

**ABSTRACT**  
**PARALLEL WORKING SESSION**

**GENDER**

**Professor Lillian Tibatemwa-Ekirikubinza**  
Professor of Law and Deputy-Vice Chancellor  
Makerere University, Uganda

**Institutions of Higher Learning and the achievement of Gender Equality:  
A case Study of Makerere University**

The paper discusses the role of Higher Education in the promotion of gender equality and the empowerment of women. My focus on MDG 3 is partly due to the widely acclaimed hypothesis that eliminating gender inequality and achieving women's empowerment are essential to the achievement of **all** the Millennium Development Goals and that progress is slowest on MDGs which depend most heavily on improving the status of women and girls. It has also been argued that the education of women has a remarkable effect on a range of 'quality of life' indices and is a key factor in development.

Using Makerere University as a case study, the paper posits that there is need for policies and structures which ensure gender mainstreaming for purposes of:

1. Increasing women's access to Higher Education (gender parity)
2. Increasing women's participation at higher levels of management and key decision making bodies within Institutions of Higher Learning
3. Increasing women's representation in the academia
4. Engendering university curricula and thus inclusion of women's perspectives and pedagogy – an issue of the relevancy of education and thus a Quality Assurance issue.

I argue that gender mainstreaming must be accompanied by mentoring of women to empower them take advantage of ensuring gender sensitive policies and opportunities.

I however call for the deliberate feminization of mentoring. Further still, there is need for an "African" critique of the concept of mentoring: to what extent is mentoring a universal as opposed to a cultural specific concept? We may need to re-visit African traditional society so as to integrate/mainstream African values of sisterhood into the 'modern' concept of mentoring.