



MAKERERE UNIVERSITY

# GENDER MAINSTREAMING DIRECTORATE

## PERFORMANCE REPORT (2019 – 2021)

**EXCELLING IN PROVIDING  
A GENDER RESPONSIVE  
ORGANIZATIONAL ENVIRONMENT**





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## List of Acronyms

GMD	Gender Mainstreaming Directorate
SWGS	School of Women and Gender Studies
SPTs	Student Peer Trainers
UN	United Nations
MoGLSD	Ministry of Gender Labour and Social Development
UWONET	Uganda Women's Network
PRASH	Policy and Regulation Against Sexual Harassment
DOA	Days of Activism
DC	
MakRif	Makerere University Research and Innovations Fund
COVAB	College of Veterinary and Biodiversity
CEDAT	College of Engineering, Design, Art and Technology
CAES	College of Agricultural and Environmental Sciences
CHUSS	College of Humanities and Social Sciences
GEM	Girls Education Movement
PhD	Doctor of Philosophy
SRHR	Sexual Reproductive Health Rights
EVAWG	Ending Violence Against Women and Girls
SGBV	Sexual Gender Based Violence

## Forward

In 2001, a group of visionary women and men proposed the idea of institutionalizing gender in Makerere University's functions. This led to the birth of the Gender Mainstreaming Programme, under the Department of the Academic Registrar, where it was nurtured to maturity.

Almost a decade later, Makerere University hailed the growth from the Gender Mainstreaming Division to the Gender Mainstreaming Directorate with an independent office. With its objectives well aligned to the Makerere University Strategic Plan's (2008/9 – 2018/19), the Directorate was well prepared to reposition Makerere and consolidate the gains made and promote gender equality to a higher level in the University and beyond.

Indeed, 2010 will always be remembered as a year of milestones that propelled the struggle for gender justice in Makerere University and beyond. This period birthed a spirited two-year advocacy campaign and interesting journey, surmounting obstacles, resistance and backlash to gender advancement that culminated into the triumphant transformation from Division to Directorate.

To this, the Directorate has uplifted its status to mainstream gender as a cross-cutting theme. It has also been recognized as a pace setter in mainstreaming gender in different academic institutions on the African continent and beyond.



## Staff



**Dr. Baine Euzobia Mugisha**  
Director



**Susan Mbabazi,**  
Ag. Manager



**Mr. Eric Tumwesigye**  
Senior Gender Officer



**Mr. John Osuna**  
Senior Administrative  
Assistant



**Ms Harriet Nakiryowa**  
Administrative Secretary



**Mr. Paul Kiggundu**  
Accountant

## Acknowledgement

**M**akerere University Gender Mainstreaming Directorate (GMD) acknowledges the guidance and support of Makerere University leadership including the University Council, Management, the Senate that has ensured that the Directorate achieves its agenda.

In a world that is increasingly embracing gender equality, the Gender Mainstreaming Directorate has positioned itself as a capable institution to respond to gender disparity by creating more awareness at Makerere University and beyond. It has thus reached out to other public universities and civil society organizations in extending and achieving its mandate.

It is upon this, that the GMD acknowledges the strong support of its developing and implementing partners as well as stakeholders. It also extends its sincere gratitude to the UN Women Uganda Country Office particularly the Ending Violence against Women and Girls (EVAWG) team for their cordial relationship.

The Directorate recognizes its funders namely, the Embassy of Sweden in Uganda and

the Spotlight Initiative. With you, we have laid very strong foundations in student and staff mobilization process for gender equity, and the fight against sexual harassment and any other form of gender based violence.

The Directorate envisions a nation that is fully gender aware across the different spectrum, a position that necessitates each individual to play their part in contributing to such an equilibrium.

That way, we say thank you to the entire University community and students fraternity. You have been the backbone of our milestones. With you, we have walked long journeys that have seen the Directorate fighting all gender disparities at our great institution

Finally, to all staff of Makerere University Gender Mainstreaming Directorate Thank you for the continuous hardwork and enthusiasm you put in serving this community. Your selfless efforts have made us reach this far.

The Directorate still desires further support in the implementation of its programmes. Willing partners are encouraged to approach the Directorate and their offer will be well received.





## Executive summary

**T**his report is a reflective account of the progress recorded by Makerere University Gender Mainstreaming Directorate for the period of 2019–2021. It is well packaged to specifically highlight the steps taken by the Directorate in fulfilling its mandate of streamlining gender in the University functions; the tremendous milestones reached by the Directorate as it executes its duties, the key achievements as well as a flashlights of the future prospects.

### Mandate

The Gender Mainstreaming Directorate (GMD) is the Secretariat for the GMP and its mandate is to mainstream gender in the University functions of teaching and learning; research and innovations; knowledge transfer partnerships and networking and support services. Through the Collegiate System, GMD is committed to integrate gender in the delivery of higher education through the newly established systems and processes.

### Vision

Makerere University to be an icon of gender equity and equality.

### Mission

To excel in providing a gender responsive organizational environment and to integrate gender into teaching, learning, research, knowledge transfer partnerships and networking and governance for the benefit of Ugandan stakeholders and those beyond.

### GMP goal and strategic objectives

The ultimate goal of the Gender Mainstreaming Programme is to promote gender equality and women's empowerment in Makerere University and beyond. The strategic and specific objectives respectively include;

#### Access, Teaching and Learning

- i. To advocate for gender balance in access into the University, especially girls from disadvantaged backgrounds and those in science disciplines and contribute to the enhancement of quality graduates.
- ii. To support gender mainstreaming in teaching and learning through engendering of the University curricula.

#### Research and Innovations

- i. To support women staff into leadership positions at Makerere University through the provision of Masters and PhD scholarships and capacity building.
- ii. To support gender focused research and publications, and the effective use of the media in order to influence decision-making and policy formulation at the national levels.

#### Knowledge Transfer Partnerships and Networking

- i. To promote and advocate for the enactment and effective implementation of gender responsive policies in Makerere University.
- ii. To engage in Knowledge Transfer Partnerships and Networking with gender focused institutions and organizations at the national, regional and international levels.
- iii. To ensure a self-reliant, resourceful and sustainable GMP through resource mobilization and investment.

#### Support Services

- i. To promote gender equity and equality in students' welfare and governance through gender sensitization, personal development and life skills.
- ii. To strengthen Colleges and Administrative units (planning units) to mainstream gender in their work plans, programmes, budgets and M&E Tools.
- iii. To ensure effective and efficient operational management and strategic planning, human resource management and financial management of GMD.



## We are positioned to resolve gender disparity at Makerere University

Dr. Euzobia Mugisha Baine, Director Gender Mainstreaming Directorate



**M**akerere University has made deliberate efforts to integrate gender into both her core and support functions whilst providing an environment that ensures the implementation and consolidation of gender equity and equality. Through the gender mainstreaming Directorate, the university has embarked on the journey of integrating gender in the delivery of higher education through the newly established systems and followed by the University's strategic and specific objectives including:

- 1. Access, Teaching and Learning:** To support gender mainstreaming in teaching and learning through engendering of the University curricula.
- 2. Research and Innovations:** To support gender focused research and publications, and the effective use of the media to influence decision-making and policy formulation at the national levels.

Through the gender mainstreaming Directorate, the university has embarked on the journey of integrating gender in the delivery of higher education through the newly established systems and followed by the University's strategic and specific objectives

- 3. Knowledge Transfer Partnerships and Networking:** To engage in Knowledge Transfer Partnerships and Networking with gender focused institutions and organizations at the national, regional, and international levels.
- 4. Support Services:** To strengthen Colleges and Administrative units (planning units) to mainstream gender in their work plans, programmes, budgets, and M&E Tools.

**Going forward, we are open to partnerships, especially towards the implementation of the gender equality policies. I take this opportunity to acknowledge the support from the University Council, Management, UN Women, and the entire university community in striving to realize gender equity within Makerere University and beyond.**

The Directorate therefore, has spearheaded the review of the Gender equality Policy, 2009 which is now before the University Council for consideration. The policy aims at promotion of gender justices, the management and prevention of gender violence, discrimination and injustice. Therefore, to realize this objective, one of the key clauses in the revised policy has been the introduction of a 30% gender quota for staffing in various positions within the university, focusing on promoting women in leadership at the university, which currently stands at 29% overall.

This will ultimately promote gender equality in staff enrolment, staff recruitment, development, and promotion. With further support from the Research and Innovations Fund (RIF) at Makerere University, GMD has now focused on carrying out a comprehensive analysis of the gender

terrain within the University. This will be instrumental when advocating for appropriate gender segregation across the various university structures and resolve the gender disparity at Makerere University.

The team at GMD, is proud of the fact that we have been able to revive the unit and make it more vibrant. As a result of this vibrancy, there is growing interest amongst staff to write research proposals on gender issues. We have also worked closely with the civil society, especially the ones engaged in gender equality work in higher education.

In addition, we liaise with several ministries and agencies, such as the Ministry of Gender, Labour, and Social Development (MGLSD) and the Equal Opportunities Commission. Although the realization of the planned gender mainstreaming activities has been affected by COVID-19 and the lockdown of learning institutions in Uganda, we are happy to report on the progress made in the period 2019 - 2023.

Going forward, we are open to partnerships, especially towards the implementation of the gender equality policies. I take this opportunity to acknowledge the support from the University Council, Management, UN Women, and the entire university community in striving to realize gender equity within Makerere University and beyond. I also would like to acknowledge the partnership we have enjoyed working with the Guild Leadership, Uganda Women's Network, HERS-EA, NBS TV in promoting Gender Equality and I call upon any interested party to come work with us.



## A 100 years of Makerere : The journey to creating a conducive environment for Gender Equality



**Professor Barnabas Nawangwe, Vice Chancellor Makerere University**

**M**akerere University was established as a male-only Technical College in 1922, with the Motto **“Let us be men.”** 1945 marked the start of a long journey towards achieving gender equality when the first six (6) female students were admitted, though on a separate curriculum. Since then the University has taken several strategic decisions towards achieving gender equality in its operations.

In 1990 the University took the initiative to introduce 1.5 extra points scheme to all female entrants from A-level to improve enrollment of female students. This has greatly contributed to increasing the number and proportion of female students in Makerere University and in the entire public higher education sector in Uganda.

Similarly, in 1991, the University established the Department of Women Studies (now School of Women and Gender Studies) with its pioneer Women and Gender Studies academic

programme. This was aimed at expanding the knowledge base in the discipline of gender and development to generate solutions to improving gender equality. The Department of Women Studies was a pioneer department and program in Sub-Saharan Africa and has influenced knowledge and scholarship in African University Education.

In 1998 a Senate Committee on Gender Mainstreaming was created, and it was instrumental in establishing the Gender Mainstreaming Programme at Makerere University in 2000 and the Gender Mainstreaming Division under the Academic Registrar's Department.

In 2000, the University launched the Gender Mainstreaming Programme (GMP) and created the Gender Mainstreaming Division (GMD). GMD was charged with the responsibility of coordinating and mainstreaming gender in all university functions including the enactment and effective implementation of gender-responsive policies in Makerere University.



In 2004, Makerere University conducted a baseline study to assess its gender terrain. Results of this study informed several strategic actions including: the enactment of the Policy and Regulations against Sexual Harassment (2006); formulation of the Makerere University Gender Equality Policy (MUGEP) (2009); Upgrading of the Gender Mainstreaming Division into the Gender Mainstreaming Directorate (2010).

These changes marked major milestones in consolidating and promoting gender justice. The Gender Equality Policy has guided gender equity initiatives and has 10 strategic resolutions that the university has committed itself to. These are promoting gender equality in:

- a. The University Curricula
- b. Provision of a secure environment for staff, students and other stakeholders (the policy against sexual harassment falls under this strategic commitment)
- c. Student enrollment, retention and performance (including scholarship schemes)
- d. Staff recruitment, training, promotion and recognition (staff development)
- e. Women's participation in decision-making (women mentorship and leadership training)
- f. Organizational culture
- g. Networking and partnerships
- h. Research and innovations
- i. Resource mobilization and gender-budgeting
- j. Staff and student welfare

### **Commemorating 100 years of promoting gender Equality**

According to the Makerere University Vice Chancellor Prof. Barnabas Nawangwe, the University has come a long way since 1922, when it was established as a small technical college with a strong masculine culture and a motto, **Let's Be Men**. Although the motto was changed in 1945 to the current **We Build for the Future** and women were admitted, it was only in the 1990s that Makerere started pursuing a broader gender agenda by taking definite steps towards a search for gender fairness in higher education.

**I am glad that Makerere University Council, the Supreme governance body of the University is chaired by a female person, the first in the history of Makerere. Surely the time is right and the environment is supportive. There should be nothing to hold anyone back anymore.**

Compared to other universities in East Africa, Makerere University has a long history of women empowerment. Being the first to introduce the affirmative action, the University has seen an increase in the number of enrolment of female students from under 20% in the 1990s to 49%. This can be better explained by the increase of number of female students graduating to 51% compared to the 19% in the 1990s. In addition, great strides are being undertaken to ensure that more female students are enrolled in University's Science, Technology, Engineering and Mathematics (STEM) courses.

The University recognizes the role of women in leadership and decision making position. It has therefore introduced a 30% gender quota system to enhance the process of staffing in various positions within the university. The aim of this system is to promote women in leadership at the university, which currently stands at 29% overall and promote gender equality in staff enrolment, staff recruitment, development, and promotion. The Vice Chancellor acknowledged the increase in the number of women in academics from about 15% in the 1990s to the current level of 35% and, the number of women leading large research teams from 5% to 15%, while the number of those in senior administrative positions has shot from 5% to 25%.

To ensure that women are appointed to university governing bodies, a data bank of qualifications, specialties and experiences of women academics has been developed and it serves as the basis for decisions about the appointment of women to positions in the senate, university council and other university boards. Currently, plans are under way to review the current sys-

**In addition, the University undertook resource mobilization and gender budgeting processes as a way of ensuring reliable fund allocations to the gender mainstreaming programmes.**

**According to the university's gender equality policy, each year, the university earmarks budgetary resources and other funding for gender mainstreaming processes in all the core functions of the university.**

tem of representation on all governing organs and to devise a mechanism that will ensure equal representation.

The university has also adopted a gender-responsive research environment that ensures women researchers are integrated in research and innovation activities that are undertaken by the university. About 30% of research funding in Makerere is allocated to women researchers.

In addition, the University undertook resource mobilization and gender budgeting processes as a way of ensuring reliable fund allocations to the gender mainstreaming programmes. According to the university's gender equality policy, each year, the university earmarks budgetary resources and other funding for gender mainstreaming processes in all the core functions of the university.

