



INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN (IFUW)

INTERNATIONAL COLLOQUIA PROJECT

**BREAKING DOWN BARRIERS TO FEMALE LEADERSHIP IN HIGHER
EDUCATION**

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BREAKING DOWN BARRIERS TO FEMALE LEADERSHIP IN HIGHER EDUCATION

1. INTRODUCTION

In September 2011, the International Federation of University Women announced the launch of the IFUW International Colloquia Project, an initiative of IFUW's President, Marianne Haslegrave. The launch followed the Colloquium held in May 2011 in the University of London's Senate House. Organised by the British Federation of Women Graduates (BFWG), this brought together twenty senior women academics, representatives from higher education-related organisations and BFWG members for presentations and discussions on "Female Leadership in Higher Education: Overcoming the Barriers – real or imagined?" The Colloquium, the model for future Colloquia, was a great success, one which gave BFWG considerable visibility among academic women and in the media.

The IFUW Board agreed that an International Colloquia Project would reflect IFUW's vision, one wherein discrimination is eliminated in the work place and women have equality of opportunity in status, leadership, employment, income and careers and the possibility of achieving their full potential. Consequently, the Board invited National Federations and Associations (NFAs) to organise Colloquia similar to that held in London in their own countries between January and September 2012. Project Proposal Forms and Project Guidelines based on the BFWG Colloquium were distributed to all NFAs with the announcement of the Project (See Appendix One). Under the Guidelines, modest enabling funding was offered to NFAs on a needs basis and after assessment of proposals, major grants were made to Bolivia (FBMPU), El Salvador (AMUS), Nepal (NAUW), Nigeria (NAUW), Sierra Leone (SLAUW) and Rwanda (RAUW), with partial grants to India-Pune (IFUWA) and Slovenia (SUUW).

These one-day national meetings gave women in higher education leadership positions the opportunity to discuss the factors limiting women's access to decision-making positions in higher education in their countries and identify possible strategies to overcome these. Some NFAs did not hold a colloquium but contributed to the project by submitting research or providing relevant secondary sources.

Some NFAs used the opportunity of being together to raise issues important to them but less directly related to the colloquium topic. For example, the Pune Association of the Indian Federation ran a short orientation session during the Colloquium on current "Legal Compliances applicable to NGO's in India", which they reported as highly appreciated by members of other UWAs as the laws constantly keep changing. Such events have not been included in this Report in order to maintain the focus on women's leadership as a problematic area in higher education.

Some reports have been shortened in the editing process. This is indicated in cases where the reduction is considerable. If the Association is willing to supply full copies of their report on request, a contact address is given.

The following NFAs participated:

Africa

Nigeria: Nigerian Association of University Women (NAUW)

Rwanda: Rwandan Association of University Women (RAUW)

Sierra Leone: Sierra Leone Association of University Women (SLAUW)

South Africa: South African Association of Women Graduates (SAAWG)

Asia

India (Pune): Indian Federation of University Women's Associations (IFUWA)

Japan: Japanese Association of University Women (JAUW)

Nepal: Nepalese Association of University Women (NAUW)

Europe

Finland: Finnish Federation of University Women (FFUW)

France: French Association of Women Graduates (AFFDU)

Slovenia: Slovenian Union of University Women (SUUW)

South America

Bolivia: Bolivian Federation of University and Professional Women (FBMPU)

El Salvador: Association of University Women of El Salvador (AMUS)

Mexico: Mexican Federation of University Women (FEMU)

Research Projects/Secondary Sources

Australia: Australian Federation of Graduate Women (AFGW)

New Zealand: New Zealand Federation of Graduate Women (NZFGW)

Norway: Norwegian Association of University Women (NKA)

Sweden: Swedish University Women (KAF)

USA: Women Graduates USA (WG-USA)

“Thought-provoking, stimulating, exciting, informative, rewarding, challenging”: these were just some of the reactions to the thirteen successful Colloquia which took place in Africa, Asia, Europe and Latin America. NFAs which held Colloquia see these events as a foundation on which to build as they put into action the decisions reached at their meetings through consolidating contacts made with colleges, universities, academics and others involved in higher education as well as local and national government departments; forging stronger links with relevant organisations, agencies and public bodies; identifying networks and role models; and using the press and media to campaign for the promotion of women so they can achieve the place they deserve in higher education institutions.

2. GENERAL BACKGROUND

The following two sections look at the context in which women must strive to achieve positions of leadership in the public and private sectors. The first is summarised, with her permission, from an article by Professor Deborah L. Rhode, Professor of Law and Director of the Centre on the Legal Profession, Stanford University, California. Published in *Women in Higher Education*, (15.7, pp.1-2), this was originally delivered as the keynote address to the American Council on Education Office of Women in Higher Education's Northern California Network Meeting in San Francisco in March 2012.

The second section is extracted from a report by Yojana Sharma in *University World News* (Issue 214, 25 March 2012) of the British Council's "Going Global" conference, held in London 13-15 March 2012.

1. Making the Academy more Friendly to Women

Inflexible work place structures. Leadership positions that require total availability are particularly challenging to women, who juggle demanding family commitments. Thanks to steadily increasing hourly requirements and technological innovations that allow, or indeed require, work to be completed away from the office, most women in upper level positions report lacking sufficient personal or family time.

Gender roles at home versus inflexible workplaces. Ironically, the home is no more an equal opportunity employer than is the workplace, as domestic matters are the only area in which presumptions of competence are reversed, leading to women shouldering an unequal burden. Deeply-rooted double standards at home mean that women receive mixed messages about where their commitments should lie, leading them to feel that whatever they are doing is wrong.

Gender imbalances at home also affect career development. While men typically have free time to socialise after work, to network, meet with mentors and pick up tips, women usually have to pick up the children, deliver the dry cleaning, cook dinner and clean the house. If women are choosing “not to run the world, it is partly because men are choosing not to run the washer/dryer.”

Women’s choices. It is a common and convenient explanation that it is a woman’s “choice” to opt out of full-time work or senior positions to attend to domestic responsibilities. But what that theory does not address is the factors that lead to women being forced to make such a choice and the lack of attention to the decisions that men make, as spouses, employers and policy leaders, and how they affect women. These “choices” are therefore socially constructed and constrained, and offer only a partial explanation. As long as caretaking is regarded primarily as an individual rather than social responsibility, women’s work in the home will continue to limit their opportunities in the outside world.

Gender stereotypes are another obstacle for women. Women seeking leadership roles are caught in a Catch-22: if they are assertive like a man, they are considered abrasive, and they are criticised whether they are feminine or not. Although recent leadership theories have begun to embrace the traditionally feminine qualities such as cooperation and collaboration, it is the masculine qualities of dominance, authority and assertiveness that are still associated with leadership.

Women who are mothers face even more of a trade-off, as stereotypes of motherhood are often inconsistent with images of leadership. Having children makes women appear less competent and able to meet workplace demands, but this does not apply to men. As Professor Rhode pointed out, the term “working father” has none of the baggage of “working mother”.

In-group favouritism/gender bias. Studies show that people feel most comfortable with others who are most like them, and they tend to reward these people with favourable evaluations, rewards and opportunities.

Consider presumptions of competence, which disadvantage women not only in hiring but also in informal networks like mentoring, contacts and support, all crucial for advancement. In surveys of upper-level managers, almost half of women of colour and almost a third of white women point to a lack of influential mentors as a challenge that hinders their advancement.

Men behaving badly. Working to reduce ego-driven bad behaviour is another step toward making senior administrative jobs more desirable. When academics appear as panellists, lecturers and conference participants, ego can lead them to display a range of offensive behaviours, from self-absorption and self-promotion to pontificating and monopolisation. All of this strutting and status-displaying, and the in- and out-group hierarchies can be a real turn-off to women, who value collaboration and cooperation, not egocentricity. None of this behaviour is unique to academics but that should not absolve the profession of responsibility for better responses. To combat bad behaviour, Professor Rhode suggests role modelling, mentoring and informal sanctions.

Academic leaders need to do more to publicly shame and satirise the most egregious conduct. Higher education periodicals could cover the subject more frequently and in more depth, and programmes for graduate students and for new faculty members could include sessions on campus etiquette and on conference “dos and don’ts”.

Status anxiety among academics should also be addressed, especially for those at the early stages of their academic careers. Professor Rhode said she wished she had known while attending her first Association of American Law Schools' Annual Meeting that the sense of marginalisation she felt was common, and almost universally shared.

Creating a more inclusive environment for women will lead to increased representation in academic leadership, which just might effect a change in other areas of society.

2. Remedying High-level Under-representation

Women have now caught up with, and in some disciplines surpassed, men in university enrolments. Yet the number of women heads of universities remains small globally. Overcoming this equity hurdle will require institutional changes, including greater transparency in the way leaders are selected, a conference in London heard.

According to Louise Morley, Professor of Education and Director of the Centre for Higher Education and Equity Research at the University of Sussex, UK, the lack of women leaders in universities has become a global problem irrespective of the social, political or cultural context.

"There might be different motivations and drivers in the global North and South, but it is a global phenomenon. It does not matter whether [countries] have equity legislation or military regimes, they still have an under-representation of women at the highest levels of higher education," Morley told the British Council's "Going Global" conference, held in London from 13-15 March 2012. An edited version of her paper "International trends in women's leadership in higher education" is in *Going global: identifying the trends and drivers of international education*, Emerald Group Publishing Limited, London, 2013.

"Going Global" followed on the heels of an international conference in Sri Lanka from 6-8 March 2012, organised by the Association of Commonwealth Universities on "Women as Agents of Change through Higher Education". (See Suggestions for Further Reading).

Unbalanced representation. "Going Global" heard that the number of women enrolled in tertiary institutions had grown almost twice as fast as that of men since 1970, rising six fold from 10.8 million in 1970 to 77.4 million in 2008 according to UNESCO figures. Worldwide there are slightly more female than male undergraduates. But, as Morley pointed out, UNESCO does not collate global statistics on women leaders in higher education. It does not go beyond the numbers of female staff in universities. "What we do know is that in individual countries there is massive under-representation of women in top roles. This under-representation reflects not only continued inequalities between men and women, but missed opportunities for women to contribute to solving the most pressing problems facing humankind," Professor Morley said, referring to the importance of research carried out at universities.

In some areas such as health, welfare and education, women comprise 60% to 75% of graduates. Yet high rates of women's participation have yet to translate into proportional representation in the labour market or access to leadership and decision-making positions. Even in the European Union only 13% of higher education institutions, and 9% of research institutions, are headed by women, with the highest figures in Scandinavia.

In some parts of Europe there are policies in favour of women in higher education but results are weak Morley said, asking. "Why is it so slow to change? Why is equality legislation not working?" This question was echoed by Professor Charity Angya, Vice-Chancellor of Benue State University in Nigeria, during the panel session "Win-win: Empowering Women as Leaders in Higher Education": "There are more women now going to school and getting an education, but the question is: "Why is there no change in terms of their involvement in higher education management? Before now the issue was 'where are the women?' Now the women are there, the resource is there, but women are not getting into [top positions]. It goes beyond the problem of the women not being qualified."

Transparency is a major issue in the selection of women leaders, the conference heard. And institutional changes may be needed to transform attitudes before women are selected for the top posts.

In institutions in some developing nations, while there are more women in some programmes than men, women are still not attaining high positions “and that is because there is a lack of transparency,” Angya said, “the rules are against them.”

According to experts, transparency in the appointment process, as against decisions taken behind closed doors, can benefit women.

“Research has shown that dominant groups tend to recruit in their own image; they clone themselves. They want to minimise risk by going for the familiar. So women’s capacities and competencies are often misrecognised,” Professor Morley said.

Angya described her own selection process: “I was contesting with 10 men, and I was the only female. I was going to appear before a senate that was mostly male. I was going to appear before a council that was mostly male. Some of the male sympathisers said: ‘Well, we know you are qualified for this position but it is not time yet for a woman to take the leadership of this institution.’ But I felt it was time.”

In the end it was the government, which is responsible for appointing Vice-Chancellors in Nigeria, which confirmed her selection, rather than senior male colleagues within the university system.

Jordan’s Minister of Higher Education, Professor Rowaida Maaitah, told the conference that women aspiring to top positions in universities have to know the game of the undeclared rules and the politics. “In my experience it is much easier to get into politics and not as easy to get into higher education politics,” she said.

In Sweden, where 43% of Vice-Chancellors in 2010 were women, there is a statutory requirement to provide statistics on the number of women students, doctoral researchers, teachers, professors, deans and department heads, according to a report for the British Council.

“It is crucial to get all the private decisions into the public domain. It must be clear that [a selection panel] did not just appoint a Vice-Chancellor because they liked him,” Professor Morley told *University World News*.

Institutional change. This may require institutional change. “Will we be happy with 50:50 representation or are there other areas that we will have to pay attention to?” Professor Morley asked.

“Representation is not the only goal for gender equality, it’s just one aspect. We need to also look at how leadership practices can be more attractive and sustainable.”

“It is not about counting more women in higher education but how it is done,” she said, adding that rather than changing the figures to increase the number of women in universities, “we need to move away from that and look at changing the institutions.”

Many of those who have reached top jobs said women in senior positions needed help to get there. “Women leaders need to build an international network to exchange experiences and support others aspiring to top positions,” said Gulsan Saglam, former Rector of Istanbul Technical University.

The British Council said it was looking into backing such a network, which would include professional development, coaching and mentoring of women university leaders internationally.



3. COLLOQUIA REPORTS

AFRICA

NIGERIA: Nigerian Association of University Women (NAUW)

Report prepared by Judith Saror with the assistance of Beatrice Ker, Lucy Vajime, Grace Atim, Regina

Samba, Comfort Onifade, Elizabeth Gyuse. NB: This report has been shortened.

“Barriers Militating Against Female Leadership in Higher Education: The Nigerian Experience”

The Colloquium was organised by the Nigerian Association of University Women (NAUW) in collaboration with the Centre for Research Management, Benue State University, Makurdi, and held in the Senate Chambers of the University on 12 July 2012.



Thirty six women and three men participated. Among these, there were twelve Professors, an Associate Professor and three Senior Lecturers. The rest included a serving Vice-Chancellor, Former Vice-Chancellor, a serving Registrar, former Registrar, former Provost, Deputy Registrars, lecturers and administrative staff of various ranks.

Proceedings opened with a welcome address by the National President of NAUW, Judith Saror (left).

The Colloquium was organised in two sessions. The morning session was chaired by Professor Regina Ega of the University of Agriculture, Makurdi, while the afternoon session was chaired by Dr. (Mrs.) Diana Ochoga, former Registrar of Benue State

Polyphonic, and Ugbokolo. Rapporteurs were Professor Regina Marita Samba of Benue State University, Makurdi, and Dr. Mrs. Onifade of the Federal University of Agriculture, Abeokuta, while Professor Josephine E. Odey of Benue State University, Makurdi, served as the master of ceremonies. Other discussants and rapporteurs included Professors. E. Anejo, R. Utulu, R.I. Okorji and Drs. C.O. Ojabo and J.O. Nwokolo.

SESSION ONE

The first paper, “Overcoming Family Challenges for Effective Female Leadership in Higher Institutions”, was presented by Professor Nancy Agbe, former Vice-Chancellor of the University of Mkar. Professor Agbe considered the challenges posed by the possibility of leadership to women in their three roles as Wife, Mother and Worker and suggested strategies to meet these challenges.

