

**WOMEN AND MANAGEMENT IN HIGHER EDUCATION
REGIONAL TRAINING OF TRAINERS WORKSHOP
16 - 21 JUNE 2002, AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
NAIROBI, KENYA**

ABBREVIATIONS

ACU	Association of Commonwealth Universities
CUEA	Catholic University of Eastern Africa
UNESCO	United Nations Scientific Cultural Organisation
KCSE	Kenya Certificate of Secondary Education
UON	University of Nairobi
USIU	United States International University
UNITWIN	
UNZA	University of Zambia
MUST	Mbarara University of Science and Technology
FAWE	Forum of African Women Educationalist
DAAD	Danish
MMEU	Moi, Mbarara and Egerton Universities
CWSGA	Centre for Women Studies and Gender Analysis
CHEMS	Commonwealth Higher Education Management Service
DVC	Deputy Vice-Chancellor
VC	Vice-Chancellor

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PREFACE

The report summarises presentations and the rich discussions that characterised the one week Women and Management in Higher Education Training of Regional Trainers Workshop convened at the Catholic University of Eastern Africa. The workshop targeted senior academic women working in the universities with the aim of providing them with the training that would enable them to recognise and develop their own management potential. This would go along reducing the gender disparities in the senior management positions in the universities. In addition a number of eminent personalities attended the workshop as observers, resource persons and participants.

A participatory approach characterised by intensive group discussions was used to facilitate the Workshop. The presentations served to sensitise the participants, giving them an understanding of the barriers, which make it difficult for women in the universities to rise up to senior management positions. The success of the workshop was due to the high degree of experience brought by the participants and the facilitators. The institutional and country plans climaxed the workshop. The plans were drawn to ensure that there was going to be follow up of the issues discussed at the workshop.

ORGANISATION OF THE REPORT

This report is divided into six major parts. The introduction is presented in Part One. Part Two summarises the speeches given during the opening and dinner ceremonies of the workshop. While Part Three gives the reports on the representations of female in the management positions of the ten institutions presented in the workshop. Part four presents the modules discussed in the workshop, the methodology used and the results of the adapt/adopt/reject sessions, while part five summarises the results of the regional and institutions action plans. Lastly Part Six briefly discusses the procedures, which accompanied the closing ceremony of the workshop.

PART ONE

INTRODUCTION

Regional Training of Trainers Workshop, *Women and Management in Higher Education*, was organized by the ACU, in collaboration with the CUEA and the UNESCO Regional Office in Nairobi. The Workshop was held at the CUEA in Nairobi, Kenya, 16 - 21 June 2002. Participants included 24 senior women academics and administrators from five East African countries: Kenya (19), Malawi (2), Tanzania (1), Uganda (1) and Zambia (1).

The Workshop was part of a series of workshops sponsored by the ACU and the Commonwealth Secretariat since 1985. Previous workshops had been held in India, Malaysia, Gambia, Fiji, Papua New Guinea, South Africa, Sri Lanka, Nigeria and Barbados.

The overall aim of the workshop was to introduce senior academic women in the Eastern African region to training materials on women and higher education management commissioned and published by the Commonwealth Secretariat and the ACU. It was hoped that these training materials will provide a rich source of training materials for adoption and adaptation in their own training sessions, which may be held at various institutional, national or regional level.

More specifically the workshop aimed to

- train trainers so that universities will have a group of trainers equipped with the skills required for conducting training programmes in their own institutions
- evaluate training materials produced and tested by participants at previous workshops
- explore the relationship between process and content when planning training programmes for women in management in higher education
- promote an understanding of how women professionals learn and develop
- provide the theoretical underpinning that will support development programmes in the following areas: women and university governance; women and research; managing personal and professional roles; and women's studies as a catalyst for the advancement of women in higher education
- adapt, plan and take back the outline and materials for a training programme to be delivered in their own institutions or countries and to develop networks to sustain those programmes.

Local Kenyan resource persons and facilitators, Jane Onsongo (CUEA), Agnes Nyokabi Kamau (CUEA), Jane Ngobia (CUEA), Mary Getui (Kenyatta University) and Juliet Muasya (UON) collaborated with Commonwealth resource persons, Anne Gold (Institute of Education, University of London) and Jasbir K S Singh (ACU Consultant). Mrs. Dorothy Garland, Deputy Secretary General (ACU).

PART TWO

SPEECHES

A. WELCOME ADDRESS by Rev Professor Caesar Lukudu, Rector CUEA

The ACU, CUEA and the UNESCO Regional Office, Nairobi have jointly sponsored this workshop. The need for training in effective managerial skills is a result of the fact that women are greatly under-represented in senior positions of management in many countries. However, the few who have managed to reach some key positions, in management, remain stagnant due to lack of necessary on-going training in order to be promoted.

The ACU has organised similar workshops in various Commonwealth countries in the past. One of these workshops was held in Lagos, Nigeria, in 1999 in which two female staff of CUEA, sponsored by the ACU, participated. For this, CUEA is very grateful to ACU.

After the Lagos workshop, the two women of CUEA conceived the plan to organise a similar workshop in the Eastern African Region. That dream of three years ago is being realised today. We sincerely thank those two unselfish women of CUEA.

I feel obliged also to disclose that other two women of CUEA, who have completed Master's Programmes in Women and Management in Higher Education at the University of London, Institute of Education, with the sponsorship from ACU, actively helped to organise this workshop. On behalf of CUEA, I thank ACU in the person of Dorothy Garland, the Deputy Secretary General of ACU, who is physically present in this hall.

When and wherever I participated in the meetings of Vice-Chancellors, locally or abroad, the problem of '*gender balance*' among staff and students always crops up and the debate becomes heated. When asked as to whether the problem of '*gender balance*' also exists at the Catholic University of Eastern Africa, I told them that it does not feature because CUEA deals with human beings or intelligent beings "*homo sapiens*" and not with gender.

In fact at CUEA 52% of the student population are women. And in reference to staff recruitment and promotion CUEA is making effort to give women a chance. In February this year, 2002, the University Council appointed one of the women staff of CUEA, Dean of Students. Women are also appointed Head or Deputy Head of Departments and about 98% of the secretaries are women. With such attitude towards women, I am sure that more women will have the opportunity to ascend gradually to senior management positions at the CUEA.

In conclusion, I hope that this workshop will be enriching and I also believe that the participants will have something to learn from the CUEA. May God who has begun this

endeavour in you bring it to fulfilment for His greater glory and for the good of women in both religious and secular societies.

With this, I declare this workshop officially open. In the Name of the Father and of the Son and of the Holy Spirit. Amen.

**B. ACU WOMEN'S PROGRAMME by Mrs Dorothy Garland, Deputy Secretary
General and Director of External Relations of the ACU**

As one of the co-sponsors of this workshop, I would like right at the start to acknowledge and express ACU's profound gratitude to those without whom we would not be here today:

- To the Rev. Professor Caesar Lukudu, Rector of the CUEA, for agreeing so generously to host and co-sponsor this Workshop on this beautiful campus
- To UNESCO Nairobi, for recognising and supporting an outstanding example of what can be achieved at a regional level with a lot of hard work and initiative
- To the sister universities in the region that have provided sponsorship to a number of the participants
- To the Rev. Dr Luc Martel, the Vice-Rector/Finance for the unstinting support he has given to the organising committee
- And last, but by no means least, to the four very special women whose imagination, determination and dedicated, detailed work has brought this workshop to fruition - namely, Mrs Jane Ngobia, Dean of Students, Mrs Jane Onsongo, Chair of the Organising Committee, and Mrs Agnes Nyokabi Kamau, all of this university; and Mrs Juliet Muasya of the UON.

I know that my colleagues on the external resource team - Dr Jasbir Singh, Consultant to the ACU's Women's Programme, and Ms Anne Gold of the Institute of Education in London - have been greatly touched, as I have, by the warmth of the welcome we have received here; and if I may, I would like to say what a very real pleasure it is, on behalf of the ACU, to be able to welcome to this Opening Ceremony all those who are participating in any way in this Workshop - whether as guest, delegate, resource person, or organiser.

In case there are guests here who are unfamiliar with the ACU, perhaps I could give a thumbnail sketch of who we are and what we do: The ACU is a non-governmental organisation to which nearly 500 universities in 36 Commonwealth countries or regions choose to belong. Our purpose is to strengthen the universities in membership through international co-operation and understanding; and we strive to achieve this

- by promoting the interests of our member universities both within and beyond the Commonwealth

- by contributing (through awards and scholarship programmes, seminars, training workshops, mobility and exchange programmes) to the development of the human capacity of member institutions in teaching, research and management
- by researching, collecting and sharing information of relevance and value to the higher education sector
- by identifying and disseminating good management practice
- by providing the links, both electronic and personal, that help universities solve their problems; and
- by providing services that bring financial benefits to our members

If I could digress for a moment from my main text, I would like to mention one such service, which may be of particular interest to you. Conscious of the situation in which many African university libraries find themselves - i.e. close to collapse thanks to the increasing cost of subscribing to journals, declining budgets and currency weaknesses - ACU has responded by arranging exceptional discounts with publishers such as Sage, Blackwells, Taylor and Francis Ltd and Cambridge University Press, whereby some 75 ACU member universities in 17 countries in sub-Saharan Africa can benefit from subscription rates of around 10 – 20 per cent of the normal institutional subscription rate. The scheme, to which so far 51 African universities and 11 leading publishers have committed themselves, gives universities in Africa a unique opportunity to restore their libraries.

Let me now return to my main text and tell you a little about what we call the ACU's Women's Programme, which falls within the second of the strategies I mentioned earlier, namely our commitment to Human Capacity Development. The Programme came into being in 1985 when there was a growing awareness among international organisations not only of issues related to equity but also of the need to strengthen the participation of women in the development process. Within that context, and in recognition of the extent to which women, both academic and administrative, were under-represented at senior levels in the university sector right across the Commonwealth, ACU responded by introducing a programme that has at its roots on the one hand the very practical desire to help women enhance their participation and profile in higher education management; and on the other hand - and this I feel passionately about - the determination to ensure that universities have access to the *entirety* of human resource potential at senior levels.

Professor John Niland, at the time President of the Australian Vice-Chancellors' Committee, in announcing a new plan to help promote the achievement of gender equity in the Australian university sector, is quoted as having remarked that the gender imbalance, and in particular the escalation in the imbalance, the further one looks up the promotion ladder, suggests strongly that universities are not making full use of the available talent within their ranks. He went on to say, "Increasing the total number of women in university employment will take time, and will depend on many factors outside the control of universities. However, what we should be able to do more quickly is better utilise our existing pool of talent by giving women more opportunities in the higher levels of academia and university management"

One of the specific aims of the ACU's Women's Programme has been to provide women with the training that will not only enable them to recognise and develop their own management potential but will also help them to understand, and learn how to handle, the environment and barriers they are likely to encounter. These include, for instance, the particular problems that women encounter in establishing and maintaining a research profile; the problems of juggling personal and professional roles and responsibilities; of developing leadership skills that both draw on and reflect their own strengths and perceptions; and of enhancing their appreciation of university governance.

A series of training modules was commissioned, in conjunction with the Commonwealth Secretariat, to address these and other issues such as the need for training in effective management skills; and the modules have been trailed and modified in recent years by the participants at workshops located in a wide variety of countries including Barbados, Botswana, Fiji, The Gambia, India, Jamaica, Malaysia, Nigeria, Papua New Guinea, South Africa and Sri Lanka. And over the years, they have come to embrace not just the issues women face but also another, equally vital, element in the drive towards ensuring that our universities in the future are not deprived of access to the whole pool of human resource potential: that is, the need to embed in participants a commitment to bring about change in their own institutions.

That is how these workshops have come to be known as, and to focus on, Training of Trainers workshops; and I confess to being very proud today, to see that this workshop in Nairobi has come about in large measure as a result of the involvement in the ACU's Women's Programme of the four key women whose names I mentioned earlier. Jane Ngobia, Jane Onsongo, Agnes Nyokabi Kamau and Juliet Muasya have all benefited either from participating in the Training Workshop in Nigeria or from ACU sponsorship on the MA programme in Women and Management in Higher Education at the Institute of Education in London - or both - and are now sharing their knowledge, expertise and enlightenment with other women and other universities in this region of Africa. This, ladies and gentlemen, is why we believe it has been worth investing so much money in this Women's Programme - because it bears fruit.