Cognizant of the biological differences between men and women and the additional responsibilities that come with being women, Makerere University has put in place facilities that assist its female staff and students to perform even if they have got to look after children. The university set up kindergartens within the University so that mothers can leave their children on campus at a moderate fee. The New Library extension was built with breastfeeding rooms for both staff and students to freely nurse and comfortably attend to their children while at campus. These rooms also accommodate mothers that move with their care takers.

Prof. Nawangwe also notes that as Makerere strives to become a research led University in the country, the University is very optimistic that the just started century (100 years) will pave way for more gender responsive actions especially in the area of research at the Hill.





**THE PERIOD 2019– 2021: TAKING  
STOCK OF THE MILESTONES**

## Insights from the Gender Equity Review Committee Report



**Prof. Rhoda Wanyenze, Chairperson of the Committee**

On 4<sup>th</sup> December 2018, the Vice Chancellor, Makerere University constituted a Select Committee on Gender Equity (SCGE) to review the status of gender mainstreaming in Makerere University. The committee members included: Prof. Rhoda Wanyenze (Chairperson), Associate Prof. Consolata Kabonesa, Dr. Kizito Maria, Dr. Gilbert Gumoshabe, Dr. Zahara Nampewo, and Dr. Euzobia Mugisha Baine.

The terms of reference (TOR) for this assignment were to:

1. Review gender mainstreaming policies and practices, and their effectiveness across units
2. Formulate a gender-equality standard/matrix with an implementation plan applicable across all units to actively encourage women's full and equal participation in University life in the following areas: Management, Recruitment, Staff Retention, Career Development, Awareness raising, and other relevant

areas

3. Hold consultative meetings with units in the University for Views on policy and practice
4. Provide feedback and recommendations to Management on gender equity implications of suggested policies, plans and services
5. Formulate a draft policy with strategic guidelines that will be recommended to Council for approval

The committee therefore implemented the assignment using several approaches: review of literature; consultations with staff and management across all colleges and administrative units in the University; interviews with students, the Parliamentary Committee on Gender, and the Ministry of Gender, Labour and Social Development; and analysis of quantitative data on the current staffing and administrative participation by gender. The literature included National and Makerere University policies, global and regional literature related to gender equi-

ty and gender mainstreaming in institutions of higher learning.

### Findings

The literature highlighted the importance of gender equity in institutions of higher learning particularly the role of Universities in shaping gender equity norms in society, among students and other stakeholders. Universities globally and in Africa have developed gender equity and gender mainstreaming policies with some including gender equity targets. For example, Mbarara University of Science and Technology targets a 30–70 representation for men and women at various levels, depending on who is under-represented, as a starting point with the aim of reaching a 50–50 situation in future. Muhimbili University in Tanzania has a 50–50 target for all governance positions. The University of Witwatersrand and University of Cape Town which are consistently rated highly among academic institutions in Africa, have high female faculty representation, at 50% and 47%, respectively. Several universities in Africa and globally have instituted mentorship programs (e.g. University of Witwatersrand), reviewed and revised recruitment processes to ensure equity, including composition of interview panels, definition and assessment of competencies, and orientation of interview panels to reduce gender bias.

The Uganda Constitution includes provisions to support gender equity. There are also various gender equity provisions at national level including the Uganda Gender Policy (2007), National Equal Opportunities Policy (2006) and Equal Opportunities Act (2007). The Universities and Other Tertiary Institutions Act (UOTIA) includes provisions for gender equity in student representation to Council. However, it is silent on staff and is generally gender neutral. The 2016 Gender in Education policy includes a target to increase women in employment by 20% at all levels of the education sector by 2030. This policy also includes strategies to ensure gender responsive governance and management of institutions of higher education and affirmative action initiatives in support of female representation and participation in decision-making.

**Quantitative data revealed a gross imbalance of female participation among academic staff at all levels. Overall, only 404 of the 1392 academic staff (29%) were women. There were also fewer women at the higher academic ranks of Professor and Associate Professors, at 19%.**

**However, there was balanced representation of women among the administrative staff—136 of 285 (48% were women). The imbalance was also very prominent at higher level decision-making committees and senior administrative positions.**

Within Makerere University, there is a Gender Equality Policy of 2009 which is comprehensive but lacks explicit targets to advance gender equity. Additionally, the other University policies are gender neutral and are not aligned to the gender Policy. For example, the Human Resource policies do not include gender specific provisions at entry, staff development, and retention, while the College Statute has no mention of gender equity in administrative positions and composition of committees. Gender is embedded into the Quality Assurance, ICT and Gender Committee. The committee is overloaded in scope and with no clearly articulated terms of reference, only 3 of 10 colleges had a functional committee with erratic meetings while the rest had no committees in place or only focused on quality assurance. Further the gender mainstreaming policy was not widely known among staff and students. The key university plans such as the strategic plans had no targets for female involvement. The gender mainstreaming directorate has few staff and inadequate financing. Orientation of staff in administrative positions was not consistently done, and where it happened gender issues were not highlighted.



Quantitative data revealed a gross imbalance of female participation among academic staff at all levels. Overall, only 404 of the 1392 academic staff (29%) were women. There were also fewer women at the higher academic ranks of Professor and Associate Professors, at 19%. However, there was balanced representation of women among the administrative staff—136 of 285 (48% were women). The imbalance was also very prominent at higher level decision-making committees and senior administrative positions. In Senate 13 of 75 members (<17%) of the members were women, 4 of the 16 members of the central management committee (25%) were women, and 5 of 26 members of Top Management (19%) were women. Among the 10 College Principals, only 1 was a woman (Acting Principal) while 3 of the 29 Deans (10%) were women.

The representation of female academic staff varied and was lowest among the Science, Technology, Engineering and Mathematics (STEM) Colleges. College of Computing had a balanced distribution with 51% women, followed by CHUSS (38% female), CEES (34% female), School of Law (34%) and College of Health Sciences (31%). COCIS had a deliberate policy for balancing female-male representation in staff development, within the donor-funded projects. Colleges with the lowest female academic staff representation included Business (25%), CONAS (23%), CEDAT (20%), CAES (18%), and COVAB (17%). Despite the low female representation, staff in some Colleges e.g. CEDAT reported a notable improvement in the representation of female academic staff over the years.

The consultations with staff yielded mixed feelings among staff in relation to gender equity. Whereas there was unanimous acknowledgement of the gross imbalance in senior administrative positions and committees, and among staff in STEM Colleges, some staff felt there was no explicit bias against women while others felt the lack of deliberate guidance and targets limited their ability to institute corrective action. For example, in one College, >20 staff were recruited in the recently concluded recruitments and none was female, which was blamed on the lack of explicit guidance and interventions to ensure female representation, since there were some

good candidates among the applicants. Several staff felt the abolition of the teaching assistant position and delayed operationalization of the graduate fellow policy has further hurt the engagement of women. These positions were previously used to identify and nurture capable female and male candidates. The Colleges also highlighted the limited number of female candidates and a need for dedicated support for masters and PhD training to increase the pool of potential candidates especially in STEM and other departments with very few female staff.

About the female representation in administrative positions, concerns were raised about the recruitment process generally which several staff felt affected the involvement of women. Some of the major concerns included: 1) Senate controls various levels of the recruitment processes for the top management positions from establishment of committees to the interview process and final voting for candidates who are forwarded to Council, with virtually no involvement of the human resource directorate to inform the technical aspects of the process. 2) The UOTIA has broad guidance on recruitment processes, but there are no detailed procedures for the operationalization and as such the procedures followed by Senate and at other levels are not consistent, several staff felt the processes were not transparent and they felt discouraged to participate. 3) Campaigns and voting may encourage participation by staff but has many disadvantages, staff felt this process led to a lot of intrigue and friction, which the women did not want to engage in.

Other issues which were raised included sexual harassment and limited support and spaces for nursing female staff and students.

### Conclusions

There was fair female representation in the lower ranks of academic and non-teaching units but minimal representation of women especially at the higher academic ranks, management positions and committees. The participation of female staff at the higher-level positions and committees is hampered by various structural issues including the external and internal policy environment, systems for recruitment, among others.



## Maintain the Gender Mainstreaming Directorate, and strengthen its functionality including funding targets, and a dedicated officer/s to support implementation across Colleges and Units.

### Recommendations to Management

1. There is need to revise the University policies and systems to support gender equity. Specifically, the Gender Equality Policy should be revised to include targets for female representation. The Gender Equality Policy has been revised as part of this assignment. Other policies including the Human Resources, the College statute, among others, should also be revised to ensure alignment with the gender equality policy. The staff development policies should be streamlined to include clear targets for gender equity.
2. Staff including those in management positions should be sensitized on gender equality policies and practices. GMD should develop user-friendly materials, among other options, for sensitization, and should take advantage of all scheduled events to sensitise staff and students on gender mainstreaming issues.
3. Institute formalized mentorship programs to support career advancement in academic ranks and administrative positions, for female and male staff. This should also be extended to all units, to enhance performance across the board. Management should particularly establish a formal mechanism to identify and support capable young women especially in the most disadvantaged STEM disciplines to increase the pool of candidates.
4. Introduce gender equitable performance awards or recognition for female and male staff to encourage commitment, productivity, and career advancement. Generally, Makerere University does not have strong performance management systems including organized reward systems for performance, and these should be nurtured and integrated in a gender equitable manner.
5. Include gender targets and explicit interventions in the University and College Strategic Plans for 2020–2030, and periodically track progress overall and across colleges and units to enhance performance.
6. Strengthen monitoring and evaluation for gender mainstreaming including development and/or adaptation of a gender mainstreaming scorecard. Track progress overall and across Units and periodically highlight progress in key University documents: annual report, events etc. The tracking should include staff entry, retention and attrition by gender.
7. Develop and implement a gender focused research agenda to inform improvements in gender mainstreaming in higher education in Makerere University and Uganda
8. Maintain the Gender Mainstreaming Directorate, and strengthen its functionality including funding targets, and a dedicated officer/s to support implementation across Colleges and Units.
9. Streamline recruitment procedures: Senate should review its procedures to ensure gender equity in its operations including composition of committees. Senate should also fully document recruitment procedures for leadership positions to operationalize the UOTIA and enhance objectivity, transparency and confidence among prospective candidates. In the long-term, the procedures for recruitment of individuals in leadership positions should be revised to ensure coordination by the directorate of human resources. Improvements in recruitment procedures should include definition of competencies and measurement and addressed at all levels right from the units through top management and Council.
10. The current committees that include gender at College and Units should be reviewed to establish a standalone Gender and Quality Assurance committee, like the recent changes at Council level. Information Communica-

tion and Technology should also be stand-alone committees or integrated with other related committees as appropriate. Clear TOR should be provided to all committees.

11. Enhance staff welfare and innovatively identify spaces for nursing mothers across colleges and other units. The CEES day-care center could be subsidized and supported to reduce costs for staff.
12. Develop a database with contact information for staff to ease communication and facilitate networking across units. Databases and profiles of prospective women leaders should also be developed, and regularly updated and emerging women leaders trained in corporate governance skills, inspirational initiatives, and role modelling. A database should also be created for male and female gender equity champions.
13. Establish a Makerere University Women's Forum as a platform for women to discuss women-specific issues in higher education, to enhance University policies and practices for the promotion of gender equity and equality

#### **Recommendations to Council**

1. Review policies to provide targets for female representation at all levels of the University. Based on the targets and progress across other universities in the region and the target by the Uganda Gender in Education 2016 policy to increase women in employment at all levels by 20% in 2030, we propose to increase the overall proportion of female academic staff from 29% to at least 40% over the next 10 years (by 2030). We also recommend increasing representation of women in governance and senior leadership positions from 10% to at least 30%, including the Top 3 positions in the University (Vice Chancellor and Deputy Vice Chancellors). The 30% target should extend to committees and staff

associations. These changes would also be in line with the 2016 Gender in Education Policy which targets to increasing the number of women at all levels will ensure that the women at the senior levels are not over-stretched by efforts to ensure female representation in committees.

2. Streamline recruitment processes for leadership positions across all levels in the university, which currently largely exclude Human Resources.
3. The policy on elective positions should be scrutinized and revised in line with current trends in other premier universities.
4. Maintain and empower the Gender Mainstreaming Directorate with dedicated funding.
5. Identify and advocate for relevant amendments in UOTIA and MOES policies e.g. gender targets or quotas, recruitment processes, appointments Vs elections.
6. The current committee that includes gender, ICT and QA should be split into two committees, at all levels like it has recently been done for Council: (1) Gender and Quality Assurance, and (2) Information Communication and Technology Committee. Clear TOR should be provided.
7. The current promotion criteria which is heavily publication based should be revised to integrate more weight on other parameters such as teaching, mentorship, and community service. In administrative positions, the flexibility in moving up scales from M6 to M4, should also be explored.

#### **Recommendations for MOES and Parliament**

Scrutinize and address relevant amendments in the UOTIA and MOES policies to support gender mainstreaming and equity in higher education in Uganda

## Safer Universities Project propels the implementation Of the Policy and Regulations against Sexual Harassment



**Dr. Amon Mwiine, Lecturer School of Women and Gender studies facilitating a session on Gender Concepts during the training for GMD, SPTs**

In 2019, the UN Women Uganda Country Office and Makerere University signed a Memorandum of Understanding to implement a two-year Safer Universities Project. The project aimed at ending sexual harassment, violence against women and girls and promotion of sexual reproductive health and rights in higher institutions of learning.

The core interventions under the first phase of the project included; dissemination of the Makerere University Policy and Regulations against Sexual Harassment to all categories of staff and students, developing an anti-sexual harassment policy for Gulu University; recruit, train and equip Student Peer Trainers for both Makerere and Gulu Universities; popularize messages and materials on sexual harassment; implement activities to popularize the 16 Days of Activism for stakeholders; hold the inter-university music, dance and drama competitions in line with sexual harassment prevention and response; constitute and train the Vice Chancellor's Roster of 100.