Regina Ega



Nancy Agbe

The second paper, “Socio-cultural Barriers to Female Leadership in Higher Education”, was presented by Professor Charity Angya, Vice-Chancellor of Benue State University, Makurdi. Professor Angya reviewed critical analyses of the problem by a range of scholars before reaching her conclusion that cultural attitudes and social practices rooted in patriarchy are the key to women’s problems in accessing and being successful in leadership. She argued that change requires affirmative action and positive discrimination.

Copies of the two papers are attached as Appendix 3 (a, b).

Professor (Mrs.) E.Y. Gyuse was the major respondent, while there were contributions from participants, including three men: Professors T. Gyuse, J. Tseayo and O. Okpe who made useful contributions.

Discussion and Recommendations

- A good education is necessary for discovering a woman’s potential.
- To be a wife, mother and meet work expectations, a woman leader must be in a good relationship with her family, and make personal sacrifices at work.
- Female leaders must learn to be organised and disciplined in all aspects of their lives.
- Developing the “never quit” attitude to life is very important and learning to know herself will help a woman leader to maintain balance.
- It is a real battle for women to get into positions of leadership but they deserve to be recognised for what they can do.

Women’s different leadership style (participatory, democratic, sensitive, nurturing and delegation) is a valuable complement to men’s style. Therefore, women should not try to lead like men; they should add the woman’s touch to the world.

There are now more qualified women, but there is no corresponding presence of them in leadership positions; this is a challenge we must address. We must be watchful and wisely weigh what is required for good leadership and exhibit the necessary qualities when in leadership positions.

Leadership is essentially influence and women who desire to be high profile leaders must shun what we criticise in men’s leadership: nepotism, ugly politics, over-ambition and going to any length to become leaders. We must compete healthily with men and there is no excuse for poor performance. We need the support of our husbands and families in order to truly succeed. We must stop perpetrating myths such as “women don’t support women,” “women are their own enemies,” etc. and start to encourage each other to excel in leadership.

Organisational leadership is not about male or female, but team work and how the team is managed.

Strategies for Improvement: There should be

- Direct intervention by government to require action by higher education institutions.
- Affirmative action to help give women an advantage.
- Advocacy and continued debate on the issue until the desired result is achieved.

- Mentoring given by women in leadership positions to women academics at lower levels.

SESSION TWO

The first paper, “Barriers Militating against Female Leadership in Higher Education in Nigeria: the Political Dimension”, by Dr Euginia Member George-Genyi was presented by her proxy, Iveren Ugande. Extracts are given below: a copy of the paper is attached as Appendix 3 (c).

Introduction. It was noted that women as a gendered type have remained a highly indispensable social group. It was also observed that there are still gaps between girls/boys and men/women because of discrimination in the socialisation process. The Government has done much in education and policy, for example, the National Economic Empowerment Development Strategy (NEEDS) and other efforts through education to bridge the gaps, yet they remain.

Political Constraints on Female Leaders. Despite efforts at correction, problems still exist, including inadequate representation of women as leaders and decision-makers, which causes them to be marginalised. Women are found at the lower rungs of the ladder, not where decisions are made. Women are lacking at the top in academia as can be explained by cultural and socio-economic factors.

No affirmative action policies are applied in the filling of offices in higher institutions and the consequent numerical weakness keeps women at a disadvantage. There are no specific training targets for women *per se* in the university to enable them assume higher offices; there is zoning and this causes women to be shortchanged in the system. In most institutions of higher learning, moreover, women have not constituted themselves into strong alliances in order to present a formidable force in the event of a contest; women disregard their counterparts’ aspirations to higher offices. Societal stereotypes constitute part of the orientation of men and women and this hinders the upward movement of women. Unnecessary squabbles and envy among women themselves sometimes degenerate into a “pull-her down” syndrome. This leads to leadership tussles and violent reactions.

Discussion and Recommendations

The session concluded that there are without doubt constraints and barriers that have marginalised and excluded women in the politics and leadership of both the wider Nigerian scenario and the nation’s higher institutions. These were identified as socio-cultural, economic, political, structural, psychological and educational obstacles. The following suggestions were proffered:

A radical approach to be adopted through:

- Sustainable advocacies.
- Discussions.
- Discourses.
- A campaign for the necessity for empowerment in, not just access to, leadership positions.

Women should begin to seriously mobilise themselves for positive participation in the structural decision-making processes of the institutions to which they belong.

Women in leadership positions should see themselves as agents for change and as rallying points for their fellow women instead of as rivals.

Women need to be prepared to support each other, particularly their counterparts in leadership positions.

There is a need for solidarity, comradeship and fellowship among women.

Every hand must be on deck to ensure that these barriers are addressed and to ensure that women participate fully in the management of higher institutions of learning in Nigeria.

The second paper, “Economic Obstacles to Female Leadership in Higher Institutions in Nigeria”, was presented by Mrs. Shirley Dinah Ityoban PhD. Extracts are given below: a copy of the paper is attached as Appendix 3(d).

A brief introduction highlighting women who had occupied leadership positions in the academy (notable among them Grace Awani Alele-William and the late Professor Jadesola Akande) preceded the following observations:

Economic Obstacles

- Political machinery and social bottlenecks are obvious economic obstacles.
- One cannot separate economic hindrance from opportunity because the two are interwoven and invariably affect each other.
- Male-female segregation tendencies and practices adversely influence female leadership.
- Multiple roles of women affect their performance in the workplace.
- Unequal employment slots between men and women perpetually place women at an economic disadvantage.
- The rising wave of corruption in Nigeria and the disposition of women.
- The economic hardships facing the nation and the fate of the girl-child.

The Way Forward

- Involving women in the political machinery; encouraging more and more women to take more interest in political activities than is currently the case.
- Bridging education gaps between men and women through Government policies (already promised) for equal admission slots in universities and colleges of education.
- Ensuring equal employment slots for women in order to bridge the economic disadvantage women are currently facing in the country. For instance, small scale loans should be given to boost their business. This will not only create employment, opportunities but also raise the standard of living of women and reduce economic slavery.
- Enforcing gender mainstreaming, i.e. the process of assessing the implications for women and men of any planned action, including legislation and implementation of policies and programmes so that inequality between men and women is not perpetuated.
- Traditional rulers should rise to the occasion and contribute positively to the sustenance of the girl-child’s education by ensuring that customs and social practices such as early marriage, female-genital mutilation, girl-prostitution, preference for male children, street-hawking, which perpetuate gender inequality, are eradicated.
- Establishing “Preserving the Calabash” network, to embrace female senior academics and administrators in the Universities, Polytechnics and Colleges of Education.

Conclusion. Dr Ityoban concluded that women’s empowerment is the right target for all nations as this will come along with physical development and improvement to the quality of life. She insisted that political leadership is the avenue for economic emancipation, and observed further that women’s economic emancipation is a right and there is therefore no room for negotiation. Moreover, this is a prerequisite for sustainable development and achieving the Millennium Development Goals (MDGs). She encouraged all to rise to the challenge.



Participants



Participants

RWANDA: Rwandan Association of University Women (RAUW)

Report submitted by Professor Shirley Randell, AO, PhD.

The Colloquium “Women in Leadership in Higher Education” was held at the Confucius Centre, Kigali Institute of Education on Tuesday 30 April, 2013.

Extracts from the Key Note Speech by the Minister of Education, Dr. Vincent Biruta

The general theme of the IFUW International Colloquia Project is “Breaking down Barriers to Female Leadership in Higher Education.” To date Rwanda is the fifth country in the world, and the first in East Africa to be involved in the IFUW Colloquia Project.

From the attendance today, I can see that the Colloquium is aimed at women at the highest levels of university administration and teaching. I acknowledge Laetitia Nyinawamwiza, Acting Rector, Institute of Agriculture and Animal Husbandry, and the Vice Rectors, Division and Department Directors and Deans from all public universities and the major private higher education institutions. I am also pleased to see that representatives of the Government’s gender machinery and research and statistics institutions and key development partners are participating in the discussions.

The Rwandan Government, through its *Constitution, Vision 20-20, National Education and Gender Policies and Implementation Plans*, as well as the second *Economic Development and Poverty Reduction Strategy*, is strongly committed to promoting gender equality, gender mainstreaming and women’s empowerment. This means both meeting women’s immediate needs and the needs that women have because of their subordinate position in society. It requires that the differences in men’s and women’s access to resources and power, and interests and needs, are explicitly recognised and acted on in all situations. It is about designing policies, practices, procedures and projects so that girls and boys, men and women are equally able to participate in and benefit from social and economic opportunities. It requires challenging positive gender discrimination – structural, institutional and individual – so that women may take their rightful place in the development of Rwanda.

Building women’s capacity, promoting gender equality and overcoming traditional barriers to women’s full participation in all areas of society is central to all Rwandan policies. Rwanda remains in dire need of skilled personnel and professionals in every sector of the economy and it is essential that women are supported in playing a full role in all areas of education and the economy. We need to use the talent of all our population, including women, who make up over half. We cannot afford to waste their talent anywhere, and especially not in the tertiary institutions.

A clear priority of the Government is to produce a knowledge-based economy that harnesses the intellectual property derived from having more men and women with university higher degrees. Universities respect people with the right academic qualifications, and in such a collegial

environment it is important to identify the barriers that prevent female staff members from pursuing PhD studies. A gender-balanced academic staff doing research and producing academic texts provides many ways of knowing and of knowledge production that are important for governments in developing policy.

Some of our development partners, like SIDA (Swedish International Development Cooperation Agency), have been generously funding PhD programmes for women. These programmes are flexible in that many candidates are able to bring their younger children and to arrange their study in a manner allowing for gender-related considerations. This has boosted the self-confidence and higher academic aspirations of many junior female academic staff members, for example at NUR (National University of Rwanda).

Women's aspirations to pursue a career in higher education come from within themselves, but those aspirations are produced by society. The factors at family and societal levels that prevent women's advancement include domestic duties and cultural barriers. The culture of society as well as that of universities needs to be more inclusive of women. Gender considerations within a broader context are essential in order to realise the government's commitment to include women in national development at all levels. Gender parity is our goal.

In order to achieve a gender balance among academic staff, it is imperative to first take a pragmatic look at all aspects that can be identified as barriers. That is one of your tasks today.

Let us consider the many institutional factors that affect women pursuing high academic careers. The barriers for women in higher education institutions not only raise questions of basic equity, but place serious limitations on the success of educational institutions.

Compared to many universities in the West, women and men are paid equally for the same job at Rwandan universities. Nevertheless, women's career progress is slower than that of men. We need to understand some of the reasons for this.

Barriers to faster progress include the additional workload faced by full-time female staff. Many women shoulder the bulk of teaching, marking tutorials, preparing courses and exams, and teaching in the universities. Women are systematically finding themselves channeled into secretarial and administrative work and teaching, not having enough time left to do the research work that leads to career advancement.

The lack of women doing research and publishing is an important and persistent aspect of gender inequality. Universities need to provide female academic staff members more support in terms of staff development, in the areas of research, gender-based research, and improved knowledge on how to use gender as a component in research.

Other barriers include the loss of senior academic staff to important public service and private sector positions as well as to international and national NGOs. The consequent serious lack of female role models and the scarcity of women with higher degrees in the universities weaken the confidence of younger women.

An affirmative action policy may well be necessary to make the improvements needed. The Government's 30% target of women in all decision-making positions is one such strategy. Women who are appointed to senior positions in parliament and in government show exemplary performance and are quick learners. And once they are in these positions they make a great difference.

The relative lack of women at full professor, associate professor and senior lecturer levels is the cumulative result of multiple barriers that exist at many points along the institutional career path, and of family and societal barriers. Institutional barriers that do not take into account the multiple differences between genders produce and reproduce gender inequality.

Transforming gender relations and promoting strategies that enable women to move into leadership positions is a process. It is not a simple task. It takes time. It needs patience. Change must be made in manageable steps, not in large leaps, and for real change to evolve there must be a suitable timeframe. Gender transformation needs time, and time is needed to implement change. In due course, the change becomes a norm.

I would like to conclude by stressing the importance of encouraging women to see themselves as able to move into decision-making positions in our universities and senior women like you taking your task of role modelling for younger women extremely seriously.

This Colloquium will give you a platform on which to share your experiences, exchange views and discuss the way forward. I believe today's meeting is just the beginning of such activities in Rwanda and, indeed, in the East African region.

One of the objectives of this Colloquium is to create a global network on this issue. I would like Rwanda to be a part of such a network. Rwanda is already recognised around the world for its political commitment to gender equality and for being the first country to have a majority of women in Parliament. I would like it, sooner rather than later, to have a similar reputation for the participation of women in leadership positions in higher education.

I would like to congratulate the Rwandan Association of University Women and Shirley Randell, International Associates, for putting this issue firmly on the agenda for all Rwandan higher education institutions.

I would also like you to know that I will be ensuring that the commitment to the participation of women in leadership is also taken seriously by the new Rwanda University.

Extracts from “Achievements and Challenges for Women in Higher Education in Rwanda”

Professor Jolly R. Mazimhaka

Examination of the position of women in the higher education leadership landscape could not have come at a better time when globally, higher education, once a privilege of the male elite, is increasingly within reach of women, albeit they are still very few compared to their male counterparts. Over the recent years, and largely due to gender equity policies favourable to women in a number of countries such as our own Rwanda, the access of women into higher education institutions to pursue studies has relatively improved, though perhaps not as significantly as in the developing world in general.

In the context of Rwanda's higher education system in particular, the government has also initiated policies and programmes to raise women's status and profile, especially through expansion of educational access. Since the turn of the century (2000), more Rwandan women are finding their way through the gates of higher education institutions at home and abroad than ever before, particularly within the private higher learning institutions or in the part time programmes offered in government higher learning Institutions (HLIs) in Rwanda. Try going to the University Libre de Kigali (ULK) or to the School of Finance & Banking (SFB) at drop off or pick up hours of the day or evening, and witness the thirst and surge for knowledge by women of all ages, gradually unfolding before our very eyes. This was not the case a few years ago. Clearly, in the case of women's access to higher education in Rwanda, the climate is changing and the barometer is rising, evidently with plenty of room for improvement.

However, although access to higher education in general has comparatively increased and the thirst for university education is on the rise, sadly, these numbers are not sufficient to create the necessary clout to compete for leadership positions in HLIs once the graduates join the higher learning workforce. Besides, some findings indicate that gender differentiation based on the types of educational achievements or awards made or received, has surprisingly not declined by much. For instance, the majority of women are likely to graduate from fields such as education, arts,

humanities, social sciences, law, and nursing to mention but a few, and men are more likely to graduate from the more favoured natural sciences, mathematics, and engineering, thus revealing how gender differentiation by field of study remains high.

Ironically, though clearly women have made their way into certain citadels of power and leadership in areas previously occupied solely by men, not many women are found in leadership or decision-making positions in higher education in Rwanda. There has always been a higher percentage of women taking up education as their professional career throughout Rwanda's education system, but unfortunately, women remain at the level of simply teachers at the primary and secondary levels; leadership and management are dominated by men and only a small percentage of women are head teachers. Some would say that perhaps gender-based discrimination is the key to these inequalities across all levels of education, but not necessarily so. Female absence in leadership at higher education levels in particular is probably because a significant number do not rise in the ranks of tertiary levels of education, despite the significant strides that have been made in accessing higher education. It would be safe to say, therefore, that although women's entry into the higher education space has globally and nationally increased in recent years, women are still significantly under-represented in leadership and decision-making positions in higher learning institutions in Rwanda, and especially so in such fields as science and technology, which remain largely a male prerogative. So when it comes to women gaining access to positions of leadership and decision-making in institutions of higher learning, goal posts begin to shift, and it is a different ball game! This is a level where women in Rwanda in particular are disproportionately disadvantaged.