Perhaps I could conclude my remarks by recalling that already some years ago, when we had just begun trying to trace our alumni, ACU was aware that at least 35 of the (male) post-graduate students who had held Commonwealth Scholarships had reached the pinnacle of their academic careers by virtue of their appointment as Vice-Chancellor; while a further 5 had risen to the heights of Government Minister. We are still working on our alumni database and I have no doubt that the eventual tally of former Commonwealth scholars who are now in positions of leadership in their respective fields will be tremendous testimony to the value of the Commonwealth Scholarship and Fellowship Programme. The Women's Programme is not, of course, and does not pretend to be an awards programme; but would it not be good if, in the not so very distant future, those of use who have been involved in this important work, and our successors, could have the satisfaction of looking back with a similar sense of achievement at the number of women whose lives have been touched, whose careers have been in some

measure enhanced, and whose universities have consequently been enriched, by the work that we undertake together.

I wish us all a very happy and successful week together.

C. AN OVERVIEW OF THE STATUS OF WOMEN IN HIGHER EDUCATION

By Dr Jasbir K Singh, ACU's Consultant to the Women's Programme

1 INTRODUCTION

The problems, which women encounter in reaching top positions in higher education institutions, have received much attention in recent publications. The hope is that "academic life...is a sphere where in theory, women should find few barriers to opportunity" the reality seems to be that "academia ...has been perceived as traditionally elitist, male and patriarchal in its workplace culture, structure and values" (Lund: 1).

The question everyone asks is: What can be done to significantly change this situation? Most higher education organisations and institutions, conscious of the persistent low status of women, are now introducing leadership programmes for women academics. Do these programmes help to restore a better gender balance in higher educational management? What lessons may be drawn from these programmes that have been running for some time.

In view of the above, I will attempt to:

- Provide you with a brief overview of the current status of women in higher education management in the Commonwealth and demonstrate how the situation is changing.
- Describe briefly and draw lessons from selected women in leadership programmes in one Commonwealth country, Australia.

2 OVERVIEW OF WOMEN IN HIGHER EDUCATION MANAGEMENT 1997-2000

In September 1998 the CHEMS published a report on the under representation of women in the academic and administrative hierarchies of Commonwealth universities, *A Single Sex Profession: Female Staff Numbers in Commonwealth Universities* (Lund: 1998). CHEMS wanted to see whether any country or institution had succeeded in remedying the sad picture shown by other recent surveys.

The findings of the 1997/98 survey confirmed that in Commonwealth universities women academics were significantly under-represented at nearly all levels. The ACU viewed this report as an important benchmark to measure progress and changes in the status of women in Commonwealth universities. A follow-up study three years later was considered important although the database for 2000/2001 was considerably different from the earlier database. A decision had been taken in 1998 to reduce the coverage of the Yearbook to staff equivalent to senior lecturer and above. Thus, the data I will report to you will be of women above the senior lecturer level. Where possible comparisons will be made with 1997 data to highlight changes.

2.1 Overall Gender Distribution

This updates to the CHEMS Survey confirms that compared with 1997, by 2000 the situation pertaining to the status of women in senior management and academic positions in Commonwealth universities had improved only marginally. With data now limited to academic staff above the level of senior lecturer, the survey revealed that women were still severely under-represented at all upper levels of the academic and administrative hierarchies of Commonwealth universities.

At the senior lecturer and above level, in 2000, there were 28,310 women from a total of 125,212, representing 22.6 percent of all academic staff employed in universities at this level.

Table 1: Gender Distribution in Commonwealth Universities, 2000

<i>Women</i>	<i>As%</i>	<i>Men</i>	<i>As%</i>	<i>Total</i>
28,310	22.6	96,902	77.4	125,212

On the whole, at this level of employment, as in 1997, no discernible difference was evident between universities in developing and developed countries of the Commonwealth. All the developed countries had between 22 percent to 24 percent women working at senior lecturer and above level.

Among countries employing the highest proportion of women at senior levels were a number of developing countries: Guyana (33.0 percent), Jamaica (9.6 percent), Sri

Lanka (31.5 percent) and Swaziland (29.2 percent). Namibia (52.0 percent) and Zimbabwe (36.9 percent) reported high proportion of women at this level but their findings are based on poor returns. A number of developing countries had around 20 percent women employed at this level in universities: Brunei Darussalam, Fiji, Hong Kong, India, Lesotho, Malaysia, Mauritius, Pakistan, Sierra Leone, and South Africa. Among countries with the lowest percentage of women at senior levels were mostly developing countries: Cyprus, Kenya, Malta, and Papua New Guinea. In many of the developing countries, such as Pakistan, these women were more likely to be in senior academic positions than in management positions.

2.2 Senior Women Managers, 1997-2000

The findings of the survey are summarised in Table 2. Where possible, the comparable figures for 1997 are shown.

Table 2: Senior Women Managers in Commonwealth Universities, 1997 and 2000

<i>Status</i>	1997			2000		
	Women	As%	Total	Women	As%	Total
Executive Heads	50	8.3	600	54	9.0	602
Heads of Admin	96	18.8	511	79	14.9	531
Finance Officers	34	10.1	337	45	12.0	374
S M T	NA	NA	NA	329	19.8	1664
Deans	238	13.0	1827	308	14.3	2160
Heads & Directors	1234	15.2	8123	2686	17.9	15017
Chief Librarians	108	36.5	296	126	37.2	339

Top management positions continue to be the domain of men. As chief executives, women were poorly represented. In 2000, there were only 9.0 percent vice-chancellors and presidents. At this level, the developed countries seemed to perform better. Looking at countries with large number of universities, Pakistan, Bangladesh and Malaysia had no woman chief executive, while Nigeria had only one-woman vice-chancellor from 34 universities and in South Africa 3 of its 18 chief executives were women. Among the developed countries Australia had appointed 8 women vice-chancellors from its 43, Canada had appointed 16 women presidents of its 87 presidents, and the United Kingdom had 12 women vice-chancellors of its 135 vice-chancellors/rectors, but New Zealand had no woman vice-chancellor in its 10 universities.

Of the senior management team, comprising deputy vice-chancellors, deputy presidents, registrars, special advisers, only 19.8 percent were women. Women heads of administration and women deans too remained a minority; only 14.9 percent heads of administration and 14.3 percent deans were women across Commonwealth universities in the survey. Nineteen countries reported only male heads of administration. In all the countries of the Asian sub-continent, this was seen primarily as a male occupation. The

developed Commonwealth countries had made somewhat greater progress. Canada had appointed 34.3 percent women heads of administration, and others ranging from 12 percent to 23 percent women heads of administration. Ten countries had no women deans, but a number of developing countries had made some advances in this area. India, Sri Lanka, Malaysia and Hong Kong had appointed a small number of women deans. The developed Commonwealth countries had about 10 percent to 20 percent women deans; among these Canada had the highest proportion of women deans (19.0 percent) and New Zealand the lowest (10.2 percent).

Women were more visible in the positions of heads/directors of academic departments/centres, with an overall nearly 18 percent woman in these posts. A number of developing countries reported more than 25 percent women in these positions: Swaziland, Jamaica, Brunei Darussalam and Sri Lanka. Eleven developing countries recorded between 20 and 25 percent women heads of departments, including Pakistan and India. Nearly half the Commonwealth countries had more than 20 percent women heads of departments. Even countries with a poor record of placing women in administration, had appointed some women to these posts.

At this level, women were prominent as Chief Librarians, comprising 36.5 percent of all chief librarians in 1997 and 37.2 percent of all chief librarians in 2000.

Between 1997 and 2000 changes in the level at which women are employed are insignificant. Making comparisons with those whose gender was specified, in 1997 there were 50 women chief executives from a total of 600 (8.3 percent) while in 2000 there were 54 women chief executives from 602 (9.0 percent). In the case of heads of administration, the proportion had declined from 18.8 percent (96 of 511) to 14.9 percent (79 of 452). The proportion of women deans in 1997 was 13.0 percent (238 of 1,827) compared with 14.3 percent in 2000 (308 of 2,160). In 1997, 15.2 (1,234 of 8,123) percent heads of academic departments were women, and by 2000 this number had risen slightly to 17.9 percent (2,686 of 15, 015). Countries, which showed the greatest improvement in appointing women heads of departments, were Mauritius, Zimbabwe, Swaziland, Tanzania, Sierra Leone, Brunei Darussalam, and Canada.

2.3 Women In Senior Academic Positions

As in 1997, women's performance in senior academic positions ranging from professors to associate professors, readers, and principal lecturers to senior lecturers was better than that of women in senior administrative positions. Of all professors in the survey, 13.1 percent were women, an improvement from 9.9 percent in 1997. Countries in the Indian sub-continent had the highest overall number of women professors (excepting Guyana and Namibia), ranging from 18.0 percent in India to 23.0 percent in Pakistan. Universities in Africa displayed a low proportion of professors with less than 10 percent women in the rank of professors. Asian countries generally showed the greatest improvement since 1997.

Table 3: Women in Senior Academic Positions in Commonwealth Universities, 1997 and 2000

<i>Status</i>	1997			2000		
	Women	as%	Total	Women	as%	Total
Professors	1814	9.9	18357	4349	13.1	33241
Assoc Professors etc	NA	NA	NA	10779	27.0	39907
Science&Technology Departments	NA	NA	NA	2605	10.1	25900
Social Sciences Departments	NA	NA	NA	2639	29.2	9045

Women constituted 27 percent of all staff at the level of associate professors/readers/principal lecturers and senior lecturers. Excluding Namibia, which had a large number of staff whose gender was not specified, the highest proportion of women at this level were in India (30.8 percent), Sri Lanka (34.9 percent) and South Africa (33.4 percent). The developed Commonwealth countries too had a fairly high percentage of women in these positions, about 27 percent. With very few women, less than 10 percent, at this level were Papua New Guinea, Malta and Cameroon.

Science, mathematics and technology disciplines remained largely the domain of men, while women were more visible in the humanities and social science disciplines. Women's participation in departments of biology, chemistry, mathematics, computer science and information science ranged from 11 to 17 percent. But, of engineering staff only 4.6 percent were women. On the other hand, in social science and humanities departments nearly 30-37 percent of staff were women.

2.4 Women in Second Tier Management Positions

Women have made the greatest advances in taking up some second level management positions, taking responsibility for personnel, public relations, equity, international affairs, quality assurance, and staff development. Women occupied about 30 percent to 40 percent of these positions. Only in the case of equal opportunity positions, women officers outnumbered men. Even at this level some posts were seen primarily as men's jobs – computing, finance, fund raising and strategic planning. In appointments into these jobs, a marked difference was noted between developed and developing countries of the Commonwealth. In most developing countries few women took up positions even as personnel officers etc. In some countries such as Bangladesh, Pakistan and even India the numbers were non-existent or very few.

Table 4: Women in Second Tier Management Positions, 2000

<i>Status</i>	2000		
	<i>Women</i>	<i>as %</i>	<i>Total</i>
Personnel Officers	101	32.6	310
Computing	41	13.1	312
Development	67	28.2	238
Staff Development	118	42.5	278
Public Relations	84	39.4	213
International Office	82	32.9	249
Equity	94	65.3	144
Quality Assurance	56	32.2	174
Strategic Planning	12	19.7	61

2.5 Strengths and Weaknesses

Generally, women's status in African universities left much room for improvement. In the Indian sub-continent, women did quite well in obtaining academic positions but were rather poorly represented in administrative positions. They had not even moved to occupy the second-level positions within administrative hierarchies of their universities. The record of Bangladesh and Pakistan was especially poor in this respect. Even in the post of staff development, in India there were only 2 women among 29. In appointing women at this level of administrative posts, India did slightly better than Bangladesh and Pakistan but Sri Lanka was more open than the others in appointing women to all levels of university positions.

Among the developed countries, Canada and Australia were ahead in appointing women to key management positions. In these countries women had made significant inroads into second tier administrative positions. It would appear that the equal opportunity enactments in Australia together with the Australian Vice-Chancellors' Committee and the Colloquium of Senior Women Administrators' in Higher Education targets and monitoring of results has borne some fruit. In Canada too the equal opportunity officers keep a watchful eye on employment of women into different levels of the universities' workforce.

