End-of-year Report July-December 2014

This report is intended to capture the following aspects:

- Activities performed against objectives as stated in the original documents
- Achievement of outputs related to the project objectives and budget liquidation
- Achievement of outcomes related to project goals and synergies with other goals
- Challenges and risks faced during implementation
- Recommendations for better effectiveness to achieve both the outputs, outcomes and synergies to be located with other project goals

1. Activities related to Objective 1 (Institutional capacity building and project administration)

1.1 Monitoring visit at Addis Ababa University

During a visit at the Institute of Gender Studies (IGS) at Addis Ababa University from 19-20 November, Prof. Balghis Badri, Director of RIGDPR, met Dr. Rahwa Mussie, Director of the IGS. The two directors reviewed the 2014 plan of action and budget, as well as the output of research, PhD students and publications. In view of the RIGDPR project’s ending next year, arrangements for its finalization were on the agenda as well and agreed on with clear milestones.

Dr. Rahwa suggested a seminar on research proposal writing to be given by the IGS staff to the 15 MSc students now starting to develop their research proposals. The output will be the titles of the students’ theses and guidelines on how to write research proposals. A newsletter and an educational brochure will be produced, the latter combining MSc abstracts in a booklet for the MSc dissertations of 2013 (21 students) and 2014 students (15 students). Another output will be an update of the website, which will then be self-financed by the university. Four researchers, who received financial support by the project, will have the chance to develop their periodical research reports into an edited book or a special issue of the university journal. PhD students of the institute who made good progress are to be offered visiting scholar status at the University of Witwatersrand in South Africa.

2. Activities related to Objective 2 (Civic Engagement)

2.1 Visionary Leadership Training Course

From 2-6 November, the RIG/DPR was the venue of a training course that aimed at instilling visionary leadership values as a means to promote gender equality as well as efficient and effective work strategies through a transformative personal and working environment.

Accordingly, it enriched the participants’ knowledge and skills focusing on what it takes to become a visionary leader in their professional lives and transformative plans. Having completed the course, the participants were equipped with knowledge and skills to critically understand and assess the challenges confronting leaders in their respective contexts, as well as augment the opportunities for change where clear visions are demanded.

The workshop lasted for six days and was visited by a total of twenty-six participants from Sudan, Uganda, Kenya, South Sudan and Ethiopia. Day one was divided into three sessions. Session one
introduced the participants to Ahfad University of Women and the RIGDPR, and Prof. Balghis Badri, Director of the RIGDPR, explained the purpose and the specific objectives of the workshop. It was followed by a second session led by Dr. Ahmed Gamal Eldin. This session focused on higher education in post-colonial Africa. The participants discussed transformations and the challenges academicians faced because of them. Session 3 intensified this debate by group work on specific contexts.

The second day started with a presentation by Prof. Sheila Meintjes, University of Witwatersrand Johannesburg, specifying the characteristics of different leadership styles and what distinguishes visionary leadership and its focus on change. The second session was spent on self-administered questionnaires that sought to facilitate the preparation of presentations on individual aspirations and ways to achieve them. These presentations were shared with the group in session 3.

On day 3, Prof. Balghis Badri described the achievements of the Ahfad University for Women to initiate thinking about core values, principles and cultures at universities. Smaller groups went into more detail on cross-cutting issues such as gender equity and social justice at universities. This included to ask how systems, processes, structures, procedures and capabilities have to be reconfigured to promote a transformed university, how to formulate this into a policy, implement it and assign accountability for it. The groups’ insights were shared with each other in the last session of the day.

Day 4 was again chaired by Prof. Sheila Meintjes, who led the debate on conflicts and styles of communication at different African universities. Again groups were formed to structure the discussion further; two groups worked on conflicts in universities, two groups on communication. In assembly, the discussion was resumed to explore effective forms of communication for promoting change and resolve conflicts.

The final two days were used to address transformation as an agenda. A representative of Kenyatta University had been invited to speak about models that worked transformative at this university. This moved the discussion to strategic plans and participants were divided into groups for a last time to work out transformative plans for their respective universities. These plans developed guidelines and specified who should be involved how by drawing a log frame that enabled to identify the substantial factors for the achievement of goals. On the last day, these plans were presented to the other participants.

Here are some of the participants’ reflections after the workshop:

**Professor Sheila Meintjes**

My name is Sheila Meintjes, I am based at the University of the Witwatersrand (Wits) in South Africa, where I teach political studies. I have been privileged to come to Sudan to do this training on academic visionary leadership in Africa. This is a very important topic, as we really need to up our game as African scholars as we want to be part of a global community of excellence in scholarship and research. So our students can benefit from this important enterprise in higher education.
The purpose of this training is to provide for potential leaders at universities, both people who are very experienced, such as deans, and participants from lower levels in the hierarchy. In the training they are provided with tools that will allow them to engage in a transformative exercise within their institutional context. Those contexts in the region and in Africa vary concerning the capacity of the universities and type of leadership.