A quick look through the scanty literature on the subject reveals that not much research has been done on the question of female representation in leadership positions at all levels of the education system in Rwanda, let alone in the higher education, so information is scanty. The few statistics that exist on women in leadership or decision-making positions were produced by MIGEPROF (Ministry of Gender and Family Promotion) in 2011, and they present a dismal picture, as the following table shows:

Education				
		Male	Female	Total
Rectors in Private higher learning Institutions	Total Number	12	0	12
	Percentage	100%	0%	100%
Rectors in Public higher learning Institutions	Total Number	12	5	17
	Percentage	70.5%	29.5%	100%
Vice-Rectors Academic Affairs in Public and Private Institutions	Total Number	16	4	20
	Percentage	80%	20%	100%
Vice-Rectors Administration and Financial Affairs in Public and Private Institutions	Total Number	13	6	19
	Percentage	68.4%	31.6%	100%
Heads of Public Primary schools	Total Number	1946	799	2745
	Percentage	70.9%	29.1%	100%

Heads of Public Secondary Schools	Total Number	234	47	281
	Percentage	83.3%	16.7%	100%

Material in the table above is drawn from the following government publications: Third Integrated Household Living Conditions Survey (*EICV3NISR 2012*) and the Report of the Ministry of Education (*Mineduc 2011*) and also from *Global Manufacturing Outlook 2011: Key Gender Indicators and Baseline in Four Sectors*.

According to MIGEPROF in 2011 the reasons for the low number of female leaders in the Rwandan education system as a whole, include the following premises, all of which are shared by this writer:

- The low levels of access to secondary education among females have impacted on the low level of participation in the leadership system of education at tertiary level.
- The Rwandan culture or mindset has played a key role in blocking women’s participation in decision-making processes at tertiary levels.
- Women’s low self-esteem or lack of confidence in their capabilities keeps them from realising their leadership potential.
- The economic squeeze obliges poor Rwandan families to make gendered-choice priorities that will favour the education of the male child at the expense of the female, thus allowing this disparity to enter into leadership dominance as well.
- It would be interesting to know if the Gender Monitoring Office has made any follow up as a result of the above statistics and subsequent conclusions, to find out if much has changed from the 2011 status quo to date (2013).

Clearly, the under-representation of women in decision-making processes in higher education should be a matter of concern. Whereas globally, studies on gender and leadership have revealed a number of barriers to women already seeking educational leadership and management positions, uppermost of which is a blatant gender discrimination, in Rwanda, where much effort has been put into the promotion of women in all sectors of society, the major barriers to female leadership in higher education start at the bottom of the education ladder, where the number of girls able to access primary and secondary levels of education is still very low, due mainly to poverty-related unwise choices that deliberately leave girls out of the system in favour of their brothers. This naturally not only erodes girls’ confidence and self-esteem, but impacts on the number of females who will eventually make it into the higher education workforce.

It is true that, for the past decade, higher education has become more accessible than ever before to Rwandan women (as it has in other developing countries), and that a climate favouring women’s leadership has in general prevailed. However, the presence of a critical mass of women in the decision-making process in higher education remains vastly inadequate. Clearly, as has already been argued, a number of cultural barriers remain which seriously impede women’s development as citizens and as professionals. Identifying, advancing and developing women leaders in higher education as in other sectors will not only benefit the individual woman, but also the higher education community at large, and the country as a whole.

The role of women leaders in this sector and their contribution to social development in general, cannot be overemphasised. As more women are encouraged to serve in leadership and decision-making positions in higher education, their influence as role models has the potential to encourage the rest of the women folk to participate at all levels of development. Long-term mentorship by women in leadership and decision-making positions in higher education is an important means of providing the encouragement and moral support necessary for developing an enabling environment

for increased participation by girls and women. A low level female interest in participating in higher education matters will not invite or stimulate any kind of facilitation, nor open opportunities, nor invite attention to all types of incentives. There is need therefore, for increased commitment to bringing about positive change. Rwanda proudly leads in the empowerment of women in leadership and decision-making positions in almost all sectors, and especially in the political arena; however, empowerment of women in leadership and decision-making positions in higher education must be in place as well, and hopefully this Colloquium will, in large part, come up with some useful implementable suggestions for action that will make a difference for the better. Such actions could include the following:

- Development of databases could be considered for different levels to provide a resource for those seeking women for leadership positions.
- Identification of women leaders in higher education nationwide.
- Linking women leaders across institutions of higher education.
- Creating awareness in existing institutions about the need to support gender equity in academic leadership roles through the provision of high-quality workshops, seminars, conferences, and other informational sessions.
- Developing, as we embrace the East African Community protocols, national and regional networks of women in higher education in Rwanda in order to establish lifetime career connections that advance and support women in their aspirations to leadership positions both locally, regionally, nationally and internationally.
- Advocating for gender equity of access to higher education.

Having said all the above, my conclusion is that the biggest threat to Rwandan women finding an equal space in leadership and decision-making positions in higher education occurs when societal culture and mindset fail to evolve along with policy. The onus is on all Rwandans to help make change happen, starting with the women themselves.

“Strategies to promote greater access for women at the National University of Rwanda”

Verdiana Grace Masanja, National University of Rwanda

[Text not yet available]

SOUTH AFRICA: South African Association of Women Graduates (SAAWG)

Report prepared by Dr. Shirley Churms, Hazel Bowen (President of SAAWG), Ruth Brown and Peggy Impson

The Colloquium, “Overcoming Barriers to Women in Leadership in Higher Education” was held at the Health Sciences Faculty, University Of Cape Town, Anzio Road, Observatory.

Background

The concept of such a Colloquium was mooted by IFUW in order for IFUW and its affiliates to engage with various institutions of higher education and, more especially, with women academics.

Such a topic is deeply embedded in the aims of both IFUW and SAAWG – the promotion of lifelong education and of women moving into decision-making positions. SAAWG was particularly interested to discover whether there were any obstacles to women moving into leadership positions in higher education since women’s rights are firmly entrenched in the South African Constitution of 1993 and the Employment Equity Act as promulgated in 1998 (amended 2012). There are precedents of the workplace needing structural changes as well as the need for changes in the mindset of employers

and other employees, an example being that of the South African National Parliament where many more women were returned as Members of Parliament after the 1994 democratic elections. Some of the consequent changes were: more female toilets were built, day care for children was provided (although it is no longer offered) and the timing of the Parliamentary sessions was adjusted.

The current National Executive undertook to host a Colloquium on “Overcoming Barriers to Women in Leadership in Higher Education” in South Africa. This would be in place of the Annual National Conference. Hazel Bowen, as National President, engaged with a number of women academics (both locally and nationally) to gauge the interest and appeal of such a dialogue. She also requested their input as to what aspects would be most appropriate for the South African context. In particular, SAAWG thanks Professor Amanda Gouws (Stellenbosch University), Professor Shirley Walters (University of Western Cape), Professor Cheryl Potgieter (University of KwaZulu Natal), Professor Helen Laburn (University of Witwatersrand), Ina le Roux (The Foundation for the Development of Africa: Women Development – Africa), and Professor Sheila Meintjes (University of Witwatersrand). These women, while not all able to participate in the actual Colloquium, provided much useful information and many contacts. There were also a number of other academic women who, when initially advised of the programme, provided much encouragement while acknowledging that they would not be available to attend.

This introduces another aspect to be highlighted in this Background: there were a large number of women academics SAAWG was able to reach (mainly via e-mail) but it was extremely difficult to settle on a date which would be suitable – the provisional date of the Colloquium moved from April to May and then was settled for 9 June! However, we continued to discover that many of our prospective speakers would not be available as they were overseas at conferences or undertaking teaching programmes (or would just have returned to South Africa). It would appear that a major obstacle to women taking on further responsibilities is the fact that they are often already so very over-committed.

An additional complication occurred in the week preceding the Colloquium – four speakers had to withdraw because of serious family or other commitments. However, one speaker provided the contact of someone who was willing to participate at such late notice, and the other speakers were flexible about the timing and content of their contribution. With fewer speakers, more time was allocated to each speaker and for discussion. This proved very successful.

The interaction with all these academic women and the development of the final programme was a very enlightening and very enjoyable journey and SAAWG will make every effort to maintain these contacts into the future, developing collaboration opportunities.

Introduction

Hazel Bowen, National President of SAAWG, welcomed speakers and attendees to the Colloquium by explaining the context of the Colloquium and that a South African Report would be compiled and distributed within South Africa. It would also form part of an international dialogue as IFUW was to prepare a report taking into account the discussions and findings which would come from Colloquia held in various countries. She promised that the reports would be made available to all participants. She briefly referred to how this topic related to the Aims and Mission of both IFUW and SAAWG, and how SAAWG ran mentoring programmes for girls at school and young women at tertiary institutions, provided fellowships and bursaries and engaged in various gender and women’s leadership issues. She advised attendees of IFUW and its observer status at the United Nations, where it is recognised as a leading NGO regarding higher education.

Hazel Bowen then mentioned the interest that had been shown by a number of academic women, confirming the need for this topic to be raised. She also referred to the 2008 Conference of the Higher Education Resource Services-South Africa (HERS-SA) on a similar topic (“Institutional Cultures and HE Leadership: Where are the women?”). A Declaration had been the outcome of that

conference; however, this was just before the restructuring of the South African Department of Education (into a Department for Basic Education and a Department for Higher Education). The President of HERS-SA, Sabie Surtee (who apologised for not being able to be present) mentioned contact between the latter Department and her organisation. Many follow-ups regarding support for gender equity initiatives within Higher Education had been made to the Department of Higher Education and to HER-SA (Higher Education Research in SA), so Dr. Surtee was pleased that we were raising the topic once more.

Bowen quoted Mamphela Ramphele who had opened the HERS-SA conference (www.herssa.org) and had recently spoken at a University of Cape Town alumni meeting. Dr. Ramphele had mentioned the need to recognise that we are all “shareholders” in society and therefore must be proactive. She had also recounted the case of a friend who was colour blind and for whom therefore certain shades just did not exist. She reminded her audience that they should beware that they were not blind to issues which need addressing regarding gender equality. We all need to be more vigilant and aware.

Ms. Bowen then introduced the first speaker, Professor Beverley Thaver, Associate Professor in the Education Faculty, University of the Western Cape, researching in the field of Higher Education Studies.

The following material gives summaries of the papers presented and of the subsequent discussions.

“Researching Transformation in Higher Education: Its Impact on Women in Higher Education and the Equity Dilemma In Relation to Women Academics and Research Practices”

Professor Beverley Thaver, Deputy Dean, Postgraduate Studies and Research, Faculty of Education, University of the Western Cape

Professor Thaver started by commenting on the considerable changes in the South African academic community in the context of political change since 1994, the profile of the more recent entrants being very different from the previous white male norm. The shifts in the gender and race profile of academic staff over 24 years are indicated in the table below (Higher Education Management Information System, HEMIS):

	Total	Women	Men	White	Black
		%	%	%	%
1986	11357	27	73	90	10
1996	14029	35	65	78	22
2006	15809	42	58	62	38
2010	16684	43	57	58	42

While the figures show an increase of 16% in the proportion of women in higher education the rate of change for racial equity has been greater. Furthermore, examination of the publication count (one of the most important criteria by which academics are assessed) over the period 1990-2001 has shown that only about 30% of those publishing were women; of these, 90% were white and their average age was around 40. The reason for the discrepancy between the proportion of women publishing and the proportion in higher education is that women are largely concentrated at the bottom of the ladder.

What has been happening to women academics over the years? During the apartheid era, before 1994, social engineering was directed against women as well as against black people. Corrective action started in 1994. Through nation-building, legal/structural reforms mushroomed (for example, the Employment Equity Act). During this period, institutions were “engendered” but this impetus seems now to be lost. In researching the period from then until 2011 there is a need to make distinctions, as the practices used in rating women evolved gradually. At first all women were still assumed to be committed to marriage and child-rearing rather than building careers. Under Mbeki’s presidency the main goal was promoting a black intelligentsia, and the race component in changes in equity was greater than the gender component as the black entrants to academe were mainly males. This was seen to be changing, however, from about 2004, as investment in women as well as black

academics increased. Currently women have an appreciably higher representation in academic posts and the previous male norm is less visible. In rebuilding and redressing, the needs of women as well as of blacks are being recognised and this corrective action is starting to become embedded as equity proliferates.

What must change in the future? Within the Equity Transformation Office of the National Research Foundation there is a need for individualised research (concentrated on certain faculties and departments) rather than the collective research (spread over a number of tertiary education institutions) that has been carried out so far. It is common knowledge that certain faculties and departments tend to be strongly hierarchical and still show resistance to the progress of women academics, leaving issues of gender/women hidden and silenced. This will be a rich source of research and robust and collaborative engagement with the problem is required; a Colloquium like the present one helps to fill this need.

Discussion

Ms. Catherine Bell (SAAWG, Johannesburg) asked whether one of the barriers to women in higher education may lie in women themselves. She remarked that in the business world women are often their own worst enemies. Prof Thaver replied that women were hampered more by environmental conditions, such as the problem of child care. In South Africa, where middle class women have access to a pool of labour, this should be less of an obstacle than it is elsewhere.

Dr. Bernadette Johnson (Vaal University of Technology) asked what the speaker had meant by “equity” as applied to women in higher education. She commented that the present generation of younger women were able to make different choices from their predecessors, especially in that they tended to postpone their childbearing years until much later. This factor, therefore, should no longer be an impediment to a woman in building a career. She added that women who were progressing should not do so merely as individuals; they should rather see themselves as representing other women and showing what they were capable of in the academic world.

Professor Cheryl Potgieter (Dean of Research, University of KwaZulu-Natal) commented on the difficulty women experienced in obtaining National Research Foundation (NRF) ratings for their research. Strategic partnerships were needed.

To these comments Professor Thaver replied that “equity” means redress, but various meanings have been applied to the word in the present context. She was not sure whether the advantages of the younger generation were relevant, because the present generation faced new difficulties in even being admitted into higher education. She considered the NRF rating system problematic and there was a possibility of revision in the future. Publications are important, as this leads to citation in various indices, but research excellence should be the main criterion for all those in academic life.

“Institutional Culture, Management Structures and Styles: Recognition of the Various Roles of Women’s Leadership”

Professor Linda de Vries, School of Business and Finance – Corporate Governance, University of the Western Cape

Professor de Vries started with the comment that although the world of finance had been male-dominated during her study years, women had since come into their own and it was now a “magical” time for them. She referred in this historical context to the book *The Role of Women in Society* by Truida Pekel and national research on women in business and leadership undertaken by the Business Women’s Association, as well as some of her own publications.