In 1994, in a UNESCO-Commonwealth Secretariat publication, Dines had concluded that 'with hardly an exception the global picture is one of men outnumbering women at about five to one at middle management level and at about twenty or more at senior management level. This is not only a feature of education systems in developing countries ... but also of higher education systems in North America and Europe. Women deans and professors are a minority group and women vice-chancellors and presidents are still a rarity'. Against this statement we can only note small improvements. At middle management level men outnumber women at about three to four at senior management level men outnumber women. This is still a feature of both developing and developed countries, although it is in the developed countries that women have made greater inroads into middle management. Women deans and professors are still a minority, showing only

a slight overall improvement. Similarly, women deans and presidents continue to be a rarity but they are somewhat more visible than in 1994. More cases of presidents and vice-chancellors are reported from the high-income countries of the Commonwealth.

The poor representation of women in managerial and academic positions may reflect the unwillingness of top management to appoint women to these positions, or may be the outcome of unwillingness on the part of women to put themselves forward for such appointments. The study from India by Anna Smulders (1998), *Creating Space for Women: Gender linked factors in managing staff in higher education institutions* would suggest that the latter is often the case. She argues that following cultural norms within societies both men and women often concur that the role of women in management is secondary to their role in carrying out their biological and nurturing functions. She concludes that “gender relations are kept in place because the actors involved, both dominant and subordinate, subscribe to social and organizational reality”.

D: KEY NOTE ADDRESS

**By Dr Eddah W Gachukia, Education Consultant and former Director of
FAWE**

1. INTRODUCTION

I wish to thank the organisers of this Regional Trainers Workshop most sincerely for allowing me the privilege of associating with such a critical training workshop. I have noted the objectives of the workshop, and I appreciate and embrace this effort aimed at equipping women in higher education institutions not only with management skills that will enable them to train other women in management, but also provide them with leadership skills and the self-confidence needed to spearhead critical improvements that are essential to the current management of institutions of higher learning. The empowerment of women must go beyond mere participation in management, to embrace transformation of our institutions towards improvement for gender responsiveness. The women already in those positions have demonstrated dynamism in academic achievement and management capabilities. A workshop like the current one should harness their potential and translate it into excellence in leadership. I have no doubt that this will be achieved by the end of this workshop.

2. WOMEN IN THE MANAGEMENT OF HIGHER EDUCATION

I do not know about other countries in the region but here in Kenya, every time a woman is appointed to a senior position in the management of higher education, it is a moment of celebration for us as women. This is because it took very long for women to be acknowledged and recognised in our universities, and it still takes time between one such appointment and another. Clearly, the paucity of such appointments is not due to lack of women qualified to hold positions of authority in institutions of higher learning. At least the private universities in Kenya appear not to have had any problem-identifying women for such leadership. In the public sector, it seems that there is more that goes into the criteria for selection, than mere qualifications, experience and leadership skills, or it

could be that women in appropriate positions still have to prove themselves and learn the rules of the game, e.g. political exposure, in order to make it easier to qualify for such appointments. What we need to recognise is that wherever women are in the universities, they must be fully informed of the criteria for good management, and be supported through training, to provide exemplary management and leadership that is visible. We must acknowledge the leaders who have made it so far – Prof. Leah Marangu, Vice Chancellor African Nazarene University, Prof. Freida Brown, Vice Chancellor USIU, Prof. Florida Karani, Deputy Vice Chancellor (Academic Affairs) UON, Prof. Olive Mugenda, Deputy Vice Chancellor Kenyatta University, and Principals Prof. Lucia Omondi and Prof. Margaret Karmar, and all the Deans and Heads of Institutes and departments. We must also support them because in their own right, they are the role models for all other women in management at lower levels and to the student community. We are also saying today that it is their responsibility to pass on appropriate management skills to other up-coming managers, academicians and researchers.

The World Conference on Higher Education (1998) underlined as a key function of higher education the enhancement of participation and role of women in higher education. The conference recognised various socio-economic, cultural and political obstacles that continue to impend women’s full access and effective integration in higher education.

Article 4 of the World Declaration on Higher Education for the 21st Century called for urgency and prioritisation of the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit. This workshop fits in well with this urgent demand.

Article 4 is very explicit in its demand for the elimination of all gender stereotyping in higher education and refers to such elimination “at all levels and in all discipline in which women are under-represented, and, in particular to enhance their active involvement in decision-making.” There is particular emphasis on the need to eliminate political and social barriers that continue to hinder women’s effective participation in policy and decision-making not only in higher education but also in society. Such emphasis is critical in its demonstration of the fact that besides their traditional roles of generating knowledge through research, and providing leaderships in the development of high level human resource through education and training, higher education institutions are indeed expected to assume responsibility for and leadership in the transformation of society with regard to gender roles generally, and women’s participation in particular.

Our institutions of higher learning are indeed expected to lead by example and not merely establish gender studies units and departments that operate in isolation of the policies and practices of the universities. Such expectation calls for the transformation of higher education institutions and all those associated with them, towards the mainstreaming of gender concerns in policy making, planning and programming. Only within such a context can we meaningfully address the issue of “The role of Higher Education in Empowering Women in Eastern Africa,” or anywhere else.

3. THE CONTEXT

It is important to define the term empowerment because only too frequently it creates a situation of fear and threat to those who believe that leadership is theirs by right or by divine allocation.

The complimentary nature of the roles of women and men in development has been the subject of discussion at numerous fora and is widely published. Successive world conferences on women (Mexico, Copenhagen, Nairobi and Beijing) all proceeding by regional and national conferences have gone further to record justification for paying special and urgent attention to the situation of women in all countries, all sectors and at all levels. Such emphasis derives from the widely acknowledged disadvantaged situation of women bearing in mind their multiple and critical roles in society. It is also recognition of women's rights as human rights. The call for equality and equity in access and control of all available resources, the call for levelling the playing field, and indeed the pleas for the removal of all obstacles facing girls and women, are all ingredients and components of women's empowerment.

As indicated earlier, higher education is recognised as the traditional ground for the training of society's leaders and specialised human resource. Higher education demands a heavy investment by any nation, especially poor nations like ours in Eastern Africa. Such investment demands that those who benefits from it provide for commensurate returns to their societies in terms of social, cultural and economic contributions to the development of their nations. This responsibility lies with both the men and the women equally.

The empowerment of women therefore refers to the need for the recognition of women's participation in higher education and the need to support, equip, motivate and tap the dynamism they bring in as students, teaching staff managers and leaders.

4. ISSUES AND CONCERNS.

Among the concerns identified as essential for the empowerment of women in higher education are:

a) Women constitute a minority as students, faculty and managers. Although significant progress has been made in Arts based faculties, women students are still too few in science based and technological courses. Enrolment of women students in public universities in Kenya stood at 30.5 per cent during the year 1999. The highest number of women was Kenyatta University (38.9 per cent). This is where most teachers are trained and where the Department of home Science is located. The lowest was at the Jomo Kenyatta University of Agriculture Technology (20.1 Per cent). This last percentage is ironical considering that women dominate agricultural production in Kenya.

The significant issue to note is that it is from this minority pool of university students that other levels of academics and senior management staff will be drawn. As long as the women students remain a minority, the higher levels will suffer.

b) Higher Education Institutions have the responsibility of undertaking research on and pointing to strategies for increasing the participation of girls in education system wide. Of particular concern is the improvement of the teaching and learning processes at the lower levels in subjects such as mathematics and science in which girls perform poorly, and hence ruin their chances of enrolling in science based faculties. Increasing the female pool of the university intake will ensure that girls take their rightful place in higher education and this in turn will raise the number from which managers can be drawn.

c) There is also need to transform institution of higher learning to make their environments women friendly. Among the problems already identified in this connection is:

- Gender stereotyping that makes women feels unwanted or strange when they enrol for certain male dominated courses.
- Sexual harassment of female students by their male counterparts and tutors and lack of mechanisms for dealing with cases of abuse.
- Lack of social support and counselling for the women students in male dominated institutions, added to social pressure and expectations of them regarding marriage.
- Lack of appropriate role models because of the low number of women in senior management.
- Lack of support and facilities for women with family responsibilities.

The above factors contribute to low performance by girls many of whom had excelled at the KCSE. This reduces the number of women enrolling for postgraduate studies, a key qualifier for appointment into senior management.

With regard to academic and management staff:

- The minority women have to compete with a large number of men for limited positions.
- The interviewing panels are frequently male dominated and women candidates are frequently subjected to irrelevant gender based prejudices.
- Women with family responsibilities have to divide their time between researches, post graduate studies and undertaking management training, all of which are mandatory for appointment and promotion to higher levels.
- Sometimes the selection criterion is not transparent and candidates are subjected to political pressure and throat competition, which most women are not socially prepared for.

5. THE CHALLENGES OF EMPOWERING WOMEN IN HIGHER EDUCATION

Prof. Grace Alele Williams, former Vice- Chancellor, University of Benin has rightly stated that the technical, administrative skills and competence of the career women must necessarily outweigh those of a man because as a woman, she needs to demonstrate not just a higher degree of competence but also maintain very good interpersonal relationships in order to win the respect of her peer and subordinates. Society and the appointing authorities expect more from a woman than from a man. A woman is expected to prove her competence while that of the man is assumed. Alele Williams provides a long catalogue of desirable qualities for a woman manager in higher education. She includes:

- Professional qualifications
- Firmness
- Unrighteousness
- Competence
- Responsibility
- Hard work
- Good Interpersonal Skills
- Assertive, yet motherly
- Morally Stable
- Confident, yet objective
- Disciplined and
- Dedicated

It is these among other qualities that make women managers accepted or tolerated. She concludes, “The male manager does not necessarily need to arm himself with “all these attributes.”

The woman manager must realise that, as a woman she has to work twice as hard as her male counterparts, and face stiffer opposition and criticism. She must:

- Hold her emotions in check
- Have a sense of judgement, initiative, perseverance, determination and integrity

All these attributes even when God-given need to be properly developed nurtured and applied.

Alele Williams identifies the need for training in problem identification, problem analysis, and problem solving,

She adds the need for socialising and attending formal seminars, conferences and workshops and networking with other women for social support. She is advising from personal experience.

The issue of gender imbalances in higher education cannot be wished away. It is a serious development and human rights issue. Among the challenges facing higher education are:

- The need for political will and decision to change the status quo. In the process, it may be necessary to implement affirmative action as a short-term measure of redressing gross imbalances. During the year 2000 Affirmative Action brought in an additional 271 students into science courses in Kenyan public universities.
- African Universities need to provide support to girls at primary and especially secondary levels in order to increase the pool from which they select their candidates. They can do this through research and dissemination of the factors that hinder girls' participation and success. They should also create linkages with girls at these levels through mentoring and other activities that would improve performance especially in Mathematics and Science.
- Ensuring equal access to all positions of decision making with emphasis on transparent criteria for selection.

E. THE ROLE OF UNESCO IN EMPOWERING WOMEN By Dr. Susan

Nkinyangi of UNESCO

Ten years ago, UNESCO launched the UNITWIN-UNESCO Chairs Programme. Over the past decade, this UNESCO higher education programme has grown. It now involves hundreds of universities and partnerships in some 113 countries around the world. The programme covers training, research and information activities in the main fields of knowledge within UNESCO with a focus on priority areas of the organisation, namely, basic education, water and ecosystems, ethics of science, cultural diversity, information technologies. The UNITWIN-UNESCO Chairs Programme is two-pronged. One prong is concerned with setting up inter-university networks and twinning schemes. This is the UNITWIN component. The other prong involves established UNESCO Chairs that are teaching and research units within a university or other institution of higher education or research. The UNITWIN-UNESCO Chair Programme is one of UNESCO's important inter-sect oral activities in the field of higher education.

In the mid-1990's a Special Project on Women, Higher Education and Development was created as part of the UNIT/UNESCO Chairs Programme. This particular initiative was set up to strengthen the role of women in higher education and their participation in training and research. The project focused on enhancing the role of women in higher education. It focussed on new orientations to research and training in a number of key areas including basic education, sustainable development, culture and development, gender, health, science and technology. The Special Women's Project supported a number of inter-university networks on training in management for women academics and administrators. One of these networks has involved the ACU and the

Commonwealth Higher Education Management Secretariat in London. This particular network is credited with the development of the training modules in management development for women in higher education. These have served as the basis for the workshop and others of its kind over the years.

Uneducated girls continue to swell the ranks of the world's billion illiterate's adults, 2/3 of whom are women. Of the 100 million children worldwide between 6 and 11 years of age who should be in school ... but are not ... 70% of them are girls. In Africa, there are about 24 million girls of school-going age who should be in school but are not. In 22 African countries, boys outnumber girls in primary school by at least five percentage points.