The Safer Universities Project is one of the investments towards the operationalization of Makerere University's commitments towards ending

sexual harassment and Violence against Women and Girls. Through the first phase of this project, the university has been able to;

1. Recruit, train and equip 250 Students Peer Trainers (SPTs) across all the Makerere University Colleges
2. Recruit, train and equip 50 Students Peer Trainers (SPTs) at Gulu University
3. Constitute and train the members of the Vice Chancellor's Roster of 100, identified from the various colleges and administrative units
4. Conduct the annual Two4One Talent for Change Campaign against Sexual Harassment for the 2019 and 2020 Editions
5. Support the development, approval and launch of the anti-sexual harassment policy 2021 for Gulu University
6. Increased Directorate's networking with and visibility among the like-minded institutions both locally and globally
7. Enhanced the reporting and investigation of sexual harassment cases at Makerere University

## Benefits of the Safer Universities' Project at Gulu University

### Enhancing the University's efforts to fight sexual harassment

**W**orking or learning environments in institutions of higher learning are very dynamic and sometimes unpredictable. The dynamism and evolution of culture may result in emerging social vices, including various forms of sexual harassment. The Sexual harassment mapping study conducted under the Safer Universities for Gulu University revealed that, sexual harassment exists, but victims fear to report about it. The problem has only been talked about parenthetically. Reports indicate that cases of sexual harassment at Gulu University are notably driven by a set of socio-cultural factors. It is also important to note that the University receives staff and students from multi-cultural, but predominantly rural African settings which are pervaded by dominant norms and values such as silence that enshrouds issues around sexuality. Silence around sex limits conversations around sexual relations and consequently defining what can be openly talked about. This cascades into hegemonic narratives that reduce sexual harassment to mere rumors, bury it as a repressed narrative and consequently providing subtle contexts that perpetuate the vice further.

Cognizant of its vision to be the leading academic institution for promotion of community transformation and industrialization for sustainable development, Gulu University, has committed to creating a safer working and learning environment, free from depravities including sexual harassment. Sexual harassment is seen as an infringement on fundamental human rights.

In the context of higher institutions of learning, it negates the tenets of a safe learning and working conditions, thus emasculating a conducive environment for advancement of learning, generation of new knowledge as well as productive work. With support from UN Women, Makerere University and all the partners, Gulu University has therefore taken deliberate efforts includ-

**Cognizant of its vision to be the leading academic institution for promotion of community transformation and industrialization for sustainable development, the Gulu University, has committed to creating a safer working and learning environment, free from depravities including sexual harassment. Sexual harassment is seen as an infringement on fundamental human rights.**

ing the development of the Anti-Sexual Harassment Policy, engaging of students and staff in campaigns against sexual harassment and developing an implementation framework to actualize the Anti-Sexual Harassment Policy in the University Community.

### The Anti-sexual Harassment Policy 2021

Launched on 25<sup>th</sup> September 2021, the Gulu University Anti-Sexual Harassment Policy was designed to promote a University environment that is safer and friendly towards inclusivity and sustainable academic progress. The Policy provides a framework to detect, prevent and/or to address cases of sexual harassment as well as protect victims. With certainty, the university hopes this Policy and its guidelines will help improve work and learning conditions, workforce productivity, retention and morale of staff and students. Its specific objectives are:

- ♦ To provide an institutional framework that will guide prevention of and/or response to SH at the University,
- ♦ To promote awareness and sensitization about the nature and impact of SH on human dignity and the quality of education in insti-



tutions of higher learning,

- ❖ To build human, financial and institutional capacities to respond to cases of sexual harassment,
- ❖ To reinforce the culture of zero tolerance towards harassment, abuse and exploitation in the University

The development of the Anti-Sexual Harassment Policy was partly informed by a scoping for the Gulu University Gender Policy development in 2016 and a Mapping Study Report of 2019 on Sexual Harassment at the university.

**The developed Anti-Sexual Harassment implementation framework**

The University developed the Implementation Framework to actualize and operationalize the Anti-Sexual Harassment Policy. The framework is built on three (3) pillars including;

1. Promoting awareness and sensitization about the nature and impact of sexual harassment on human dignity and the quality of education in institutions of Higher learning. This will be achieved through undertaking continuous awareness creation among stakeholders, establishing an institutional framework that will guide prevention of and /or response to sexual harassment at the University and putting in place the Gender Mainstreaming Directorate

The proposed structure of the Directorate has been approved by the planning committee of Council.

2. Building human and financial capacity to respond to cases of Sexual Harassment. By holding special trainings of the University Health and security workers/personnel to handle sexual harassment cases; training staff of the Counseling unit to provide psycho-social support to victims; training staff of GMD on specialized issues pertaining to sexual harassment; setting up a Gender Mainstreaming financial systems in line with the University Financial Management Systems; lobbying for funds from development part-

**In 2019, 50 Students Peer trainers were selected representing all the University faculties. They have been fundamental in extending message of eliminating sexual harassment and ending violence against women as well as creating awareness on the Anti-Sexual Harassment Policy among fellow students and University community.**

ner and other stakeholders as well as conducting Inter-university sector wide training on gender budgeting

3. Reinforcing the culture of zero tolerance towards the harassment, abuse and exploitation at the university by incorporating the Anti –Sexual Harassment Policy provisions in the recruitment processes and other aspects of the Human Resource Policy including staff development, student affairs; operationalize deterrence measures against the use and displays of audio, visual aids, photos and any other materials that are of sexual harassment in nature and demeaning to both women and men; Maintain a digital and physical record of all cases of sexual harassment.

**The Student Peer Trainers**

In 2019, 50 Students Peer trainers were selected representing all the University faculties. They have been fundamental in extending message of eliminating sexual harassment and ending violence against women as well as creating awareness on the Anti-Sexual Harassment Policy among fellow students and University community. The Students Peer trainers have strongly supported the activities organized by the Gender Mainstreaming Directorate and its partners.

## Combating Sexual Harassment at Makerere University

**O**n 2nd March 2018, the Vice Chancellor of Makerere University Prof. Barnabas Nawangwe appointed a five member committee headed by Prof. Sylvia Tamale to investigate the causes of the increasing cases of sexual harassment, review the Policy and Regulations against Sexual Harassment and make recommendations for its improvement

This Committee consisted of Dr. Betty Ezati, Dr. Consolata Kabonesa, Dr. Christopher Mbazira and Dr. Aaron Mushengyezi and Gender Mainstreaming Directorate team. Some of the recommendations proposed by the Committee was the review of the Makerere University Policy and Regulations against Sexual Harassment; the need to deeply investigate cases, providing a favourable campus environment to students and staff, awareness raising and training students and staff on sexual harassment issues.

Sexual harassment at Makerere University endangers the fulfilment of gender equality. This is especially manifested in power relations for instance between lecturers and students which is attributed to incidences of sex for marks. A number of sensitization workshops have been organized since 2019 by the Gender Mainstreaming Directorate (GMD) to create and raise awareness among the university community on the amended Policy and Regulation against sexual harassment. These conversations have focused on establishing an institutional framework that encourages survivors of sexual harassment to seek redress and to act in eliminating sexual harassment at Makerere University. Another focus is to create a sense of social responsibility and zero tolerance to behaviors that constitute sexual harassment. These activities specifically target duty bearers such as Deans of Schools, Heads of Departments, programmes, and course coordinators, who according to the sexual harassment policy (2009) are part of the implementing organs and are key in acting on sexual harassment offenses brought to their attention.

**It is emerging from these dimensions that the staff understanding of gender equality and sexual harassment is varied with very limited understanding among some few. These conversations will continue to be sequential and periodic to ensure that all university staff are covered.**

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To date, the Makerere University Gender Mainstreaming Directorate has held conversations with members of staff from the colleges of Computing and Information Sciences (CO-CIS), College of Humanities and Social Sciences (CHUSS), College of Education and External Studies (CEES), College of Business and Management Sciences (COBAMS) and the School of Law (SoL) where sexual harassment cases have been very rampant. As critical staff members that interact with both students and academic staff, support staff (including cleaners, custodians, security personnel, secretaries, stenographers, etc.) in these colleges have also been trained mentored and trained on the dangers of engaging students into sexual harassment acts; understanding the role of the Policy and Regulations against Sexual Harassment. The conceptual understanding of Gender and sexual harassment have equally been covered. It is emerging from these dimensions that the staff understanding of gender equality and sexual harassment is varied with very limited understanding among some few. These conversations will continue to be sequential and periodic to ensure that all university staff are covered.

## Strengthening Students' Agency on sexual harassment through Dialogues



Above: HE. Shamim Nambassa, 87<sup>th</sup> Guild President speaking to student leaders during the dialogue held for guild representatives and the Class representatives

In 2021, Makerere University Gender Mainstreaming Directorate in partnership with the Guild Ministry of Gender, Ethics, and Integrity conducted a policy dialogue for the 86<sup>th</sup> and 87<sup>th</sup> Students Guild and Class representatives. The dialogue that was attended by over 200 participants drew attention to the student's leadership role in fighting against sexual harassment and all forms of gender based violence within and outside campus. At the dialogue, prominent political and technical leaders

including the Executive Director, KCCA Ms Dorothy Kisaka were present.

During the dialogue participants designed a framework to support the Gender Mainstreaming Directorate in extending message on eliminating sexual harassment and ending violence against women as well as creating awareness on the Anti-Sexual Harassment Policy among fellow students and University community.





## A walk through the investigation process: the Vice Chancellor's Roster of 100 and Sexual Harassment Investigations



In line with section 18 part (a) of Makerere University Policy and Regulations against sexual harassment 2006 (as amended), the Vice-Chancellor on 1st August 2019, appointed 100 members of the Vice Chancellor's Standing Roster to investigate sexual harassment. According to Makerere University Policy and Regulations against Sexual Harassment, the Vice Chancellor's Roster of 100 includes well-selected persons of integrity from which ad-hoc committees regularly drawn to investigate specific reported complaints of sexual harassment. The Roster represents all categories of groups in the University community that is; academic, administrative, and support staff, students (undergraduate and postgraduate) as well as all hierarchical ranks within those categories.

All complaints of sexual harassment are submitted through the Directorate of Gender Main-

streaming (GMD), which works with the office of the Vice Chancellor to institute sub committees of a minimum of three (3) and a maximum of seven (7) people to investigate each reported case. These sub committees are carved out of the broader Vice-Chancellor's roster of 100. So far, two (2) committees have been set up from the Vice Chancellor's roster of 100. These include: the Bantebya committee, 2018, and the Kabonesa committee, 2019.

The Bantebya committee has concluded its investigation of four cases and has submitted its report to the university management for further handling as prescribed by the policy. The Kabonesa committee is currently handling seven cases. A combined committee of Olympia Hostel Management and Makerere University investigated sexual harassment allegations reported by Makerere University student against a custodian in Olympia hostel.

### The reporting and handling of sexual harassment cases

- ❖ The complainant fills a reporting form available at the Gender Mainstreaming Directorate (GMD) or reports the matter to unit heads where the incident has happened.
- ❖ The GMD writes to the Vice Chancellor to constitute an investigations sub- committee from the roster of 100.
- ❖ The investigations are sanctioned, findings are established, and a recommendation is



A section of the members of the VC's roster during their training in 2019



Dr. Maxime Houinato, then UN Women Country Representative to Uganda addressing the members of the VC's roster<sup>123</sup> at their maiden training.

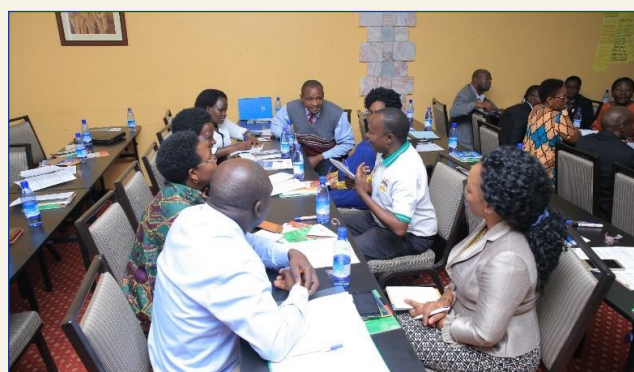
made to the University management.

- ❖ If there is a case to answer, the offender is referred to the appropriate disciplinary committee. In case of a student, the case is handled by the Student Disciplinary Committee and if it involves a staff member, then the matter is referred to the Appointments Board.
- ❖ These boards make the final decision on the case at hand.

### Next steps and conclusion

There has been an improvement in the reporting of cases. So far, **21 cases** have been reported resulting into **four dismissals**. There is need to expedite investigations and disposal of existing as well as new cases that may emerge. Although the investigation process has been affected by COVID-19 that saw the temporary closure of institutions of higher learning. It consequently halted the work of the Anti-sexual harassment committees moreover, some suspects went to court to challenge the activities of the anti-sexual harassment committees. Their action called for the need to gazette the Policy and Regulations against Sexual Harassment.

The Gender Mainstreaming Directorate is working on investing in evidence collection gadgets that would assist in the recording of evidence. Sometimes, cases of sexual harassment and abuse cannot proceed for lack of evidence. The needed messages or audio recordings are often times deleted by the victims out of anger and ignorance which makes it hard to prove a case of sexual harassment. The Directorate is conducting college based policy awareness and reporting mechanisms. Further, more resources are being sought for the prevention, management, and providing psychosocial support services to survivors of sexual harassment.