Higher education, on the other hand, is still largely male-dominated in its stereotyping, structures, tradition and ethos and there is a reluctance to change this as “it works well.” This is part of a general problem in that Africa has been slow to attain one of the Millennium Development Goals (MDGs) adopted by United Nations, namely gender equity and empowering women. She expressed the view that the SA Government has been supposedly giving attention to women’s issues but in reality these issues are side-shows and not mainstream. She also felt that Higher Education should be addressing the MDGs. Professor de Vries has participated in transformation in other areas (such as business and community organisations) and is now looking at academe.

In developing this theme, she made the point that women were represented in higher education but mainly at lower levels (see also notes on Beverley Thaver’s talk). Structures in institutions of higher education had been very formalised and steeped in traditions and rituals that favoured males. However, with changes in population ecology in recent years, there was a new flexibility due to the development of new forms of higher education and the arrival of new entrants.

Considering issues of governance and accountability in addressing the problem Professor de Vries stressed that there were various stakeholders and a triple bottom line: people, environment and outputs (deliverables) to be taken into account.

What role do women play as decision makers? We should be effectively changing the structure of higher education, curricula and our context, and tackling barriers. The model to be adopted for transforming organisations consisted of:

- Reframing the organisation’s vision and redefining its purpose.
- Restructuring the body within it, so that there are new, innovative leads.
- Revitalising the enterprise, its body and environment.
- Renewing its people, building up hope and spirit.

She emphasised that these steps were applicable to business, NGOs and higher education alike. Organisations should be regarded as living organisms, capable of further growth as a result of an orchestrated redesign of the “genetic” architecture of the corporation, achieved by working simultaneously, although at different speeds, along the ‘four Rs’ shown below.

She gave more detail on what was involved in each of the “R” processes:

Reframing

- Address corporate mind/organisational culture.
- Change conception of our work.
- Infuse with new visions, purpose.
- Adopt new resolve (e.g. NRF Ratings).
- Interpret role of women/a “gender lens” is needed.

Restructuring

- Realise need to be “lean”.
- Address cultural difficulties.
- Seek harmony in diversity.
- Overcome insecurities and fear.

Revitalising

- Linked with environment.
- Integration.
- Igniting growth.
- Achieving response.

Renewal

- Improved spirit in organisation.
- New metabolism.
- Dissemination of knowledge.
- Knowledge rapidly spread in different directions.

Professor de Vries then expressed the opinion that the application of the transformational approach described had highlighted the fact that *women in organisations were here to stay*. There can be no stereotyping, however, as women, like men, have different leadership styles and practices. Some issues that are still raised are:

- Do women tend to bring their emotions to the workplace?
- How does their work ethic compare with that of men?
- Can they be fully integrated?
- What about multi-tasking (family and work)?
- What are the impacts, outcomes and value of having women leaders?

Using her own experiences at the University of the Western Cape as a case history Professor de Vries told of the sabotage and victimisation that she had encountered in the 1980s, with lack of opportunities and different rules for white men and black women. Male lobbying had resulted in male leadership. Red tape is often used by men to put up barriers to women's advancement. She had therefore chosen a horizontal rather than a vertical route and developed her own career and her own role definitions as the years passed. She advised the following:

Enlarging one's circle of friends; this involves making contacts in and between organisations, multi-level sharing and cross-border sharing.

Improving one's education and increasing writing output (she quoted the proverb "The pen is mightier than the sword").

Applying occasional reality checks to assess natural and potential ability and consider whether the present occupation is the right one; if not, decide what additional or new skills are needed and how these can be acquired. It is one's own choice whether and when to leave or stay, whether to move into management or stay in academia.

Women in leadership positions are essential so that pertinent questions can be asked and addressed. We must take up opportunities to achieve transformation whenever and wherever possible. She stressed that to be successful it is necessary to value what we do and believe that it will make a difference, and to develop dignity, integrity, trust and principles. However, Professor de Vries advised women leaders not to settle for success alone, but rather to achieve *significance*, by:

- Making a difference.
- Impacting on and giving hope to others.
- Shaping society.
- Pursuing what matters.
- Taking time to think, creatively and innovatively.

She emphasised thinking, because "what we think we become." Here her advice was:

- Focus not on male oppression but on forming supportive partnerships with some men and recognising their "feminine traits."
- Learn from men's ability to mentor and support a male agenda.
- Spend energy on learning and focussing on what one wants to become rather than criticising.
- Develop one's mind – listen, read and grow.
- Develop talents.
- Have high expectations.
- Believe in a cause.
- Pay attention to detail.

She gave as important lessons for life and careers:

- Seek the right outcome.
- Have the necessary tools.
- Select the appropriate talent, gift or potential to use.
- Focus on strengths.
- Seek the right fit.
- Caring counts – not how much you know but how much you care.
- Let other people’s voices be heard.
- Human potential must be navigated.

What should women do in order to become leaders? Professor de Vries emphasized the need to reinvent ourselves, increasing our flexibility, broadening our vision and acquiring the ability to operate in an environment of increasing diversity. We should invest in people in order to create networks and deliver to all stakeholders and constituencies.

In concluding, she repeated that it is now our time, as we celebrate a magical period for women to become agents of change. This has arisen from a redefinition of the world of opportunities, a new global educational and commercial system relevant for a growing and diverse society, and innovative technology that allows us to operate more efficiently in order to grow. We must design strategies for change, as nothing will happen unless it is planned. This is the time for considering organisational and institutional change linked with personal change and agendas and focussed career planning strategies. Multi-tasking is important but women need to focus and not accept too many tasks.

Discussion

In discussion after this presentation Adv.Tahiti Hashatse (Director of Equity and Institutional Culture, Rhodes University) commented that the model of accountability that had been depicted here was not always applicable to, and does not always drive transformation in, higher education, as women applying for promotion at Rhodes University often received it only after an appeal. Networking was seen to help to some extent as did the right to access of information. Role models and mentors were needed.

Dr. Bernadette Johnson (Vaal University of Technology) remarked that, as Executive Director: Research at her institution, she had found that women did not necessarily know what they wanted of other women in a research institute. Ms. Peggy Impson (SAAWG, Cape Town) responded by saying that women have been known to act negatively towards one another in seeking promotion (as do men). Sonja Loots (University of Free State) referred to the institutional culture which has developed over the years, especially in smaller towns, and which is linked with the social architecture of that area. This remains a challenge. It was also highlighted that the culture of an organisation does bring about changes within the individual.

To these comments Professor de Vries replied by agreeing that not all women were suited to leadership positions but may well shine as lone researchers. Choices must be made, and these choices have consequences; however, decisions can be reversed. It is up to each woman to find her correct place where she can make a contribution. She must be strategic, play the game when necessary but ensure that she sharpens the critical voice in the institution.

Two papers were heard on the topic of “Diffused Feminist Leadership Roles in Tertiary Education”.

(a) “The Untraditional Path of Leadership”

Professor Amanda Gouws, Professor of Political Science and Gender Studies, University of Stellenbosch

Professor Gouws started by posing the question: “What has happened to the ‘glass ceiling’? Are women still struggling to get through such barriers?” She then cited a PhD thesis by Constance Zulu (2009): *The glass ceiling is not the problem; much change has taken place. What then is the problem? The issue is that there are now some women in management positions in universities but many women choose not to be there because of the toll it will take on them. So, the glass ceiling is not so impenetrable but there are other factors that are a problem.*”

Professor Gouws cited as such factors the lack of change in institutional cultures, which have been male-dominated for many years and continuing exclusions, whether deliberate or not.

Using feminist measures, she identified certain problems:

- Not many women are promoted to high ranks; they tend to be concentrated at lower levels (see also papers by Beverley Thaver and Linda de Vries).
- Policies of institutions regarding maternity leave, child care and flexitime are not always favourable.
- Combining a leadership position with family life is difficult. Here she commented that this problem exists for men also, but men usually have support structures at home.
- Women in leadership positions are generally co-opted into the institutional culture and do nothing to improve conditions for other women.

Expanding on the last point, Professor Gouws emphasised that being an agent for change calls for feminist consciousness – a more diffused type of leadership role, but one that acts as the conscience and the memory of the institution. She warned that this was likely to lead to unpopularity and labelling. No rewards were to be expected, apart from the satisfaction of preventing the institution from becoming too comfortable with the old order.

She then cited examples from her own experiences of being a change agent:

Sexual harassment policy: Having discovered that many of the female students had experienced sexual harassment, she was instrumental in having a policy to combat this drawn up. However, ten (hard) years passed before this policy was properly implemented (and this was assisted by the overall laws in this area which had, in the interim, been promulgated).

Child care facility: In seeking to establish a child care facility at the University of Stellenbosch, a task team had researched such facilities at other universities, and eventually proposed a Montessori model. The University authorities, however, refused to finance this and, since many of the mothers on the staff were not in a position to pay for the service themselves, subsidised child care had still not been introduced at this university. A contributing factor was that child care facilities were seen as an exception being made for women, instead of the acknowledgement that all staff would/could benefit.

Appointments selection committee: Professor Gouws mentioned that she had been the first woman member of the appointments committee of the University Senate. Later a quota system had been adopted, with two women and two black people on the committee. Subsequently there had been four women, but this initiative had not been continued long and now she was once again the only woman on the committee.

Women’s Forum: A Women’s Forum had come into existence at the university but so far this had concerned itself mainly with salaries.

A propos of her struggle to be an agent for change at the University of Stellenbosch over 25 years, Professor Gouws warned that other minorities are not always allies and even other women are not necessarily allies. (See also discussion of paper by Linda de Vries).

She went on to stress that, in aiming to be a change agent, credibility matters. The woman concerned must be credible as an academic, otherwise she is likely to be regarded as just another disgruntled failed academic. She should decide which battles she most wants to fight and concentrate on those. Finding male allies, if possible, can enhance credibility.

She also cited lack of recognition as a problem that must be faced by a woman leader acting as an agent for change. She warned that changes will become apparent only over a long period, and the change agent will be thanked and praised only by a few and then not publicly, though she could become a role model for other women seeking to improve conditions.

In concluding, Professor Gouws suggested what is needed in bringing about change:

- Alliances between feminists and other women and men in institutional leadership; this is not easily achieved, however, as agendas are often different.
- Finding out what is possible and what trade-offs could be negotiated.
- Encouraging a blend of different leadership styles; some prefer to work behind the scenes.
- Seeking flatter structures to counteract the hierarchy of higher education; this could begin within individual departments.
- Devising strategies around gender to create women-friendly institutions.

Returning to her initial question about the glass ceiling, she stated that it had been shown that women can rise to leadership positions but may not wish to do so because of the long hours and other demands of such positions, which are difficult to combine with family life. However, there are many opportunities for women to take on diffused leadership (i.e. not merely the hierarchical structure of leadership). To encourage those who might not want to rock the boat, she advocated mentoring of other women and the formation of alliances and networks between trail blazers, because critical mass may make a difference in overcoming the various obstacles to women's leadership in higher education. As important as critical mass is, however, Professor Gouws reminded the audience that this movement starts with critical individuals.

In calling for discussion and comments, Professor Gouws reiterated that those wishing to be agents for change in removing barriers to women's leadership in higher education faced a long journey but urged them not to abandon the struggle. One of the main obstacles, the long working hours, sometimes as long as 18 hours a day, was a reality but people must learn to delegate authority in order to lower the pressure. Another contributing factor was that previously ignored groups, such as women and black people, often feel that they have to work so much harder than others to demonstrate their capabilities. It was noted in the discussion that even women who had reached very high positions such as Vice-Chancellor had later opted out, probably because of these pressures. Professor Gouws reiterated the need for an academic network or caucus with a broad practice of mentorship (not just to gain skills).

(b) "The Leadership Role of the Feminist Agent of Change"

Dr. Salma Ismail, Higher and Adult Education Studies and Development Unit (HAESDU), University of Cape Town

Dr. Ismail, in addition to her work as a senior lecturer in the HAESDU programme, is an active member of the Transformation Committee at UCT and is also involved in widening access for adult students through recognising prior experience (RPL). She acknowledged that the political climate around both race and gender equity was complex, and this was exacerbated by the fact that South Africa currently faced two competing paradigms, equity and entering world markets. Nowadays, higher education institutions are more market-driven (students are seen as "clients," administrative staff as "service deliverers" and publications etc as "products" or "outputs") and government funding is allied to such outputs. The emphasis on publications is a significant reason for the persistence of

obstacles to women rising to leadership positions in higher education. Factors such as a high teaching load, committee work and family responsibilities militate against working the long hours required for research and publications. It is acknowledged that male academics also have a similar experience. Mentoring programmes have been put in place in many higher education institutions and have made a difference in women's research output.

A further factor relating to the current political climate is that gender has largely been dropped from the agenda in higher education institutions and in society in general. Also, in some instances, where women are in leadership roles they often do not change the organisational culture to more democratic forms but rather maintain the status quo.

Dr. Ismail was aware that her adult students, usually part-time, were under pressure from the workplace as well as academic pressure. Some of the women students who work for community organisations had to abandon their studies because of financial stringency. She had managed to obtain financial assistance from the University for adult learners on the Adult Education Programmes. She was endeavouring to introduce radical pedagogy for them to include a critical transformative space to promote social justice, not just personal ambitions such as getting ahead. She found that students were not always amenable to the concept of mentoring, which for them had negative connotations. She therefore preferred to use the word "support" for this type of assistance.

She said that quite a few feminist academics tended to produce writing that was too esoteric and therefore inaccessible to many students, who then turn away from engaging with this literature. The innovations of previous years when women academics identified themselves as academic activists and integrated theory with action and reflection in social movements had become limited. That UCT is largely ignoring gender issues is reflected in the fact that the African Gender Institute, once treated as a fully-fledged department, is now part of a larger body and has *per se* no undergraduate students and very few postgraduates. In contrast to the trend at many universities overseas, current policy at UCT does not favour such multidisciplinary studies, although it is gratifying to note that some gender programmes have now been restarted.

In conclusion, Dr. Ismail urged women in higher education not to allow their institutions to repress their vision and imaginative, innovative approaches. Women should choose what committees to sit on, those where real opportunities exist for transformation. Women leaders are needed; an understanding of policy and institutional structures is essential but so is the need for support structures to achieve the concept of proper delegation and ease the load. She agreed that women need to be strategic (see discussion below) in their planning of their careers.

Discussion

A male representative of the Government Department of Science and Technology, Mr. Bheki Hadebe, acknowledged that the position of women in higher education in South Africa is far inferior to that in the European Union, where many decisions are driven by women.

He quoted the latest figures on NRF (National Research Foundation) ratings and it was noted that only 640 of the academics currently rated are women, which is a low percentage of the total; only 16% of these are professors, which is further evidence for the conclusion already drawn that women academics are concentrated mainly at the lower end of the scale.

A further aspect for research is where are the women who started in Higher Education 10-15 years ago? What positions do they now hold?

Round Table Discussion: The Way Forward

Facilitator: Professor Amanda Gouws

The following themes were suggested:

- (a) How are women viewing their own career development?
- (b) How are women academics being supported in view of their family responsibilities?
- (c) How can funding be distributed more fairly, not just on the basis of research outputs?
- (d) How can gender be put back on the agenda of higher education institutions?