Universalising primary education is one of the greatest challenges in sub-Saharan Africa where net enrolment rates are lowest ... 61%. The gender gap is also most pronounced in Sub-Saharan Africa. Of the 25 countries worldwide with the poorest girl: boy ratios in primary education 17 of them are in Sub-Saharan Africa. Governments in the region face the problem of educating an ever-increasing school-age population within tightly constrained budgets.

Africa also has some of the lowest transition rates to secondary education, many below 10%. Two-thirds of all African countries have gross enrolment rates in the secondary sector below 40%.

Higher education remains far beyond the reach of the vast majority and the gender gap is worse ...

Imagine yourself a 10-year-old child from a rural village somewhere here in East Africa. You share your teachers divided attention with some 60-70 other pupils. You share your learning space ... a small table or desk ... with 4 or 5 other children. The classroom is crowded, noisy, poorly lit. You have no textbooks. You spend most of your time in class copying information off the chalkboard. The chalkboard is worn out and difficult to read. You learn by memorisation. You have no clean water and you miss school often due to illness and other reasons. Even in this situation you may be considered lucky. Many rural children attend miserably dilapidated and unhealthy schools. Under any public health code, such schools would be closed. But they are not. Even worse, those who do complete primary school or drop out before completing find themselves little options, no chance to earn a living and little hope for the future.

What are we doing to redress the disparities in education?

In April 2000, 180 countries came together in Dakar, Senegal, for the World Education Forum. Part of the Aim of the Dakar Forum was to assess our achievement since the first World Conference on Education for all that was convened in Jomtien, Thailand, in 1990. In Jomtien, we pledged that all children would have access to quality primary education. At the end of the decade, we admitted we were failing. In Dakar, the world community

pledged to try again. A great deal of energy has been generated since Dakar among the international community and in countries to advance the Education for All agenda.

In Dakar countries committed themselves to the achievement of six international targets.

- Target 1: Early childhood education: Expanding early childhood education and care.
- Target 2: Universal primary education: Ensuring by 2014 all children, particular girls and those belonging to minorities, have access to complete, free and compulsory primary education of good quality.
- Target 3: Learning needs of youth and adult: Access to appropriate learning programmes and life skills.
- Target 4: Adult literacy: Expanding adult literacy and achieving 50% improvement in the levels of adult literacy by 2015.
- Target 5: Gender parity; Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2014 with focus on ensuring girl's full and equal access to and achievement in basic education.
- Target 6: Education quality: Improving all aspects of quality education and excellence for all, so that recognised and measurable learning outcomes are achieved especially in literacy, numeracy and essential life skills.

Achieving these education targets will require political will and commitment. It will require putting basic education at the heart of development. There is no one strategy to ensure success. It will take a combination of measures backed by strong political will and collective commitment to sustain support in favour of provision of basic education.

Without political commitment, education for all will be a nice dream. Much depends on making hard choices in terms of resource allocation. One clear demonstration of a government's political commitment to education is its willingness to reallocate resources both to education and within the education sector. Many countries will need to increase substantially the resources they commit to basic education to enable all children to gain access to quality education. Some countries can achieve this through reorienting funds away from productive expenditures such as military spending. Others will need to reallocate resources within the education sector itself. Governments will need to make hard policy decisions such as reforming the financing of higher education to be able to establish a sustainable system of primary education. Whatever the choice, improved efficiency in the use of resources is vital.

Inclusive education must take into account cost and access. No child should be denied access to basic education because their parents or guardians cannot pay for it. Equitable participation in primary education is an important goal of social policy in all countries since access to this level is the foundation of the educational system and the basis for transition to other levels of education and the lifetime opportunities. Yet there are serious educational deprivations, between rural and urban areas, across regions and among different groups and social classes and along gender lines. Gender is considered an

important basis of inequity as it crosses all other categorisations like age, ethnicity, social class, and area of residence.

The significant gender imbalance against women reflects a complex combination of historical, social-economic, social-cultural and past and present policy factors. This has resulted in unequal educational opportunities for boys and girls, which start at the age at which they are enrolled in school. This in turn determines accessibility to higher education opportunities and eventually the location of women on the occupational ladder.

There are a number of factors associated with our failure to provide girl's education. There has been a lack of concern and investment in the education of girls in African countries. There are culturally perceived notions concerning the importance of the education of boys over that of girls. Families facing economic hardships are forced to make difficult decisions about the schooling of their children. Family decision-making tends to favour the education of boys. It may be that financial returns for girls' education are considered smaller than those of boys as girls will eventually marry and leave their parents. There is also the prevalent belief especially among men that educated women are not as easily controlled (by their men) and that education opens opportunities for material independence from men. We cannot be complacent and ignore the enormous gender disparities that exist.

Some key questions for the research agenda are:

- How do families or households living in conditions of poverty determine who goes to school? How do they determine who is withdrawn for school? Who in the family, or household, makes decisions about children's education?
- Are different decision-processes operative with regard to access to and withdrawal from school where girls are concerned?
- What are critical points at which decisions are made regarding – who goes to school, who stays in school, and who is withdrawn from school?
- What has been the impact been of HIV/AIDS on girls participation in education?
- We also need to understand more about educational establishments and the learning environments that they offer. Are they conducive to learning? Is curriculum content and teaching approach geared more to boys than girls? Is the school environment supportive to girls ... does it build self-image, promote academic achievement, assure safety?
- We must find ways to ensure good quality education, so that once a girl goes to school, she stays in school and she learns. This may mean making school safer so that girl feels secure and welcome. It may mean support for curriculum reform, gender sensitisation and training to ensure that girls get the most out of every hour they spend in the classroom.
- Finally, we need good gender analysis of existing education development plans, poverty reduction strategies, sector-wide approaches. Do these plans adequately address gender issues, not only mention them.

Universities are needed for research that informs and guides policy and practice. Universities can offer good research to empower policy-makers in education and enable them to design more realistic solutions to educational problems.

Africa's challenge in education is to provide access to universal primary education of a good quality for a young and growing population, and to upgrade its higher education system. To become skilled in governance, and users and innovators of science and technology, young people require educational opportunities at all levels. But we need affirmative actions for girls. We need political commitment and resources. We need social mobilisation and awareness on gender equity on a massive scale.

We cannot keep going about business as usual. You as women leaders in education must commit yourself to closing the gender gap and ending gender discrimination in education systems. Girls should not be denied their right to education. We need women leaders in higher education for all so that by 2015 all girls have full and equal access to and achievement in basic education of good quality.

PART THREE

REPORTS ON INSTITUTIONS

Review of the status of women in Eastern African countries and universities represented at the workshop provided interesting insights. The general picture from the presentation was that females were under represented in the senior management positions in all these universities, because they lacked the necessary qualifications. The following are reports on universities, which were represented in the workshop:

1) UNIVERSITY OF ZAMBIA by Theresa Milapo

The UNZA had 2 women out of 12 at senior management level, 57 women out of 243 at middle management and 406 women out of 1081 junior staff. Of academic staff 72 of 490 were women. Among the academic ranks out of 78 senior lecturers only 13 were women and there was no full female professor.

The UNZA described itself as an equal opportunity employer. Men and women were appointed on the same terms and conditions of service and promotions were based on seniority, experience and proficiency. The UNZA provided an example of integrated gender action within the university. Cognizant of the prominent role that the female workers have in reproductive and community spheres, measures were put in places that are specifically beneficial to female staff:

- Provision of one day off every month as mother's day.
- Full paid maternity leave every two years.
- For courses that had to be done abroad preference would be for sandwich programs.
- Female staffs were entitled to accommodation regardless of marital status.
- Female staff that had to resign because of a spouse's transfer from the place of work were entitled to a retirement gratuity.

At the same time affirmative action for students ensured

- 30% of undergraduate places would be reserved for females whereas both male and female students would compete for the remaining 70% equally.
- UNZA would increase its distance learning intake and work towards offering some undergraduate courses wholly by distance learning.
- UNZA planned to offer more part time courses, which were more appealing to females.

The School of Engineering planned to increase enrolment of female students.

2) UNIVERSITY OF MALAWI by Dr. Beatrice Mtimuni

The top four administrators who are the main decision-makers in the college hierarchy have mostly been men – basically reflecting the traditional set-up of most institutions in Malawi, where men still dominate in the institutional and corporate sector. It is only recently that the colleges have had women in the top four brackets. Even then, there has never been a female principal at Polytechnic, Chancellor College, College of Medicine or Bunda College. Kamuzu College of Nursing, naturally, has always had female principals. This is represented in the table below:

COLLEGE	PRINCIPAL	VICE-PRINCIPAL	REGISTRAR	FINANCE OFFICER
Polytechnic	Male	Male	Male	Female
Medicine	Male	Male	Female	Female
Bunda	Male	Female	Female	Male
Chancellor	Male	Male	Male	Male
Nursing	Female	Female	Male	Male

Source: University Office

Twenty per cent of positions of principal are occupied by females. This is historic considering the fact that it took over twenty years for the University to have that position offered to a female. Of course, some would argue that it is natural for the position of principal at a nursing college to go to a female. Others, on the other hand, would contend that the position of principal is purely administrative, anybody, male or female, can occupy that position. The argument may go on to say that having a woman in that position would reflect her abilities and the establishment's will and recognition of the promotion of women in employment issues.

There has been an increase in female finance officers of late, with Polytechnic, College of Medicine, and as mentioned above, Chancellor College, being examples.

The reason for this, as one central office noted, is not only the nation-wide realisation that females have to be accorded the employment opportunities they deserve but also the fact that male finance officers are fast on the move for greener pastures or getting out of the system altogether for other reasons.

Overall, the University of Malawi is doing well in the promotion of women to decision-making positions, especially if this is viewed against the SADC 30 percent target. For the influential positions of principal, college registrar or finance officer, the University is doing well by 10 percentage points above the SADC 30 per cent, College of Medicine, Bunda and College of Nursing are well above the SADC 30 per cent with 20 percentage points.

The women managers rising in the University system are not there by appointment, but rather through merit, or the rigorous University employment mechanisms, whose standards are clearly laid down. This is a very important fact to note because some

institutions or countries may try to attain the 30 per cent SADC target through the backdoor of “appointments.”

3) ST. PAUL’S UNITED THEOLOGICAL COLLEGE: PROPOSED ST. PAUL’S UNIVERSITY, LIMURU. By Esther Mombo

Currently there are two faculties: the Faculty of theology and faculty of Business. The governance of the college is under the college council, which is composed of church leaders. All the church leaders are men but two women have been co-opted to the council because of specialised areas.

The day to day running of the college is under the Principal and the management. The senior management includes the Principal, Finance officer, Academic Dean, Administrative Officer and the Public relation’s officer who acts as secretary. There are five people in management and **two** of these are women. Other posts held by women are the college the librarian and college cateress.

The teaching staff include the lecturers and those who co-ordinate various programmes in total they are fifteen. **Six** of these are women. Even if the college does not have a policy on gender the ratio of women is relatively high. The Academic Dean and public Relation’s office, the librarian and two in co-ordinating programmes. As a theological moving towards becoming a university, there is need for a policy so that the trend is kept is improved from what it is now.

4) MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY by Jane Kibirige

MUST has been in existence for thirteen years now. The governance has been dominated by men except for the Dean, Faculty of Development Studies and the Acting Academic Registrar who are female.

The government has had a vigorous campaign to promote women mainly in politics. All political settings have places reserved for women. However, this is not reflected in the education systems. The affirmative action is only clear at the undergraduate enrolment where each girl applicant to join higher education is given 15 points on top of what she gained. This had helped many girls in the Arts and Humanities but very few in the Science based courses.

Makerere University for example, which has over twelve faculties and schools or Institutions there are only three ladies occupying the Deanship/Director positions. Men fill in all executive positions at Maker ere. A vigorous campaign is required to promote women educationists but should start from the grassroots.

On the political sections many women have ventured in the male positions. Women have stood against men for representation in parliament and have won. A number of women have been appointed ministers and Uganda's Vice-President is a woman.

5) UNIVERSITY OF DAR-ES-SALAAM by Dr. Mary Kitula

The University of Dar-Es-Salaam has about 10,000 students with three campuses namely Mlimani, Health Science Campus and the College for Lands and Architectural Studies.

