Education for Gender Equality, Peace-Building and Gender-Sensitive Research*" between the University Eduardo Mondlane, Mozambique in partnership with the Uppsala University, Sweden and the University of the Free State, South Africa.

Mrs Cossa worked as Director of the Centre of Coordination of Gender Issues (*Centro de Coordenação dos Assuntos do Género-CeCAGe*) at the University Eduardo Mondlane between May 2009 and February 2016. During this period, she promoted the implementation of the national and international gender equality policies at the university through sensitization of the members of the management bodies of the university for the integration of gender in the university structures and particularly of gender content in the curriculum of all university courses and realized research on the socio-economic costs of violence against women in Mozambique, including the offering of support to the victims of sexual harassment at the university.



Mrs Cossa has been politically active since 1976. She was secretary of the Mozambican Youth Organization – OJM (1977-1980), secretary of the Mozambican Women Organization – OMM (1988-1994; 2005-2010), Councilor for Gender, Youth and Social Assistance at the Maputo City Council (1998-2000), Member of the Municipal Assembly of the Maputo City (1998-2013), Head of the Sites (*Chefe da Bancada*) of the FRELIMO Party at the Municipal Assembly of the Maputo City (2004-2008). She is now Member of the Central and Maputo City Committees of the FRELIMO Party (2006-2017) and Member of the National and City Councils of the Mozambican Women Organization (2005-2020). She is the President and co-founder of the Nucleus of the Academic Women – NUMAC since 1994.

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9



Dr Connie J. GORES
President, Southwest Minnesota State University
Marshall, Minnesota, USA

Connie J. Gores serves as the President of Southwest Minnesota State University.

Dr Gores is the Immediate Past-Chair of the Women's Network Executive Council, a national committee of the American Council on Education (ACE), located in Washington, D.C. She was appointed to the National Collegiate Athletic Association (NCAA) Division II Presidents Council, the highest governance office. She also serves on the Board of Directors of the Minnesota Campus Compact, an organization that supports civic engagement, leadership, and democratic renewal.

Throughout her career, she has embraced academic excellence, student-centered learning, community engagement, and meaningful partnerships. She is a graduate of the Institute for Educational Management (IEM) at Harvard University and participated in the American Academic Leadership Institute (AALI) Executive Leadership Program as well as the Minnesota Partnership for Executive Leadership Development.

Dr Gores earned her Ph.D. from the University of Washington; her Master's degree from Colorado State University; and her B.A. from North Dakota State University.

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Michael HÖRIG
Head of Section, Development Cooperation: Partnership Programmes and Higher Education Management / P32
German Academic Exchange Service (DAAD), Germany

Since January 2015, Michael Horig has been the Head of Section 'Development Cooperation: Partnership Programmes and Higher Education Management / P32' at the DAAD Headquarters in Bonn, Germany. This section is responsible for university partnership programmes with developing countries and capacity development projects in the field of higher education management. Together with his team of 13 staff, Michael is responsible for a funding portfolio worth €11 mio. and over 150 projects.

Mr Horig actively participates in various EU funded projects. Within the project 'European Union Support to Higher Education in the ASEAN Region' for instance, he acts as their lead expert on Qualifications Frameworks. Between the years of 2011 to 2014, Mr. Hoerig was Head of Section for 'West and Central Africa and the Centres of African Excellence.' In this period, he contributed significantly to the conceptualisation and the drafting of the DAAD Africa Strategy.

Before joining the DAAD, Mr Horig worked as a programme manager at the European University Association (EUA) in Brussels, Belgium, where he coordinated various European projects and contributed to the policy development of the European Higher Education Area (EHEA).

Mr Horig holds a Masters in Political Science in International Relations, from Ghent University in Belgium. One year of his studies, he spent at Stockholm University, Sweden.

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11



Dr Birte KATHAGE
Research Consultant, proWiss Consulting Services for Researchers
Course Content Coordinator and Head Trainer, DIES ProGRANT Proposal Writing for Research Grants, University of Cologne, Germany

Birte Kathage is co-founder of *proWiss Consulting Services for Researchers* supporting scientists and institutions of the higher education sector in raising external funds for research projects, capacity building and international cooperation since 2003 - in Germany and worldwide.

Since 2013 Dr Kathage has served as head trainer for the DIES ProGRANT courses that are organized by the International Office of the University of Cologne in close cooperation with proWiss and partner institutions in the Global South. She is in charge of coordinating the trainers and the contents for the workshops and the e-learning.

Dr Kathage also worked in research for many years: As a cognitive linguist she conducted several research projects in Africa.

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12



Dr Patricia B. LICUANAN
Chairperson of the Commission on Higher Education (CHED), Philippines

Patricia B. Licuanan is a social psychologist, educator, and women's rights and empowerment activist. She holds an MA in Psychology from Cornell University and a PhD in Social Psychology from Pennsylvania State University. She has been professor and chair of the Department of Psychology and academic vice-president of Ateneo de Manila University. She also served as president of Miriam College. She is currently the chairperson of the Commission on Higher Education (CHED) of the Philippines.

Dr Licuanan's work on women's issues has included serving as chairperson of the National Commission on the Role of Filipino Women (NCRFW), now the Philippine Commission on Women (PCW). It was during her term that the groundbreaking Philippine Development Plan for Women (PDPW) was launched. She was chair of the United Nations Commission on the Status of Women (UNCSW) as the preparatory commission for the UN Fourth World Conference on Women held in Beijing, China in 1995. At the conference she chaired the Main Committee which negotiated the Beijing Declaration and Platform for Action (BDPA), the landmark global blueprint for gender equality. In 2015, Dr Licuanan led the Philippine delegation and delivered the keynote address at the UNCSW celebration of Beijing + 20 in New York.

As chairperson of CHED, Dr Licuanan leads the agency in its efforts to expand access to quality education; to enhance the capacity or competencies of students, graduates and faculty; to develop and foster excellence in colleges and universities; and to enshrine ethical and innovative governance in higher education.