Funding. Funding (theme c) was the first of these issues to be discussed, and it was unanimously agreed that a gender-sensitive budget is needed to ensure adequate financing of the research of women academics. One problem identified was that at some institutions the age limit for research funding is 45, but much research is done by women in their 50s, after their child-rearing responsibilities are over. It was agreed that both formal and informal support is needed. The two representatives of Rhodes University, Adv. Tshidi Hashatse and Ms. Corinne Knowles, told the meeting that at their university there was a body called WASA (Women's Academic Solidarity Association), funded by the Mellon Foundation, that aimed to help women in this regard, though most of the funding was done through the Research Division. Currently there was not yet funding for foreign students to go to conferences or for a child to travel with its mother. This was a deterrent to young postgraduate students from other countries and affected the choices that women have to make. The question arose of why external funding should be necessary; this funding should be part of the programme and funding of the Institution. Another problem experienced at Rhodes University was a low maintenance budget, which affected security arrangements and thus, for example, made it dangerous for women to use the library at night. Maintenance, not being viewed as "a product," is accordingly underrated.

Balancing Family & Career. On the issue of balancing an academic career with family responsibilities (theme b) it was agreed that crèches were essential for young women in academic careers. Since some businesses have instituted such facilities, why were universities not doing so? It was recognised that child care facilities must be paid for but subsidies would assist all who wished to make use of the facility. Women academics were likely to become more productive if they were relieved of anxiety about the safety of their children during the working day, therefore it would make sense that a university should see the benefit of such Best Practice. The Rhodes University representatives mentioned that for events taking place after working hours on their campus the organisers were required to arrange child care, where an indemnity form needed to be signed. Unfortunately, although HSRC (Human Sciences Research Council) had done some investigation, the promotion of child care facilities had been rejected. Discussion also took place on parental benefits, paternity/adoptive leave as well as maternity leave.

Career Development. On the issue of how women are viewing their own career development (theme a) it was noted that women in academic life often multi-task in that, together with their own research and teaching, they take time to nurture and help others. While this is commendable and perhaps inherent in the nature of most women, this assistance can be overdone, to the detriment of the woman's career. Some people take advantage and must rather be encouraged to take the initiative in solving their own problems, especially if they are of their own making. However, the group felt that the genuine nurturing activities should be carefully documented to highlight the invisible work which is so necessary in Higher Education and must be taken into consideration by Institutions. Pressure should be applied to ensure a change of attitude by HE Institutions. Women academics should monitor who sits on Appointment Committees etc. It was seen as a positive development that organisations, including institutions of Higher Education, are now compelled to submit their transformation agendas to the government. Since gender transformation is part of such agendas this can only benefit women.

Gender Agenda. The question of how to put gender back on the agenda of higher education institutions (theme d) gave rise to extensive discussion. Adv. Tshidi Hashatse (Rhodes) expressed the opinion that the issue of gender had been eclipsed in recent years by other matters, notably the merging of certain institutions. In the wake of the resultant disruption some institutions had forgotten the gender issue entirely, while in others there had been backsliding. Generally, these institutions are at different levels of transformation. The point was also made that we should be clear about what we meant by transformation, i.e. transformation from what to where?

It was agreed that women academics must be constantly vigilant about gender matters, to which end it was advisable to try to persuade men to buy in to the cause by emphasising the benefits which arise from both genders working together. A possible way forward was to present a united front to the Vice-Chancellors' Forum, asking why gender had been dropped from their programmes. It should be emphasised that cost-effectiveness should not be a factor here. Ms. Hazel Bowen (SAAWG, National President) stressed that women need to re-invigorate themselves, as in the days of the National Women's Coalition prior to 1994. She also mentioned the need for women not to be dissuaded from their campaigning by men who allege that women now have more rights than men. This is clearly a ridiculous statement and women have never asked for more than equality and equity. Many men, however, need to lose their sense of entitlement or their fear of loss of control.

The Government Department for Women, Children and the Disabled seemed the correct target for submissions of this kind, but it had proved difficult to get any response from this Department. Mr. Bheki Hadebe (Department of Science and Technology) told the meeting that this was not due to budgetary constraints, as the Department had been allocated a large budget, but at the moment the focus was on the disabled. A question was asked regarding the rationale behind including women with the other two groups, *viz.* children and the disabled, to which the Government representative replied that all three were considered to be vulnerable groups. This labelling was rejected by the meeting.

Ms. Margaret Edwards (SAAWG, Johannesburg) also mentioned that women should be encouraged to participate on school governing bodies and women principals should be, wherever possible, appointed to girls' only schools to provide more female role models to young girls. It was agreed that further research should be undertaken to find out what the current situation was and to find solutions.

A more holistic approach is required as all these factors affect a woman's choice in her career development. Equity is required in both norms. and in numbers.

In conclusion, Professor Amanda Gouws announced that she is now a member of the Commission for Gender Equity (CGE), which is investigating some of the issues raised at this Colloquium, as well as the problem of violence against women on University campuses.

Recommendations

It was agreed that the following actions should be taken:

- The final report on the Colloquium should be sent, not only to IFUW and interested parties (including the media) in South Africa, but also, through Professor Gouws, to the CGE for further action.
- Submission should be made to the NRF regarding funding for women researchers (women's budget) as well as the lifting of age restrictions; also, to the DHET (Department of Higher Education & Training) for capacity development.
- Submission should be made to Higher Education Institutions and the relevant bodies regarding security issues on campuses (as well as issues around secure and appropriate accommodation for female students and child care for staff).

- A Compendium of Best Practices within Higher Education in relation to gender advancement needs to be compiled. A document has been developed regarding minimum standards and this document should be submitted to the relevant bodies for approval and also to provide levels of accountability. Government agencies should be encouraged to call for a report from each university, linked with an on-site inspection (to check on implementation).
- A Higher Education task team is, at the moment, looking at funding but is only considering the current formulae (which encourage competition between institutions); no new questions are being asked and small departments are facing closure, for example those providing gender-friendly spaces. Submissions should be made regarding the development of new funding models which also provide for a more co-operative/collaborative approach.
- Women should be encouraged to focus on their career development and also to offer adequate and appropriate mentoring support to other women.
- An academic network/caucus should be established to monitor the above issues and, especially, to ensure that gender is put back on the agenda in Higher Education.
- SAAWG, in conjunction with academic women's fora, should hold discussions with Higher Education Vice-Chancellors and the Department of Higher Education.
- HESA (Higher Education South Africa) and other committees which are debating gender/Higher Education issues should be engaged in order to rejuvenate their discussions and to ensure that satisfactory results are achieved.

SIERRA LEONE: Sierra Leone Association of University Women (SLAUW)

Report submitted by Edith Kpendema, President, SLAUW.

SLAUW discussed the topic "*Challenges facing women in leadership positions in Sierra Leone*" on Thursday, 21 June 2012, at Milton Margai College of Education and Technology, Brookfields Campus. This college is a polytechnic college affiliated to Njala University College, one of the universities in the country.

Participants were drawn from lecturers at the University of Sierra Leone, female groups which advocate for female education and leadership in the country, officers of the Education Unit of the Local Council in Freetown, representatives from the Conference of Principals of Secondary Schools, Teachers Union, the Education Unit of the Council of Churches of Sierra Leone, a representative of Education for All Sierra Leone, students of Milton Margai College of Education and Technology and members of SLAUW.

The Chairman was Dr. Josephine Beckley, a Fulbright Lecturer at the Institute of Gender Research and Documentation, Fourah Bay College, University of Sierra Leone. The Co-Chairmen were Dr. Margaret Dabor, Lecturer in Early Childhood Development, Department of Education, Fourah Bay College and Mrs. Elizabeth Taylor-Morgan, Principal Lecturer in Educational Administration, Milton Margai College of Education and Technology. The presenters were Mr. S. B Weekes, deputising Professor Jonas Redwood-Sawyer, Professor Amy Joof and Miss Agnes Pessima, all of the Fourah Bay College, University of Sierra Leone.

The Vice-President of the Association, Mrs. Maude Peacock, opened the occasion with the introduction of the Chairman, Dr. Josephine Beckley, and an overview of the project was given by the President, Miss Edith Kpendema.

There were three presentations, namely:

1. Leadership roles for women, as seen by men
2. Strategies for promoting leadership for women in academia
3. Challenges facing women in academia and other related sectors today.

Presentation 1 – “Leadership Roles for Women, as Seen by Men”

Mr. S. B. Weekes, Dean of the Faculty of Economics at Fourah Bay College University of Sierra Leone, was the first presenter. He started the topic by stating that female leadership positions were already there, citing Mrs. Bandaranika, former Prime Minister of Ceylon, now Sri Lanka. He said that he acknowledges women in leadership positions though they are a low percentage in society. He suggested that the women should organise activities to bring women to improve their participation in nation-building, thereby increasing the level of participation.

The presenter indicated the problem of women’s leadership roles in the perception of men by giving different views among women and men. He did his research in different areas: the internet and discussions with men and women in various positions. His analysis resulted in 54% of his samples expressing no preference for male or female leadership and the remaining 46% showing preference for men.

These were the findings from men:

- Women do not make good leaders.
- Women use inappropriate (sexual) behavior to gain favours.
- Women have poor rapport with junior staff.
- Women leaders are domineering, assertive, dictatorial and fussy.
- These characteristics reflect insecurity and inadequacy in terms of job performance.
- In another vein, women leaders are more lenient with women and harsher with men in terms of decision-making and treatment of employees.

Mr. Weekes focussed on the fact that the ego of men is threatened, therefore the men put up resistance. Another factor mentioned was the socio-cultural setting. Women are not considered as partners for and in development. They are considered as child bearers and carers and therefore should not be among the nation’s developers. The recommendation from the floor was that full research needs to be undertaken on this particular topic and that SLAUW should write a proposal in that respect.

Presentation 2 – “Strategies for Promoting Leadership for Women in Academia”

Professor Amy Joof started the presentation by giving the purpose of leadership in academia. She explained that the purpose of leadership in academia is to build a shared vision, where collaborative decision-making and team work are evident. The end product is to promote effective teaching and production of knowledge through research and learning. She went on to state that a leader is a visionary, motivator, mentor and good manager.

She used students at the Institute to further her research, which expressed and advocated for strong social networking and support.

Under support, she emphasised financial, social and moral support from colleagues. Strong social networking explained the face to face meetings among colleagues and telephone conversations when necessary. Above all, women should change their mindset to allow them to build confidence so that they can assume leadership roles. She reiterated that women should not be complacent in staying in one place as this hampers development. There is a need for upward movement and the urge to promote oneself must be emphasised. For full participation in nation-building through academia, women must link with other institutions so as to build a foundation for posterity. With this in hand, women will help formulate policies in the University for the enhancement of the situation of women folk at large.

Finally, Professor Joof implored women to auto-audit themselves so as to find out their true capacity and build on it to improve and promote their skills.

Interactions from the floor emphasised that women should hold their heads high and support each other and discourage the “pulling down” syndrome.

Presentation 3 – “Challenges Facing Women in Academia and Other Related Sectors”

Agnes Pessmia, lecturer in Extra-Mural Studies at the University of Sierra Leone, introduced this topic by stating that leadership styles are different, competitive as well as collaborative. As a lecturer in adult education, she explained that styles of leadership found in the private and public sectors create challenges for women and inhibit progress in nation-building. These challenges are:

- Sexual harassment from male bosses and colleagues.
- Male chauvinism.
- Bureaucratic rules and procedures which inhibit the progress of women.
- The low level of education, which means that women cannot cope with some management skills which are based on educational standards.
- Women are more committed to their work/duties and are seen as a threat to male promotion.

Discussion and Recommendations

At the end of the presentations there was an interactive session whereby recommendations were made. One of the points raised was that there is a lack of parenting in the home and advice from school authorities, which inhibits the girl-child as she grows up.

It was recommended that the following were needed to improve women’s leadership:

- Responsible parenting for the upbringing of girls.
- Understanding by parents of the possibility of leadership roles for girls.
- Increased awareness of women in society.
- Ending of the marginalisation of women by women themselves as well as men.
- Support for women by other women.
- Protection of women from chauvinism through social networking.
- Large-scale research on men’s perceptions about women in leadership roles.
- More meetings where women can learn from each other.
- Women mentoring each other and presenting role models.
- Larger budget allocations from the government for potential training and skills-building opportunities.
- Meetings with decision-makers at national and international levels for information sharing to build contacts.

ASIA

INDIA: Indian Federation of University Women's Association (IFUWA) – Pune

Report submitted by Dr. Meera Bondre, Convener, Conference; Co-ordinator, Colloquium; CIR, IFUWA; President, UWA Pune.

The Indian Federation of University Women's Association held a National Conference on the 17, 18, 19 of February 2012, in celebration of 91 years of its fruitful service to society and 90 years of affiliation to IFUW. IFUWA was very happy to have present Marianne Haslegrave, the IFUW President, who came from the UK to join this special occasion.



Inauguration of the Conference by Lighting the Lamp (From Left Dr. Vinaybala Mehta, Dr. Meera Bondre, Ms. Marianne Haslegrave, Dr. Arun Nigavekar, Professor Harsha Parekh).

The Colloquium

On the 17 February 2012, a Colloquium on “Women in Higher Education” was arranged. There was good participation from IFUWA's fourteen Indian affiliates of IFUWA members connected to the field of higher education.

Together with prominent women personalities, some men (former Vice-Chancellors) were also invited as presenters and several other eminent men participated as panellists in the Round Table discussions that followed the Inaugural Session. IFUWA was interested to hear the views of men from the field of Higher Education because it is well-known that if any social change is to be brought about, it is necessary to change the mindset of both men *and* women.

There was much discussion as the panellists expressed their views and exchanged their experiences on the visibility of women in governance, planning, policy making etc, the consensus being that the situation in India is changing for the better. Government bodies such as the University Grants Commission (UGC) and some NGOs are playing an important role in enhancing the leadership abilities of women. Today we see more and more women holding senior posts in the field of higher education.

In this connection the IFUWA Board informed the meeting that UWA Pune has a Research and Development Cell where girls and women pursuing advanced study and research receive guidance and support. Such Resource Centres should be started by as many Indian affiliates as possible.

Group Discussions were conducted and then presentations were made by every group. There were six groups of common interests, namely Educational Support through Scholarships and Resource Centres, Good Parenting, Adolescent Girls, Empowerment through Teaching Skills and Crafts, Working Women's Hostel, Reaching Out to People (through newsletters and programmes).

A short orientation session on current "Legal Compliances applicable to NGO's in India" was also conducted. This was highly appreciated by the members of other UWAs as the laws constantly keep changing.

JAPAN: Japanese Association of University Women (JAUW)

Report by Nobuko Akita, JAUW.

A Symposium on "Formation of a Gender Equal Society and Education" was held on 14 October 2012, at The Women's University of Japan.

Background

The Equal Employment Opportunity Law went into effect 26 years ago, and the Basic Law for a Gender-Equal Society was established 13 years ago. But equality between men and women in Japan has not been sufficiently accomplished in numerous areas of society.

We believe that education is the core for the promotion of a Gender Equal Society at all times, including times of natural disasters. For the purpose of discussing these issues widely and openly, we decided that the theme of the 2012 annual symposium should be "Formation of a Gender Equal Society and Education" and that we should link this symposium to IFUW's International Colloquia Project. With support from the Gender Equality Bureau, the Ministry of Education, Culture, Sports, Science & Technology in Japan and the Women's University of Japan, the symposium was held on 14 October 2012 and was attended by 138 women and men, including students.