The gender situation in the Campus in terms Academic Staff, Students and Administrative Staff is as follows:-

Academic Staff

- There are 9 faculties at the main campus three faculties at College of Health Science and three faculties at College of Lands and Architectural Studies.
- Among the academic members of staff only eight are female professors
- The Director of Libraries is a female.

Administration

Top Management

- All are men except the Dean of Students.

Way forward on the student's enrolment

- Student enrolment is 19% female against 81% males
- In the science subject, female enrolment is even smaller in percentage. Measures are being taken to raise enrolment to 30% by the year 2004.
- What is being done? – Special programmes for female students under sponsorship by FAWE and Dutchgorf. Other donors training female students to raise their GPA and get enrolled at University in Science Subject.

The University claims to be an affirmative institution. It has established a Gender Dimension Programme Committee mainly to oversee Gender Issues in the campus including female student enrolment. Generally enrolment is very low – 33% of all aspiring for University entry.

6) THE CATHOLIC UNIVERSITY OF EASTERN AFRICA by Lillian Makoma

The University has three constituent colleges, namely Hekima, Jesuit School of Theology, Tangaza College and Marist International Centre.

The Governance of CUEA includes:

1. The Chancellor
2. The Pro-Chancellor
3. The University Council

Senior Officials of the University

1. Rector

2. Vice-Rectors: Academic, Administration and Finance respectively.
3. Deans: Faculty of Theology, Arts and Social Sciences, Students
4. Registrar
5. Assistant Registrar
6. Personnel Manager
7. Directors: Publications, Research
8. Head Librarian
9. Financial Administrator

In CUEA, the Dean of Students is female. There are three female members of staff as Head and deputy of departments. Fifteen lecturers from both the Faculties of Arts and Social Sciences and Theology are women.

CUEA is a gender sensitive academic institution. Since its establishment, the enrolment of female students has shown a consistent and significant increase to the point where women now slightly outnumber the men as shown on the table below.

7) MOI UNIVERSITY by Anne Mason

ADMINISTRATION POSITIONS HELD BY WOMEN

- Principal Chepkoilel Campus headed by a female
- Principal Administrative Officers, all held by men except 4 posts held by women
- Senior Administrative Officers (3 posts held by women out of 12)
- Administrative Officers (1 post held by a woman out of 8 positions)
- Senior Administrative Assistants – (10 posts held by women out of 10 posts)
- Administrative Assistants – (10 posts held by women out of 32 posts)
- Finance – (5 posts held by women out of 32 posts).

HEAD OF DEPARTMENTS

Five (5) positions held by women out of approximately over 100 departments:

- Home science of technology department - Faculty of Education
- Planning and Curriculum development - Faculty of Education
- Health Management - Faculty of Health Sciences
- Dental Health
- Kiswahili - School of Socio-Cultural studies
- 1 position held by a woman as a dean out of 12 faculties i.e. Institute of Human Resources Development.

SUMMARY OF EMPLOYEES OF MOI UNIVERSITY SENIOR STAFF POSITION

- Associate professors and above 1 post held by a Lady out of 37 posts.
- Senior Lecture positions – approximately 6 ladies out of 65 posts
- Lecturer positions – approximately 50 ladies out of 417 posts

- Assistant lectures – Approximately 12 women out of 124 posts

NB.

Among the total staff women were 69 women out of 642 or 10.7 percent.

8) UNIVERSITY OF NAIROBI by Agnes Kibui

The University of Nairobi is one of the oldest and the largest universities in East African Region with a total of six colleges namely:

- College of Agriculture and Veterinary
- College of Architecture
- College of Biological and Physical Sciences
- College of Education and External Studies
- College of Health Sciences
- College of Humanities and Social Sciences.

Management structure of the university of Nairobi by gender

POSITIONS	MALE	FEMALE
Vice Chancellor	1	-
DVC	1	1
Deans	13	1
Associate Deans	3	0
Directors	9	2
Co-ordinators	0	1
Special Directors	5	1
Chairman	75	17
Totals	111	25

NB: No gender policy in the University of Nairobi

OTHER APPOINTMENTS

There are five males holding special appointments for example Special Students Advisor, Board of Postgraduate Studies, Centre for International Programmes and Links, Games and Sports and Students Welfare Authority and only one female who is the director of Board of Undergraduate Studies.

9) EGERTON UNIVERSITY by Esther Keino

Gender equality is a compulsory goal in national development planning in today's world and a major consideration in policy, planning and implementation of the Kenya National development Plan. Egerton University is committed to Gender equity and has put in place various initiatives towards this goal. One of the key initiatives is the establishment of the

Centre for Women Studies and Gender Analysis to address gender equity issues on campus through Research, Training and Outreach. Despite these efforts gender disparity in various sectors of university continue to persist as indicated by the statistics.

University Staff In Grades V – XVIII As At November 2000

GRADES		MALES	FEMALES	TOTAL
	I	202	109	311
	II	500	190	690
	III	305	106	411
	IV	216	107	323
A	V	108	88	196
B	VI	42	44	86
C	VII	46	21	67
D	VIII	87	44	131
E	IX	76	23	99
F	X	33	21	54
Assistant Lecturer	XI	105	44	149
Lecturer	XII	280	64	344
Senior Lecturer	XIII	74	10	84
Associate Professor	XIV	29	8	37
Professor	XV	8	-	8
Principal	XVI	2	-	2
DVC	XVII	3	-	2
VC	XVIII	1	-	1
TOTALS		2,116	875	2,995

Main University Committees by Gender

	MEN	WOMEN
SENATE COMMITTEE	67	8
DEANS COMMITTEE	16	2

While progress has been made in the area of gender training and sensitisation, impact on student enrolment, staff establishment and representation of women in key decision making committees in minimal. Women are still grossly underrepresented.

In this respect therefore the plan for the University should:

- a) Address gender disparity that exists by setting periodic targets to be met in all the sectors of the University
- b) Mainstream gender in all the sectors of the University including the curriculum.

Conclusion

The general picture from the above presentations is that females are under represented in the senior management positions in all these universities, because they lack the necessary qualifications. Although most of the University management try to be gender sensitive on some areas of appointments and promotions, there is still room for the university to improve and include more women in top management posts. However, women have a big role in upgrading their academic status so that they compete equally with the male counterparts. The only way to stay competitive is by developing differentiated survival strategies and that is to stay alert and move forward – in academic development.

In most of these universities there is lack of any gender policy. The appointments are generally done on merit although sometimes they could be politically influenced. The government of Uganda had a vigorous policy to promote women in politics but this was not reflected in the education systems. .

In the private Universities especially in the Kenyan situation, there are generally more female students as compared to male. This was because:-

- Those who were admitted into public universities required good grades, which were mostly obtained by the males. The chances of female students being admitted into such universities to take the competitive and lucrative course were limited. This led female students to study in the private universities.
- In private universities chances of one finishing the degree course in time were higher than in the public universities.
- Private universities were mostly art based which attracted more female students than male students.

Some universities recognised the importance of having gender balance. This has led to the establishment of **centres of gender studies, women studies departments, and gender dimension committee setting special programmes**. All these are established in an attempt of trying to improve the representation of women in the universities.

PART FOUR

AN OVERVIEW OF TRAINING MATERIALS

I. INTRODUCTION TO THE TRAINING MATERIALS By Jasbir Singh

Background

The Management Development for Women in Higher Education Programme addresses the problem of severe under-representation of women in management in higher education institutions of the Commonwealth. The Programme is the result of several years of co-ordinated work and effort by senior women in Commonwealth Universities.

The ACU through two workshops held in Bombay, India in 1985 and 1987 first addressed the problem of women's under-representation in senior management of universities. By the late 1980's the Commonwealth Secretariat had also planned a programme of workshops for senior women academics in Commonwealth universities. In 1993 a Steering Committee of senior women managers met in London and initiated the development of the present programme. The Steering Committee identified training and the development of training materials, as the principal needs to be addressed. The late Dr Elizabeth Dines prepared the framework for the development of training materials to support the programme. The first six training modules were commissioned between 1994 and 1995. The writers were all women distinguished in specific aspects of higher education management.

The modules and ancillary materials were for the most part initiated by one or more Commonwealth universities as part of its/their staff development programmes. They were then tried out in a number of regional workshops to assess transportability across different cultures and organisations. Groups of senior women from Commonwealth universities in all regions have met to consider the materials and to provide advice on their development and use. Finally, a meeting of module writers considered and agreed upon the structure and presentation of the materials, and their presentation in three volumes.

The training materials offer a series of staff development modules and ancillary materials which, taken together, provide a progressive development programme for women in higher education. The focus of the programme is upon institutional and systemic capacity development. The series was developed by women in higher education in Commonwealth countries for the purpose of helping other women to advance their careers in higher education, and to assist and at times lead institutional and system-wide development.

The Modules

Six modules were initially developed:

- Management Development for Women: A Facilitator's Handbook by Margaret Rowland and June Gleeson. This provides guidance on how to plan and run training workshops.
- Academic Leadership by Sheryl Bond, touches on leadership styles that are strongly associated with women, and argues that women have not only the right but also an obligation to assume leadership positions within the university.
- Women and Research by Ingrid Moses addresses the particular problems that women encounter in establishing and maintaining a research profile; and suggests strategies whereby they can improve their research capacity and visibility.
- Managing Personal and Professional Roles by Indira Parikh, deals with the multiple roles that women play in society, and the often-expressed dilemma of managing all those roles and achieving a balanced life.
- Women and Governance in Higher Education by Maureen Atkinson and Angela Carryer, highlights the level of participation required to promote the advancement of women to senior positions and helps develop the skills in committee and legislative work that will enable women to contribute effectively to the decision making processes.
- Women's Studies as a Catalyst for the Advancement of Women in Higher Education by Gwendoline Williams and Claudia Harvey, aims to help create and strengthen a cadre of women leaders who, by their involvement in research, teaching, outreach and advocacy within the university system can influence attitudinal and institutional change *vis-à-vis* gender relations.

During the last few years two more modules have been developed:

- Developing management Skills by Anne Gold and
- Women and Mentoring in Higher Education by Colleen Chesterman.

There is enormous flexibility in how these modules can be used. Users may choose to offer the series of modules in its entirety to initiate a comprehensive staff development programme, or may choose selectively among the modules to top up an existing staff development programme. They can be used selectively over a short, integrated period, or in discreet workshops. Whatever use is made of them, the facilitator's handbook is essential to the presentation of the programme.

Each module contains an introduction to the issue, facilitator's notes, an outline workshop programme, support materials comprising overhead transparencies, handouts and references.

Ancillary materials comprise

- Research Papers - additional viewpoints (*Feminism and Research*) or evidence about how things actually work (*The Gender Dynamics of Decision Making*)

- Case Studies - undertaken in specific regions, offer history of an issue, how things are or have been e g *Women and Management in Higher Education in Malaysia*
- Workshops - offer specific items for consideration with detailed notes on presentation e g *The Management of Change*
- Cases - differing, realistic situations, variety of factors and solutions e g *A Conflict of Expectations*

There are many linkages between the modules and the ancillary materials. They inter-relate with each other on a number of levels. These modules are immensely user-friendly.

Critiquing Module Framework

Participants are expected to adapt, plan and take back the outline and materials for a training programme to be delivered in their own country/institution. At the end of each day following presentation and discussion of modules, one hour was set aside for participants to reflect on the module and on the basis of their critique/review to prepare an outline suitable for their own context. This was an important step towards the final reporting on the suitability of the modules for use in the local context.

Keywords participants had to bear in mind were: *critique, adopt, adapt and reject*. Questions participants will address during the critiquing are:

- How will this module best fit your context?
- How relevant are the issues (gender and management) within your higher education context?
- What will I keep, what will can change?
- What more will I need to change?
- Which concepts need further elaboration?
- Which ancillary materials will be useful?
- Is the pedagogy suggested appropriate?

Furthermore, participants will pay attention to the following considerations:

- Cultural considerations
- Political context and the political will to change
- Applicability to mission statement of university
- Suitability for men and women
- Theoretical underpinnings
- Country-specific issues
- Local data
- Stand-alone or all.

II. TRAINING MODULES

Three training modules were presented and considered for their relevance and usefulness in the context of the participants' own countries and institutions. The six day workshop considered in depth training strategies pertaining to a wide range of issues pertaining to facilitation of workshops for adult learners, **women and governance higher education, management development for women in higher education, women and research**. The three modules had been trial led at previous workshops and are now published in three volumes.