Members of the VCs Roster during one of their trainings

1. <https://observer.ug/education/61878-makerere-university-commissions-100-to-fight-sexual-harassment>  
 2. <https://twitter.com/makerere/status/1169138634316025856?lang=bg>  
 3. <https://news.mak.ac.ug/2019/08/mak-unveils-vcs-roster-of-100-amends-the-sexual-harassment-policy-andlaunches-safer-universities-project/>

The table below shows the composition of the Vice Chancellors Roster:

**(i) Academic Staff**

Name	Gender	College
Ms Nyanzi Marion	F	College of Business and Management Sciences
Dr. Rose Kirumira	F	College of Engineering, Design, Art and Technology
Dr. Dorothy Okello	F	College of Engineering, Design, Art and Technology
Dr. Sylvia Nanyonga Tamusuza	F	College of Humanities and Social Sciences
Dr. Grace Kibanja	F	College of Humanities and Social Sciences
Dr. Venny Nakazibwe	F	College of Engineering, Design, Art and Technology
Dr. Irene Etomaru	F	College of Education and External Studies
Dr. Joyce Bukirwa	F	College of Computing and Information Sciences
Dr. Nabukenya Immaculate	F	College of Veterinary Medicine, Animal and Biosecurity
Dr. Nakalembe Immaculate	F	College of Veterinary Medicine, Animal and Biosecurity
Dr. Damalie Nakanjako	F	College of Health Sciences
Prof Grace Bantebya Kyomuhendo	F	College of Humanities and Social Sciences
Dr. Consolata Kabonesa	F	College of Humanities and Social Sciences
Dr. Betty Ezati	F	College of Education and External Studies
Prof. Florence Dujanga	F	College of Natural Sciences
Dr. Florence Kyazze	F	College of Agriculture and Environmental Sciences
Dr Julia Kigozi	F	College of Agriculture and Environmental Sciences
Dr. Jeniffer Bisikwa	F	College of Agriculture and Environmental Sciences
Dr. Rebecca Nambi	F	College of Education and External Studies
Dr. Sabrina Kitaka	F	College of Health Sciences
Dr.Sylvia Baluka Angubua	F	College of Veterinary Medicine, Animal and Biosecurity
Dr. Zahara Nampewo	F	School of Law
Dr. Betty Nagudi	F	College of Natural Sciences
Dr Kevin Aanyu	F	College of Natural Sciences
Dr. Rovincer Najjuma	F	College of Education and External Studies
Dr. Florence Nakamanya	F	College of Education and External Studies
Dr. Elizabeth Nabiwemba	F	College of Health Sciences
Dr. Nakimuli Annette Olivia	F	College of Health Sciences
Ms. Jane Frances Alowo	F	College of Humanities and Social Sciences
Ms. Diana Ssekiboobo	F	College of Business and Management Sciences
Ms. Zaina Nakabuye	F	College of Business and Management Sciences
Dr. Agnes Rwashana Ssemwanga	F	College of Computing and Information Sciences
Dr Evelyn Kahiigi	F	College of Computing and Information Sciences
Dr Mercy Amiyo	F	College of Computing and Information Sciences
Dr. Rose Nakayi	F	School of Law
Dr. Nazarius Turyakira	M	College of Business and Management Sciences
Dr Francis Ekwaro	M	College of Computing and Information Sciences
Dr. Julius Kikooma	M	College of Humanities and Social Sciences
Dr. Michael Walimbwa	M	College of Education and External Studies
Dr. Denis Muyimbwa	M	College of Natural Sciences
Dr Patrick Mucunguzi	M	College of Natural Sciences
Prof. Mnason Tweheyo	M	College of Agriculture and Environmental Sciences
Dr. Fred Babweteera	M	College of Agriculture and Environmental Sciences
Prof. Fred Wabwire Mangen	M	College of Health Sciences
Prof. Peter Atekyereza	M	College of Humanities and Social Sciences
Dr. Amon Mwiine	M	College of Humanities and Social Sciences
Dr. Musinguzi Moses	M	College of Engineering, Design, Art and Technology
Dr. Musiime Victor	M	College of Health Sciences
Dr. Joab Ezra Agaba	M	College of Computing and Information Sciences



Dr. Denis Muhangi	M	College of Veterinary Medicine, Animal and Biosecurity
Dr. John Okiror	M	College of Agriculture and Environmental Sciences
Dr. Ronald Bisaso	M	College of Education and External Studies
Dr. Maria Kizito Kasule	M	College of Engineering, Design, Art and Technology
Mr. Arineitwe Joseph Ndemere	M	College of Engineering, Design, Art and Technology
Dr. Richard Kagolobya	M	College of Humanities and Social Sciences
Dr. David Namanya	M	College of Business and Management Sciences
Mr. Samuel Kabbera	M	College of Business and Management Sciences
Dr. Frank Mwine	M	College of Veterinary Medicine, Animal and Biosecurity
Dr. Robert Tweyongyere	M	College of Veterinary Medicine, Animal and Biosecurity
Prof. Christopher Mbaziira	M	School of Law

## (ii) Administrative Staff

Name	Gender	College
Ms. Susan Kyumulabi	F	Department of Finance
Ms. Hayoko Joyce	F	Department of Finance
Ms. Florence Amoding	F	Department of Finance, COBAMS
Ms. Baguma Night Vianney	F	Department of Finance
Ms. Justine Tumuhairwe	F	Department of the Academic Registrar
Ms. Jane Anyango	F	Public Relations Office,
Ms. Betty Kyakuwa	F	College of Business and Management Sciences
Ms Kabumbuli Winnie	F	Dean of Students Department
Ms. Patience Mushengyezi	F	Department Of the Academic Registrar
Ms. Ritah Namisango	F	Public Relations Office
Ms. Dorothy Kabanda	F	Department Of the Academic Registrar
Ms. Hildah Munyagwa	F	Department Of the Academic Registrar
Ms. Gladys Khamili	F	School of Public Health
M.s Proscovia Nabatte	F	Public Relations Office
Ms Kalungi Magdalene	F	Dean of Students Department
Ms. Nalubowa Norah	F	Dean of Students Department
Ms. Ikiriza Racheal	F	Directorate of Human Resources
Mr. Alexis Tugume	M	Department of Finance
Mr. Joseph Musoke	M	Department Of the Academic Registrar
Mr. Kiyingi Charles	M	College of Natural Sciences
Mr. Herbert Bataamy	M	College Registrar, CHS
Mr. Mawejje Phillip	M	Department of Finance
Mr. Richard Mugisha	M	Quality Assurance Directorate
Mr. Mujuni Deus	M	Directorate of Human Resources
Mr. Vincent Abigaba	M	School of Law
Mr. Mark Wamai	M	Public Relations Office
Ms. Kevin Nabiryo	F	Directorate of Human Resources

## (iii) Guild Representation

Name	Gender	Position
H.E. Shamim Nambasa	F	Guild President
Hon. Ruth Kitamirike	F	Minister for Gender, Ethics & Integrity
Hon. Fortunate Kemigisha	F	Minister of Post Graduate Students
Mr. Nicholas Kamwesigye	M	Student Peer Trainers Coordinator
Mr. Kelvin Luyombya Joshua	M	Student Representative to the QA/GM Council Committee
Mr. Douglas Sserwanga	M	President, Makerere University Class Representatives
Hon. Ambrose Tumwine	M	Off Campus Affair Minister
Hon. Kasasa Trevor	M	Minister of Information
Hon. Price Bbosa	M	Legal Affairs Minister
Hon. Mwesigwa Calvin Mugambwa	M	Minister of Health
Hon. Hashaka Reagan	M	Guild Security Minister

## Building sustainable impact against sexual harassment through Student Peer Trainers (SPTs)

In an effort to create sustainable impact in the fight against sexual harassment as well as ending Gender Based Violence at Makerere University, the Gender Mainstreaming Directorate adapted the Students Peer Trainers Approach.

Peer Educators are students advocating and promoting positive behaviors and providing accurate information to fellow students through planned events, facilitated small group conversations, and development of marketing campaigns. The Student Peer Trainers programme at Makerere University targets all categories of students from all the colleges.

Implemented through a voluntary based approach upon expression of interest, the programme has trained over 250 students Peer Trainers ready to foster Zero tolerance towards sexual harassment within Makerere University learning environment. The first cohort of 50 Students Peer Trainers was recruited in 2019 with support from Uganda Association of Women Lawyers (FIDA Uganda) and the Uganda Women's Network (UWONET). These were mentored by some of the renowned gender experts from Gender Mainstreaming, Makerere University School of Women and Gender and DC Sales Institute. They have been oriented on the strategic and appropriate techniques of advocating for a learning environment free from gender based violence and sexual harassment. The training has also enhanced students' knowledge on gender related policies as well as concepts. In addition, the champions have been empowered with skills to use the positive power of peer influence to promote respect and civility at Makerere University and beyond. With the multiplier approach, the SPTs have mobilized 20,000 students to participate in the various students' campaigns and dialogues such as the two4one campaign for change against sexual harassment, stakeholder policy dialogues and student-led poetry night.

This vibrant team has influenced a cultural shift to the gender norms and stereotypes that disempower students especially the female students. The team has led serious conversations with fellow students on sexual harassment and gender based violence; engaged and supported activities and campaigns that are geared towards popularizing the Makerere University Policy and Regulations against Sexual Harassment; organized the poetry nights as a way of enhancing information on sexual harassment among students and also built an interuniversity students network to fight against sexual harassment and any other form of gender based violence in institutions of higher learning.

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“The multiplier effect of these SPTs is immense! Whereas we carefully selected and trained 200 students, there has been an outstanding recruitment process by the fellow students through students’ engagements such as the student poetry nights. The SPTs have also initiated outreach programmes to support their fellow students from other universities. The students led conversations on sexual harassment organized by Makerere University, Kampala International University, Uganda Martyrs University, Gulu University and Kyambogo University is one of the best example. This kind of networking and synergizing strengthen the campaigns against Sexual Harassment.” Eric Tumwesigye, Senior Gender Officer at Makerere University.

### **Harnessing the impact of Student Peer Trainers model**

According to the 2019 Gender report produced by the Makerere University Gender Mainstreaming Directorate (GMD), on gender-based violence and more specifically sexual harassment there is no evidence about increasing or reduction of sexual harassment cases. This has been tracked through the number of cases that have been reported by the students compared to the previous years before the Student Peer Trainer program.

The program has recorded a visible milestone in adoption and incorporation of several gender modules into the day-to-day trainings at various University Colleges. With the increased number of Student Peer Trainers, the exponential impact of gender advocates beyond the University setting is a reality. This will increase on

**“I didn’t know that students are sexually harassed at Makerere University. I even never imagined that I had a role to play in fighting sexual harassment. I was privileged to have been identified and trained as one of the student peer trainers in my course by the team from GMD. As peer trainers, we have created a lot of impact on our fellow students in relation to empowering them to fight for their rights against sexual harassment,”**  
**Anorid Student Peer Trainer and undergraduate student, Veterinary Medicine.**

the fight against sexual harassment, a national and global target by strategic partners.

Through the Peer Trainers, GMD continues to record outstanding results from the critical mass of champions that have been mentored across the different levels. The SPTs have also been involved in the spaces and institution fighting SGBV including UN Women, UWONET and on several national television such as SEE TV, NBS TV, Sanyuka TV, crusading for the ending of sexual harassment in Higher Education Institutions.



## THE TWO4ONE TALENT FOR CHANGE CAMPAIGN IGNITES STUDENTS' ACTION IN THE FIGHT AGAINST SEXUAL HARASSMENT

**T**he 'Two for One Talent for Change' (also known as Two4One Campaign) is a peer-to-peer performance Arts drive aimed at mitigating Sexual Harassment in Universities through collaborative efforts of both men and women. The campaign taps into students' talents as an agency for addressing a social challenge that primarily affect them. It seeks to put to good use of students' positive energies through engaging in innovative thinking on how to solve social problems in their communities; scale up awareness creation on sexual harassment prevention and response as well as tapping into and strengthening students' activism through continuous innovations on solutions to sexual harassment prevention and response.

Despite the onset of the global COVID -19 pandemic that started in December 2019 followed by a lockdown in March 2020 through to October 2020 in Uganda, Makerere University was resilient and pivoted to online learning and this necessitated gradual opening of the University to allow the final year students to resume studies and other Units in the University to equally resume operations. Since the Safer Universities Project activities were highly dependent on the availability of students at the university and interactions between staff, the Gender Mainstreaming Directorate leveraged on this opportunity to kick-start the implementation of the Two4One Campaign.

The first campaign was successfully rolled out at Makerere University in 2019 where over 64 entries registered to compete in the categories of music, dance, drama, poetry and instrumentals with messages pivoted at understanding and ending sexual harassment in Universities. The Campaign initiated open discussions on sexual harassment among students, and attracted interest from other Universities around the country as an interactive and highly effective mode of transmitting messages against Sexual Harassment to the student masses and the general Community. The 2019 education and the

**Tapping into the potentials and innovativeness of the youth, the 'Two for One Talent for Change' campaigns at Makerere University empower students with knowledge on gender based violence and sexual harassment through debates, theatre forums, student dialogues, thematic artistic presentations, boot camps, seminars, media exposures, drama and music skits presentation, students peer led discussions and quarterly competitions that are choreographed around gender and sexual harassment related themes.**

first edition of this campaign was climaxed at Makerere University Freedom Square with over 15,000 students and staff. Out of the 64 contestants, 15 made it to the finals.

Since then, the 'Two for One Talent for Change' campaign has now been extended beyond Makerere University to bring on board students from other universities within the country to compete among themselves on the best innovative messages against sexual harassment in their communities.

The 2020 edition of the Two4One Talent for change Campaign was organized in line with the annual 16 Days of Activism against Gender Based Violence to honour the late Susan Oregede , former EVAW specialist at UN Women Uganda Country office for her outstanding contribution towards ending violence against women and girls in Uganda.



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During the Two-4-One students' dialogues, participants underwent life changing sessions witnessed by change of perceptions about Gender stereotypes and biased gender norms perpetuated by the patriarchal structures. The sessions also enhanced students' knowledge on actions that victims of sexual harassment can take to protect their dignity and seeking partnership engagement with the men and boys.

At the reporting period, over 400 sensitization sessions had been conducted and Gender Mainstreaming Directorate (GMD) had recorded an increase in the number of cases. The Directorate has also tapped into media as a favorable platform to call for action towards zero tolerance on sexual harassment among institutions of higher learning

### Joining the Two4one talent for change campaign

#### Phase/Stage I

Students who wish to take part in the competition register and create profiles on the competition website and eventually upload their content. The content submitted by the contestants is subjected to members of the university communities and the public for rating and eventual voting. A set of technical judges selected by the Makerere University Gender Mainstreaming Directorate scrutinizes the candidates shortlisted for the first level of competition with reference to

the public rating in line with the relevance of the content submitted

#### Phase/Stage II

At this stage, shortlisted candidates are given a platform to physically present to the judges

#### Preparations for the Grand Finale – 5 Day Boot Camp

Prior to the Grand Finale, the Finalists are invited to participate in a 5 - day intensive boot Camp. At this forum, the finalists undergo professional creative training on how to effectively communicate the message on sexual harassment using talent. This training also equips participants with skills on effective communication, confidence building, and understanding of gender. It as well prepare the students as ambassadors of change in their respective universities and communities. The boot Camp constitutes a performance material that the participants present at the Grand Finale.

#### Grand finale

Held at Makerere University, the grand finale is massively attended by students, student leaders from the various universities, university staff, and leadership, representatives of the project funding partners, the media and the general public.

#### The Awarding process

At each event, the finalists make their presentations and the three (3) winners are awarded as well highlighted in the table below

No.	Position	Award (UGX)
	The Winner	5,000,000
	First runner-up	4,000,000
	Second runner-up	3,000,000

In addition to the cash prize for the overall winner, the person is supported with an extra 5, 000,000 UGX to further develop and publish the script.

These awards are flexible depending on the availability of funds.





Hon. Kirabo Marion, 86th Guild Minister of Gender, Ethics, and Integrity at the Two4One Campaign 2020 Audition Grand Finale



Angel Kene, the overall winner of the 2020 Auditions with the late Susan Oregedde's sisters. The 2020 two4one audition was done in her memory for her great contributions towards ending Violence Againsts Women and Girls.

### Learning through the Two-4-One innovation

As the University continues to harness milestones against sexual harassment created by



the Two-4-One innovation, key lessons have been documented:

**Using the student leaders to fight sexual harassment:** Through the student leaders, the Gender Mainstreaming Directorate as noted a tremendous impact target reach in the fight against sexual harassment. The student-to-student peer network built is a formidable force to fight the sexual harassment vice.