The Symposium

We had two keynote speakers. One was Ms. Yasuko Muramatsu, the President of Tokyo Gakugei University. Her paper was entitled "What is the role of school-university education in attaining a Gender Equal Society?" The other speaker was Ms. Akiko Domoto, the former Chiba Prefecture Governor (2001-2009). She spoke on "Women's participation in politics; Natural disasters and the Gender Equal Society". In the afternoon, panel discussions were conducted on the themes and topics presented by both speakers.

Ms. Muramatsu showed how the educational field has changed, applying historical statistics of female teachers, ratios of students going on to higher education and major subjects studied. She also talked about social changes, illustrated by statistics of gender ratio in decision-making positions across different sectors in our society, and concluded that improvement of gender equality in Japan is behind the world level.

As President of Tokyo Gakugei University, with a single department of education, she talked about her work. Under her, there is the Board of Directors made up of one woman and three men and the Administrative Council with four women and eight men. One woman and three men are Vice-Presidents. All are appointed by the President. The heads of the four divisions of the Education Department are all men, chosen by election. The ratio of women in the faculty is 20.9%.

She has been working to build an environment where people feel it is not right if women are not participating. To achieve this, in 2006 the Committee of Gender Equal Promotion was created and every other year a report is prepared which describes the Faculty's activities from the point of view of gender equality. More transparency in the selection process of teaching personnel has been sought. A positive development is that the percentage of women and foreign applicants for a teaching position is made public and the extent to which the said percentage has changed in the final selection is also released to the public. In 1998 the Committee of Human Rights was established and from 2001 there has been a study group on Training in Teachers' Colleges and Gender. In addition, a nursery school opened in 2010.

During the latter half of her speech on a new gender equal education, Ms. Muramatsu emphasised the importance of educating youngsters at primary and junior high schools in gender equal principles. She showed us a "Gender Check Matrix" which enables students to find problem points. She says it is essential to understand the present situation and verify the facts analytically. We learned that she has worked at the university because she believes in change and she showed us the steps we have to take to achieve reformation. Her speech impressed us deeply with her sincere attitude as an educator.

Further information will be available when JAUW publish the Report of their 2012 Annual Seminar later in 2013.

NEPAL: Nepalese Association of University Women (NAUW)

Report submitted by Ramita Suwal, President NAUW.

NAUW successfully completed a one-day Colloquium on "Breaking down Barriers to Women's Leadership in Higher Education". Altogether 35 women attended the Colloquium, including the campus director, school teachers and NAUW members. Two academics presented papers on this topic: Professor (Dr.) Jamal D. Manandhar and Dr. Nati Mainya Manandhar. After presentation of their papers, delegates had group discussions that presented their viewpoints and also made comments on the presentations.

A summary of the paper of Professor Dr. Jamal Devi Manandhar/Shrestha is given below.

The objective of the paper: What are the barriers limiting women's access to senior academic posts and top decision-making positions and what strategies are required to address both direct and indirect discrimination in higher education?

Status of Higher Education in Nepal: The era of higher education started in Nepal with the establishment of Tri-Chandra College in 1910. Tri-Bhuvan University (TU), the pioneer University of Nepal was established in 1959. TU runs 61 constituent campus and 19 affiliated campuses. Now, although there are nine universities, 95% of students still enroll in TU. TU provides education from

Bachelor degrees to PhD courses. In spite of the increased number of universities and female students, so far we do not have women Vice-Chancellors, Rectors, and Registrars. But we do have female Deans and Campus Directors at the different Faculties.

Every year Nepal celebrates International Women's Year as a symbol of women's struggle for equality and recognition. The Constitution of Nepal ensures women's rights and gender equality in principle. But even capable educated women have not been as able as men to reach leadership positions in the higher education sector.

Major barriers limiting women's access to senior academic and top decision-making posts are:

- Political appointments.
- Promotion criteria.
- Strong family obligations.
- Low level of girls' education.
- Lower salary than men.
- Geographical barriers .
- Men are in the majority in teaching positions.
- Lack of implementation of gender responsive policies and programmes.
- Lack of control over budget and discussion making power.
- More career interruptions than men.
- Less mobility than men.
- Less access to resources for research work and lack of technological development.

Due to the politicising of higher education, appointments at decision-making level are made according to dominant parties in Nepal. Furthermore, except for Kathmandu University, all the remaining colleges concentrate only on teaching and examinations. There is a critical problem of career development in Tribhuvan as well as in other universities.

Recommendations

- The present practice of political appointment should end immediately; appointments should be made according to level of education, experience and research work publication.
- Women should be encouraged to undertake more research work with provision of more facilities and financial assistance.
- All university staff and teaching faculties should be taught IT. The 21st century is the century of technology and communication.
- The current curriculum should be revised and should highlight the contribution of women in and research work to improve the image of women. This should be done by the Women's Commission, The Minister for Women, UNIFEM and Universities.
- Women should be given the opportunity to attend international seminars.
- Women and girls should have wider access to education at all levels.
- Promotion criteria and promotion processes should be reviewed to make them *more gender friendly* and to implement clear and gender-equal policy in both promotion and in recruitment.
- There should be positive action in favour of women's access and participation in higher education management, including teaching.

Dr. Nati Maiya Manandhar/Sharma, Gulmi Campus chief, defined the following barriers to women's leadership in higher education, saying that although qualitative improvement has been made, women's leadership in higher education is still negligible owing to the prejudice that married women are not effective in decision-making positions, tradition-bound social attitudes that favour male leadership and the continuing reluctance of males to share power with females. Besides social barriers, females have to shoulder the burden of raising children, looking after elderly family members and family affairs. These responsibilities limit the time women have to pursue outside work and to work overtime when their jobs demand it.

Women, although recognised universally as more competent in conflict management in higher education, cannot use their hidden potential because of the limited opportunities given them by society.

To break down the barriers to women's leadership in higher education, resource person Dr. Nati Maiya Manandhar suggested the following solutions:

- Discriminatory attitudes must be eradicated.
- Career development workshop should be organised regularly.
- Indirect discriminatory policy against women staff and faculties should not be promoted.
- Capacity-building training should be mandatory in women's faculties and for staff.
- Women themselves need to be self-assertive and have courage and understand time management.

Discussion

In the group discussions, the following issues were raised:

- In the interim constitution, a 33% quota was allotted for ethnic group and women. This has helped women to enter into different levels of posts in higher education. This same requirement should be applied to decision-making posts.
- Educated women should be role models to change discriminatory social attitudes by encouraging educated women members of the family to take up decision-making posts.
- Civil society must put pressure on the education authorities to appoint capable women in decision-making posts.
- Present politicising of higher education must end immediately by adopting proper advocacy policy for civil society.
- The few educated women who have reached the level of dean or campus director should take on mentoring roles to encourage those from younger generations to break the existing decision-making barriers.
- Women staff and faculties should participate effectively in capacity-building training.
- The Women's Commission and the Minister for Women should play an effective role in overcoming direct and indirect barriers to female leadership.
- Education opportunities for girls and women should be open at all levels of education throughout the country.
- Colloquia such as this should be organised regularly by NAUW and IFUW should provide the necessary financial support to the IFUW Associations in developing countries such as Nepal. All the participants expressed the view that the event had revealed the many issues involved in achieving women's leadership in higher education.

EUROPE

FRANCE: French Women Graduates Association (AFFDU)

Report by Eliane Didier (CIR) & Evelyne d'Auzac (President), AFFDU, with contributions from Nicole Becarud (Past-President), Raymonde Courtaud, Marie-José Jonczy, Martine Lumbreras, Isabelle Trimaille, Anne Veissière Jaouen. English version: Ludmilla Delorme, Anne Harris-Hennon and Charles Rodger.

“Breaking the barriers in Women’s Leadership in Higher Education”

Part I: The Organisation of Higher Education and Research in France

General Comments

Since women have had access to higher education in France some, though very few, have been noted for their outstanding performance in their discipline, and have achieved exceptional careers, recognised by the international academic community without any difference with respect to their male colleagues. As an example, the French Graduate Women’s Association (AFFDU) is proud to count Marie Curie, double Nobel Prize winner in Physics in 1903 and Chemistry in 1911, as an Honorary President.

However, the example of Marie Curie remains emblematic, even if we can pinpoint a number of brilliant women, teachers or researchers or members of prestigious institutes, who have been awarded the highest distinctions, whatever the period. Nonetheless, we are bound to acknowledge that gender equality has not yet been totally achieved in higher education.

The most recent official statistics of the Ministry for Higher Education and Research (MESR) show that, all disciplines and institutions taken together, the percentage of women in higher education remains around 36%.

In 2000, research by the French Women Graduates Association (AFFDU) highlighted a general deficit in the representation of female teachers/researchers/academics (with a larger deficit in the Sciences), a level of feminisation, very variable depending upon the specific universities, and difficulties in recruiting qualified women for high-level positions, including highly feminised disciplines such as Biology and Health. Therefore we must compare the situation in 2000 and 2012 to examine the progress that has been made, the rate of change and whether obstacles persist to block women's leadership in Higher Education and Research.

On 28th January 2013 the Ministry for Higher Education and Research and the Ministry for Women's Rights announced the signature of a Charter on Equal Rights for Men and Women. This document, prepared and ratified by the Conference of University Presidents (CPU), the Conference of Directors of French Schools of Engineering (CDEFI) and the Conference of Grandes Ecoles (CGE), will assist in the implementation of parity in university management, as proposed in the Draft Legislation on the University and Research which will be submitted to the Council of Ministers in March 2013.

Conclusions from comparison of data: If we compare the data from 2012 to that of 2000 in a previous AFFDU study, we can see that, in a decade, progress has been made in the evolution of women’s’ careers and their participation in leadership positions in higher education and research. However, progress remains slow and the objective of parity, suggested by the European Commission and written into French law, is far from being achieved, particularly in the field of Science. Despite

the vast differences in individual situations, it is still valid to continue to ask questions about the obstacles encountered by women in careers in Higher Education and Research, to identify them and overcome them.

The European study “Women and Science – The March towards Equality”, as reported in a special issue (April 2009) of *Research eu* (the magazine of the European Commission), posed a number of questions:

- Does the under-representation of women in the scientific field have its origins in problematic cultural attitudes and social pressures, which assign specific roles according to gender?
- Are there subconscious barriers and persistent stereotypes linked to girls’ education?
- Do many women lack ambition?
- Do they lack self-confidence in their ability to face up to competition?
- Do they give priority to their family life or less highly-regarded activities (teaching, administration) in their career?
- Do they lack encouragement, advice, mentoring when planning their career strategy?
- Are they doubly penalised by temporary reductions in their work due to factors such as maternity leave?
- Can we identify obstacles in the general organisation of Higher Education and Research , for example human resource management practices, composition of committees and evaluation bodies, management of the Institution?

By replying to these questions and presenting an objective analysis of the situation in France, AFFDU can make a valuable contribution to the IFUW International Colloquium Project.

The Case of Schools of Engineering and Management. The elite Schools of Engineering and Management originating in the 18th century were shaped over the years to meet the needs of the economy. Various public and private entities founded autonomous institutions, linked to professional sectors and placed under the supervision of the relevant government departments: Higher Education, Agriculture/Agronomy, Agriculture, Industry (Ecoles des Mines), Defence (Ecoles Polytechniques, Military Schools). There is also a network of schools under Chambers of Commerce and Industry (HEC).

With regard to engineering schools, the 1934 Act provides that only institutions authorised by the Committee for Engineering Titles (Commission des Titres de l’Ingénieur - CTI) may issue a degree in engineering. The CTI, composed of 32 members, with equal representatives of schools (principals, teachers) and business (employers, employees, organisations of engineers), conducts field audits on the basis of a reference established by the CTI, in which the faculty is one of the parameters.

It appears that parity is neither imposed nor suggested. In fact, each school has its own staff management policy for teaching staff, and uses teachers from diverse backgrounds, not only from academia, but also from the economic sectors, where most graduates will work. It follows that parity, except in exceptional cases, is not a matter of concern for principals. Indeed the Conférence des Grandes Ecoles (CGE), an association of all the elite schools, does not, at present, possess statistics on the subject.

The Conférence des Grandes Ecoles (CGE), the Conférence des Présidents d’Université (CPU) and the Conférence des Directeurs des Ecoles Françaises d’Ingénieurs (CDEFI) support the Charter for Equality between men and women signed on 28 January 2013 (par.5-3) and thus adopted by all those involved in French Higher Education. “The principles outlined in the Charter ‘concern not only students but also the management of the establishments’. One can therefore hope that the situation described above will evolve towards true equality between men and women in the near future” (Nicole Becarud, Engineering graduate, Ecole Nationale Supérieure de Chimie de Paris (ENSCP), now Chimie Paris Tech).

Part II: Questionnaire

On 31 August 2012, AFFDU e-mailed the following message to newly elected Presidents of Universities:

Madam President, The French Association of University Women (AFFDU) welcomes your appointment as President of your University and sends its congratulations. AFFDU is currently engaged in the preparation of an international symposium on "Breaking the barriers to women's leadership in higher education". Our association would be particularly honoured to receive your opinion on the subject, and would be most grateful if you could agree to answer a questionnaire developed by IFUW (International Federation of University Women).

NB: The questionnaire is not reproduced here but is available from AFFDU on request, as is the full version of Part I, which has been shortened for the purposes of the overall report. Contact Eliane Didier at didier.eliane@bbox.fr

Part III: One-day meeting – 22 February 2013. Supported by the Ministry for Higher Education and Research (MESR)

"Women's Careers in Higher Education & Research: what are the obstacles and how to overcome them?" A Colloquium organised by AFFDU and the Ministry of Higher Education and Research (MHER), held on 22 February, 2013, at the Ministry of Higher Education and Research, Room Henri Poincaré, Sainte Geneviève, Paris.

Programme

10.00 am: Welcome speech by Ms Geneviève Fioraso, Minister of HER (represented)

10.15 am: Introduction by Evelyne d'Auzac, AFFDU President, University Paris XI

10.30 am: Eliane Didier, AFFDU-CIR, University Clermont Blaise Pascal: "Women, Higher education and

Research in France – 2012"

10.45 am - Session 1: University careers (Moderator: Anne Nègre, IFUW Vice-President)

Professor Laurence Broze, University Lille I (Mathematics): "Obstacles in women's careers in mathematics and possible solutions"

Charlyne Millet, University Strasbourg (Sciences of Education): "Building university careers: gender issues"

Delphine Naudier, CRESPA (Socio-politics Research Centre), CNRS researcher: "Inequalities in careers"

2.00 pm - Session 2: Concealed facts, advancement and improvements (Moderator: Nicole Fouché, AFFDU, CNRS & EPHESSE researcher (History)

Morane Violet, FAGE (Federation of Student Associations): "Information delivered to female students on university careers"

Annie Léchenet, University Lyon I (Philosophy): "Research and feminism: obstacles or synergy?"