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13



Dr Seun OLUTAYO
Institute of African Studies
Coordinator, Gender Studies Programme and Research Fellow
University of Ibadan, Nigeria

Seun Olutayo holds a Ph. D in Political Science obtained from the University of Ibadan. She is currently a research fellow at the Institute of African Studies, University of Ibadan having taught in other universities. Dr Olutayo currently teaches in and coordinates the Gender Studies programme of the institute. Her research and teaching interests include gender and development studies, research methodology and political economy. Having undertaken various researches, Dr Olutayo's work speaks to transformation in contemporary gender discourse. She has published in reputable journals including African Notes and African Development and has been in WAFIRA programmes since 2014. She is currently engaged in a project investigating "Gender and Career in Higher Education in Nigeria/Ghana: A Labyrinth".

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14



Heike PANTELMANN
Academic Coordinator
Margherita von Brentano Center for Gender Studies
Freie Universität Berlin, Germany

Heike Pantelmann has been Academic Coordinator and staff member of Margherita von Brentano Center for Gender Studies since January 2012. Previously, she was research assistant at the Management Department (Personnel Politics) of Freie Universität Berlin.

Mrs Pantelmann is working in the field of gender and diversity in teaching, she coordinates the study field gender and diversity competence for Bachelor students. She is committed to equal opportunity activities at Freie Universität Berlin – she is member of the women's council and speaker of the group of local gender equality officers at the university. Mrs Pantelmann was engaged in the DAAD funded project "Gender Equality in the Egyptian Higher Education System" and is editor of the "Handbook on Equal Opportunities in the Egyptian Higher Education System" that resulted from the project. Her fields of interest are gender, diversity, diversity management as well as gender regimes and power in organizations.

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15



Dr Anette PIEPER
Director Projects
German Academic Exchange Service (DAAD), Germany

Anette Pieper has been Director of Projects at DAAD (German Academic Exchange Service) since January 2015. She was previously Director of the Northern Hemisphere Department from 2012. Her international experience includes five years as director of the DAAD's regional offices in Costa Rica and Mexico as well as eight years of heading several divisions at the DAAD office in Bonn, Germany.

From 2011 to 2012, Dr Pieper worked as a Consultant for Higher Education at the UNESCO in Paris. Before joining the DAAD, she was assistant director of a scholarship program at Bergen Community College in the United States. She holds a PhD in French literature and is the author of several articles on internationalization and development cooperation in higher education.

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Sophie PRIMOT
Senior Programme Officer
Nuffic, The Netherlands

Sophie Primot started working as programme officer in 2007. She worked and lived in Conakry (Guinea) for three years where she managed EU programmes for rural development, water and civil society at the office of the EU delegation. She then moved with her Dutch husband to The Netherlands where she presently lives and works for Nuffic. She enjoys working since 2015 for the Department of capacity building at Nuffic and manages the NICHE programme in Bénin, Mali and Burundi.

NICHE stands for Netherlands Initiative for Capacity development in Higher Education and is a Netherlands-funded development cooperation programme strengthening higher education and technical and vocation education and training (TVET) capacity in partner countries. NICHE focuses on four policy priorities: Water, Food security, Sexual and Reproductive Health and Rights (SRHR), and Security and the rule of Law. Gender is an important cross cutting issue in NICHE projects and Mrs Primot is the gender focal point for the Department. She graduated in Agricultural sciences in 2002 (MSc at Agro ParisTech).

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17



Dr Balasubramanian 'Bala' RAMANI
Regional Coordinator DIES Training course: Management of
Internationalisation, Leibniz Universität Hannover, Germany

Balasubramanian Ramani obtained his Bachelor's degree in Zoology from Bharathidasan University, Tamil Nadu and was awarded the Gold Medal. He went on to complete his Master's in Marine Biology as a topper from Annamalai University, Tamil Nadu. His Master thesis was awarded the Best Student Project by the Tamil Nadu State Council of Science and Technology.

Dr Ramani further pursued his PhD in Marine Botany from Leibniz University of Hannover with a scholarship from the Government of Lower Saxony, Germany. His research articles have been published in many reputed international journals which significantly contributed to the Indo-German research on marine plant biology and reclamation of salt affected landmasses and enhanced further collaborations and partnerships in that area.

Presently, Dr Ramani is serving as an Advisor and Regional Coordinator of India Relations at the Leibniz University of Hannover connecting German and Indian students as well as academicians, where he is playing a significant role to strengthen the ties between India and Germany in the field of science and technology. He has been appointed as one of the Directors at Centre for Modern Indian Studies (CeMIS-UC) and the German Research Centre for Comparative Vocational Education and Training in the University of Cologne. His primary objective in this role is to establish research on

vocational education and training in India. He has also served as the Member of the Board in World Association of Young Scientists, Paris, France from 2005-2009.

Drawing on a lifelong inspiration from Mahatma Gandhi, Dr Ramani was instrumental in installation of Mahatma Gandhi's Bust at prominent location in Hannover city, sponsored by the Government of India. He actively contributed in convincing key political organisations/ parties in Hannover to support this initiative. The Gandhi bust was ceremoniously unveiled by the Hon. Prime Minister of India, on 12th April, 2015. With a vision for a better future with equal opportunities for all, he also serves as a Deputy Chairman of the Socialist Democratic Party (SPD) in Hannover's Central constituency and actively engages in German politics.

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18



Dr Elizabeth RASEKOALA
President: African Gong - the Pan African Network for the Popularization
of Science & Technology and Science Communication, Nigeria

Elizabeth Rasekoala is the President of African Gong – the pan-African Network for the Popularization of Science & Technology and Science Communication, which aims to advance the Public Learning and Understanding of Science (PLUS), scientific outreach and scientific literacy on the African continent. She is a member of the African Union Commission (AUC) Monitoring and Evaluation (M&E) Committee on the 'Science, Technology and Innovation Strategy for Africa' (STISA-2024).

With a professional background in Chemical Engineering and industry internationally, Dr Rasekoala has championed, advocated, researched, presented and written widely on public innovation and transformative development through advancing diversity, sociocultural inclusion and race and gender equality issues in science communication and science, technology, engineering and mathematics (STEM) education and skills development. She has provided extensive advisory and consultancy expertise to governments and multilateral international organisations over the past 15 years, including the European Commission, the UN Commission on Human Rights, the UN Economic Commission for Africa, UNESCO, the African Union Commission and the African Development Bank.