I hope based on this training, in which I have given them a large number of ideas and some tools with which they can implement those ideas, they can begin to influence their own university to change in ways that will lead the university into the global context where they can meet the needs of both the global and the local, so that we can see a much brighter future for our scholars in our continent and in our universities.

Dr. Rahwa Weldemichael

I work for Addis Ababa University as a lecturer. The training was very useful as it has introduced me to different concepts such as vision, mission and leadership style. The training also gave me the opportunity to be exposed to different experts from universities from Africa and from different states in Sudan and it was a chance to expand our network. The training also provided an opportunity to know about different leadership styles in the context of the African university. The training also helped us to build different networks and share experiences. We plan to provide this training also at our institute in Addis Ababa. I am planning to become a leader myself even though I work as a lecturer now, so the training helped me to envision myself as a leader.

Dr. Mildered Nawiri

I am a PhD holder in Analytical Chemistry and Senior Lecturer at Kenyatta University in Kenya. As administrator I hold the position of Director of the University Industry Partnership.

In this one week in Sudan one major thing by which I have been empowered with a help of the professor is that I have learnt that self-reflection is important in leadership. The exercises that we implemented in self-assessment were very useful. The important aspect that we came to know is that the university is a role model in leadership.
Concerning the participants in the training, we have been able to share experiences and I am grateful that our colleagues in the training were very interested in learning. It was a networking opportunity as we have met participants from states in Sudan and in Africa. It was a pleasure to be able to listen to the experience of the other participants and that we have a role to play and a chance to lend a hand to other universities.

Dr. Esra Mufarrih

My Name is Esra, I am from the University of Khartoum, Head of the Department of Islamic Studies at the College of Arts. I was fortunate to attend this training on Visionary Leadership. Although at Khartoum University we don’t have a problem regarding gender requirement and admitting students, this training has highlighted issues to me such as to have core values, a vision and mission in implementing, as we tend to deal with life as it goes on without having strategic vision.

At the College, we have a unit of training, but it does not implement such training of visionary leadership, so it will be my own initiative to work with the unit on providing such training for the staff and for the community as a whole, as it is important to have a community with a goal and striving of accomplishing that goal.

2.2 Public lectures

As combined public lectures / workshops, the following two events took place:

1) Zeinab Abbas Badawi, a graduate of Ahfad University, activist and currently working at the EU Delegation in Khartoum, delivered a guest lecture entitled ‘Governance and Women’s Movement’ on the 8th of September 2014.

2) Francesca Arato, the Governance Coordinator and Education Programme manager at the EU Delegation in Khartoum, was a guest lecturer on the 15th of September, delivering a talk on leadership in governance with focus on women leaders.

2.3 Newsletter and website

As every year, a 2014 newsletter captured the most important events and achievements of the RIG/DPR. It will be published on the institute’s website, which is prepared to be sustainably hosted by Ahfad University, not private providers, by February 2015 under gender.ahfad.edu.sd. The website also presents past, present and future events, research and publications, as well as the library’s holdings and the Master theses’ produced at the institute.
3. Activities related to Objective 3 (Capacity building of academic staff)

3.1 Staff development

Between 12 to 15 members of different faculties at the Ahfad University of Women (AUW) benefitted in July from a training workshop with Prof. James S. Etim, coming from the Department of Education at the Winston Salem State University in North Carolina; another 9 participants visited a similar workshop at Addis Ababa University.

During the workshop, Prof. Etim introduced the participants to the most important aspects of academic publishing and what is required from authors who aim at getting their papers published in an academic journal or book. This also included information on online publication platforms such as EBSCOhost. After a general presentation, one-by-one meetings with Prof. Etim gave post-doc faculty members the chance to discuss drafts of articles based on their PhD theses or post-doc research and receive advice for improvements.

Prof. Etim’s visit was also used to prepare potential future collaboration, for instance in a volume edited by him and titled ‘Introduction to Gender Studies in Eastern Africa and the SADC Region’, with up to 9 chapters reserved for AUW, AAU and Makerere University.

As specific examples, Prof. Etim showed the work of the journal Review of Higher Education in Africa, where he also acted as guest editor, and introduced the International Journal of Gender Studies in Developing Societies he was about to found. Other journals recommended by the trainer, considering the participants’ research profile, were the Journal of Sustainable Development in Africa and the International Journal of Education Economics and Development.

Other fields of collaboration were mapped in the direction of scholarly resources between the universities’ libraries, guest editorship in the Ahfad Journal and, for long-term relations, the working out of Memoranda of Understanding.