Professor Frédérique Pigeyre, University Paris Est Créteil Val de Marne (Management Science):

“How to become a university professor: obstacles and ideas for improvement”

Professor Geneviève Pezeu (History): “The velvet triangle: building partnerships between associations, public institutions and research institutes”

4.45 pm: Conclusions by Agnès Netter, MHER, Head of MIPADI: “Mission Parity and the fight against discrimination”

REPORT

Thanks to support, both logistical and financial, from the Ministry of Higher Education and Research (MHER), ten academics, one female student, AFFDU members and guests (a total of 110) were able to meet to discuss the issue of women’s careers in higher education and research and to find ways in which to overcome the main obstacles preventing women’s access to leadership in the French university system. Such a Colloquium was relevant in 2013, since recent gender-based statistical data from MHER published in June 2012 and January 2013 clearly indicate that the percentage of women in leadership positions remains low: women represent 35.9% of the 96,000 persons constituting total academic staff. In addition, a high level of disparity between women and men is observed, varying within disciplines (the most pronounced disparity being seen in science and technology), and within positions, particularly top positions. It is clear that the role allocated to women decreases continuously during their careers, since 42.4% are recruited as junior professors (rank B), 31.7% obtain the required post-doctoral qualification for a post of university professor, 22.5% reach the position of senior professor (rank A) and only 14.8% are elected as president of a university or appointed as director of a public research Institute.

Professor Laurence Broze drew attention to a very critical situation in mathematics. The reasons for such a lack of female professors (less than 14%) had been analysed and could be summed up as follows:

- Gender stereotypes saying that females would be less gifted than males in mathematics.
- Low self esteem.
- Very few female role models available.
- Lack of information on university careers.
- Need for mobility, imposed by the requirement that the post-doctoral qualification required for tenure be undertaken at a university other than the one awarding the PhD qualification.

As a member of the Femmes et Mathématiques Association, Broze suggested that our associations could help in encouraging girls to take maths studies and in promoting action to fight stereotypes. Information on careers in mathematics must be provided to both students and members of the orientation councils. In 2013, several study days entitled "Girls and Maths: a bright equation" allowed 15 year old high school students to learn from the Femmes et Mathématiques Association. Similarly, AFFDU has been involved for more than 10 years in the organisation of a public competition called "Les Olympes de la parole": the 2013 competition is dealing with disparities between girls and boys in science and technology.

Charlyne Millet (researcher) indicated that first steps are decisive in a university career. Many different tasks (teaching, researching, publishing, attending conferences, administration) are frequently allocated to junior researchers, making it difficult, particularly for women, to balance private life requirements and professional activity. She proposed new techniques and practices for

universities, such as providing assistance in administrative tasks, according to model services proposed by the Bar Council.

Delphine Naudier (researcher) is contributing to a book to be published soon by ANEF (Association d'Etudes Féministes). She presented Chapter Four, which argues that an institutionalisation of gender studies should be integral in Higher Education and Research strategies.

Morane Violet explained how FAGE (the Federation of Student Associations) is active in informing students (both female and male) about university careers, research organisations, employment etc. though it appears that universities are not always cooperative in the process.

Professor Annie Léchenet reported an investigation asking researchers specialising in gender studies whether their fight for feminism would or would not have hindered their own career. Varied answers were obtained. In addition, Léchenet quoted some interesting partnerships between universities, public collectivities and social institutions in providing assistance to university women from Canada (UQAM University) and Italy.

Professor Frédérique Pigeyre explained that difficulties in the access to university professorships are increasing for women. Some obstacles are institutional, others more individual. The main point is that an obvious shortage in female candidates occurs, especially in some sectors like science. As a consequence, women are under-represented in most of the selection committees. In spite of the attraction of leadership positions at university level, many women do not express any wish to compete for these positions. Professor Pigeyre recommended university women to get accurate information and to be vigilant about the enforcement of the official rules leading to professional equality between women and men. Her slogan was "Poser et imposer le genre" ("Set and dictate gender").

Professor Geneviève Pezeu is also an ANEF contributor. She explained Alison Woodward's concept called "The Velvet Triangle," i.e. the inviting of women working in different public sectors (politics, the public sector, associations, the universities) to combine their efforts in order to enforce EU policy in matters of equality and the fight against discrimination. Several examples of such fruitful partnerships were presented.

The strategy and action plan developed by the Ministerial Mission for Parity and the Struggle against Discrimination (MIPADI), with input from the French Ministry of Women's Rights was presented by Agnes Netter in her concluding comments. The adjustment of the disparity in careers and a necessary progression towards equality between university women and men must first involve the MHER's institutional commitment. An important document entitled "Charte pour l'égalité des femmes et des hommes" ("Charter for Equality between Women and Men") was recently published and was disseminated during this session. Ms Netter acknowledged the support through educative and informative actions carried out by associations such as ours. An agreement promising sustained collaboration between MHER, AFFDU and Femmes et Mathématiques should follow this productive one-day Colloquium.

FINLAND: Finnish Federation of University Women (FFUW)

Report submitted by Colloquium Coordinator, Raija Sollamo. Deputy Coordinators were Anna-Maija Sjöberg and Eva Hänninen-Salmelin.

The Colloquium "Higher Education as a Way to Leadership" was held on 19 November, 2012, at Aalto University Business School in Helsinki.

The Colloquium was part of the celebration of the 90th anniversary of the Finnish Federation of University Women. An invitation was sent to all the members of the Finnish Federation and to representatives of the European and international umbrella organisations. Anne Nègre, IFUW Vice-President, attended the Colloquium together with 46 Finnish participants.

Colloquium topics were:

“X- and Y-Generations Challenge the Leadership”

Vice-Dean Professor Rebecca Piekkari, Aalto University School of Economics, Helsinki

“Women as Professionals of Leadership”

Vice-Rector Helena Karento, Lahti University of Applied Sciences

“Career or Family OR Career and Family”

Helena Hiila-O’Brien, Executive Director, Master of Political Sciences

The opening address was given by Professor Raija Sollamo.

The first speaker was Vice-Dean Professor Rebecca Piekkari from Aalto University School of Economics, Helsinki. Professor Piekkari discussed the X- and Y-Generations and how these generations challenge leadership. She also talked about the Z-generation, the newest generation of employees who particularly value freedom, individual solution-making, honesty, good humour, networks and speed. Professor Sollamo concluded her presentation by noting that the Z-generation can be regarded as a voice for good leadership and gives new opportunities to develop the working community openly and ethically. According to her, the newest trends of leadership include peer leadership, leadership as in conducting an orchestra, shared leadership, changing leadership, leadership by dialogue and leadership by example.

The second topic of the Colloquium was “Women as Professionals of Leadership”. Vice-Rector Helena Karento emphasised that leadership is a skill that must be learned. She spoke about female leaders and a glass ceiling, an invisible barrier preventing women rising to high level management positions. Women can break the glass ceiling through education, diligence and by personal development. Karento emphasised that quotas for women are one way of breaking the glass ceiling and quotas for women have increased the number of women in leadership positions. Karento concluded, however, that quotas for women unfortunately appear to consolidate high positions in the hands of the same group of women.

After Professor Karento’s presentation Executive Director, Master of Political Sciences Helena Hiila-O’Brien, dealt with the topic “Career or Family OR Career and Family”. She emphasised that women now pay more and more attention to their personal lives and their families instead of working life. Parents want to give more time to their children and family, especially when the children are young. Hiila-O’Brien stated that Finland still is an “on-off society”, meaning that people either work full-time, or not at all. Half-time jobs could give more opportunities to parents who want to combine working life and family. She was also worried about the deep segregation of the Finnish labour market in that women are more highly educated and work in academic positions, while men are satisfied with vocational or professional studies. One consequence of this is that highly educated women often remain unmarried because there are not as many highly educated men available.

The presentations generated lively discussion. The participants were enthusiastic and shared their personal experiences.

SLOVENIA: Slovenian Union of University Women (SUUW)

Report submitted by Teja Rot, SUUW.

The Symposium “Women Holding Leading Positions in Higher Education in Slovenia: Overcoming Barriers Real or Imagined” was held on 11 April, 2012, at the Slovenian Academy of Sciences and Arts (SASA), Ljubljana, Slovenia.

In the last three decades, the number of university educated women has increased everywhere in the world. In some countries of the developed world it is almost the same as that of the male population and in countries in Asia, the Middle East and Africa the university education of girls is widely encouraged and is increasing rapidly. In spite of this development, the proportion of women in senior positions remains almost the same as in the last decades of the 20th century. The top rung of the leadership ladder is still occupied by men.

Colloquium Themes

1. The position of women in higher education in Slovenia. The percentage of women at graduate or post-graduate levels in comparison to the percentage of men, particularly in view of the enrolment ratio; the number of full professors/research advisers compared to males and females; the number of the latter in leading positions (female deans, rectors, pro-rectors); encouragement of alternative networking strategies; role models.
2. Specific barriers faced by women in leading positions in particular fields (natural sciences, social sciences) and at particular universities or faculties; the role they hold in hard and soft sciences (considering the fact that some studies are increasingly feminised).
3. Is leadership gender neutral? Understanding leadership from female and male perspectives and from the experiences of women in high positions in Slovenia; leader's management style as a success factor (genetic, character features, actions in reference to tradition and positions in the society); related stereotypes.
4. Historical overview of the issue. From silent and submissive female co-workers to female holders of important positions.
5. Are women able to make an innovative contribution to research and academic education? Comparison of female leadership in higher education and other social segments.
6. Discriminatory practices within higher education. Appointment processes of academic institutions; the system of reviewing scientific articles (peer review); promotions and awards in higher education; weaknesses in the current systems leading to indirect discrimination.
7. "Are male scientists allowed to have children? Can female scientists have children as well?" Adjusting academic institutions to the needs of family life; specific studies which would include participation of several persons: male/female students – family members, male/female students from various fields of study, external factors – co-working.

Colloquium Speakers

The speakers, nine female university professors and researchers from different scientific disciplines and from all three Slovene universities, presented the problem from all perspectives.

Maca Jogan, PhD, Professor Emeritus at the Faculty of Social Sciences - Sociology, University of Ljubljana, presented her lecture entitled “From Glass to Steel.” Women in science and research activities began their professional paths in the first half of the 20th century as the academic

proletariat; they were excluded from the centre of decision-making in institutions and carried out basic hard work, on the results of which their male co-workers and superiors have been building.

In scientific and research spheres, hidden discrimination and stricter control of women have always existed; there has been a lack of support in the environment for the work of women, negative stereotypes (“long on hair, short on brains”) have been common; women have always been overburdened with poorly evaluated work. Despite being overburdened with family obligations and often also low self-valuation by women themselves, women have always taken the lead with proposals that improve the position of all individuals holding leading positions. Recently, the success of positive discrimination has become visible, sadly due to legally imposed quotas; these do, however, slowly break the gender imbalance.

Milica Antić Gaber, PhD, Professor at Department of Sociology, Faculty of Arts, University of Ljubljana, compared women in academic life with women in politics. There are the same stereotypes in both fields: anywhere where prestige, power and economics are involved in our predominantly male-dominated society there is no place for women. This situation could be overcome with adequate legislation, with systemic changes, self-recruiting and cooperation between the public and private sectors.

Tamara Turnšek Lah, PhD, Professor of Biochemistry and Director of the National Institute of Biology, presented her study, carried out for the EU, on “Movement for Women in Science and Science on Women (with emphasis on the Republic of Slovenia): Position of female scientists in our country and around the world” (the research covered the period 2003 to 2012). Considering the historical facts, the Slovenian starting point for female scientists was better than in other countries (the Czech Republic, Hungary, Poland, Estonia, Romania, Bulgaria, Lithuania, Latvia), newly acceding to the European Union (EU). Among the member states, Slovenia has been and remains average, while statistically a slight decrease has been noticed recently. It is noteworthy that the share of female doctors equals that of male doctors, while the share of women in top positions is 14% against 86% of males, with a similar difference concerning salaries. The gender gap is significant: all well-paid and prestigious positions are occupied by men. This perspective indicates that with technological development, the position of female researchers and scientists will worsen in the new EU member states. Discrimination at work is noticeable, primarily due to nepotism and “clan” connections between men. Yet in some states, and also in Slovenia, there are some institutions as well as companies that have recognised considerable female potential and have begun creating improved working conditions for women, including family-friendly environments.

Vesna V. Godina, PhD, Professor at the Department for Sociology at the Faculty of Arts, University of Maribor, pointed to, in anthropological terms, the female basic value and worth as well as the position of power gained with education. In society which is still, despite declared equality, predominantly male, the value of the educated woman is increasing. Her basic value, however, is gradually decreasing with women’s intervention in the male world, as she is not only a partner but is increasingly becoming a competitor and even the winner. In contemporary society, which is still much polarised, a successful woman must still be controlled and is allowed to assume leading positions only in exceptional cases when men are unwilling to take them or when exceptional circumstances require such an opportunistic decision. Women holding leading positions still stand out and are more the exception than the rule.

Helena Meden Vrtovec, PhD, full Professor of gynaecology, Medical Faculty of the University of Ljubljana, described the anthropological view of the intellectual abilities of women presented through history, from complete rejection (in the 18th and 19th century) to final recognition and acceptance as equal to men. She presented women's biological specificity, which can often make their competing with men difficult or even impossible. Nonetheless, higher endurance and tenacity in problem solving, better communication skills and intuition are qualities distinct to the female character, which are often missing in men.

Lucija Čok, PhD, Professor, the first Dean of the University in Koper, full Professor in Multilingualism and Multiculturalism, the recipient of the Legion d'Honneur and of the title Cavaliere della Repubblica Italiana, formulated the title of her speech as "Completeness in Diversity." The lecturer identified her university, the newest one in the Republic of Slovenia, as an advantage and a challenge. Accepting women means accepting the female way of acting, acknowledging that women and men are different and that completeness lies in the harmonising of these differences. A female scientist and researcher also needs to ask herself what she thinks of her own happiness and satisfaction, how to successfully attain her life goals, what can be gained by working with others, what can be given to them, how her self-image is created. A woman in a leadership position needs to master problems and not the tasks, which are later successfully resolved on their own. Good practices and inter-generational dialogue have to be established. She emphasised the importance of mentoring young researchers and colleagues. A woman in a senior position should not assume a male leadership style; however, she should always be consistent and not offensive, most of all she must always stand up for her personal dignity.

Dunja Mladenčić, PhD, Head of the Artificial Intelligence Laboratory at the Jozef Stefan Institute, Professor at the Jozef Stefan International Postgraduate School, cooperated in the GENDERA programme. GENDERA aims to redress the balance of gender within research organisations and higher education organisations across Europe. There are eight EU countries represented in the European research group with its debate on the encouragement of equal opportunities and balance of gender: Hungary, Spain, Greece, Slovenia, Slovakia, Austria, Germany, Italy and Israel. The general problems are basically the same in all cooperating countries and every country contributed recommendations which can be summarised in a few points: Promotion of science and particularly women in science; observation of the implementation of legislation on employment and gender equality; providing information on situations when women in science reach the so-called glass ceiling; sanctions for organisations which do not take into account the demands of equal opportunities; the necessity of balanced representation of both genders in lower administrative positions; a demand for balancing the representation of gender in referees' commissions.

Lučka Kajfež Bogataj, PhD, Professor at the Biotechnical Faculty, Head of the Biometeorology Centre at the University of Ljubljana, member of the Intergovernmental Panel for Climate Change (IPCC) at the United Nations in Geneva, gave her contribution the following title: "Barriers to the leading position – imagined or real: is it that women can't or don't want to overcome them?"