**Using appropriate and student tailored activities:** The Two-4-One innovation used poems, dialogues, music, drama skits and student-led competitive gender events to attract student participation in edutainment. Students got empowered with the knowledge and skills to fight sexual harassment through these activities due to limited boredom. The innovation to use entertainment skits as a mode of empowering students to fight sexual harassment adds a strategic and unique contribution for adaptation.

### Next steps to building impact through the Two-4-One innovation

To effectively create sustainable impact through the Two-4-One innovation amidst the current challenges of fighting sexual harassment at Makerere University, there is need to increase funding for the student led activities that are designed to empower students with knowledge on gender and other related aspects. Through the University leadership, more efforts to document and disseminate best practices that will attract victims of sexual harassment to seek justice and remedy against the perpetrators of sexual harassment are needed.



## Transforming the life of a girl child through the female scholarship Foundation scheme

**M**akerere University Female Scholarship Foundation (FSF) was born out of the Female Scholarship Initiative (FSI) established at University in 2001 with support from the Carnegie Corporation of New York. The goal of FSI was to support girls from disadvantaged socio-economic backgrounds to access university education thus contributing to the increased female enrollment at the University.

Through this support, over 1120 female scholars have graduated and are selflessly serving mother Uganda as Lawyers, Chief Executives, Directors, Programme Managers, Bankers, Lecturers, Teachers, Medical Doctors, Church Ministers, Mothers, Big sisters, Social workers and many others. These ladies are clearly the testimony of

what Uganda as a country, Africa as a Continent would lose if they had failed to access University education due to lack of fees and other support that the Makerere University Female Scholarship Foundation has offered since the year 2001.

The FSF is administered by the Gender Mainstreaming Directorate and the selection process is handled by a committee currently chaired by Prof. Betty Ezati. Members of the Selection Committee include; Dr. Evelyn Lutwama from School of Women and Gender Studies, Mr. Charles Sentongo, Deputy Registrar, Admissions; Ms Winifred Kabumbuli, Dean of Students; Dr. Margaret Mangheni, Lecturer, College of Agriculture and Environmental Sciences.



**Prof. Betty Ezati,  
Chairperson**



**Ms Winifred Kabumbuli,  
Member**



**Dr. Evelyn Rukundo  
Lutwama, Member**



**Mr. Charles Sentongo,  
Member**



**Dr. Margaret Mangheni,  
Member**

**“We need funding to support our activities such as mindset change campaigns, trainings, research in gender, post doctorates opportunities and many other areas,” Dr. Euzobia Baine – Director GMD.**

Numerous bright but socio-economically disadvantaged girls in Uganda still face challenges in accessing higher education. These include girls from less privileged, geographically disadvantaged districts and locations, girls from refugee/displaced communities, ethnic minority groups and girls with various disabilities.

For the academic years 2019/2020/2021/2023, the Female Scholarship Foundation Scheme supported a total of 52 students scholarships. With this support over 102 students have graduated since 2019. Of these, 29 were the last batch of the Carnegie Scholars who were supported with funding from the Carnegie Corporation of New York.

## Other scholarship opportunities managed by Makerere University Gender Mainstreaming Directorate

### Tuition and Functional Fees Waiver Scholarship Scheme

Makerere University Tuition and Functional Fees Waiver is a Scholarship Scheme that was initiated by Makerere University Gender Mainstreaming Directorate and approved by the Makerere University Council in December 2010. The Scheme supports bright female students only from disadvantaged socio-economic background to access education at Makerere University. Through this scheme, University waives off tuition and functional fees for the duration of the study programme of the beneficiaries. The scholarship programme was initiated with only 20 scholarship awards, however, in 2021, Makerere University Council at its 152<sup>nd</sup> meeting approved the doubling of the scholarships to 40 with effect from 2021/2022 Academic Year. The programme caters for all eligible female students undertaking any University Programme at Makerere University.

### The Chinese Ambassadors Scholarship

In 2018, Makerere University received two scholarship awards; the Ambassador's Award for Excellence and the Ambassador's Award for Friendship to Makerere University continuing students. The worth UGX 85 million Scholarship awards were to enable 30 continuing students with a genuinely disadvantaged socio-economic background to pursue their studies at Makerere University for the academic year 2018/2019.

The Chinese Embassy renewed this scholarship offer by supporting an additional 24 (48 in total) students with the two scholarships categories for academic years 2020/2021 and 2021/2022. To date, 54 scholarships have been awarded to students pursuing various programmes in the different Colleges at Makerere University. The first cohort graduated in May 2022 with 3 female students obtaining first class degrees.



### List of the FSF Scholars, 2014/2022

A. College of Agriculture and Environmental Sciences					
1	KAWOLA PERUTH	21/U/11194/PS	2100711194	BACHELOR OF AGRIBUSINESS MANAGEMENT	
2	KUSIIMA CHARITY	21/U/05625/PS	2100705625	BACHELOR OF SCIENCE IN AGRICULTURAL ENGINEERING	
3	ADONG WINNIEFRED	21/U/15001/PS	2100715001	BSC HUMAN NUTRITION	
4	NAMULI MERCY	21/U/17280/PS	2100717280	BACHELOR OF AGRIBUSINESS MANAGEMENT	
B College of Engineering Design Art and Technology					
1	ATOO MERCY	21/U/17270/PS	2100717270	BACHELOR OF INDUSTRIAL AND FINE ARTS	
2	MUSIIMENTA EVAS	21/U/07059/PS	2100707059	BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING	
3	ADOCH RACHAEL	21/U/11479/PS	2100711479	BSC QUANTITY SURVEYING	
4	KAGINA SHILLAH	21/U/12571/PS	2100712571	BSC ELECTRICAL ENGINEERING	
C. College of Education and External Studies					
1	KISAKYE GIFT ZABIBU	21/U/15011/PS	2100715011	BACHELOR OF ARATS (EDUCATION)	
2	BAKITA LINDA	21/U/14378/PS	2100714378	BACHELOR OF ARTS (EDUCATION)	
3	KIDEN HAWA	21/U/18666/PS	2100718666	BACHELOR OF ARTS (EDUCATION)	
4	CHEKWEMBOI SANDRA	21/U/17938/PS	2100717938	BACHELOR OF ARTS (EDUCATION)	
D. College of Health Sciences					
1	AKWIACWINY BARBARA	21/U/05006/PS	2100705006	BACHELOR OF SCIENCE IN BIOMEDICAL SCIENCES	
2	NABUKALU T. DEBORAH	21/U/12857/PS	2100712857	BACHELOR OF SCIENCE IN BIOMEDICAL SCIENCES	
3	EJANG PATRICA	21/U/11037/PS	2100711037	BACHELOR OF SCIENCE IN NURSING	
4	NAMBAZIIRA PATIENCE	21/U/10947/PS	2100710947	BACHELOR OF CYTOTECHNOLOGY	
E. College of Humanities and Social Sciences					
1	OPINDERA PATIENCE	21/U/17533/PS	2100717533	BACHELOR OF ARTS (SOCIAL SCIENCES)	
2	ABER SHARON	21/U/12441/PS	2100712441	BACHELOR OF ARTS	
3	APESO LUCY	21/U/09698/PS	2100709698	BACHELOR OF ARTS (SOCIAL SCIENCES)	
4	NIWASIIMA HELLENNAH	21/U/16377/EVE	2100716377	BACHELOR OF JOURNALISM & COMMUNICATION	
F. College of Business and Management Sciences					
1	KAHINDO JESCA	21/U/14218/PS	2100714218	BACHELOR OF STATISTICS	
2	KAMUKAMA PRETTY	21/U/1382/PS	2100711382	BACHELOR OF ARTS IN ECONOMICS	
3	BABIRYE NAMALA JOSELYN	21/U/13676/PS	2100713676	BACHELOR OF COMMERCE	
4	AYINEBYONA IMMACULATE	21/U/07992/PS	2100707992	BACHELOR OF QUANTITATIVE ECONOMICS	
G. College of Computing and Information Sciences					
1	NKAMUSHABA SARAH	21/U/19321/PS	2100719321	BACHELOR OF LIBRARY AND INFORMATION SCIENCE	
2	NAMPEWO MARGARET	21/U/09801/EVE	2100709801	BACHELOR OF SCIENCE IN COMPUTER SCIENCE	
3	NATUKUNDA CATHERINE	21/U/05595/EVE	2100705595	BSC SOFTWARE ENGINEERING	
4	ANYUMEL CHRISTINE	21/U/05738/PS	2100705738	BACHELOR IN INFORMATION SYSTEMS AND TECHNOLOGY	
H. College of Natural Sciences					
1	AMUTUHAIRE VIAN	21/U/18392/PS	2100718392	BSC BIOTECHNOLOGY	
2	NANYANZI DIANA	21/U/06331/PS	2100706331	BSC PETROLEUM GEOSCIENCE & PRODUCTION	
3	ATAHO SHEEBA	21/U/12508/PS	2100712508	BACHELOR OF SCIENCE IN INDUSTRIAL CHEMISTRY	
4	NAGAWA BRIDGET	21/U/15501/PS	2100715501	BACHELOR OF SCIENCE IN INDUSTRIAL CHEMISTRY	
I College of Veterinary Medicine, Animal Resources and Biosecurity					
1	ATURINDA JENNIPHER	21/U/08460/PS	2100708460	BACHELOR OF BIOMEDICAL LABORATORY TECHNOLOGY	
2	NAKYOBE STELLA	21/U/18200/EVE	2100718200	BACHELOR OF BIOMEDICAL LABORATORY TECHNOLOGY	
3	ASIIMIRE JOANITA ANGEL	21/U/08600/PS	2100708600	BACHELOR OF VETERINARY MEDICINE	
4	ETAP PASKA	21/U/14585/PS	2100714585	BACHELOR OF BIOMEDICAL LABORATORY TECHNOLOGY	
J. School of Law					
1	ABOKE ELIZABETH CLEOPATRA	21/U/19093/PSA	2100719093	BACHELOR OF LAWS	
2	INGRID TUKUNDANE ORACLE	21/U/19142/PS	2100719142	BACHELOR OF LAWS	
3	ATAI ISABEL NICOLE	21/U/19255/PS	2100719255	BACHELOR OF LAWS	
4	ASONIWA SANDRA	21/U/12121/PSA	2100712121	BACHELOR OF LAWS	

S/N	Reg. No	Student No	Name	Program	Type of Scholarship
	14/U/15952/PS	214012182	WOBUSOBOZI Justine	Bachelor of Science in Veterinary Medicine	Carnegie
	14/U/15370/PS	214006115	TUMUKUNDE Polina	Bachelor of Veterinary Medicine	Carnegie
	14/U/9139/PS	214002436	Mbabazi Irene	Bachelor of Medicine and Bachelor of Surgery	Carnegie
	14/U/12704/PS	214005062	Nantale Rebecca	Bachelor of Medicine and Bachelor of Surgery	Carnegie

## GENDER MAINSTREAMING DIRECTORATE

NO.	REG. NO.	STUDENT NO.	SURNAME	OTHER NAMES	PROGRAMME OF STUDY	Scholarship
1	16/U/16710/PS	216006354	Nangiro	Beniamina	Bachelor of Business Statistics (MUBS)	Carnegie
2	16/U/16598/PS	216006464	Namuleme	Ruth	Bachelor of Industrial and Organizational Psychology	Carnegie
3	16/U/17030/PS	216017636	Ndagire	Shamim	Bachelor of Industrial and Fine Arts	Carnegie
4	16/U/9371/PS	216012588	Namirembe	Maria Thereza	Bachelor of Industrial and Organizational Psychology	Carnegie
5	16/U/8409/EVE	216014951	Najjuma	Sharon	Bachelor of Industrial and Organizational Psychology	Carnegie
6	14/U/20536/PS	214008645	Namutebi	Shamilla	Bachelor of Procurement and Logistic Mgt	Carnegie
7	16/U/9277/EVE	216017286	Namayanja	Susan	Bachelor of Records and Archives Management	Carnegie
8	15/U/3076/EVE	215005941	Akanto	Ana Evalyne	Bachelor of Laws	Carnegie
9	16/U/8875/EVE	216007732	Nakkazi	Angella	Bachelor of Arts in Development Economics	Carnegie
10	15/U/20646/PS	215020413	Nassuna	Catherine	Bachelor of Science in Biomedical Sciences	Carnegie
11	16/U/19924/PS	216020981	Nankoma	Barbra	Bachelor of Animal Production Technology & Management	Carnegie
12	16/U/3525/ps	216002886	Apio	Christine Patience	Bachelor of Social Work and Social Administration	Carnegie
13	16/U/9094/EVE	216014035	Naluyima	Jacqueline	Bachelor of Business Administration	Carnegie
14	16/U/12396/EVE	216014289	Were	Peace	Bachelor of Development Studies	Carnegie
15	16/U/5160/EVE	216004101	Kagoya	Lydia	Bachelor of Business Administration	Carnegie
16	16/U/6351/PS	216005701	Kukundakwe	Flavia	Bachelor of Arts in Economics	Carnegie
17	16/U/9284/EVE	216007739	Namazzi	Caroline	Bachelor of Arts with Education	Carnegie
18	16/U/8786/PS	216006105	Nakiranda	Salama	Bachelor of Arts (Social Sciences)	Carnegie
19	16/U/2899/PS	216004603	Aheebwa	Mukonyezi Bridget	Bachelor of Business Administration	Carnegie
20	16/U/5702/EVE	216014766	Katusiime	Adrine	Bachelor of Statistics	Carnegie
21	16/U/2749/PS	216002847	Achuna	Babra	Bachelor of Science in Speech and Language Therapy	Carnegie
22	16/U/5934/PS	216013770	Kikobyee	Winnie	Bachelor of Social Work and Social Administration	Carnegie
23	16/U/8129/EVE	216007515	Nabisere	Stella	Bachelor of Business Administration	Carnegie
24	16/U/5878/EVE	216002735	Kemigisha	Sharon	Bachelor of Commerce	Carnegie
25	15/U/19650/PS	215019613	Maliko	Scholastica	Bachelor of Science in Nursing	Carnegie