As a result of this workshop, Dr. Randa Gindeel of the School of Rural Extension at Ahfad University published, together with Prof. Etim, an article on “Education in War Affected Areas in Eastern Sudan” in the Journal of Studies in Education 4 (4). Dr. Mai Ezzeldin of RIGDPR published several articles as well (see 4.2 Publications)
3.2 Student support

The RIG/DPR has supported 17 students of the academic year 2013/2014 financially. Two kinds of output from this support were achieved in the reported period. Of seven scholarship holders from Uganda, Ethiopia, Somalia and Eritrea, four successfully submitted their Master thesis in December and subsequently graduated as MSc in Gender and Governance (GAG), while one changed to the Master programme “Gender and Development” (GAD) by courses, one graduated with MSc, the other with a High Diploma. The seventh student took extra courses to improve her results from the first two semesters.

Four scholarships were given to students from South Sudan; one of them will graduate as MSc in GAG in April 2015, while another one is in the final stages to finish an MSc in Gender, Migration and Multicultural Studies (GMMS) submitted dissertation and passed thesis. The two other students will receive a High Diploma in GAG.

The Sudanese students who received financial support two are about to graduate, two with an MSc in GAG, two with an MSc in GMMS.

![Four successful scholarship holders at their graduation: Rose Obigah (Uganda), Feven Mekonnen (Ethiopia), Genet Haileyesus (Ethiopia), Sarah Kagoye (Uganda)](image)

The academic year 2014-2015 started with new batches of the Master Programmes “Gender and Development” (Batch 18), “Gender and Peace Studies” (Batch 4) and “Gender and Governance” (Batch 3). The RIG/DPR supported in the beginning a total number of 20 students with scholarships; 15 of them successfully finished Semester 1 of their studies.

In addition, 6 MSc course readers have been prepared for printing to be available at the beginning of the new academic year (July 2015). For future training courses in visionary leadership, 3 different training manuals are ready to be printed as well (at printing house), targeting university staff, NGOs
and political parties, respectively.

RIG/DPR’s students were also joined by three students of the European Master in Migration and International Relations (EMMIR), two of whom decided to come back in 2015 to do their Master research in cooperation with the institute.

4. Activities related to Objective 4 (Research)

4.1 Diversity Management Workshop

The RIG/DPR organized from 26-27 August a workshop on diversity management, which consisted of seven presentations followed by extensive discussions. Staff of Ahfad University contributed most of the presentations on research findings, such as Dr. Mai Ezz Aldeen with a paper on diversity at Ahfad University and Dr. Enrico Ille with a paper on changing notions of the name ‘Nuba’. followed by results from Dr. Nafisa Badri’s research on women migrant domestic workers with a focus on Ethiopians.

But the workshop also saw contributions from a number of other universities. Prof. Abdelghaffar Ahmed, both University of Khartoum and Ahfad University, presented an overview on diversity in Sudan, followed by a paper on diversity-related legislation by Dr. Zuhal Alameen of Al-Azhar University. Bahri University’s Dr. Guma Kunda Komey extended this with a contribution on political mismanagement of socio-cultural diversity in Sudan, supported by an overview of challenges of linguistic diversity by Prof. Al-Amin Abu Manga. Prof. Abdalhadi Abdalsmed warned of the hazards of dismantling Sudan following ethno-cultural regionalism.

A selection of the workshop’s papers will appear as a special issue “Diversity Management in Sudan” of the Ahfad Journal, with Dr. Enrico Ille as guest editor. It is expected to be published by June 2015.

4.2 Publications

As a result of research support by the RIG/DPR Norad project and the training course on publication skills, Dr. May Ezz Eldin has submitted four journal articles:

- “Students’ perceptions on diversity and multiculturalism at Ahfad University” for The International Journal of Community Diversity
- “Assessing diversity and multicultural among students. Case study Ahfad University” for Discourse (journal of the Peace Research Institute, University of Khartoum)
- “Students’ perception and beliefs about diversity management, strategies and policies at Ahfad University” for Africa Review

In addition, Dr. Mahasin Abbas, another winner of research funds, submitted a research report on “Gender analysis of environmental governance in Sudan” that will be published as RIG/DPR publication in due course. Research winner Dr. Nafisa Badri submitted an article on Ethiopian women workers in Sudan for publication in the Ahfad Journal.

A special achievement is a book manuscript based on the regional conference “African Women
Leading Transformation” (March 2014, see Mid-term report), which has been submitted by Prof. Balghis Badri and Prof. Ali Tripp of Wisconsin University as book proposal for an edited volume on “Mobilizing African Women”. The book proposal met interest both with Zed Books and Palgrave Macmillan, both respected international academic publishing houses, and the volume promises to be RIG/DPR’s first publication on a high international level, expected to be published in 2015. Prof. Balghis Badri and Dr. Howaida Abu Bakr submitted a literature review on Sudanese family studies to be included in an edited volume Arab Family Studies by Prof. Suad Joseph of the Arab Families Working Group at the University of California, Davis.