She focused on structural barriers and noted that the "otherness" of women is defined as a barrier and almost as a mark of inferiority. She described a deep-rooted belief, mostly in the area of natural sciences, that women are not capable of fulfilling leadership tasks. She emphasised structural barriers (care for family members which can involve at least three generations, prioritising family over career, etc.). This was illustrated with a prototype of male colleagues who express an early ambition to achieve a leadership position exactly at the time when women start their families. Men are not better in scientific research, but they make much effort in a wider social sphere, soon gain visibility and form connections to power centres which enable their faster promotion in the social context. With examples, she supplemented considerations by Dr. Lucija Čok that completeness in diversity somehow cannot take place, because male aggressiveness is too obvious. She also mentioned the case of alpha females – women who reach senior positions, assume male methods and radicalise them. Yet natural sciences and related subjects are very attractive and important to female researchers and without their present and future contributions these disciplines cannot expand to their full potential if male predominance persists.

Alenka Šelih, PhD, Professor Emeritus, Vice-Dean of the University of Ljubljana, who presided over the Department of Criminology, gave us a very illustrative description of her professional career and showed the big changes that have taken place in a relatively short time.

As a young, enthusiastic assistant at the Faculty of Law she did not experience any special discrimination or different treatment in comparison to her male colleagues. As the kindergarten service was not well developed at that time, she took problems that came with family life and small children as something normal, but she had to invest more effort into her specialist work in comparison to her male colleagues. As a woman she accepted that this was the situation at the time and so she automatically agreed to an increased workload. Moreover, she continued to work in her profession and build her career. Such work can only be accomplished by extraordinary women. She broke new ground in the area of child criminology and virtually established this discipline in our former state and in the present Slovenia. She became an associate professor and then a full professor of the Faculty of Law in Ljubljana. She was elected Vice-Dean of the University of Ljubljana. There she hit the glass ceiling. She was not elected Dean in spite of her extraordinary work and recognition from outside her country: the male lobby prevailed. However, her work was rewarded by her inclusion in the Slovenian Academy of Sciences and Arts (SASA).

Discussion and Resolutions

There was a lively discussion. Among other distinguished members of SUUW, Slavica Šikovec, a 92-year old member, shared her life story with us: her struggles as a teacher in biotechnology, her achievements and the great honours received for her work and research. Other participants shared their experiences. The discussion led to the following resolutions:

We realise that the Colloquium highlights current issues and a theme which should be presented to a broader, especially university, audience and therefore we recommend that the organisers prepare a conference on the same subject, jointly with the Commission for Women in Science, mainly for teaching staff at Slovene universities.

We call on all Slovene universities, particularly the University in Ljubljana as the oldest and biggest Slovene university, to analyse the presence of women in all sections of their university and its members (student numbers) and, if necessary, adopt measures for improving the current situation.

In monitoring media reporting on this subject, we have become concerned about the way in which one of the Slovene universities is conducting the procedure for the dismissal of a faculty dean her from duties. Colloquium participants do not wish to make subjective judgements but think such accusations and alleged violations, claimed in relation to this Dean's work, should be proved beyond reasonable doubt and made public.

Conclusion

The preparation and implementation of the Colloquium in co-operation with SASA was an extraordinary organisational achievement of the SUUW, as we succeeded in gathering together in one place female scientists from all Slovene universities who would never have participated at such a high level if not for this event. The event initiated a very topical subject in the academic world and it would be appropriate to discuss it further and present it to the wider Slovene academic public.

SOUTH AMERICA

BOLIVIA: Bolivian Federation of University and Professional Women

Federación Boliviana de Mujeres Profesionales Universitarias (FBMPU)

Report submitted by Dr. Gloria Sanchez Barrientos, President, FBMPU.

“Breaking Down the Barriers to Female Leadership in Higher Education and the Situation of Women in Bolivia during the Last Decade”

Two events were held on 27 April and 7 June 7 at the Brokers Chamber Auditorium, Cochabamba-Bolivia. The event was coordinated by Gloria Sánchez de Barrientos and Roxana Vásquez.

The following participated:

Mgt. Cyntia Barrientos (Consultant on social issues – programme moderator)
Dr. Ruth Maldonado (Professional Women Cochabamba Association Representative)
Dr. Hilka Arellano (University professor)
Mgt. Cecilia Estrada (Female Integral Formation Institute Director)
Carmen Orellana (Women’s Platform Director)
Patricia Julio (Entrepreneur and Female Entrepreneur Association President)
Marlene Jiménez Barba (Entrepreneur)
María Cortez Gumucio (University of Oruro Rector)

The event began with a message from the IFUW President, Marianne Haslegrave. This was followed by an Opening Address by the President of the Bolivian Federation of Professional and University Women: Gloria Sánchez de Barrientos; Presentation of Papers; Questions and discussion and Conclusion

Ninety women participated including association members and female academics from various education institutions. All were encouraged to participate in the debate in order to achieve informed conclusions that will be passed to the relevant governmental authorities in order to take action on the problems concerning the situation of women in on our society.



Dr. Elizabeth Cintya Montaña, Colloquium Facilitator, FBMPU

EL SALVADOR: Association of University Women of El Salvador (AMUS)

Report submitted by Lic. Rosa Mendoza de Serrano, AMUS. English Translation by Jennifer Strauss, Vice-President, IFUW. The Spanish version of the report is available as Appendix 4.

Introduction

The first Central American Colloquium on “The Leadership of Women in Higher Education” was held on 27 April, 2012, in the Centre for Health Research and Development of the University of El Salvador.

The discussion of the conditions necessary for academic women to achieve equality in academic and professional employment took place with the participation of 25 women graduates with experience in the role of lecturer/teacher; representatives of the Association of University Women of El Salvador (AMUS); the Vice-Rector of the University of El Salvador, Ana María Glower de Alvarado; Secretary of the University General Assembly, Dr. Leticia de Zavaleta; the President of AMUS, Bertha de Salazar, and the Vice-President, Melitina de Cornejo; consultant to UNICEF and to the Inter-American Commission of Human Rights, Evelyn Cortez de Alvarenga; and the University Coordinator of Economic Research in the University José Matías Delgado, Rosalia Soley.

The Colloquium took place according to the guidelines suggested by IFUW with regard to the selection of participants, the speakers, academic support and the theme to be discussed.

The opening address was given by Ana Maria Glower De Alvarado, Vice-Rector of the University of El Salvador. She expressed her support for events which promoted gender equity in all segments of society, especially those involving higher education.

In its 170 years, the University of El Salvador has been a pioneer in Central America in supporting women’s education at the highest level. Throughout its history, the structure and organisation of the University has allowed the development of a democratic atmosphere favourable to the development of female leaders. Of course, there are limiting factors to the modernising of the curriculum and careers as the University is subject to the Statute of Higher Education.

The law concerning higher education requires our university education to respond to today’s world. Much must be revised, including the perspective of gender. In fact the number of women matriculating exceeds that of men, but on the one hand the majority do not complete the process of graduation while on the other, even when they have their academic qualification, their salary and rank in the labour market will always be less than that of a man.

In order to see that the conventions and international treaties against all discrimination against women are fulfilled, it is necessary to have events like this, so I congratulate AMUS for having organised this Colloquium and reconfirm to them the support of the University of El Salvador for women’s empowerment.

Bertha De Salazar, President of AMUS spoke on defining leadership, saying that she defined women’s leadership as the application of those characteristics peculiar to women to the internal management of educational institutions at their different levels. The enterprising spirit of women must serve the development of new projects in the university environment, realising our capacity to evaluate opportunities and take sensible decisions.

She cited the main ideas from a study carried out in Puerto Rico concerning the management of women leaders in the academic world. In this study it was pointed out that women developed the value of responsibility in the home and this manifested itself in the workplace. Along with responsibility, compassion, recognition of the dignity of their fellow humans and economic common sense, women’s other values were developed in the home and applied in the professional arena.

Despite all these qualities, women are, unlike men, invisible as leaders in the university and so it is necessary to reduce the effects of the glass ceiling.

Dr. Leticia De Zavaleta, Secretary of the University General Assembly emphasised the historic struggles that the world's women, including those of El Salvador, have carried out across the centuries:

The first Salvadoran and Central American woman to obtain a university degree was Antonia Navarro Huezo, who in 1889 graduated as a surveyor.

According to the archives of the University of El Salvador, the second woman graduate was in 1924, when the Guatemalan Carlota Estévez gained her degree as a Dental Surgeon.

Berta Orbelina Gonzáles was the first Salvadorean to obtain the degree of Dental Surgeon in 1938.

The first woman Doctor of Chemistry and Pharmacology was Esperanza Sofía Alvarenga.

The first Doctor of Medicine was Estela Gavidia de Grabowski in 1945.

In 1952, Maria Elena Barriere was the first woman graduate in the Faculty of Jurisprudence.

In 1966 Ana Cristina Hinds de Narváez graduated as the first woman architect.

These are the most outstanding of the first Professional women in El Salvador. The first Dean of the University was in the Faculty of Medicine, Dr. Maria Isabel Rodriguez. The current Minister of Health and a distinguished scientist, she was later Rector of the University of El Salvador. Dr. Zavaleta stressed that while 67% of the occupants of classrooms were women, careers are dominated by men, with the proportion the other way round among manual labourers.

Rosalía Soley, Co-ordinator of Economic Research in the University José Matías Delgado, pointed out that there is international recognition of economic, political and social inequality between men and women. There are efforts to incorporate women into the workforce, combat discrimination and remedy inequality but the impact is small in the face of serious international factors such as the feminisation of poverty and the complexity of the phenomenon. Meanwhile, there is no achievement of gender equality, or modification of family life and establishment of advantages for women.

A gender perspective would be of service to governments, since it would permit redistribution of social power, economic resources and life opportunities. A gender focus in public policy would represent a mechanism for going forward. Moreover, we have national and international commitment from various countries to promote equity between genders and equality of opportunity between women and men

The conferences at which these international commitments were made were:

- Conference of the United Nations on Climate and Development.
- World Conference of Human Rights, Vienna 1993.
- International Conference on Population and Development, Cairo Egypt 1994.
- Fourth Conference on Women, Beijing China 1995.
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
- Convention of Belén do Pará, Brasil 1994.

There are some government actions in El Salvador that promote and defend the rights of women and further equality between women and men, commissions of equality and gender in national and local parliaments and formulation and reform of legislation in favour of women. A gender budget has been incorporated into the national agenda since 1999.

The tendency is for governments to develop a social model in which human capital is the essential element of development. The public resources destined to facilitate living conditions are allocated in the public budget.

A public budget with a gender focus can guarantee that the public resources will attend to the demands and needs of women as well as men, placing emphasis on those social groups that are the most vulnerable. The first such example was Australia in 1984, when they sought to promote equality between the genders; currently more than 50 countries have them. Fiscal policy is the key to gender equality.

Evelyn Cortez, International Consultant on Matters of Human Rights and Gender, noted that it is significant that El Salvador was granted the following reservation in the ratification of CEDAW: The Salvadoran State compromised in the adoption of appropriate means to eliminate discrimination against women, [while] assuring them equal rights with men in the sphere of education. Cortez went on to indicate that she found that the University of El Salvador had done almost nothing to incorporate the ideas of CEDAW, the Convention on the Elimination of All Forms of Discrimination Against Women, within the university. She recommended that there should be:

The same opportunities for women to gain scholarships and other subsidies for undertaking study.

- The same opportunities for women to access free education benefits.
- A reduction in the rate of female non-completion of courses and organisation of programmes for those girls and women who have prematurely abandoned their studies.
- Decentralisation of education in a progressive manner.
- Recognition that the experiences and practical knowledge of women qualify them for study.
- Advanced technical careers created for women in the university.
- Creation of intermediate specialist qualifications.
- The option to follow courses electively in order to obtain university degrees in a progressive manner.
- Programmes established for women who wish to return to study as adults.
- Extension of the age range for applying for national scholarships.
- Revision of the male orientated aspect of the curriculum.

Melitina De Cornejo, Vice-President of AMUS, Architect and Associate of the University of El Salvador outlined the history of AMUS from its beginning in 1952.

In initiating the seminar, Rosa María Mendoza de Serrano, the facilitator responsible for summarising the conclusions, had put four challenging questions. These, and the responses made in the discussion period after the speakers are given below:

Question 1. What should the State, the universities and civil society put forward to support the efforts of women who begin their university career with the object of completing it?

Participants responded to this question in three ways:

By overcoming economic restrictions to study. AMUS must create a programme of scholarships or “soft credits” (long-term low interest loans) to finance the university careers of women, giving preference to mothers, whether single or married. Also the universities and civil society must facilitate the studies of mothers who are caring for their children, establishing crèches close to educational centres.

By facilitating study and whatever assists women to gain a better position in the labour market. Participants recommended

Revision of the curriculum requirements to allow broader entry to courses, especially allowing a shorter study time, that is to say, accrediting academic grades from interrupted advanced technical

studies, in order to enable women to continue them later. Also recommended was the inclusion of entrepreneurship as preparation for working on as self-employed, since the local situation requires everyone to create their own livelihood because jobs in formal employment are very scarce. The University Andrés Bello undertakes this for one of the associations of AMUS and already has a programme for would-be entrepreneurs.

Promotion of distance education via the internet, this being the best way in which women can carry out their diverse roles. It would be as if higher education came into the household, with the advantage for women that they save time and the cost is reduced.

By creating gender study units and centres specialising in gender studies. These units could support the reproductive health of women studying in the universities, as well as supporting implementation of laws against forms of discrimination and violence against women. Academic centres specialising in gender studies could analyse the causes that lead women to abandon their studies. The participants recommended that the Centre for Women's Studies of the University of El Salvador should develop this research with the support of AMUS.

Question 2. Within the professional sphere (the practice of a profession), what would assist the professional woman to advance and develop leadership?

Participants were unanimous in stressing the necessity to publicise all laws which combat any form of discrimination against women. Human rights and the study of the UN Conventions that claim rights for women should be part of the academic curriculum, in both Ethics and Philosophy.

The perspective of gender must be explicit in all professional careers, especially those careers which, through their specialisation, control the administration of human resources. In professional associations, the laws which support the rights of women must be publicised and gender units must be created in the aforementioned institutes. It was recommended that the creation of gender units be promoted in all institutions.

Question 3. What ways are appropriate for not-for-profit associations such as AMUS to help overcome the obstacles to professional women?

Responses identified three ways:

These associations must make proposals to national institutions for the purpose of building gender equality. On this occasion the participants recommended that the actions described in responses to the questions 1 and 2 above be carried out by AMUS and the University of El Salvador. A recommendation was made to hold one or more colloquia per year on a prescribed theme.

These associations have a role in achieving the recognition of those international treaties promoting the rights of women. It was recommended that AMUS should publicise legislation promoting gender equality in the professional sectors, male and female.

They also have a role to publicise the efforts of women creating social and cultural programmes. In this respect, it was recommended that AMUS would conduct an accurate digital review, classified according to ISI (code of journals of scientific research). It should include published research by AMUS members and be open to all scientific women, independent and/or voluntary, who wish to make their work known. The university participants offered their support to compose and design such a review.

Question 4. What would you like our Association (AMUS) to propose to IFUW on behalf of the Central American and Salvadoran women at the 31st Conference in Turkey, 2013?

The hope was that the Conference could identify the main obstacles to leadership for academic women and along the lines of the suggested actions, indicate what is most important to achieve gender equality in El Salvador. Participants made some important recommendations:

1. To investigate the state of gender equity in Central America and present an overview to the 31st Conference.
2. To compile the best practices in equality programmes from around the world and identify those which could be most applicable to El Salvador.
3. To compile the international outcome of the Colloquia on Breaking Down Barriers in Higher Education and extract the most appropriate for Central American and Salvadoran women.