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Hanna SCHLINGMANN
DAAD Lecturer
University of Ibadan, Nigeria

Hanna Schlingmann graduated at University of Leipzig (Germany) in Cultural Studies, African Studies and German Studies as Foreign Language in 2009. Her research interest since is on cultural learning both in academia and as a practitioner in education. From 2009 to 2013 she has been working in the field of cultural co-operation as Head of Language Department, Goethe-Institut Accra (Ghana) and since 2013 she has worked at the University of Ibadan (Nigeria) as representative of the German Academic Exchange Service (DAAD) and lecturer in the Department of European Studies.

Mrs Schlingmann is the co-initiator of the "Women Advancement Forum, International Exchange, Research and Academia (WAFIRA)", an interdisciplinary initiative founded in 2014 that promotes career advancement for female academics in the academia through mentoring initiatives and capacity training workshops. She has recently started working on her PhD theses that looks at the conditions and outcomes of academic co-operation between German and African Universities.

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Professor Dr med. Beate A. SCHÜCKING
President
Leipzig University, Germany

Beate A. Schücking is the 968th President of Leipzig University and Professor of Health Science and Psychosocial Medicine. She is the first woman to become Leipzig University's President since its founding in 1409. Before being elected as president she was Vice-President for Research and Doctoral Studies at Osnabrück University.

Professor Schücking worked in research and higher education for many years. She received her degree as an MD in 1981, and her PhD in Hematology in the same year from the University of Ulm. As a member of the Faculty of Medicine at the Philipps University in Marburg (1981-1989) she specialized in Internal Medicine, Psychosocial Medicine and Family Medicine. From 1989 to 1995 she served as professor of Medicine and Health Science at the University of Applied Science in Munich. While in Osnabrück, Professor Schücking was elected Dean of the Faculty of Health Science, Psychology and Cognitive Science in 2000, and Vice-President for Research and Doctoral Studies in 2004.

She is the author of numerous articles and papers on aspects of scientific research and professional education. She is widely published in scholarly sources, including BMC Pregnancy and Childbirth, Social Science and Medicine, the Journal of Reproductive and Infant Psychology.

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21



Nadja SHASHE
Leadership Associate for Continual Improvement
at Center for Creative Leadership Ethiopia
Residing in Berlin, Germany

As a leadership expert, Nadja Shashe helps people thrive and unlock their potential. Until recently she has been with the Center for Creative Leadership (CCL) in Ethiopia, working with young adults, NGO employees and governmental organizations to improve effectivity at work, individual and team performance as well as communication using cutting edge theories. Meanwhile focusing on women's needs was a rewarding experience.

Currently Mrs Shashe is a leadership associate with CCL, continuing the same work advancing her own work continuously.

Recently, Mrs Shashe wrote a whitepaper summarizing the learnings of CCL Ethiopia regarding leadership development for youth. And presented best practice examples from a female only youth program on the Leadership Forum at Silver Bay (US).

Mrs Shashe is a CCL certified trainer, holding a master's degree in philosophy and a bachelor's degree in computer science.

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22



Dr Andrée SURSOCK
Senior Adviser, European University Association (EUA), Belgium

Andrée Sursock is Senior Adviser at the European University Association since 2009. She serves on several boards of universities and quality assurance agencies and has written and spoken widely about quality assurance and change in higher education, with particular interest on the link between internationalisation, quality assurance, governance, innovation and creativity. She is the author of *Trends 2015*, a report that analyses developments in learning and teaching in Europe.

Between 2001-2009, Dr Sursock served as EUA's Deputy Secretary General and Head of the Quality Assurance Unit. Before joining EUA, she was Director of Development at the Centre for Higher Education Research and Information (Open University, UK). Dr Sursock taught at a variety of US institutions and held an administrative post at Stanford University.

Dr Sursock earned a first degree in philosophy from the University of Paris I – Panthéon Sorbonne and a PhD in social-cultural anthropology from the University of California, Berkeley.

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23

**Brigitta VILLARONGA WALKER**

Head of the Leadership & Management Development Group
Academy for International Cooperation (AIZ) Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ), Germany

Brigitta Villaronga Walker is head of the leadership & management development group at the Academy for International Cooperation, a training center affiliated with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) based in Bonn.

Mrs Villaronga Walker enjoys working in networks to share and co-create knowledge and meaningful experiences. B. Villaronga has specialized in coaching and organizational development. For several years she worked as head of the regional office for the Andean Countries and in the area of rural development for the German development organization previously known as InWEnt (now a part of GIZ). As a passionate leader, Ms Villaronga believes in the possibility of a sustainable future. Her mission is to encourage others to embark on a joint journey of transformation and inspire with creativity.

Mrs Villaronga Walker's message for any Professional would be: discover who you are and then live up to your highest potential and don't ever try to be somebody else other than yourself!

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**Dr Heidi WEDEL**

Head of Section Alumni: Concept and Coordination
German Academic Exchange Service (DAAD), Germany

Heidi Wedel has been working in the Scholarships Department of the German Academic Exchange Service (DAAD) where she is currently the Head of Section Alumni: Concept and Coordination.

Dr Wedel has 15 years of experience in international science management. In 2002 she joined the DAAD, where she was in charge of various sections, including the "Middle East and North Africa" and later on "Civil Society and Cultural Dialogue" being in charge of scholarships as well as of programmes such as "Higher Education Dialogue with Islamic Countries" and "Public Policy and Good Governance". In 2011 she temporarily left the DAAD to serve as the first Managing Director of the Global Young Academy, setting up the professional structure of this academy of science and contributing to its strategic development in close cooperation with excellent young researchers from all over the world. In September 2016 Dr Wedel returned to the DAAD where she is now heading the alumni section and designing a new alumni concept.