A) FACILITATORS HANDBOOK by Anne Gold

The facilitator took the members through the content page of the handbook highlighting some of the significant places explaining that this module focuses on facilitating adults' (and especially women's) learning. Indeed, it is the vehicle by which you run courses. The other modules sometimes refer to this vehicle, but often they offer the course provider/facilitator the knowledge and strategies to focus on the other two sections of this diagram.

She then took the participants through the contents of the module and the following sections were discussed at length.

- Learning Styles
- Working with Groups
- Planning and Running a Course

These sections were addressed through group work (tasks and discussions), through input to the whole group, and through whole group discussions.

The facilitator

- Asked members to introduce themselves by saying their names, the institution they represented and what they would be doing if they were not in the workshop that morning.
- Explained what she was going to do in the session the 'facilitators handbook'
- Asked the participants to go into groups for the first exercise, which was to look at the learning styles and share with each on their styles. After the exercise the members re-grouped and discussed the learning styles and how they relate to adult learners.
- The second exercise involved a discussion on the significance of using group work in running a course for adults.

The members regrouped in plenary and discussed the section of the handbook dealing with organizing the workshop. Out of these sessions the following were raised as significant.

- The need for a facilitator to be prepared before facilitating a workshop
- In planning the workshop one has to use various methods in making the seminar known and in inviting delegates to the workshop.

- There is no one method in organizing a workshop that is ideal but each situation calls for understanding and trying what is available.

The day ended with the facilitator asking the members to take a moment write their day's reflection.

B) WOMEN AND GOVERNANCE IN HIGHER EDUCATION By Jane Ngobia

Introduction:

The facilitator introduced the module by asking the participants to give their personal views of the term 'governance'. Some of these included; control, 'bossing', management, power, rules/regulations.

Participants were asked for reasons that made it necessary to introduce such a module, and the responses included; good governance versus bad governance and to know what it really entails.

The facilitator-helped participants go through the following sections of the module:

(A) Rationale:

- Women are under represented in Higher Education Management.
- Women lack experience in key university committees.
- Women need to learn how this university committees work.
- Women need to take an active role within these structures.
- Women need to understand the importance of such structures.

(B) The objectives of the module were given as follows:

- To identify the issues in the current concerns in gender disparities in higher learning institutions.
- To enhance personal confidence and a proposed action plan for participants and their institutions.
- To appreciate the importance of policies in the institutions.
- To understand and be better able to compete effectively in the running of the institutions.
- To appreciate participants roles if change has to take place.
- To be able to make these institutions more gender friendly.

(C) The module targets the following people:

- Senior and middle level academic and administration, with a aim of giving skills to progress to higher level and achieve gender equality. An outline of the module was given (appendix). The participants were divided into three groups to discuss the question:

“Why should I waste my time sitting on University Committees and Boards when I could be getting on with my work?”

The main consensus was that it is beneficial to participate in such committees and boards and the following are some of the reasons.

- They contribute to important decisions and discussions.
- They influence implementation of those decisions already made.
- Provides guidance on policies/regulations of the University.

- Provides a forum to articulate women issues
- Gives exposure to and learning about University governance.
- For continuity and flow of information i.e. keeping abreast issues discussed in previous meeting.
- To learn and know lobbying techniques.
- Increases self-esteem, confidence and participation level.
- Gives satisfaction to know one has participated in important problem solving decisions.
- One gains visibility and recognition.

Some of the reasons why some women feel that they are wasting their time sitting in such boards or committees include:

- Sometimes the meeting can diverge into arenas where personal battles are settled.
- Some feel their opinions are not considered; hence it is a matter of ‘rubber stamping’ decisions already taken.
- The meetings can lack objectives, hence are time wasting.
- Most of the members are male and this de-motivates women attendance.
- Most decisions made do not get implemented.
- Most people would want to be engaged in activities that increase their monetary gains, such as part-time teaching, preparation and presentation of academic papers.

POWER AND BUILDING A LEGITIMATE SOURCE OF POWER

Brainstorming

Participants gave their views on the terms Legitimate and illegitimate power. That legitimate power is genuinely earned. Illegitimate power is where one hurts or manipulates others to get it, for example, through corruption, nepotism, and token placements. When women talk of power they refer to ‘we’ and from interpersonal relationships point of view. They want to consult and sometimes they undervalue themselves or are reluctant to take up authority. They can also tend to ‘play the man’s game’ once in positions of authority. Power always has a price, and some phrases used to refer to women in power are the price they have to pay. Participants mentioned such phrases as ‘iron lady’, ‘a matriarch’, ‘only a woman’, ‘the skirt’, ‘missing’, ‘pelvic power’, etc.

The participants were engaged in-group work with the following question/task.

- 1. Is such criticism a small price to pay to gain the position you want?**
- 2. Must women pay a price?**

The following is a summary of the discussions on **“Is such criticism a small price to pay to gain the position you want”?**

- **Reasons for the criticisms:**
 - Men want to protect their power domain,

- Men want to perpetuate the believe that women are emotional and can cry their way to the top,
 - To discourage women,
 - To sabotage and frustrate women opportunities,
- **Arguments for the statement:**
 - The benefits outweigh the costs,
 - Criticisms add value to leadership,
 - Revolves and de-centralizes power and opportunities,
 - Causes one to believe in one self and be strong,
 - Anything good in life has a price,
 - Most of the time the accusations are false,
 - Role models are those who have progressed irrespective of the criticisms
 - Criticisms creates room for motivation to prove critiques wrong,
 - Criticism fade away with time, but the position gained is long term.
 - **Arguments against the statement:**
 - Criticisms can strain personal relations causing breakdowns in family relationships or loss of career,
 - They may affect professional relationships,
 - They may affect one psychologically.
 -

Summaries of the task on **Must women pay a price:**

- Women should pay the price just like anybody else, by confronting the issues and taking the head on, challenge men as they challenge them considering the patriarchal set up of the society, help society to be aware of women issues by being strong and bringing change. Women have to pay the price otherwise they will never move in power positions.
- Women should not pay the price, instead they ought to reduce this price by facing it boldly and encouraging other women to know that they need not pay any price. This can be done from the low levels of education so as to nib the problem at the bud, for example, by peer groups guidance and counselling sessions.

CONCLUSION

The module tried to identify legitimate source of power.

The strong point is that women have to pay the price.

In all that we do we should bring out the best in us.

Reports from the adapt, adopt and reject sessions on this module show that the participants found the area relevant, adapted group and individual activities. There is need to identify other critical areas like colleges and high schools, provide a brief introduction of basic concepts of module, reduce days to 2 preferably weekend away form station, rephrase question, Session, 3, 4, 5, 7 and-10 should be adopted. Diagram lacking arrows, pg 23 – should be institutional specific – female/male, networking – rephrase to network with men. Pg 6: add logistics and contingencies in planning.

C) MANAGEMENT DEVELOPMENT FOR WOMEN IN HIGHER EDUCATION

by Nyokabi Kamau

The day started by taking the participants through the module. It was mentioned that this module was developed to offer women who are leaders and managers in higher education, the opportunity to develop some of the most useful and important management skills. The rationale behind this module being especially for women is the fact that many women get themselves appointed as managers when they have not really aspired for. This fact was linked up with what had so far been appreciated in the workshop that there are very few women at the top of management in higher education and even the few who are there may not have really thought of themselves as managers. Most of the women appointed into management even decline the offers in the preference that they are not prepared for management but for academic work. It was pointed out that women academics would need to be trained in this module so that they can reflect on both the theories and practical issues around management and decide what they would want to do.

The participants' attention was drawn to the various activities in the module that can be used if they facilitate this module. The facilitator said that most of the activities have been found to be very effective in dealing with some very delicate issues in management for example managing conflict and understanding how organizations work. Some of these activities require a lot of time while others can be done with less time.

The Bucket Activity

At this point participants were taken through one of the activities in the second workshop in the module. The activity selected was on handling the interface between the professional and personal lives. This is an activity that requires about one hour. It is designed to help participants to explore the different parts of their personal and professional lives, in order to see how those parts interact and to decide whether any parts should be developed further, or whether other parts should be given less attention. The facilitator led the activity by drawing 9 buckets on the black board, which she labeled family, research, teaching, fun, children, and travel for work, extended family, exercise and reading. She went through each of these buckets noting the ones that were overflowing, those that were just right and those that were almost empty. The discussion on these buckets focused on the fact that this situation does not have to be static, a bucket that is overflowing can be emptied a little bit while an empty one is filled up. The idea is to help participants to look at their lives in terms of what requires less attention and what might require more attention in terms of what they would want to do with their lives.

The participants were then asked to do their own buckets individually. After completing their own buckets they were asked to share in pairs how they could manage the balance more comfortably. After the sharing they then shared about their views and perceptions of the activity. The felt that this was a good activity for the following reasons:

- It helped them to have a look at what is happening in their lives and see areas that can be changed in order for ones life to be better organized.

- It gave them a holistic approach to issues so that one is conscious of what is happening in their lives
- That one should learn to say no to certain issues for example where the extended family and community issues are concerned.
- That positive balancing of ones life is important and it should be done frequently so that one does not loose touch of what is happening in their lives
- Delegation and sharing of some burdens is important especially if one is to become an efficient and effective manager.

The second activity that participants went through was on managing with people and how to make decisions. The participants were presented with three short examples of management problems that they can easily come across in their working day. These were:

- i. Some for whom you have management responsibility, is not publishing or making successful research bids. What do you do?
- ii. A student comes to complain to you about your colleague who is not doing their job properly. What do you do as the person responsible?
- iii. Complain of a colleague against another colleague

They were then asked to choose one of the problems that they would like to work with. In the groups the participants were asked to do the following:

- i. To see whether the problem the case they had chosen could be set in a context similar to their own experiences, or they could change it slightly so that it could become realistic and recognizable to them.
- ii. To discuss the agreed problem and agree ways in which they would hope to deal with the problem i.e. develop some strategies – the how and to put down a short list of strategies to be reported back to the whole group.
- iii. Finally they were to draw out the principles, which underpin the solutions, and the strategies already mentioned above. The principles were to be reported back to the whole group.

The aim of the exercise was to really draw out the principles underpinning management decisions. The following management principles came out of the three groups;

- i. Empowering – which provides an enabling environment and better usage of resources
- ii. Encouragement and support
- iii. Prioritizing
- iv. Fairness and justice
- v. Respect
- vi. Maintain morale amongst all
- vii. Credibility
- viii. Peace and harmony
- ix. Confidentiality
- x. Cooperation
- xi. Focus and continuity

xii. Efficiency.

The facilitator concluded by reminding participants that it is always good to think about the principles that help us take particular management decisions.

Conclusion

As a conclusion participants were reminded that they needed to put back their hats as facilitators. An introduction to the modules before they run the workshop would be necessary in order to familiarize themselves with the theories on which the activities in the module are based. The theoretical underpinnings can be found in Sheryl Bond's module –Academic Leadership – that was available to the participants although not introduced to them in this particular workshop. The auxiliary materials also have a lot of case studies and academic papers that would be of use to the facilitator when training on Developing Management Skills.

It was also noted that the workshops in the module build on each other and it would therefore be better if they are done in the order that they appear so that participants can get the connection between the issues.

At the end the participants were asked to go into their adopt /adapt groups where they generally adapted individual and group activities, pointed out that all areas are important. They agreed that the facilitator needs to be aware of temperament of participants. Participants suggested the following areas which needs improvement:

- There is need to introduce concepts in the various sections of the module
- Input from experts is needed i.e. Table content – pages not indicated.
- There is a sub heading handouts with no context but is on pg. 45 overall formatting needed
- Some phrases e.g. PG 52 “GROUP TWO TASK” need rephrases,
- Materials and content need to be added
- Inco-operate experts in certain areas with guidance from facilitators.

D) WOMEN AND RESEARCH By JANE ONSONGO & MARY GETUI

SESSION 1: By Prof. Mary Getui,

Facilitator introduced the module by asking participants this question:

Why is research and writing important to women in academics?

After some discussions the participants came to the consensus that women are:

- Active participants in academic and therefore should use research and writing to get promotion
- Should be generators of knowledge rather than consumers of it
- Should use research and writing as a means of communication and a basis for policy making in their countries
- Should preserve knowledge, ideas and finding through research and writing
- Should use research to enrich their teaching and get answers to problems
- Should use research as a basis for disseminating real life information.

A general definition of research was arrived at as a scientific and systematic way of finding new knowledge to settle or solve immediate problem/find possible solutions to problems. Research contributes to the pool of international knowledge. Yet, women are latecomers in research.