NO.	REG. NO.	STUDENT NO.	SURNAME	OTHER NAMES	PROGRAMME OF STUDY	Scholarship
1	16/U/7736/PS	216003014	Mutamba	Phionah	Bachelor of Agribusiness Management	Tuition Waiver
2	16/U/9622/PS	216018035	Namuyanja	Sylvia	Bachelor of Arts with Education	Tuition Waiver
3	16/U/9764/PS	216004465	Nnanono	Anastasia	Bachelor of Arts (Social Sciences)	Tuition Waiver
4	16/U/9903/PS	216012613	Nanvuma	Esther Kasirye	Bachelor of Business Administration (Mak)	Tuition Waiver
5	16/U/9617/EVE	216015336	Namuyanja	Mariam	Bachelor of Library and Information Science	Tuition Waiver
6	16/U/8271/PS	216013704	Nabyonga	Christine Mutebi	Bachelor of Science in Biotechnology	Tuition Waiver
7	16/U/1237/PS	216007106	Twebaze	Brilliant	Bachelor of Biomedical Laboratory Technology	Tuition Waiver
8	16/U/4069/EVE	216016502	Ayoto	Christine	Bachelor of Biomedical Laboratory Technology	Tuition Waiver

NO.	REG. NO.	STUDENT NO.	SURNAME	OTHER NAMES	PROGRAMME OF STUDY
1	16/U/6439/PS	216002749	Kyakunzire	Faith	Bachelor of Medicine and Bachelor of Surgery
NO.	REG. NO.	STUDENT NO.	SURNAME	OTHER NAMES	PROGRAMME OF STUDY
2	17/U/5428/PS	217006823	Konga	Juliet	Bachelor of Science in Land Surveying and Geometrics
S/N	REG.NO	STUDENT NO	NAME	OTHER NAMES	PROGRAMME
3	18/U/22634/PS	1800722634	Nsuutwa	Agatha	Bachelor of Industrial and Fine Arts
4	18/U/22618/PS	1800722618	Nanteza	Leticiah	Bachelor of Industrial and Fine Arts
5	18/U/22268/PS	1800722268	Nassuna Swafia	Swafia	Bachelor of Arts with Education (EDA)
6	18/U/24041/PS	1800724041	Kusasira	Evelyn	Bachelor of Arts with Education
7	18/U/8794/PS	1800708794	Akot Deborah	Deborah	Bachelor of Arts (Social Sciences) (ASE)
8	18/U/22021/PS	1800722021	Amongin	Sarah	Bachelor of Development Studies (DAY)
9	18/U/9311/PS	1800709311	Nalukwago	Stella	Bachelor of Science in Business Statistics
10	18/U/20517/PS	1800720517	Namugosa	Victor	Bachelor of Science in Quantitative Economics
11	18/U/23409/EVE	1800723409	Nabunje	Diana Lubega	Bachelor of Science in Software Engineering
12	18/U/20140/PS	1800720140	Basemera	Maria Goretti	Bachelor of Science in Industrial Chemistry
13	18/U/23067/PS	1800723067	Nadiru	Caroline	Bachelor of Biomedical Laboratory Technology

S/N	REG. NO	STD NO.	SURNAME	OTHER NAMES	PROGRAMME
1	19/U/3977/PS	1900703977	Ampereza	Millenium	Bachelor of agribusiness management
2	19/U/12861/PS	1900712861	Namuddu	Joanah	Bachelor of science in tourism and hospitality management
3	19/U/18981/PS	1900718981	Kasande	Jemimah	Bachelor of science in land surveying and geometrics
4	19/U/17734/PS	1900717734	Nyamwenge	Getrude	Bachelor of arts with education
5	19/U/23216/EXT	1900723216	Nakaweesi	Stella	Bachelor of commerce(external)
6	19/U/7065/PS	1900707065	Nanfuka	Milly	Bachelor of environmental health science
7	19/U/4701/EVE	1900704701	Namukose	Maria	Bachelor of social sciences
8	19/U/4294/PS	1900704294	Nakkungu	Noel	Bachelor of arts in arts
9	19/U/15346/PS	1900715346	Nambatya	Rovine	Bachelor of commerce
10	19/U/3574/PS	1900703574	Atenyo	Brenda	Bachelor of business administration
11	19/U/12119/PS	1900712119	Uwimaana	Olivia	Bachelor of science in software engineering
12	19/U/12098/EVE	1900712098	Nakasagga	Juliet	Bachelor of information systems and technology
13	19/U/11321/PS	1900711321	Namumbya	Shabirah	Bachelor of science in industrial chemistry
14	19/U/8627/PS	1900708627	Akello	Winnifred	Bachelor of veterinary medicine
15	19/U/11312/EVE	1900711312	Namugema	Brenda	Bachelor of biomedical laboratory technology
16	19/U/1802/PS	1900701802	Aligawesa	Mercedes Naiga	Bachelor of laws
17	19/U/20331/EVE	1900720331	Nakasiga	Samalie Liz	Bachelor of laws



S/N	REG.NO	STUDENT NO.	NAME	SEX	PROGRAMME
1	20/U/14854/PS	2000714854	AFOYORWOTH FLAVIA	F	Bachelor of Science in Agriculture
2	20/U/1388/PS	2000713881	AFOYORWOTH DAIZY	F	Bachelor of Agricultural & Rural Innovation
3	20/U/3929/PS	2000703929	LAKAREBER MERCY	F	Bachelor of Electrical Engineering
4	20/U/3836/PS	2000703836	KEMIGISHA FARIDAH	F	Bachelor of Industrial and Fine Art
5	20/U/4408/PS	2000704408	AMODING FLORENCE	F	Bachelor of Arts with Education
6	20/U/4442	2000704442	AYUK SHARON	F	Bachelor of Arts with Education
7	20/U/11383/PS	2000711383	ALUPO MERCY BRIDGET	F	Bachelor of Environmental Health Science
8	20/U/1212/PS	2000712121	NABUKEERA SYLVIA	F	Bachelor of Science in Biomedical Engineering
9	20/U/9762/EVE	2000709762	MAIA JANE	F	Bachelor of Journalism and Communication
10	20/U/9206/PS	2000709206	MINGADIO FOSKA IYA	F	Bachelor of Industrial & Organizational Psychology
11	20/U/15108/EVE	2000715108	AYUGI SILVIA	F	Bachelor of Business Administration
12	20/U/8951/PS	2000708951	ACAN WINNIE RACHEAL	F	Bachelor of Science in Quantitative Economics
13	20/U/9664/EVE	2000709664	NASIRUMBI LEVINAH	F	Bachelor of Library and Information Science
14	20/U/8038/EVE	2000708038	AWINO PERESI JOYCE	F	Bachelor of Information Systems and Technology
15	20/U/11870/PS	2000711870	CHEKWEMOI ABIGAEL	F	Bachelor of Science in Biotechnology
16	20/U/2421/PS	2000702421	CHEMOS GLORIA	F	Bachelor of Science-Biological
17	20/U/9546/EVE	2000709546	AMODING AGNES TUKEI	F	Bachelor of Biomedical Laboratory Technology
18	20/U/9699/PS	2000709699	KEMIGISHA JOAN	F	Bachelor of Industrial Livestock and Business
19	20/U/14374/PS	2000714374	NATUKUNDA PAMELA EDETRUDA	F	Bachelor of Laws
20	20/U/21279/PSA	2000721279	AINOMUJUNI CAROLINE	F	Bachelor of Laws

S/N	REG.NO	STUDENT NO.	NAME	SEX	PROGRAMME
1	20/U/9928/PS	2000709928	APUUN DEBORAH NANGIRO	F	Bachelor of Laws
2	20/U/1678/PS	2000701678	NGABWA RINAH	F	Bachelor of Vet Medicine

No	Reg No.	STD NO.	NAME	PROGRAMME
1	22/U/20666/PS	2200720666	NANGOBI PENINAH	BSc in Human Nutrition
2	22/U/3535/PS	2200703534	NAKANJAKO SHAMIM	Bachelor of Agribusiness Management
3	22/U/21058/PS	2200721058	NANYUNJA PERUTH	Bachelor of Agribusiness Management
4	22/U/3564/PS	2200703564	NAKUJA CHARITY	Bachelor of Science in Industrial Chemistry
5	22/U/3594/PSA	2200703594	NAMARA JOVIA	Bachelor of Science in Civil Engineering
6	22/U/3533/PS	2200703533	NAKANJAKO ESTHER	BSc Electrical Engineering
7	22/U/3595/PS	2200703595	NAMARA CAROLYNE	Bachelor of Arts with Education
8	22/U/3124/PS	2200703124	KABARUNGI JANET MAY	Bachelor of Science with Education
9	22/U/3761/PS	2200703761	OMWICHA RAHAB	Bachelor of Arts with Education
10	22/U/3527/PS	2200703527	NAKAGOLO SHAKIRA	Bachelor of Arts with Education
11	22/U/3492/PS	2200703492	NABAGGALA ZAHARAH	Bachelor of Science with Education
12	22/U/3571/PS	2200703571	NALUBEGA MIRIAM	Bachelor of Cytotechnology
13	22/U/3453/PS	2200703453	MUSUBIKA DIANA MIRIAM	Bachelor of Dental Surgery
14	22/U/3634/PS	2200703634	NANKINGA SOPHIA	Bachelor of Environmental Health Science
15	22/U/3785/PS	2200703785	OWOMUGISHA ASUMPTA	Bachelor of Cytotechnology
16	22/U/3457/EVE	2200703457	MUTEBI CHRISTINE DENISE	Bachelor of Arts in Social Sciences
17	22/U/20804/PS	2200720804	MEEME MONICA	Bachelor of Journalism & Communication
18	22/U/3530/PS	2200703530	NAKAKEETO DAISY	Bachelor of Arts in Social Sciences
19	22/U/3609/PS	2200703609	NAMUGAYA BRENDA	Bachelor of Social Work
20	22/U/3227/PS	2200703227	KHUKANAWELE PATRICIA	Bachelor of Arts in Social Sciences
21	22/U/3702/PS	2200703702	NTEMBO BRENDA	Bachelor of Arts in Social Sciences
22	22/U/2919/PS	2200702919	AKELLO JOY	Bachelor of Arts in Social Sciences
23	21/U/17144/EVE	2100717144	MUTYEMBU MARION	Bachelor of Arts in Social Sciences
24	22/U/2907/PS	2200702907	AJUPO JUDITH	Bachelor of Social Work
25	22/U/20879/EVE	2200720879	BIRABWA SYLVIA	Bachelor of Commerce
26	22/U/3087/PS	2200703087	GAYITA JOANITA	Bachelor of Statistics
27	22/U/3537/PS	2200703537	NAKASIGA MICHELLE MUNIRA	BSc Population Studies
28	22/U/21848/EVE	2200721848	NAKAWUKI KIZZA SANDRA	Bachelor of Business Administration
29	22/U/3916/PS	2200703916	TUSIIME SYLVIA	Bachelor of Business Administration
30	22/U/20881/PS	2200720881	SYAIPUMA SCOVIA	Bachelor of Commerce
31	22/U/3701/PS	2200703701	NTEGYERIZE WINNIE PEACE	Bachelor of Business Administration
32	22/U/3632/PS	2200703632	NANGOBI FAIHA	Bachelor of Arts in Economics
33	22/U/2934/PS	2200702934	ALOYO MOUREEN	Bachelor of Business Administration
34	22/U/2947/PS	2200702947	AMPAIRE STACEY NUWAGABA	BSc Software Engineering
35	22/U/3624/PS	2200703624	NAMUWANGA AISHA	Bachelor of Science in Computer Science
36	22/U/5152/PS	2200705152	NAMUWAYA WINFRED	Bachelor of Science in Computer Science
37	22/U/3201/EVE	2200703201	KATUSIME WINNIE	Bachelor of Biomedical Laboratory Technology
38	22/U/3274/EVE	2200703274	KOBUSINGYE PEACE	Bachelor of Biomedical Laboratory Technology
39	22/U/3229/EVE	2200703229	KIGGUNDU LATIFAH	Bachelor of Biomedical Laboratory Technology
40	22/U/5111/PS	2200705111	MBABAZI LEAH UWASE	Bachelor of Laws

### List of Scholars Awarded The Chinese Ambassadors Scholarship of Excellence 2018/2019

	REG NO.	NAME	SEX	PROGRAMME
1	17/U/2123/PS	Agaba Joshua	M	Bachelor of Science in Biotechnology
2	17/U/3074/EVE	Atala Christine	F	Bachelor of Arts in Social sciences
3	17U/3146/PS	Atuheire Loyce	F	Bachelor of Adult and Community Education
4	17/U/3561/EXT	Begumisa Samuel	M	B.Commerce External
5	17/U/5048/EVE	Khisa Emma	M	Bachelor of Biomedical Laboratory Technology
6	17/U/5237/PS	Kirungi Ivan Nyankwarara	M	Bachelor of Arts in Social Sciences
7	17/U/5313/PS	Kituyi Tracy	F	Bachelor of Arts in Social Sciences
8	17/U/1995/PS	Lanyero Enid	F	Bachelor of Community Psychology
9	17/U/7573/PS	Nakayinga Veronika	F	Bachelor of Business Administration
10	17/U/7644/PSA	Nakigudde Jascent	F	Bachelor of Science in Quantity Surveying
11	17/U/7844/PS	Nalubowa Belinda	F	Bachelor of Civil Engineering
12	17/U/8021/PS	Namakula Lydia Nabawanuka	F	Bachelor of Environmental Health Science
13	17/U/1896/PS	Ogwana Ikol Racheal	F	Bachelor of Environmental Health Science
14	17/U/9715/PS	Opendu Thomas	M	Bachelor of Science in Agricultural and Rural Innovation
15	17/U/9769/PS	Otai John	M	Bachelor of Science in Quantitative Economics

### List of Scholars Awarded The Chinese Ambassadors Scholarship of Friendship 2018/2021

	REG NO.	NAME	GENDER	PROGRAMME
1	17/U/5385/PS	Koire Namagembe Sharifa	F	B. Business Administration
2	17/U/1892/PS	Nazziwa Catherine	F	B. Biomedical Laboratory Technology
3	17/U/2098/EVE	Adur Lisa	F	Bachelor of Laws
4	17/U/2133/PS	Agaba Vanita	F	BSc. Physical
5	17/U/8249/PS	Nampijja Angella	F	BSc Software Engineering
6	17/U/2844/EVE	Aparo Pamela	F	B. Adult and Community Education
7	15/U/2814/EXT	Ageno Gloria	F	B. Commerce External
8	17/U/2767/PS	Anena Moreen Caroline	F	BSc Population Studies
9	17/U/3328/PS	Ayiorwoth Venice	F	Bsc. Agricultural and Rural Innovation
10	17/U/9575/PS	Okello Timothy	M	BSc Software Engineering
11	17/U/19676/PS	Atwiine Waticenz	M	BSc Civil Engineering
12	17/U/5949/PS	Maniragaba Kenneth	M	B. Arts in Economics
13	17/U/3917/PS	Ddungu Paul	M	Bachelor of Science with Education
14	17/U/1910/PS	Sifuna Gerald	M	MBCHB
15	17/U/9298/PS	Nuwahereza Derrick	M	BA. Industrial and Organization Psychology