In her academic studies Dr Wedel had a regional focus on the Middle East and North Africa, especially on Turkey. After a Master's degree in Turkish Studies, Islamic Studies and Economics from Hamburg University she attended the postgraduate training programme for development cooperation at the German Development Institute (DIE-GDI) and worked as a researcher

at the Centre for Turkish Studies in Bonn. As an assistant professor of political sciences at Free University Berlin (1991-1996) Dr Wedel taught classes on gender in politics of the Middle East and specially Turkey, and conducted field research for her doctoral dissertation on "Gender and Local Political Participation – Urban Migrants in Turkish Metropolises". She also worked on civil society and human rights and published a number of articles on gender and politics in Turkey.

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**Anneke ZIJLSTRA**

Team Coordinator
Nuffic, The Netherlands

Anneke Zijlstra has worked in research and higher education for many years. After graduating in organisation psychology she has been appointed in several Human resources-related positions. Recent experiences were at the Netherlands organisation for Scientific Research (NWO) and Netherlands Institute for the study of crime and law enforcement (NSCR) as HR Manager and HR policy advisor. She has led a diverse range of projects, related to gender aspects in the working environment, which resulted in inclusive working conditions, to stimulate co-operations, leadership development and creativity. She finished her executive MBA in 2012, focussing on organisational structure and culture.

Currently Mrs Zijlstra works as a team coordinator at Nuffic, for the Netherlands Fellowship Programmes and a broad range of scholarship programmes. She is responsible for professional and timely execution of those scholarship and subsidy programmes. She supervises project implementation and adherence to implementation and control procedures, and coaches twelve team members in their day-to-day activities.

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MODERATORS (in alphabetical order)

1



Dr Annette BÜHLER-DIETRICH

DAAD-Lecturer, Université Ouaga I Pr Joseph Ki-Zerbo, Burkina Faso
University Lecturer, Universität Stuttgart, Germany

Annette Bühler-Dietrich has been DAAD-lecturer at the University of Ouaga I since October 2014. She also teaches at the University of Stuttgart, where she received her German “Habilitation” for German literature and theatre studies in 2008. She received her PhD in German Studies at the University of Virginia, Charlottesville, in 2000. Monographs on German women playwrights (2003), drama, theatre and psychiatry (2012), further publications on gender.

Since 2012, Dr Bühler-Dietrich has been president of Frauen in der Literaturwissenschaft (Women in literary studies), an association promoting gender research. Recently, the association has decided to support female students in Southern countries with less access to research or discussion via its website and peer-counseling.

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2



Hanne SMIDT

Senior Advisor, European University Association (EUA), Sweden
Hanne Smidt Consulting

Hanne Smidt is Senior Advisor at the European University Association (EUA) and runs a higher education consultancy, Hanne Smidt Consulting.

Ms Smidt has supported European universities in their work on quality enhancement of the student experience (Trackit) by developing methods for knowing who their students are, how they progress (retention and drop-out) and where they go after graduation (employability). She has actively participated in promoting the concept of widening participation and lifelong learning (LLL) in European higher education and researched the implementation of the Bologna Process and the European Higher Education Area in the EUA Trends reports.

She has co-authored several studies on Lifelong Learning and on tracking the progression path of students and graduates. Most recently she has been working on validation and recognition of prior learning for integration of refugees and migrants. She has been part of the research team behind the EU project MOOCs4inclusion and is the co-author of the report: “Free digital learning opportunities for migrants and refugees: An analysis of current initiatives and recommendations for their further use” (2017).

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3



Felix WAGENFELD

Senior Expert Africa, Middle East, Coordination of Regional Expertise
German Academic Exchange Service (DAAD), Germany

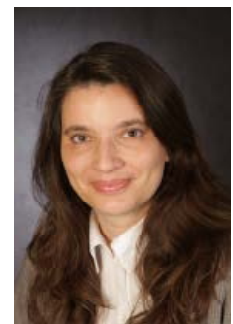
Felix Wagenfeld is Senior Expert, Coordination of Regional Expertise in Africa and the Middle East at the German Academic Exchange Service (DAAD). In this capacity he is overseeing, mapping and monitoring all of DAAD’s activities in these two regions to facilitate internal and external knowledge exchange with stakeholders in academia worldwide and politics/policies.

Prior to his current position, Mr Wagenfeld was programme manager at DAAD’s section on Higher Education Management, developing and coordinating capacity development training programmes and seminars for staff from higher education institutions in developing countries. Before joining the DAAD, he has worked with the Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ in Germany and Latin America.

Mr Wagenfeld holds a M.A. in political science from the University of Bonn, Germany, and the University of Toronto, Canada, and a post-graduate certificate in International Development Cooperation from the Centre for Advanced Training in Rural Development at the Humboldt-University of Berlin.

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4



Marijke WAHLERS

Head of International Department
German Rectors' Conference (HRK), Germany

Marijke Wahlers joined the German Rectors' Conference (HRK) in 2001. Initially, Ms Wahlers headed the Section Asia, Australia & Oceania; since 2008 she has been heading the HRK’s International Department.

Before joining the German Rectors' Conference, Mrs Wahlers was head of international relations at the Furtwangen University of Applied Sciences (Germany) and coordinator for international relations at the Prefectural University of Kumamoto and the Kumamoto Prefectural Government Office (Japan).

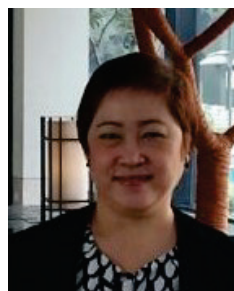
Mrs Wahlers holds a master’s degree in English linguistics, Japanese studies, and business studies. She studied at the University of Duisburg-Essen (Germany), the University of Washington (USA), as well as at the University of Sheffield and Sheffield Hallam University (Great Britain).