The facilitator took the participants through the outline of the module

The place of research in the universities

- The place of research in one's own career
- Women's attitudes to teaching and research
- Creating mentor relationships
- Planning a research project
- Working collaboratively and networking

Then the participants were asked to reflect individually on the self-perception questionnaire contained in the module:

- How do you see yourself as an academic in relation to research?
- In ten years time, where would you like to be in your career?
- What are the skills needed in research?
- What are the barriers to women's career development?

The following were the responses given by the participants.

a) How do you see yourself as an academic in relation to research?

The participants observed that research was seen as very important for passing information to students and helping others to do research and for enhancing one's career in academia.

b) Ten year's time, where would you like to be in your career?

Some participants pointed out that they would head a research institution in the capacity of director

c) Skills needed in research:

- Hard work, writing of funds – generating proposals
- Understanding what is at stake – a needs assessment
- Lobbying
- Networking –through conferences and the internet
- Multi-disciplinary approach to research
- Time management

d) Barriers to development of women's careers

- Time-doing too little of each and not done well
- Faulty criteria for promotion – very narrow
- Finances
- Lack of self discipline

d) Strategies for change

- Change of Attitude of complacence
- Need for Intrinsic motivation

CONCLUSION

Women need to get solutions to the above barriers unique to women by capitalising on their strengths and pushing them to the very end. Engaging in collaborative research would be a good start.

SESSION 2: By JANE ONSONGO.

She took the participants through the second session of the day. She started by asking the participants the following:

What is the Place of Research in the University and in One's Career?

It was observed that:

- Research gives information to teaching staff and others
- Promotion practices are pegged on research and publications
- Research improves teaching and enhances the reputation of the individual.

Support Systems for Research

- Seminars
- Workshops
- Research grants
- Contribution to journals

These support systems could be in the University, the Government and other bodies such as UNESCO and DAAD. The problem lies in the accessibility of these support systems. Women find it hard to access these support systems hence their participation in research and publication is low when compared to men.

Constraints in Research

- Inadequate Funding
- Lack of Information
- Time
- Personal responsibilities that do not allow time for research

CONCLUSION

Research empowers women, promotes teaching and makes them able to disseminate information.

GROUP TASK

What should be done at the Institutional Level to Increase Women's Participation in Research?

The main barriers to women's growth in research are personal. Therefore, the following strategies need to be adopted:

- Form support groups; motivate women
- Break barriers between those who have made it and those who have not
- University should consider creating more time for women e.g. giving them leave to do research
- Inform lecturers on sources of funding and publishing
- Encouraging each other at a personal level
- Train women in proposal writing
- Promote multidisciplinary research
- Honest communication with spouses
- Sensitise institutions on the issues affecting women
- Sensitise women to know how to source for opportunities
- Restructure University programs to accommodate research
- Promote affirmative action
- Utilise gender centres well
- Assist women to formulate goals and strategies for achieving goals (networking)
- Give women more responsibilities in research committees.
- Progressive building of confidence through gradual writing of proposals for funding.
- Mentor book/Journal projects for women

What should be done to make the above happen?

- Initiate programs and be pro-active
- Actively seek information through internet
- Establish a database for women
- Initiate training skills for women using gender sensitive methodologies
- Participants to write a proposal as a step forward
- Participants to hold joint workshops by December 2002
- Libraries to organise exhibition to expose women's publications, researches and speeches senior women.

Who is Responsible for implementing these strategies?

Government, the individual; the University and women's network

SESSION 3 By Prof. MARY GETUI

Writing

The difficulties women experience in writing were identified as follows:

- Being systematic in presentation
- Fear of exposure
- How, what, when and where to publish

The following control principles of writing were adapted from p217 of Module 3:

- The place
- The layout of the place
- Concentration levels/spans
- Company –individualised
- Best time for working? – individualised
- Task completion – in bits? Postpone? Complete?
- Mentors

CONCLUSION

Women should observe the control principles of writing so that they can be a success

A word on “Mentoring in Research” – by Juliet Muasya

- It was noted that a mentor advises, empowers, educates and encourages.
- In her research on this area, she found that:
 - i) Female lecturers had male mentors
 - ii) Young female lecturers seek guidance/mentoring from their female seniors but fail (The Queen Bee Syndrome)
- Q) Are women their own undoing?

A Shared Experience by a Women Writer:

Kate Getao: “Flakes” a non-academic column in “Saturday Nation” one of the Kenyan Dailies

- Has to beat a deadline
- Always carries a notebook along
- That one is inspired all the time and anytime
- Has to write after 11:00 p.m.
- Buys many books, journals and papers, needs good reference books
- Observed that young women writers seem not to accept criticisms as well as young men do. So female mentees would end up not benefiting from their mentors.

Details Women need to know about the Publisher

- Copyrights
- What the writers has at stake/claim
- The contract – how long?

NB: Publications expose the women, give her contact with other authorities; boosts her morale and provides personal satisfaction At the end of the day it was clear that research and writing cannot be divorced from women's experience.

CONCLUSION

With the adapt/adopt/reject sessions where the participants adapted the mentoring relationships in research although it was agreed that the term mentor needs to be redefined in the African context and the control of principles for writing, needs to be adjusted into one's context. Although they adapted the principles of the module they should try to fit in as individuals. The participants did adopt the self-perception questionnaire and found workshops, 7, 8 and 9 relevant for use in their context.

Generally participants found all the modules very relevant. Most of the exercises could be adopted or adapted to local situations. Some of the participants requested additional explanations of the basic concepts and that adopt adapt was abit confusing. They found the content of the modules stimulating and sensitizing them to key issues within their institutions. They recognized the strategies for enhancing women's role in governance and research as powerful tools for their advancement in the academic arena. Developing management skills pointed them to many solutions to the range of problems they frequently confronted. The interactive methodology adopted throughout the sessions kept participants alert and fully engaged. Lastly participants pointed that the modules may be challenging to men as such one should be careful when recruiting men to workshops and that time was too short for the, selected 3 Modules.

PART FIVE

REGIONAL AND INSTITUTIONAL ACTION PLANS

Institutional and country action plans were drawn up to ensure follow up from the workshop. These were directed at increasing the number of women in management positions, making the institutions more women friendly and enabling professional development of women to make them more competitive for higher positions, and improve networking among women. Initiatives included reporting back to their institutions on the workshop, lobbying with men and women, carrying out needs analysis, developing a core group of trainers and adapting modules for their own use, seeking institutional support to disseminate findings and sensitisation, developing fund raising proposals to train women, and conducting workshops. Support would be sought, where possible, from gender units within universities to advance their objectives.

Specifically the participants decided to plan in four groups namely:

- Nairobi Group, which had participants from University of Nairobi, Kenyatta University and Jomo Kenyatta University of Science and Technology.
- Catholic University Group
- Tanzania, Malawi, Zambia Universities
- MME U Group

They were advised to enter their plans in their diaries and sample achievable plans.

1) NAIROBI GROUP

The following is what the Nairobi Universities group came up with:

- To form a steering committee composed of the participants in this forum – immediate
- To lobby with women and administration in respective institutions – immediate
- Develop a needs assessment tool – next week
- Needs assessment on who is who and where – data base on women and academic staff and management – by JULY,, 2002
- Data analysis and report writing – August, 2002
- Seek for institutional support to disseminate and introduce the idea of the modules – August, 2002
- Seek for institutional support to disseminate and introduce the idea of the modules – August, 2002
- Dissemination of the needs assessment findings and sensitisation at institutional level – Sept.2002
- Develop a fund raising proposal to train the women using the modules – by OCTOBER
- Hold workshops to facilitate each module on a quarterly basis

The participants pointed out that this was a realistic plan and that they could organise workshops and charge outsiders as a way of raising funds, since fund raising may be problematic.

2) CATHOLIC UNIVERSITY GROUP

This group was specific on the modules discussed in the workshop and they tried to prioritise their activities. The following were their plans for action:

PLANS TO ACHIEVE BETWEEN NOW AND NOVEMBER 2003

DEVELOPING MANAGEMENT SKILLS

- Personal – prioritise activities and sensitise others.
- Prepare proposal showing activities
- Identify relevant office to address the issue and to give the proposal.
- Support – from individuals in workshop
- Workshop to fall under academic dean also for support

WOMEN AND UNIVERSITY GOVERNANCE

- Individual visibility – take up responsibility
- Anticipated – implementation to trickle down
- Members – prepare necessary action by lobbying among those not in this workshop
- Will provide support from members and administration
- Identify activists.

WOMEN AND RESEARCH

- Establish personal plans, where we want to be and link with others.
- Publishing – link with experts for guidance.
- Time management – to be addressed
- Individual sacrifices.
- Pre-implementation – do proposals.
- Influence budget allocation by the administration
- Solicit funds from donors
- Individuals and institutions to assist.
- Networking for space, resource persons – support from institutions.

Meet as participants to come up with a long –term aim of implementing all these in preparation for the workshops between November 2002-November 2003.

Meet on the 15th of July 2002 for the same.

3. TANZANIA, MALAWI & ZAMBIA UNIVERISITIES

- Thoroughly read the modules to prepare report to management as a lobbying tool.
- Sell the ideas of the report to gender unit and/or dynamic women in University in addition to management

- Draw up an action plan for the workshops with support of management, and gender unit and /or dynamic women in University
- Hold mini preparatory workshops with the sensitized gender unit/dynamic women to prepare them to be facilitators for the planned workshops.’
- Plan for individual workshops.

Plan for the individual workshops

- Identify participants
- Solicit funding for: - preparation and reproduction of workshop materials and , all the other workshop costs
- Identify the appropriate venue for the workshops
- Confirm participation of the invited participants and facilitators.
- Finalize all logistical arrangements

HOLD THE WORKSHOP

- Evaluation
- Way Forward

These were well-planned and achievable plans. However the group was advised to look around for possible donors

4) MOI, MBARARA and EGERTON UNIVERSITIES (MMEU)

WHAT NEEDS TO CHANGE

- 1) Increase women numbers in management positions in our institutions to enhance visibility
- 2) Make our institutions and work schedules women friendly though gender sensitisation programmes
- 3) Encourage and support professional development of women in middle level cadres. To enable them compete favourably for higher positions.

PRIORITY

1. To increase women and numbers in management positions
 - Teaching
 - Research
 - Administration

PLANNING

Institutions to Identify/create a network that will facilitate the said initiative, through encouraging personal development among members.

INSTITUTE/GROUP ACTION

1. The CWSGA at Egerton University to incorporate this programme into the existing structure, but identify space and administrative support for it.
2. To work with the representatives present to initiate focal points for this work in their respective institutions and campuses.

GAINING ACCEPTANCE

1. Lobby the male colleagues to provide support in this process.
2. Avoid “Cliques” tendencies in our approach.

BENEFITS

1. Improvement of women managerial capabilities will enhance output at various levels (personal, Departments and Institutions)
2. Enhancing women visibility will lead to the development of adequate role models.

ANTICIPATED BLOCKS

1. Patriarchal structures and attitudes
2. Finances (Seed money)
3. Time constraint (Teaching and Multiple roles)

PRE-IMPLEMENTATION STRATEGIES

1. Present a report at CUEA and intended follow up activities to the management.
2. Identify additional resource persons and potential participants, both within our institutions and in the region.
3. Study the modules and adapt them to the needs of our institutions
4. Representatives will meet, discuss and pilot the modules.
5. Source for funding from within and outside for workshop material’s production.
6. Agree on an appropriate venue for the workshop
7. Lobby/Sensitise management on programme activities.

SUPPORT SOURCES

1. Our own institutions/centres
2. Partners/organisations with similar objectives.

SHORT TERM STEPS

1. Prepare and present a report on workshop at CUEA (End of July 2002)
2. Identify additional resource persons and material resources by end of August 2002.
3. Hold first facilitators meeting by end of September 2002.

LONG TERM

1. First workshop on women and management development April/May 2003
2. Subsequent workshops on this and other modules

Participants felt a need for advocacy:

- At higher levels other than the institutions i.e. ministries especially higher education.
- Report form this workshop ought to reach these levels
- A strong statement needs to be coined to enforce our mission/vision
- Summary of workshop activities and mission should go out to various ministries

General Discussion

Dr Katherine Wanjiru Getao, Director of the Institute of Computer Science, University of Nairobi agreed to assist with the development of an electronic mailing list for the participants and also to set up a website for the purpose of sharing information and keeping up to date with activities and initiatives.