### List of Scholars Awarded the Chinese Ambassadors Scholarship 2020/2022

SN	REG NO.	STUDENT NO.	NAME
1	19/U/15314/PS	1900715314	NALYAKA CHRISTINE
2	19/U/14917/PS	1900714917	MATSAPWE DAVID
3	19/U/18472/PS	1900718472	NAGINDA LYDIA CINDY
4	19/U/18965/PSA	1900718965	KALUNGI SAMUEL
5	19/U/17622/PS	1900717622	NATUKUNDA CAROLINE
6	19/U/17850/PS	1900717850	SEBWATO IVAN
7	19/U/18650/PS	1900718650	ONYEDE AARON
8	19/U/6990/PS	1900706990	JJINGO JOSEPH
9	19/U/15486/PS	1900715486	NAZZIWA JOSEPHINE MARY
10	19/U/4922/PS	1900704922	TULYAHABWE WYCLIFF
11	19/U/49998/PS	1900704998	NAUDHO DAPHNE
12	19/U/6817/PS	1900706817	NAKIBUUKA VALERIA
13	19/U/17032/PS	1900717032	MWEBAZE LINDA
14	19/U/8921/PS	1900708921	MUGANZI JEREMIAH
15	19/U/8233/PS	1900708233	NANSUBUGA SHIRLEY ECLAIRE
16	19/U/9455/EVE	1900709455	ATEMU MESEACH
17	19/U/26583/EVE	1900726583	NAKINTU VANESA
18	19/U/6863/PS	1900706863	NASANGO JACKLINE
19	19/U/28644/PS	1900728644	KYOMUGISHA OLIVIA BYOMUHANGI
20	19/U/19429/PS	1900719429	AKATUHWERA DAVID
21	19/U/5164/PS	1900705164	APIO PRISCA MERCY
22	19/U/20363/PS	1900720363	TURASIGURA TOBIAS
23	19/U/14237/PS	1900714237	ALOYO PASKA
24	19/U/12545/EVE	1900712545	NATUHWERA CALORINE

S/N	REG.NO	NAME	OTHER NAMES	SEX	CATEGORY	PROGRAMME
1	17/U/7644/PSA	Nakigudde	Jascent	F	Excellence	Bachelor of Science in Quantity Surveying
2	17/U/19676/PS	Atwine	Waticenz	M	Friendship	Bachelor of Science in Civil Engineering
3	17/U/2098/EVE	Adur	Lisa	F	Friendship	Bachelor of Law
4	17/U/3561/EXT	Begumisa	Samuel	M	Excellence	Bachelor of Commerce External
5	17/U/7844/PS	Nalubowa	Belinda	F	Excellence	Bachelor of Science in Civil Engineering
6	17/U/8249/PS	Nampijja	Angella	F	Friendship	Bachelor of Science in Software Engineering

NO.	REG. NO.	STUDENT NO.	SURNAME	OTHER NAMES	SEX	PROGRAMME OF STUDY	TYPE OF SCHOLARSHIP
1	18/U/13773/EVE	1800713773	Aloyo	Nyeko Omega	F	Bachelor of Laws	Fees Waiver- Tuition
2	18/U/1478/PS	1800701478	Ashabire	Fortunate	F	Bachelor of Laws	Fees Waiver- Tuition
3	19/U/7065/PS	1900707065	Nanfuka	Milly	F	Bachelor of environmental health science	Fees Waiver - Tuition
5	19/U/11321/PS	1900711321	Namumbya	Shabirah	F	Bachelor of science in industrial chemistry	Fees Waiver - Tuition
7	19/U/28644/PS	1900728644	Kyomuhisha	Olivia. B	F	Bachelor of Science in Biotechnology	Chinese Ambassadors Scholarship
8	19/U/6863/PS	1900706863	Nassango	Jackilne	F	Bachelor of Science in Biotechnology	Chinese Ambassadors Scholarship
9	19/U/15486/PS	1900715486	Nazziwa	Josphine.M	F	Bachelor of Cytotechnology	Chinese Ambassadors Scholarship
1	19/U/3977/PS	1900703977	Ampereza	Millenium	F	Bachelor of agribusiness management	Fees Waiver - Tuition
2	19/U/12861/PS	1900712861	Namuddu	Joanah	F	Bachelor of science in tourism and hospitality management	Fees Waiver - Tuition
3	19/U/17734/PS	1900717734	Nyamwenge	Getrude	F	Bachelor of arts with education	Fees Waiver - Tuition
4	19/U/19429/PS	1900719429	Akatuhwera	David	M	Bachelor of Science Biological	Chinese Ambassadors Scholarship
5	19/U/15314/PS	1900715314	Nalyaka	Christine	F	Bachelor of Enviromental Science	Chinese Ambassadors Scholarship
6	19/U/17622/PS	1900717622	Natukunda	Caroline	F	Bachelor of arts with education	Chinese Ambassadors Scholarship
7	19/U/ 18650/PS	1900718650	Onyede	Aaron	M	Bachelor of Science in Education (Biological)	Chinese Ambassadors Scholarship
8	19/U/17850/PS	1900717850	Sebwato	Ivan	M	Bachelor of Arts in Education	Chinese Ambassadors Scholarship
2	18/U/23409/EVE	1800723409	Nabunje	Diana Lubega	F	Bachelor of Science in Software Engineering	Fees Waiver- Tuition
3	19/U/15346/PS	1900715346	Nambatya	Rovine	F	Bachelor of commerce	Fees Waiver - Tuition
4	19/U/3574/PS	1900703574	Atenyo	Brenda	F	Bachelor of business administration	Fees Waiver - Tuition
5	19/U/12098/EVE	1900712098	Nakasagga	Juliet	F	Bachelor of information systems and technology	Fees Waiver - Tuition
6	19/U/11312/EVE	1900711312	Namugema	Brenda	F	Bachelor of biomedical laboratory technology	Fees Waiver - Tuition
7	19/U/5164/PS	1900705164	Apio	Prisca Mercy	F	Bachelor of Animal production technology and management	Chinese Ambassadors Scholarship
8	19/U/9455/PS	1900709455	Atemu	Meseach	M	Bachelor of Library and Information Science	Chinese Ambassadors Scholarship
9	19/U/8921/PS	1900708921	Muganzi	Jeremiah	M	Bachelor of Statistics	Chinese Ambassadors Scholarship
10	19/U/190071032	1900717032	Mwebaze	Linda	F	Bachelor of Arts in Economics	Chinese Ambassadors Scholarship
11	19/U/26583/EVE	1900726583	Nakintu	Vanesa	F	Bachelor of Library and Information Science	Chinese Ambassadors Scholarship
12	19/U/8233/PS	1900708233	Nansubaga	Shirley Eclair	F	Bachelor of Statistics	Chinese Ambassadors Scholarship
13	19/U/12545/PS	1900712545	Natuhwera	Calorine	F	Bachelor of Information Systems and Technology	Chinese Ambassadors Scholarship
1	19/U/4701/EVE	1900704701	Namukose	Maria	F	Bachelor of social sciences	Fees Waiver - Tuition
2	19/U/4294/PS	1900704294	Nakkungu	Noel	F	Bachelor of arts in arts	Fees Waiver - Tuition
3	19/U/18472/PS	1900718472	Naginda	Lydia Cindy	F	Bachelor of Industrial and Fine Arts	Chinese Ambassadors Scholarship
4	19/U/6817/PS	1900706817	Nakibuuka	Valeria	F	Bachelor of Community Psychology	Chinese Ambassadors Scholarship
5	19/U/4998PS	1900704998	Naudho	Daphne	F	Bachelor of Arts in Social Sciences	Chinese Ambassadors Scholarship
6	19/U/4922/PS	1900704922	Tulyahabwe	Wycliff	M	Bachelor of Arts in Social Sciences	Chinese Ambassadors Scholarship



## MOBILIZING RESOURCES: DROP A COIN AND FOREVER CHANGE A LIFE

In 2017, the Carnegie Corporation of New York together with the Gender Mainstreaming Directorate embarked on the journey of developing a strategy for mobilizing resources to sustain the Female Foundation Scholarships. The major focus was, the involvement of FSF Alumni to support additional girls from disadvantaged socio-economic backgrounds to access university education at Makerere University.

In 2018, Makerere University Gender Mainstreaming Directorate, unveiled the Drop a Coin and Forever Change a Life campaign with a series of resource mobilization and investment activities such as the Alumni Breakfast meeting and Resource Mobilization Dinner.

The Drop a Coin Campaign and its resource mobilization and investment activities are geared towards instilling the spirit of philanthropy among the FSF alumni, maintaining their active and periodical engagements, as well as tracking their progress and status through database updates. The campaign also encourage Alumni voluntary commitments to contribute towards the FSF as well as mobilizing people in their networks and reaching out to institutions and organizations that can financially support the Foundation towards sustainability.

The GMD intends to raise UGX 15 Billion over a 10-year period and support 500 girls and boys from disadvantaged background to access education at Makerere University. This is equivalent to 50 scholars per year of study at Makerere University. On average it costs 10,000,000m shillings per year to sponsor one student for a three-year academic programme. This translates into fifteen billion Uganda shillings ( $10,000,000 \times 3 \times 50 \times 10 = 15,000,000,000$ ) required for the next ten years.

### **i) Alumni Breakfast Meeting: Drop a coin initiative**

On 10th March 2018, over 250 alumni of Makerere University Female Scholarship Foundation (FSF) turned up for the First Breakfast Meeting. The FSF

Alumni Breakfast meetings are among several activities that were organized prior to an official launch of the Resource Mobilization Campaign dubbed "Drop a Coin and Forever Change a Life". The meeting aimed at developing a sustainability approach towards the Female Scholarship Foundation as well as proposing a way forward on how alumni can support their fellow socio-economically needy bright girls to attain higher education at Makerere University.

At the Breakfast meeting, the FSF Alumni selected an Alumni Executive Committee, chaired by Ms. Adong Agnes, to oversee the Alumni participation throughout the processes and procedures of realizing the objectives of the Resource Mobilization Campaign in conjunction with the Makerere University Gender Mainstreaming Directorate. This Committee is also responsible for engaging the FSF Alumni in activities that are focused on developing the FSF Alumni Association.

**The Drop a Coin Campaign and its resource mobilization and investment activities are also geared towards instilling the spirit of philanthropy among the FSF alumni, maintaining their active and periodical engagements, as well as tracking their progress and status through database updates.**

**The campaign also encourage Alumni voluntary commitments to contribute towards the FSF as well as mobilizing people in their networks and reaching out to institutions and organizations that can financially support the Foundation towards sustainability.**



In the same meeting, FSF Alumni also proposed various ways that could be utilized to mobilize for resources among which included;

- ❖ Revitalizing the FSF Alumni Association with specific annual subscription fees
- ❖ Making individual FSF Alumni honour pledges
- ❖ Instituting mobile telephone lines linked to a bank product for convenient financial donations
- ❖ Printing and distribution of flyers and other appropriate information packs about the FSF
- ❖ Publication of testimonies of the FSF Alumni
- ❖ Mobilizing and reaching out to fellow FSF alumni through cohort-specific leaders
- ❖ Encouraging fulfilling individual pledges on either daily, monthly and annually towards the Foundation
- ❖ Reaching out to potential funders, sponsors and partners at the local, national regional and international levels
- ❖ Upholding accountability and transparency

The fruitful Breakfast Meeting saw the Female Scholarship Foundation Alumni raise UGX 37,833,700 Million from individual cash money contributions, pledges, sales of T-Shirts echoing the Resource Mobilisation campaign message, and from auction of a Karimojong item donated by Ms. Lydia Moru an FSF Alumni. In addition, Ms. Kayezu Evelyn pledged to pay full tuition for one academically bright girl for her entire period of study. She also pledged to mobilize all the Makerere University Female Scholarship Foundation Alumni from the Karamoja Sub-Region, located in Eastern Uganda.

**ii) Resource Mobilization Dinner**

On Friday, 6<sup>th</sup> December 2019, The Gender Mainstreaming Directorate in conjunction with the FSF Alumni held a Resource Mobilization Dinner for Female Scholarship Foundation (FSF) at Kampala Serena Hotel. Facilitated by the Carnegie Corporation of New York, the Resource Mobilization Campaign aimed at ensuring sustainability of the FSF.

A total of 117 guests attended the Dinner. These comprised members of the public and private

**A total of UGX 56 million was raised and One of the key highlights of this dinner was an announcement by the Deputy Vice Chancellor, Finance and Administration Prof. William Bazeyo that Makerere University Council would double scholarships for female students from 20 to 40 slots raising the scholarship from providing only tuition to include functional fees for the 40 Scholars selected each year with effect from the academic year 2020/2021**

sectors of Uganda, Makerere University Community, members from other Universities in Uganda and the FSF Alumni. The Guest of Honour; First Lady and Minister of Education and Sports, Hon. Janet Kataaha Museveni was represented by the Deputy Speaker of Parliament, Rt. Hon. Jacob Oulanyah, who presented UGX 20million in cash towards the campaign on her behalf. The Deputy Speaker made a personal UGX 10million pledge, while UGX 63million was raised in cash and pledges from individuals during the dinner.

A total of UGX 56 million was raised in cash and One of the key highlights of this dinner was an announcement by the Deputy Vice Chancellor, Finance and Administration Prof. William Bazeyo that Makerere University Council would double scholarships for female students from 20 to 40 slots raising the scholarship from providing only tuition to include functional fees for the 40 Scholars selected each year with effect from the academic year 2020/2021.

**Bank details : Account Name:** Makerere University Female Scholarship Foundation

**Account Number:** 01083501009628

**Bank:** DFCU Bank

**Branch:** Makerere Branch

## Research on, 'Enhancing Women's Participation and Visibility In Leadership and Decision Making In Universities In Uganda Through Action and Evaluation Research, 2019–2024

The Gender Mainstreaming Directorate received funding from the Makerere University Research and Innovations Fund (Mak-RIF) to conduct research on Enhancing women's participation and visibility in leadership and decision making in universities in Uganda through action and evaluation research, 2019–2024. The specific objectives of the project are:

1. To establish an institutionalized and gender responsive mentorship guide for female staff of public universities by December 2020.
2. To increase female representation in leadership positions and decision-making organs by 30% from the baseline by 2024.
3. To increase men's engagement in advocacy and agency in promoting gender equity by 30% from the baseline by 2024.
4. To enhance researchers' capacity to conduct gender responsive research and in gender and equity budgeting
5. Establish and maintain a national monitoring and tracking system for gender representation in promotion, recruitment, retention, and turnover of female staff.
6. Establish and maintain a functional Uganda University Women Think Tank.