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TESTIMONIALS (in alphabetical order)

1



Dr Maria Jacinta ARQUISOLA
Director, Professional Development Center
President University, Indonesia

Dr Maria Jacinta Arquisola is currently the Director of the Professional Development Center, the training and learning arm of President University, Indonesia. She is also a concurrent member of the School of Business since 2006.. She has been part of the growth and development of President university, serving three years as Head of Academic Affairs, and previously Director of the Internship and Career Centre for six years. As a faculty member one of her greatest passions has been promoting gender equity in academic leadership, and she devoted four years' work researching on higher education leadership while doing her Doctoral Studies at Deakin University, Melbourne (2012/16). She spent two years (2005/07) as a Management Consultant for top manufacturing, telecommunications, oil and mining enterprises in Indonesia, helping them improve their HR practices and build employees' capacities to respond to Indonesia's rapid growth, especially in the services sector.

Since 2007, Dr Arquisola has been active in community development programs outside of the university where she mentors and coach students in leading and managing projects to promote literacy, entrepreneurship, and respect for diversity. Literacy initiatives in reading, writing, and arithmetic were directed at street children and children of garbage pickers. She implemented computer literacy programs for senior citizens, for housewives who want to become entrepreneurs, or support students' social work for the physically disabled. One of her achievements is leading students to implement computer literacy programs for the visually-impaired which communities in other outlying areas with visually-impaired constituents propagated for two years.

While working in the Philippines (1988/94), Dr Arquisola was involved in three foreign-aid programs of USAID, UN-ILO and CIDA. These programs were centered on helping women to start small businesses or develop their capacities for entrepreneurship. She spent three years in Muslim Mindanao monitoring the national government's arms in exchange for seed capital program where wives of rebels were encouraged to own or operate their small businesses. Other programs she designed and implemented were building water catchments (water tanks) for the *Badjaos*, the Philippines' sea-dwelling communities. In her programs, the main participants were women. She focused her energy on building women's capacities for gainful employment and gender empowerment.

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2



Angela CAMACHO BELTRAN

Academy of Exact, Physical and Natural Sciences
Universidad de los Andes and Colombian

Angela Camacho is senior researcher working at the Universidad de los Andes in Bogotá Colombia. She is holder of a Dr. rer. nat degree of the Johannes Gutenberg Universität Mainz (Germany) and is a member of the Association of ICTP (INTERNATIONAL CENTRE FOR THEORETICAL PHYSICS). She has published 90 research articles and 11 Science dissemination articles. Mrs. Camacho has supervised two PhD, 13 Masters in Physics and 16 Undergraduate Thesis. She is a member of the Colombian Academy of Exact, Physical and Natural Sciences.

Mrs. Camacho received the award of ACAC (Colombian Association for Science Advance) of research excellence in 2003 and she is the president of the Colombian Network of Women Scientists and focal point in Colombia of the Women in Science group of IANAS (InterAmerican Network of Academies of Sciences). She is coordinator of Edudina Group on Dissemination and Formation in Nanotechnology, which is part of the Nanodyf (International Network on Dissemination and Formation in Nanotechnology).

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3



Professor Dr Rowena G. DELA CRUZ

Director, Office of Student Affairs
University of Muntinlupa City (Pamantasan ng Lungsod ng Muntinlupa),
Philippines

Rowena G. Dela Cruz has been the University Gender and Development Focal Person since June 2014 and was appointed as the Director designated to the Office of Student Affairs last June 2015 at the University of Muntinlupa City. She has been a member of the University Council since June 2013. Previously, she was the Director of the University Extension Services and National Services Training Program (NSTP).

Professor Dela Cruz worked in teaching, extension, and research in higher education institutions for many years. While teaching, in 2007 she was able to mobilize indigent community mothers and encourage them to put up a day care center for their children. Her community engagement has enriched her adult education skills. Since 1995, she has been an active member of various Civil Society Organizations like LAMPARA (Lighthouse) Transformation Movement, Southville Trisectoral Council for Community Development and International Holistic Engagement for Life and Progress (IHELP).

As Associate Professor in the University and as one of the members of the University Council, she has been actively involved in planning, mobilizing and organizing various activities in and outside the University. Since the beginning of 2017, she has concentrated on reviewing, revising and drafting

policies and guidelines toward gender responsive institution. Her research paper entitled, “Stakeholders’ Participation on the Development of Gender Responsive and Values Driven General Education of the Pamantasan ng Lungsod ng Muntinlupa” (University of Muntinlupa City) was recently presented during the National Midyear Convention of the Philippine Association for Teachers and Educators last April 20, 2017.

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4



Professor Dr Smile Gavua DZISI
Vice- Chancellor, Koforidua Technical University, Ghana

Smile Dzisi is a renowned academic, entrepreneurship and gender consultant. She received Master of Public Administration from University of Ghana and PhD in Entrepreneurship and Innovation at Swinburne University of Technology, Australia, where she also received an award for the most distinguished Ph.D. thesis.

Professor Dzisi has had a distinguished academic career at Koforidua Technical University where she held several senior management positions including: Director of Research; Coordinator, Centre for Entrepreneurship and Innovation Development; Managing Editor, International Journal of Technology and Management Research; Dean, School of Graduate Studies; and Vice Rector. She became the first Associate Professor produced by the University.

Professor Dzisi is an outstanding researcher and prolific author. She has also provided consultancy to UNFPA and the World Bank as well as government and private agencies. She is the first female to be appointed Rector of a polytechnic in Ghana and she has led the transformation of Koforidua Polytechnic into Koforidua Technical University where she is the Vice Chancellor. She champions the cause of women empowerment and Technical and Vocational Education Training (TVET). Recently, her institution was deservedly recognized by the African Union as a Centre of Excellence for TVET. She is also the Gender Representative for the Commonwealth Association of Technical Universities and Polytechnics in Africa.

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Daniela ESPINOSA
Research Assistant, Public Policies and Territory Research Center
Facultad Latinoamericana de Ciencias Sociales (FLACSO), Ecuador



Daniela Espinosa is a research assistant in the project “Cities and Climate Change: Innovation and leadership for building a transformative resilience in LAC cities” in FLACSO-Ecuador since May 2017. Through leadership and capacity building, particularly among young women, this project aims to contribute to the building of transformative resilience in Latin American cities to face the challenges of climate change. Previously, she was Project Manager for International Accreditation in Universidad de Las Américas (UDLA) where she guided the process to get institutional accreditation from

the Western Association of Schools and Colleges Senior Colleges and University Commission, a regional accreditation agency from United States.