5. Other outputs and outcomes

5.1 Diversity, Gender and Transformation

As a result of both the Visionary Leadership Training Course (see 2.1) and the Diversity Management Workshop (see 4.1), staff of Ahfad University, under the leadership of Dr. Mai Ezz Eldin, developed a Strategic Implementation Plan for Diversity, Gender and Transformation at Ahfad University. The plan specifies a concrete strategy to achieve a diversity and gender management system, built on clear policies, indicators, as well as a monitoring and evaluation system. Implementation is planned to start in 2015.

5.2 Other events

In addition to its own events, the RIG/DPR hosted from 30 August to 7 September a workshop to promote and finalize the Empowerment Policy and Plan of Action of the High Institute of Health Sciences in Yemen, whose future work will be based on the outcome of the workshop. Furthermore, a workshop took place from 14 to 16 October on “Reviewing dynamics of change in rural Sudan” of the project Assisting regional universities in Sudan and South Sudan (ARUSS), a cooperation of the University of Bergen and the Chr.-Michelsen Institute (CMI) Bergen with the University of Khartoum and Ahfad University.

Finally, the institute held a conference on “Law reform and gender justice in the Greater Middle East”, organized by RIG/DPR and the CMI from 21-23 October. The conference explored the potential and limits of law and law reform in pursuit of gender justice and social transformation. Focusing on Muslim majority countries, particular attention was on the on-going negotiations between international, national and local legal norms in discourses (including customary law), mobilization strategies and practices of family law and criminal law. The organizers, CMI’s Liv Tønnessen, AUW’s Balghis Badri and Samia Al-Nagar, brought together presentations from international and regional scholars and activists to critically discuss mobilization and implementation of law reforms in the greater Middle Eastern countries. This included two keynote speeches, one by Carolyn Fluehr-Lobban, Professor at the Rhode Island College, who talked about family law practices before and after Islamist rule in Sudan, the other by Suad Joseph, Professor at the University of California, Davis, who reflected on gender-related constitutional matters in the Arab region.

5.3 Other research

A baseline Mapping Study on Violence Against Women and Girls (VAWG) was carried out in Khartoum State by a team of four researchers of Ahfad University of Women during the period of
November 2014 – January 2015, funded by UN Women. The study aims basically to identify relevant stakeholders working on VAWG, highlighting their work and approaches used in order to collect information for strategic programming in the areas of capacity building, service provision, policy and legal reform. A validation workshop will take place on 12 February 2014.

Furthermore, UNFPA funded the development of indicators to assess activities related to FGM, their outputs and outcomes. The indicators were used to assess programs of Ahfad University and their partners in six states in Sudan. The research ran from March – December 2014; results were presented at a workshop.

6. Challenges, risks and recommendations

6.1 Staff Exchange

We did not manage to use the funds for staff exchange due to the work overload of staff at all partner universities, which made it impossible to release them for staff exchange, despite available funds. A visit of Dr. Emezet and Dr. Heirut from Addis Ababa University was planned, but different schedules and incompatible holidays made it difficult for them to commit to the visit. Furthermore, the program of “Gender and Governance” is new and needs substantial preparation. Consequently, the funds were not used.

6.2 Scholarships

We managed to have an intake of 20 students with scholarships for the academic year 2014. However, the announcement for the scholarship was late due to receiving a late response from Norad to go ahead and allocate additional funds for scholarships. Therefore two Ethiopians living in Sudan received scholarships after almost finishing semester one and subsequently declined them; two other students from Somalia also stepped back at the beginning of the semester, their scholarships have not been paid. One student from South Sudan requested freezing her registration and her request was accepted. The other 15 have progressed to their second semester. Details of their states and countries are attached.

6.3 Partners meeting

The partners meeting scheduled for May 2014 was requested by Addis Ababa University (AAU) to be delayed, as they had substantial changes in the administration with a new Director of the Institute of Gender Studies (IGS). They also stated that refunds were received and hence there was no need for a meeting.

The meeting was rescheduled. Then AAU requested the partners meeting to be combined with the monitoring visit in November, as Ahfad University and AAU were the only remaining partners. The monitoring visit was done in November 2014 (see report attached) and was successful as a work place for undertaking activities and allocation of budgets were agreed upon (see also 1.1 of this report).

The research of MSc students was followed up as well. The major bottle neck we encountered was the dissemination of research outcomes in the form of publications. That needs close follow up by the new Director of IGS-AAU.
6.4 Recommendations

We recommend that the funds of the staff exchange are spent on the publication of another special issue with the topic “Women and Gender Studies in Africa and the Middle East”.

We also recommend that the funds for the two students stepping back from their scholarship are used for future candidates.