This action research will be conducted over a period of 10 years, with evaluation done every five years. The study covers six public universities of Makerere, Kabale, Mbarara University of Science and Technology, Muni, Busitema and Gulu. The research further prioritizes the gender composition, roles, presence of a mentoring programme across the selected universities and male engagement as a strategy for mobilizing gender equality. The research also seeks to encourage women to position themselves, pick interest in leadership and acquire the necessary qualifications. Implementation of the project commenced in March.

The first stage was to do a baseline and establish the status of women in terms of leadership. A mapping was done to ascertain the number of women in decision-making organs at public universities, specifically the governing council, senate, management, deans, and directors. In July 2020, the research team made pre-visits to the five universities to collect preliminary information about the gender mainstreaming situation at the Universities. The purpose of the pre-visit was to:

1. Introduce the research to the different Universities
2. Understand the general overview of the structure of different Universities
3. Map out the population to participate in the interviews during field work
4. Map out the accessibility of documents for review
5. Orient the research coordinators with the research tools
6. Set dates for fieldwork

The pre-visit enabled the team to:

- a. Acquire a general overview of the gender-disaggregated data regarding the composition of leadership and decision-making organs of the university. This included Governing Organs (Council & Senate) and their Committee Structures, Top Management, Faculty/College Administrative Units, and the relevant committee structures (Principals, Directors, Deans, Heads of Department, Course/programme Coordinators and Unit Committees).
- b. Identify male and female potential mentees and mentors in the Universities (mentorship is an important element of leadership development)
- c. Identify male champions that actively engage in gender equity interventions

- d. Obtain copies of key University Policy documents such as Human Resource Manuals; Appointments and Promotions policies; Gender-responsive policies, Policies against Sexual Harassment policy; Teaching and Learning Policies, among others
- e. Get copies of research reports regarding leadership of the University and other gender responsive research reports
- f. Obtain any other preliminary information relevant to the research.

This information informed the design of the study and the data collection process. Fieldwork was conducted in October and November 2021. The research report was developed along with the other key deliverables namely:

- 1. A curriculum for training of women in gender and leadership.
- 2. A manual on gender responsive research.
- 3. An institutionalized mentorship guides.

- 4. A men engagement strategy in gender equity interventions in public Universities

Plans are underway to conduct dissemination workshops in the six universities. The long-term plan is to roll out the training materials, which will be used to train and evaluate the impact of the training. The project envisages the following outcomes:

- i. Increased number female staff with requisite leadership skills able representation in university leadership and decision-making organs.
- ii. Increased number of women vying and occupying positions of leadership.
- iii. Gender responsive research being conducted
- iv. Gender responsive project and university budgets.
- v. A pool of men as champions for gender equality and equity.





**EXPERIENCES  
AND  
TESTIMONIES**

## Creating Impact through the Student Peer Trainer Innovation: Kamwesigye Nicholas shares his experience

**S**tudent peer trainers are a group of students at Makerere University who were selected by the executive committee of the Gender Mainstreaming Directorate (GMD) to train and teach other students in the university community about prevention, control, and response of sexual harassment. This program is available for students at both Makerere and Gulu universities. According to Kamwesigye Nicholas, the impact of the student peer trainers has been felt in the university through their involvement in

**“Generally, we have done so much as student peer trainers, and we are now a well-established body of students under the GMD,” Kamwesigye noted.**

various activities including;

1. College based dialogues at the College of Humanities and Social Sciences, College of Natural Sciences, and at the poetry night at the College of Education and External Studies where students have volunteered to share knowledge
2. Conducting orientation sessions for freshers on Sexual harassment and gender based violence
3. Dissemination and sharing information, policies and other communications and IEC materials on sexual harassment awareness within the university.
4. Supporting the Two4One Talent for change contest season 1 and 2. SPTs volunteered to organize and train participants on sexual harassment; drafted sexual harassment messages, and raised awareness about Two4One within the University community.

With the support of UN Women and UWONET, the SPTs organized several dialogues and interacted with over **7000 students** in the university physically and over **10,000** via social media platforms.

The SPTs also participated in the 16 days of activism through the following activities:

- a. Safe-Boda ride around Kampala to create awareness on gender-based violence
- b. Inter university dialogue at Makerere University organized by GMD in the 16 days of activism
- c. Training class representatives and student leaders on sexual harassment prevention and response
- d. Facilitating stakeholder workshops organized by the GMD
- e. One on One interactions with students during the gender awareness weeks.

**“Generally, we have done so much as student peer trainers, and we are now a well-established body of students under the GMD,” Kamwesigye noted.**



## “No More”: Singing towards ending sexual harassment

### A Tale of Samuel Ssemuddu



on *Accelerating Progress and Accountability for Ending GBV in East and Southern Africa*. The Gender Mainstreaming Directorate in collaboration with the UN Women also invited me to perform live at a students’ regional conference in Makerere University. With the support of the GMD and partners, my song was recorded together with a video produced in 2021.

In the aftermath of the real activities, “performances” in particular, I am now on the watch, making my community better and free from acts of sexual harassment. I have made sure all people in my reach get a copy of the song through sharing YouTube links, because it is one of the ways, I can use my talent to contribute to such a great cause. I am also reaching out to children in my community that are at risk of sexual harassment. I am empowering them to be better citizens and to be concerned about our community and their future.

It all started when I came across a call to participate in the Two4One contests against sexual harassment on NBS TV. The advert caught my attention and I decided to give it a try.

With my background in Arts, Music and Drama, it took me a week to sit and compose a song that could help me run through the contest. I also sought help from friends experienced with instrumentals who gave rhythm to the song. With several trials, the final composition dubbed **No More** was ready for submission.

I was nominated and invited for a physical audition where I performed, together with my band before three judges; Benon, Ms Nabwiso and Naava Grey. After a few weeks, it was good news. I had been selected to perform at the grand finale.

Although I came forth at the grand finale, it is not deniable that my song “No More” has captivated many minds. The UN Women East and Southern Africa Regional Office invited me to perform at two conferences: *High-Level Regional Dialogue*

I must say that it is indeed a pleasure to have been part of the Two4One, to give hope to those who are voiceless. I am looking forward to contributing to the cause of fighting against sexual harassment in all ways possible.

**Ssemuddu Samuel,**  
**Graduate - Arts in Music 2017- 2022), Makerere University.**



## Our impact through student support program: Tracy tells her story

I joined Makerere University in 2017 on the private scheme. During the second semester, my family was struck by financial hurdles and it became hard for my parents to raise tuition fees. Wondering about the fate that was befalling me, I came across an advert on the Chinese Embassy scholarship opportunity for first year students that I gave a try. We were eventually interviewed and thankfully, I was awarded the scholarship.

**The career achievements that I have attained thus far would have never been possible without the immense support from the GMD and the financial support from the Chinese Embassy. The skills and knowledge I attained have been of great help as I continue to reach for my career goals and aspirations. For this, I am forever grateful to Makerere University.**

There is nothing that gave me peace and joy than knowing that I had the much-needed financial help to successfully finalize my university journey without any financial constraint.

Furthermore, the Scholarship brought me close to the Gender Mainstreaming Directorate. With

this cordial relationship with the team, I was able to tap into the different training and mentorship sessions on life and career skills.

In addition, I got the opportunity to volunteer as a GMD Peer Trainer which influenced my career choices. Along with knowledge from my course, being a peer trainer gave me a chance to actively get involved in efforts to promote gender equity at the University whilst gaining teamwork and leadership skills. Thankfully, I completed my course successfully with a First-class Honors degree in 2021. I was extremely humbled to receive an award of excellence from the Female Scholars Fund.

After graduation, I worked as a Private Sector Gender Adviser at Ag-ploutos Company where I was responsible for ensuring gender inclusiveness in innovative rural agricultural systems. I then attained a master's scholarship from the Mo Ibrahim Foundation at the University of Birmingham, UK. This is where currently I am, pursuing my Master of Science in Development Policy and Politics.

The career achievements that I have attained thus far would have never been possible without the immense support from the GMD and the financial support from the Chinese Embassy. The skills and knowledge I attained have been of great help as I continue to reach for my career goals and aspirations. For this, I am forever grateful to Makerere University.



## DESTINED TO EMPOWER WOMEN

**Mary Agonza Kasande**



I came to know about the student peer training through a friend who was a Guild Representative. He forwarded to me the advert calling for applications for Students' Peer Trainers via WhatsApp. By then I was in my first year and I was the Minister for Women Affairs under Makerere University Students Guild. I delivered my hand written application to the Office of Gender Mainstreaming Directorate at Senate Building. After three months, I received a communication that I was among the successful applicants.

Historically, I have been mentored into women empowerment and girl child education advocacy in my primary 5 by Girl Child Education Movement (GEM) Club and by my father who so much believed in educating girls. I was later modelled into an advocate of gender equality by MasterCard Foundation in my high school and I grew up knowing that girls must be well

educated, equally treated and have same access to resources like boys. This mindset pushed me to work hard as a young lady.

As a Student Peer Trainer, I gained confidence in public speaking and -expression. I have also gained skills in networking. The mentorship sessions have enabled me improve my perceptions on gender based violence especially sexual harassment. This has generally changed my attitude and the attitude of those I have interacted with on issues concerning gender equality and women empowerment. And I have passed on the same knowledge to my fellow students as a peer trainer.

The knowledge and skills I gained from being a student peer trainer gave me an opportunity to work as a service provider at reproductive health Uganda, reaching out to adolescents and key population in communities.

I have also used the knowledge and skills to revitalize the Girl Child Education Movement (GEM) Club that laid a firm foundation at my primary school. The club had collapsed after the death of the founder. The club is currently boosting with 52 members both boys and girls with two teachers spearheading it. During the mentorship sessions, Pupils especially girls are constantly reminded on their roles in education, ending of sexual harassment and early pregnancies.

I have also initiated a women empowerment project with the help of the LCV Councilor. This group usually meets and discuss issues such as gender based violence, teenage pregnancies and agricultural activities. I look forward to integrating several sessions including how to make re-useable pads. I am also optimistic that one day we shall have a group saving scheme with the aim of empowering women financially through saving.

**Kasande Mary Agonza**  
**Graduate of biomedical laboratory technology, Makerere University.**

## Ebenezer! Ebenezer! I thank the Lord Almighty for this far he has brought us

### Namata Alice



I am Namata Alice, I pursued the Bachelors of Veterinary Medicine at College of Veterinary Medicine Animal Resources and Biosecurity (CoV-AB), and I graduated in February 2023 with a CGPA of 4.05.

Ebenezer! Ebenezer! I thank the Lord Almighty for thus far he has brought me. Am so grateful to GMD for the financial aid towards my university journey. Now that I have completed, I see light at the end of the tunnel. Having done my exams in the stipulated time worry free because FSI chose to give a hand towards my

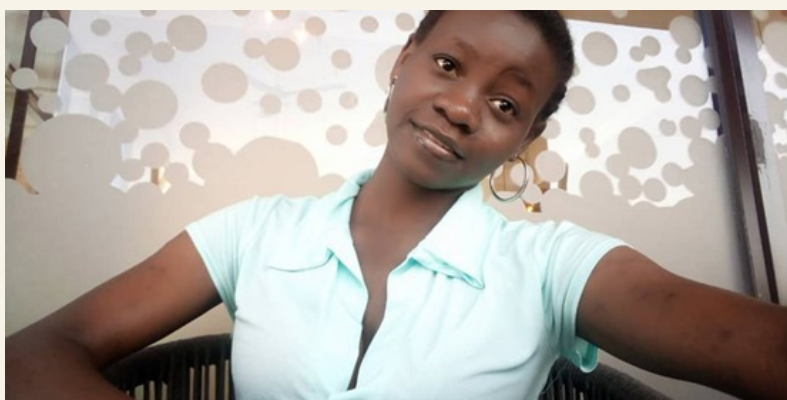
education. The mentorship through the various conferences was a space for me to learn how to conduct myself while at campus as well as a glimpse about life after campus.

Without the help I really don't think I would have completed my study for the 5 years at the University. Without this support I have no doubt my study would have been full of frustration, worry and delays or no education at all.

Thank you so much GMD family, the good Lord abundantly bless you all.

## DESTINED TO EMPOWER WOMEN

### Apio Prisca Mercy



Ms. Prisca Mercy Apio graduated in February 2023 with a first class degree with support from the Chinese Embassy in Uganda.

Being awarded this scholarship was one of the best things that has happened to me. Am forever grateful for this opportunity. Words are not enough to express my gratitude and I count myself blessed to be one of the few that received the Chinese Embassy in Uganda."

**Our impact through program activities:**  
*Two4One. STPS. Vice Chancellor's Roaster of 100.*



## CONCLUSION

The various activities of the Gender Mainstreaming Directorate as highlighted in this report are a testimony of the relevance of this unit in addressing several needs across the university. The evidence of continued performance during the precarious times occasioned by the Covid 19 pandemic further justify the same. As highlighted by the Director, the GMD desires to perform several other functions and activities, if only ample funding for the same can be sourced.

The call for more partners to support activities of the GMD comes at a time Makerere University is celebrating 100 years of existence. It can be argued therefore, that this is a time the university is undergoing a form of ecdysiast, shedding off the old and preparing herself to propel to new heights in the several years to come. What an opportune time to re-invigorate the discussion on the place of women and gender parity. This type of discussion nonetheless needs to be

unceasingly interspersed with actions and policy revisions that result in the transformation of women.

Makerere University continues to be known as an institution that influences, national, regional and international policy partly through research, debate and training critical human resource. The efforts by the GMD to extend its frontiers to other public universities in a commendable one in causing a holistic paradigm shift on issues of gender, across institutions of higher learning; and consequently across larger sections of society.

Going forward, the strength of the GMD and its partner institutions will rely on conducting research that highlights key areas for intervention. Such areas will certainly not be peculiar to Makerere University but will be relevant to the entire society. This sharpened refocusing is in line with Makerere University's agenda, to become research led.



## Gallery of Scholars Graduation Pictures 2019 to 2023



David Akatuhwera graduated in February 2023 with a Bachelor of Science in Biological with support from Chinese Embassy in Uganda



Ms. Linda Mwebaze graduated in February 2023 with a Bachelor of Arts in Economics with support from the Chinese Embassy in Uganda



Fortunate Ashabire, Bachelor of Law. Graduated in February 2023 and was supported under the Fees Waiver Scholarship







MAKERERE UNIVERSITY

## MAKERERE UNIVERSITY GENDER MAINSTREAMING DIRECTORATE

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June 2022

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