Mrs Espinosa holds a bachelor degree in Sociology from the Pontifical Catholic University of Ecuador (2010) and a Diploma in Youth and Society in Latin America from FLACSO-Ecuador (2011). She also holds a joint Master’s degree in Sustainable Territorial Development from Panthéon Sorbonne Paris 1 (France), KU Leuven (Belgium), Padova University (Italy) and Dom Bosco University (Brazil) with an Erasmus Mundus scholarship awarded by the European Commission (2013). She has worked for almost ten years as a researcher, consultant and project manager for a number of development projects specially focused on youth, women, higher education and sustainable development.

Mrs Espinosa is founder and collaborator of the Gender Studies Group from UDLA since 2014. She is in charge of organizing the gender studies workshops for students and faculty in the same university, where several professionals talk about a number of topics related to gender issues. She has given several workshops about ecofeminism.

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Dr Amivi Kafui GASSOU epse TETE-BENISSAN
Lecturer Teacher and Researcher
University of Lome, Togo

Amivi Kafui Gassou epse Tete-Benissan has been working in research and higher education for the past 30 years. She received her PhD of Biochemistry at the University of Law and Health of Lille II (France) in 1998. She began her professional career as an Associate Teacher at the University of Benin in 1986 after having studied Cell Biology and Immunology at the University of Rennes I (France). Her research field is Health – Environment and Epidemiology. She is studying Biochemistry, Genetic, and Medicinal Properties of Plants.

At the University of Lomé, she is teaching Cell Biology, Immunology and Biochemistry, and participates in training programs for Master and PhD.

For over 20 years, Dr Tete-Benissan has been very active in resolving gender issues. She was a founding member of “Togolese Women for Promotion of Science and Technology” (FTPS&T) in 1995. She coordinates pedagogical programs for young women doing Bachelor, Master and Thesis in science. She also participates in scholarship programs for Master and Thesis by writing and coordinating several projects to support young women. For gender issues, she is the General Treasurer of FTPS&T, member of Soroptimist International, Gender Unit of the Ministry of Higher Education and Research of Togo.

Currently, Dr Tete-Benissan is at the University of Lomé, (Togo) Lecturer and Assistant Director of DGDU (Direction de la Gestion du Domaine Universitaire). For professional memberships, she is the General Treasurer of SEST (University Teachers Trade Union) and member of several



scientific associations (TWOWS, TWAS, AS2P, SOACHIM, SABC, AAU, AAWG)

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Dr Sèdaminou Judith GBENOUDON

Research and teaching Professor
University of Abomey Calavi, Benin

Sèdaminou Judith Gbenoudon is a teaching researcher at the faculty for Science and Technique, where she is in charge of the cooperation affairs and the Director of the Laboratory for Immunology, Infectious Diseases and Allergy at the Institute for Applied Biomedical Sciences, ISBA, in Cotonou, Benin. Previously, she was a senior scientist and Program Leader at the Medical Research Council, the UK in Gambia for four years.

Dr Gbenoudon worked for many years at the Institute for Medical Microbiology, Immunology and Parasitology at the Bonner University Hospital in Germany, where she was appointed as a team leader and established the Immune Regulation Laboratory. Prior to Bonn, she was already appointed as a research fellow at the Hamburg Institute for tropical medicine. Upon her return to Benin, she has served the Ministry of Higher Education and Research, as the founding Director of the Informatics department, which she established for four years, then returned to researching.

Sèdaminou Judith Gbenoudon received her Doctorate (Dr. Rer. Nat) in 2001. She has been very active in gender awareness questions since 2011, and actively organised several events with the purpose of bringing more women to fulfil scientific career. She conducted the gender EBUSS project directed at girls for science, and has innovated the Women Thematic Network in June 2016. Dr. Gbenoudon has just been nominated among the women in Science by the NASAC (Network of African Science Academy) in 2017.

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Dr Mary HAMES

Director of the Gender Equity Unit
University of the Western Cape, South Africa

Mary Hames holds a MPhil in Southern African Political Science and a PhD in Gender Studies. The title of her unpublished MPhil thesis is: *'The appointment of women in senior management positions at the Universities of the Western Cape and Stellenbosch: a study of the implementation of equity legislation, 1999-2002.'* She lectures feminist theories in the Women and Gender Studies, and is co-lecturing on feminism, gender and gender identity in the Faculty of Education.

Dr Hames has been the Director of the Gender Equity Unit for the past

seventeen years and has published several articles and chapters on feminism, citizenship, gender identity, sex and sexual orientation. She has been instrumental in creating programmes relating to food (in)security on campus, sexual orientation, sexual and gender identity and a theatre programme dealing with the eradication of violence against women. Dr. Hames has been the producer of seven successful workshopped theatre productions which have travelled nationally and internationally. The best-known production is called *'Reclaiming the P...Word'* and has been performed at the various South African fringe and mainstream theatres, arts and culture festivals and at Penn State University in the USA.

Dr Hames has delivered several keynote addresses and conference papers at different national and international conferences. She delivered the prestigious *'Nelson Mandela Lecture'* at Penn State University in 2005. She has also made several submissions to Parliament on violence against women and the viability of same-sex marriage. She subsequently wrote a book chapter on *'Lesbians and the Civil Union Act: a critical reflection'*.

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Professor Dr Ludmila HANUSHCHAK-EFIMENKO

Dean of the Entrepreneurship and Law Faculty
Head of the Entrepreneurship and Business Department
Kyiv National University of Technologies and Design, Kiev, Ukraine

Ludmila Hanushchak-Efimenko is the Dean of the Entrepreneurship and Law Faculty at Kyiv National University of Technologies and Design, appointed in February 2017, and Head of the Entrepreneurship and Business Department at Kyiv National University of Technologies and Design since February 2016. Previously, she worked as an Associate Professor of the Marketing and Business Management Department at Kyiv-Mohyla Academy. Dr. Hanushchak-Efimenko has been involved in R&D activities and higher education issues for many years. She received her doctorate in Economics (Ph.D.) in 2009 and became a Doctor of Sciences (Economics) in 2015.