It was also agreed that the Workshop should issue a brief statement, which should be circulated, to the Ministry of Education officials and to the media. The organising Committee at the Catholic University together with Dr Katherine Getao and Professor Mary N Getui of Kenyatta University were charged with the responsibility of preparing this. A tentative statement was agreed upon:

“We the women of Eastern and Southern Africa are determined to build the skills and competencies needed to participate fully and equally in higher education in our nations to the betterment of research, teaching and management of higher education.”

Dr Jasbir introduced the participants to the **ACU WOMEN’S NETWORK** and asked them to join for purposes of networking. majordomo@ns2.umcsd.um.edu.my

The following instructions were given to the participants:

Subject –leave Blank

In body of message

Write subscribe women.

Address

Women@ns2.umcsd.um.edu.my

Finally the participants were involved in the evaluation exercise of workshop where they were asked to answer a few questions. The completed evaluation forms were handed back to facilitators.

PART SIX

CLOSING CEREMONY

The workshop was officially closed by Prof. Paul Vitta, Director UNESCO (Nairobi)

In his closing remarks he reflected on workshop themes:

- Developing Management Skills
- Women and Research
- Women and University Governance

He emphasised the importance of these themes and a greater need to plan extensively. He pointed out that Higher Education manpower is lacking but with lots of people with degrees un-utilised. In governance, institutions of higher learning should show honesty and avoid corruption as they lose the moral standing to rectify society, and that Universities should be centres of honesty. He emphasized the importance of research in higher education as centres of knowledge generation.

Finally he thanked co-sponsors of workshop and wished participants especially those from outside Kenya a safe journey back home. The Chief guest climaxed the Ceremony with the issuance of certificates to participants.

A note of thanks was given by Prof. Beatrice Mtimuni of the university of Malawi. She thanked the guest of honours most sincerely for finding time to grace the occasion, participants for good attendance and participation, and the facilitators for a job well done. She noted that the choice of speakers was most well thought and were very stimulating in their speeches. She presented guest of honour and other distinguished guests.

APPENDIX A: SUMMARY OF THE MODULES

1. WOMEN AND GOVERNANCE IN HIGHER EDUCATION

Section 1 Introduction

Section 2 Notes for facilitators

Section 3 Workshop Programme

Day 1- Women's participation in higher education governance

Day 2- How to operate effectively within university structure

Day 3- Helping yourself, helping others and helping your institution

Section 4 Support materials

2. MANAGEMENT DEVELOPMENT FOR WOMEN IN HIGHER EDUCATION

Section 1: The context for women and management in higher education: Developing management skills

Section 2: Notes for Facilitators

Section 3: The structure of the Module

Section 4: Programme of the Workshops

Day 1-Leadership styles and values

Day 2-Working with people

Day 3-The organisation and your place in it

Additional Activities-Working with difficult people, Balancing the personal and the professional, making action plans for change, developing effective leaders

Section 5: Handouts

3. WOMEN AND RESEARCH

Section 1: Introduction

Section 2: Notes for facilitators

Section 3: Programme of the Workshops

Workshop 1- Introduction to the programme

Workshop 2- Our department and institution

Workshop 3- Creating mentor relationships

Workshop 4- Updating research skills-quantitative methods

Workshop 5- Updating research skills-qualitative methods

Workshop 6- Planning a research project

Workshop 7- Working collaboratively and networking

Workshop 8- Writing and publishing

Workshop 9- Supervising research students

Workshop 10- Influencing policy and practice

Section 4: Support materials

APPENDIX B: PROGRAMME OF WORKSHOP ACTIVITIES ON WOMEN AND MANAGEMENT IN HIGHER EDUCATION 16TH –21ST JUNE, 2002 HELD AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA, LANG'ATA CAMPUS

WORKSHOP ON WOMEN AND MANAGEMENT IN HIGHER EDUCATION 16TH – 21ST JUNE 2002, AUDITORIUM, JUBILEE HALL, CATHOLIC UNIVERSITY OF EASTERN AFRICA, LANG'ATA CAMPUS

PROGRAMME OF ACTIVITIES

Sunday 16th June

<i>Morning</i>	<i>Arrival of Participants</i>
1:00p.m.	Lunch
2.30 – 2.45 p.m.	<i>Welcome Remarks (Jane Onsongo)</i>
2.45 – 3.30 p.m.	Introductions of Participants and Facilitators; Workshop Agreement (Anne Gold)
3.30 – 4.00 p.m.	Country/Institution Presentations by Participants (Dorothy Garland)
4.00 - 4.30 p.m.	Tea Break
4.30 – 5.30 p.m.	Country/Institution Presentations by Participants (Cont'd)
5.30 – 6.00 p.m.	Leadership Programs in Commonwealth Universities: The Case of Australia (Dr. Jasbir Singh)

Monday 17th June

8:30-11:00 a.m.	Official Opening
11:00-11:30 a.m.	Tea Break
11:30 -1:00 p.m.	Framework for the Course and Introduction to Training Materials (Anne Gold and Jasbir Singh)
1:00-2:30 p.m.	Lunch Break and Cyber Cafe
2:30- 4:00 p.m.	Facilitators Handbook (Anne Gold)
4:00-4:30 p.m.	Tea Break
4:30-5:30 p.m.	Facilitators handbook (Cont'd)
5:30-6:00 p.m.	Adopt/Adapt
Evening	Safari walk (optional)

Tuesday 18th June

8:30-8:45 a.m.	Recapturing and Other Issues
8:45-10:00 a.m.	Women and University Governance (Prof. Leah Marangu & Jane Ngobia)
10:00-10:30 a.m.	Tea Break
10:30 -1:00 p.m.	Women and University Governance (Cont'd)
1:00-2:30 p.m.	Lunch Break and Cyber Cafe
2:30-4:00 p.m.	Women and University Governance (Cont'd)
4:00-4:30 p.m.	Tea Break

4:30-5:00 p.m. Adopt/Adapt
6.30 p.m. Africa Evening

Wednesday 19th June

8:30-8:45a.m. Recapturing and Other Issues
8:45-10:00 a.m. Developing Management Skills (Agnes Nyokabi Kamau & Anne Gold)
10:00-10:30 a.m. Tea Break
10:30-3:00 p.m. Trip to View Point (picnic lunch)
3:00 -3:30 p.m. Tea Break
3.30 – 5.30 p.m. Developing Management Skills (Cont'd)
5:30-6:00 p.m. Adopt/Adapt

Thursday 20th June

8:30-8:45a.m. Recapturing and Other Issues
8:45-10:00a.m. Women and Research (Onsongo & Getui)
10:00-10:30a.m. Tea Break
10:30-1:00p.m. Women and Research (Onsongo & Getui)
1:00-2:30p.m. Lunch Break and Cyber Cafe
2:30-4:00p.m. Trip – View Point
4:00-4:30p.m. Tea Break
Evening Adopt/Adapt
Dinner

Friday 21st June

8:30-8:45a.m. Recapturing and Other Issues
8:45-10:00 a.m. Action Planning
10:00-10:30a.m. Tea Break
10:30-1:00p.m. Report on Adapt/Adopt
1:00-2:30p.m. Lunch Break and Cyber Cafe
2:30-4:00p.m. Report on Action Plans
Future Plans
4:00-4:30p.m. Tea Break
Evening Closing Ceremony

ISSUING OF CERTIFICATES

APPENDIX C: LIST OF PARTICIPANTS

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APPENDIX D: EVALUATION SCHEDULE

EVALUATION

Workshop on Women in Management in Higher Education - Training of Trainers June 16 - 21, Catholic University of Eastern Africa, Nairobi, Kenya

How would you rate this workshop in general?

15/19 found it very effective, **4/19** found it effective

Which parts of the workshop were the most helpful/useful to you? Why?

All 5 - will be a powerful tool for bringing about the required change to address the under representation of women in top management in HE; relevant to me as an individual and as a member of my institution. Relevant to me as a facilitator; made me rethink issues in a more serious air in a different approach

Women and University Governance 5 - helped me realise the importance of participating positively; major area in which my institution needs to grow; my area of work

Developing Management Skills 8 - made me review myself; sensitised on how to handle the overflowing and empty buckets; management issues are key for any organisation, especially HE; this area has been giving me considerable >stress= but now I have a solution to handling it; I am applying the same principles all the time.

Women and Research 10 – a major area in which my institution needs to grow; I have an idea on how to conduct research and the skills to write a research proposal; the only way to make a difference through the dissemination of my research information; necessary for all academicians; this area has been giving me considerable >stress= but now I have a solution to handling it;

Adopt/adapt/reject - important for contextualising the training

Action Plans 2 - ensures continuation of the forum in our institution

Facilitator=s module - have learnt quite a lot of skills on how to facilitate workshops

Group exercises and module facilitation - group work provided opportunities for powerful brainstorming and articulating ideas, facilitation made me understand the modules

Country reports - gave a true picture of the situations in our universities

Plenary sessions - discussions were very revealing about fellow women=s experiences in management

General

Areas I was struggling with - thought about being relieved of my duties to concentrate on teaching and research

Which parts of the workshop were the least helpful/useful to you? Why?

Adopt/adapt/reject – I hadn't read the information, so not able to give feedback

None **15** - found them all to be complementary

Women and Governance 2 - though extremely useful for reading and reference; does not comprise my most pressing and important area of concern

Women and Research - I'm not in academia to focus a lot in research

Have the teaching methods used been:

Helpful to your learning? In what way? 19 - Allowed thinking and interaction together with facilitators; emphasised the importance of working in groups; group work helped in sharing ideas/perceptions/ made sessions less tedious, monotonous and time-consuming **5**; action plan - brainstorming useful and easier in a group rather than on an

individual basis; practical and created excitement, keeping me alert and attentive; participation is the best way of advancing an idea and also learning from others; made me refocus on my own methods which are almost similar; use of tasks; encouraged active participation; visual aids left a lasting impression; makes me think/reflect more deeply on my status

Unhelpful to your learning? In what way? None

Bearing in mind the time limitations, is there anything you would wish to have included which would improve the programme?

No 7

To do a module in full, not as trainers

Giving a brief introduction to each module/ bit of grounding on the modules each session

3

Academic leadership module

If facilitators were within the region, the workshop would have been split into a series to be administered within a longer period of time.

Venue should be such that even the facilitators should be such that even the facilitators can participate better

More time on Developing Management Skills by starting session 30 minutes earlier in the morning

Specific case studies to boost teaching; time too short to cover all the modules effectively

Needed more time if we are to be effective trainers of trainers

Excursion or visit to policy makers, invite them to opening ceremony so that they are sensitized

A touch of management skills

What are likely to be the greatest barriers preventing you from implementing your action plans?

Persuade the administration/ lack of support from top 4

Commitment by all 3

Financial support/constraints/problems 13

Personal commitment 2

Time 8

Having attended alone from my country, hope my fellow colleagues will appreciate the facts and support my efforts

Workload and family commitments

Other scheduled activities 2

Bureaucratic tendencies in the governance structures of our institutions 2

Apathy among women in academic and management positions 3

My institution has no structures to attract or even encourage issues like research or staff development

Any other comments?

Workshop timely - left with renewed strength to get on with my work

Thank you: an eye opener to many issues I had taken for granted 2

We have known each other and shared beautiful ideas

A definite plus for the enhancement of WMHE - if we follow through our action plans, the status and participation of women in HE will improve tremendously

The trip was in an awkward time spot - people got back and did not want to continue - do a morning session and then a trip in the afternoon to end day

The time management was excellent !!! All the available time in the day was perfectly utilised and I never felt homesick

Well done. It was all round teaching with lots of activities which made me feel part of the programmes though a bit congested.

Despite the barriers I need to create space and move on to accomplish the best for myself, my colleagues and my institutions

Excellent - keep up the good work

Shorter duration workshops for trainers probably every 2 years to rejuvenate each other

This workshop was a brilliant idea and very useful and timely

The modules are a very effective tool of changing the under-representation of women in the governance structures in HE and should be stepped down to all institutions of higher learning

Networking. Mentoring is crucial

I am very grateful for this opportunity that I got through the sponsorship of ACU - my own university couldn't sponsor me

The workshop was a success, but should have more women in senior management at the workshop

Letters of invitation should not be sent direct to university administrators, but to relevant individuals: some of us got this information two days before it took off, administrators need copies to inform them

Thank you - I benefited a lot