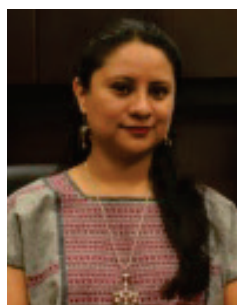
Dr Hanushchak-Efimenko started her professional career as Assistant Professor of the Financial Management department of Kyiv National Economics University in 2005. From 2007 to 2011, she worked as Associate Professor and Deputy Head of the Management Department of the European University in Kyiv. She has published widely in national and international academic journals.

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Nydia MATA
Rector, Universidad Tecnológica de los Valles Centrales (UTVCO), Mexico

Nydia Mata was appointed Rector of the Universidad Tecnológica de los Valles Centrales (UTVCO) in January 2017. In 2009, she was a founding member of the University. She was the manager of International Relations Department of the University where she was in charge of developing programmes which allowed the University to establish ties with different segments of society, government and other countries.

Mrs Mata is also a founding member of Centro Universitario para el Liderazgo de la Mujer (C-Mujer). It is the first programme in Oaxaca in which students who want to create a business are assisted by the UTVCO. In addition, this programme helps to create important projects that include multiculturalism and inclusion of different parts of society. It designs volunteering programmes, internships and social services in different regions of Oaxaca.

Mrs Mata has advocated for programmes which deal with gender rights and international relations for many years. She is a founding member of two international organizations: Women's International Leadership and Learning (WILL) located in Portland, USA, and Fundación Internacional Para el Liderazgo de la Mujer. She was in charge of the head office of Cleantech Challenge Mexico (CTCM) in the South East of Oaxaca.

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Dr Cristian Ernesto MEDINA SANDINO
Rector, Universidad Americana, Managua, Nicaragua

Ernesto Medina was born in León, Nicaragua. He holds a bachelor's degree in Chemistry from the National University of Nicaragua and a PhD in Natural Sciences from Georg-August University of Göttingen in Germany. He completed post-doctoral studies in Immunochemistry and Molecular Biology at the Karolinska Institute in Stockholm, Sweden and at the Department of Biochemistry and Molecular Biology at the University of León in Spain. Dr Medina has acted as visiting lecturer and researcher in different Universities in Europe and Latin America.

Dr. Medina was Professor of Organic Chemistry and Biochemistry at the National University of Nicaragua, where he served in different academic positions until being elected Rector in 1994. He held this position until 2006. He was President of the National Council of Universities (CNU) of Nicaragua (1995) and President of the Superior University Council of Central America (CSUCA, 1993/1994). He is the founder and member of the Board of the Nicaraguan Academy of Science. Currently, he is the President of the Nicaraguan Education Forum EDUQUEMOS, and he is also member of the Board of the Nicaraguan chapter of Covenant House.

Since June 2007, Dr Medina is Rector of the Universidad Americana (UAM) in Managua. He has received several honours including the Federal Cross of Merit, granted by the Federal President of Germany, the order "Miguel

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Dr Karen Nyambura NYANGARA
Director, Institute of Gender Studies
Maseno University, Kenya

Karen Nyangara is a senior lecturer and the current Director of the Institute of Gender Studies at Maseno University since September 2013. After graduating with a Masters degree in Curriculum and Instruction from Andrews University, Karen began teaching at the university in July 1998 in the school of Education specializing in pedagogy and educational technology. She received her doctorate in Evaluation of Educational Programmes in 2010, having earlier acquired postgraduate certificates in Gender and Women's Studies and in Medical and Psychological Counseling.

Dr Nyangara has extensive work experience in the field of gender and women empowerment. She has served as a delegate to the Inter University Council of East Africa since 2014 where she helped to develop the GBRA toolkit and worked towards mainstreaming gender in curriculum in universities, created policies and programmes from the inception of the Institute of Gender Studies and spearheaded gender mainstreaming and prevention of gender based violence in the workplace. In addition, she is an active researcher on gender issues in policy, health, disability and social protection.

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Professor Oluwatoyin A. ODEKU
Professor Department of Pharmaceutics
Director, Office of International Programmes, University of Ibadan, Nigeria

Oluwatoyin Odeku is a Professor of Pharmaceutics and Pharmaceutical Technology and the Director, Office of International Programmes, University of Ibadan, Nigeria. She graduated with a Bachelor of Pharmacy from Obafemi Awolowo University, Ile-Ife, Nigeria in 1988 and obtained her M.Sc. and PhD degrees from the University of Ibadan, Nigeria in 1992 and 1998 respectively. She joined the service of the University of Ibadan as Assistant lecturer in 1993 and rose to the rank of Professor in 2008. She holds a certificate in Modern Higher Education Management and Leadership from the University of Applied Sciences, Osnabrück, Germany.

Professor Odeku received her postdoctoral training at the Hebrew University of Jerusalem, Israel and received DAAD and AvH fellowships in Germany among others. She has held several administrative positions including Sub-Dean Undergraduate (2003/05), Acting Head of Department (2005/06),



Head of Department (2010/14); member of University Senate (2005/06 and 2010-present), Senate Truth Committee and Senate Curriculum Committee; Focal Officer, University of Ibadan SERVICOM Unit, among others. She has served as External Examiner to Universities within and outside Nigeria.

Professor Odeku is a member of a number of women organisations and is a fellow of the West African Postgraduate College of Pharmacists (WAPCP) and the West African Research Association (WARA).

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Professor Dr Mansah PRAH
Research affiliate with the Centre for Gender Research and Advocacy
University of Ghana, Ghana

Mansah Prah has over 29 years of experience in tertiary education and research, working mainly at the University of Cape Coast in Ghana, after having studied Sociology at the Universities of Heidelberg and Frankfurt. She became Head of the Department of Sociology and later Dean of the Faculty of Social Sciences.

Professor Prah retired from active service at the University of Cape Coast in 2014 having held teaching and research fellowships in several countries and having served as external examiner in Gender Studies at tertiary institutions in Rwanda, Botswana and Ghana. She has also served as a gender consultant for the UNFPA, UNDP, and NUFFIC.

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Dr Alimatul QIBTIYAH
Da'wah and Communication Faculty
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Alimatul Qibtiyah is an Associate Professor (since 1997), Vice Dean at Da'wah and Communication Faculty (since 2015), and the Director of the Center for Women's Studies (2013/15) at Islamic State University (UIN Sunan Kalijaga Yogyakarta, Indonesia).

Dr Qibtiyah received her Ph.D from the University of Western Sydney. She completed her first Master degree in Social Psychology from Gadjah Mada University, Yogyakarta, Indonesia and her second Master degree in Women's Studies from the University of Northern Iowa, USA in 2005 as a Fulbright Scholar. She is a regular speaker at national and international seminars on women's issues (around 15 Countries).

Dr Qibtiyah is a leader on Research and Development and a member of Tarjeh and Tajdid Division at the National Board 'Aisyiyah and Muhammadiyah (2015/20). She is also a leader of Anti Corruption Woman (Saya Perempuan Anti Korupsi-SPAK) in Yogyakarta.

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Dr Sarra Ahmed Mohamed SAAD
Department of Environment National Centre for Research
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Sarra Ahmed Moh. Saad is Associate Research Professor specializing in Soil and Environmental Sciences. She graduated from the University of Khartoum with a BSc and MSc majoring in Soil Science in 1991 and 1995 respectively. She received her doctorate in Soil Sciences in 2002 from the University of Göttingen, Germany.

Dr Saad was appointed to the National Centre for Research, Ministry of Higher Education and Scientific Research in 1992 where she is responsible for conducting research projects dealing with soil and environmental problems in Sudan. Currently she is leading many research projects on climate change and hazards of climatic variability. She was also awarded patents for scientific achievements.

Dr Saad is the founder of Knowledge Transfer Group in Sudan, a volunteer group focusing on knowledge transfer and raising awareness among different communities. She is also an active member of other societies dealing with environmental problems and poverty.

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Dr Claudia SEGOVIA-SALCEDO
Associate Professor, Universidad de las Fuerzas Armadas (ESPE)
Coordinator of the Ecuadorian Network of Women in Science (REMCI), Ecuador

Claudia Segovia-Salcedo obtained a bachelor's degree in Biology from Pontificia Universidad Católica del Ecuador and a Master of Science in Environmental and Plant Biology from Ohio University. In 2014, she received her PhD in Biology with a graduate certificate in Tropical Conservation and Development (TCD) from the University of Florida. She is interested in the Andean paramos—high elevation, neo-tropical ecosystems now occupying less than 2% of the northern Andes and characterized by high biodiversity and large numbers of endemic species.

Dr Segovia-Salcedo is investigating different aspects of *Polylepis*, an important tree in high elevations, as essential components of comprehensive conservation planning. In addition, she has been involved in Women in Science activities throughout her career. She was an active member of WISE-UF, cofounder of UF-PhDMoms and facilitator of participatory workshops of professional women in environmental sciences and sustainability. Currently, she is working at the Universidad de las Fuerzas Armadas ESPE as an associate professor and she is the coordinator and cofounder of the Ecuadorian Network of Women in Science (REMCI).

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Professor Dr Malak SHAHEEN
Professor of Paediatric Medicine
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Malak Shaheen is the founding director of an examination excellence centre at the Faculty of Medicine, Ain Shams University, Cairo- Egypt since April 2011.

Professor Shaheen has expertise in the field of higher education development as she obtained a master degree in Health Professional Education (MHPE) from Maastricht University, the Netherlands at 2011 where she graduated third of her class. Since then, she has developed professionally by sharing decision making as a member of Quality Assurance and Accreditation Team (QAAT) and member of Medical Education Development Committee (MEDC) at her faculty. Professor Malak was promoted to the position of "Professor" of Paediatric Medicine in 2012.

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Professor Funmi SOETAN
Professor of Economics
Obafemi Awolowo University (OAU), Ile Ife, Nigeria

Funmi Soetan obtained her PhD in Business Economics and Industrial Economics from the University of Manchester, U.K. in 1985. She has taught a wide range of Economics courses, especially Business Economics, Industrial Economics and Development Economics, at Obafemi Awolowo University, Ile-Ife, Nigeria, for more than 30 years. Her main research interests are Business Economics and Gender and Development.

Professor Soetan served as Poverty Specialist at the United Nations Development Programme (UNDP), Abuja from 2007-2009. With research grants obtained from international and national funding agencies, she has researched and published widely in Business Economics and Gender and Development.

Professor Soetan's professional experience includes serving as a Consultant on Development issues to several international agencies such as UNDP; Commonwealth Secretariat, London; ILO; UN Habitat; ECOWAS Secretariat; UNFPA; WHO; UNESCO; UNIDEP, Senegal; CODESRIA, Senegal; and UN Women. She recently co-developed the Gender and Transformative Leadership Modules for use as a Gender Studies elective for undergraduate students in Nigerian Universities, approved by the National Universities Commission. She is a Member of the Selection Committee, Obafemi Awolowo Prize for Leadership, Obafemi Awolowo Foundation and has also served on the Governing Board of the Institute for Development Alternatives, South Africa, (IDASA) and the Nigeria Institute for Social and Economic Research (NISER).

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Yasmine SY SARR
Strategic Development and Quality Assurance Director
Groupe Supdeco Dakar, Senegal

Yasmine Sy Sarr is the strategic Development and Quality Director of the first Private Business School in Senegal (West Africa) since 2010. Previously, she worked as a financial auditor for KPMG in Dakar.

Mrs Sy Sarr holds a Master degree in International Business and Finance from Rennes Business School in France and a Master of Arts in International Business from the Open University in London (UK). She began her career as a financial auditor in one of the biggest auditing companies in Senegal. Afterwards, she worked as the International Relations Manager for Groupe Sup de Co Dakar where she developed their international network on four continents (Europe, America, Asia and Africa). She is active in humanitarian and women empowerment associations. Alongside her work, she was in charge of the sponsorship commission of the Senegalese Tennis Federation for eight years.

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