



African Population and
Health Research Center

RWANDA DATA VALIDATION WORKSHOP REPORT

Examining Participation and Quality
Of Experiences of Women in Science
Technology Engineering and
Mathematics (STEM): Postgraduate
Training Programs and Careers in
Rwanda



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20th October 2022, Venue: Park Inn by Radisson Kigali



CONTENT

1. Introduction	5
1.1 Workshop Objectives	5
2. Opening Session	6
3. Presentation of Study Results	8
3.1 Quantitative data	8
3.2 Online Survey Data	11
3.3 Qualitative Data	12
3.4 Group Discussion	13
4. Reflection on Group Presentations	17
5. Way Forward	18
6. Closing Remarks	19
Annex 1: Agenda	20
Annex 2: List of Participants	22
Annex 3: Presenter's Profiles	24



ACRONYMS

AIMS	African Institute for Mathematical Sciences
APHRC	African Population and Health Research Center
IDRC-CRDI	International Development Research Centre- Centre de Recherches pour le Développement International
IUCEA	Inter-University Council for East Africa
STEM	Science, Technology, Engineering and Mathematics
UR	University of Rwanda



List of Figures

Figure 3.1-1 Enrollment At PhD Level	9
Figure 3.1-2 Women PhD Students' Enrollment By Course	10
Figure 3.1-3 Enrollment At Masters Level	10
Figure 3.1-4 Graduation At Masters Level	11





Executive Summary

The African Population and Health Research Center, in partnership with the University of Rwanda, recently conducted a validation workshop in Kigali to examine the current landscape of women Participation in STEM postgraduate programs. The workshop convened 33 key stakeholders, representing a cross-section of expertise, to analyze preliminary data and provide comprehensive perspectives on the matter.

Findings highlighted a significant gender discrepancy in PhD enrollments within STEM, with a men-dominated pattern, whereas master's programs exhibited a more favorable trend for women students. An online survey further underscored gender imbalances, revealing a notable concentration of women in health and welfare sciences compared to other STEM fields. Participants stressed the need for mentorship programs that are flexible and culturally sensitive, tailored to the unique goals of mentees. The deficiency in mentorship was attributed to the insufficient number of available supervisors, prompting calls for its integration into university policy frameworks.

The workshop emphasized the urgent requirement for a detailed framework aimed at enhancing supervision and mentorship quality, which will confront the prevailing challenges in STEM education. This includes expanding survey outreach for in-depth insights and ongoing promotion of gender balance within STEM disciplines. Professor Workeabeba Abebe Taye from Addis Ababa University pointed out the persistent gender gaps in Ethiopian STEM academia but also acknowledged the progress made through equitable access for women academics. Her call to action included continuous mentorship and support for women in STEM academia.

The workshop concluded on a note of optimism, with a communal aspiration towards nurturing gender parity in STEM educational paths and career fields. The participants expressed their appreciation for the collaborative efforts and ended the session with a shared moment of reflection on the journey ahead.



1. Introduction

The African Population and Health Research Center organized a data validation workshop for the research study ‘Examining Participation and Quality of Experiences of Women in Science, Technology, Engineering, and Mathematics (STEM): Postgraduate Training Programs and Careers in Rwanda’ in Kigali at Park Inn by Radisson on October 20th, 2022. The workshop’s primary objective was to bring together all relevant stakeholders to facilitate a comprehensive review and assessment of the project’s findings, ensuring that the data collected in Rwanda accurately represented the country’s current situation.

The data validation workshop brought together 33 participants, including researchers, faculty members, and postgraduate STEM students, who actively engaged in the event. During the workshop, attendees participated in in-depth conversations regarding the study’s outcomes, with a particular emphasis on addressing gender disparities in STEM participation among postgraduate students. The meeting generated valuable suggestions for future actions and strategies.

1.1 Workshop Objectives

The objectives for the workshop were

1. To present preliminary findings from the study on participation and quality of experiences of women in STEM.
2. To discuss the key study findings and formulate recommendations.
3. To gather feedback from the key stakeholders on how the data can be more representative of the study area.
4. To discuss, improve, and adopt strategies for mentorship and supervision within East Africa.



2. Opening Session

During the validation workshop, three key speakers made remarks on the ongoing study of women in STEM in East Africa.

Dr. Evelyn Gitau, Principal Investigator at APHRC



Dr. Evelyn Gitau, the Principal Investigator at APHRC, highlighted the organization's focus on pan-African projects and their relevance to the ongoing study. She acknowledged the partnership between APHRC, IUCEA, and the University of Rwanda in facilitating the study in Rwanda, emphasizing the significance of the validation workshop in contributing to the research outcomes.



Dr. Christine Gasingirwa



Dr. Christine Gasingirwa, former director for Science, Technology, and Research at the Ministry of Education in Rwanda, expressed her delight and optimism about the collaboration between IDRC and APHRC in overcoming the obstacles hindering girls' participation in STEM. She recognized the progress made in Rwanda and expressed her belief that collaboration would bring about positive change.



Prof. Bideri Ishuheri Nyamulinda



Prof. Bideri Ishuheri Nyamulinda, Director of Research and Innovation at the University of Rwanda, reaffirmed the institution's dedication to promoting research participation for both genders. He appreciated the collaboration among various African universities, funders, and University of Rwanda in STEM.





Dr. Gasingirwa and Professor Bideri expressed their heartfelt appreciation not only to APHRC and IUCEA but also to every participant who took the time to be part of this pivotal discussion. Emphasizing further, they highlighted the essence of women’s involvement in postgraduate STEM courses. They concluded that female representation in advanced STEM education was not merely a matter of numbers or token inclusion and that it was fundamental to driving innovation, diversifying perspectives, and fostering a more inclusive academic and professional environment. Their collective sentiment echoed that “when women are provided with the right opportunities and platforms in STEM, it results in richer ideas, solutions, and advancements in the field.”

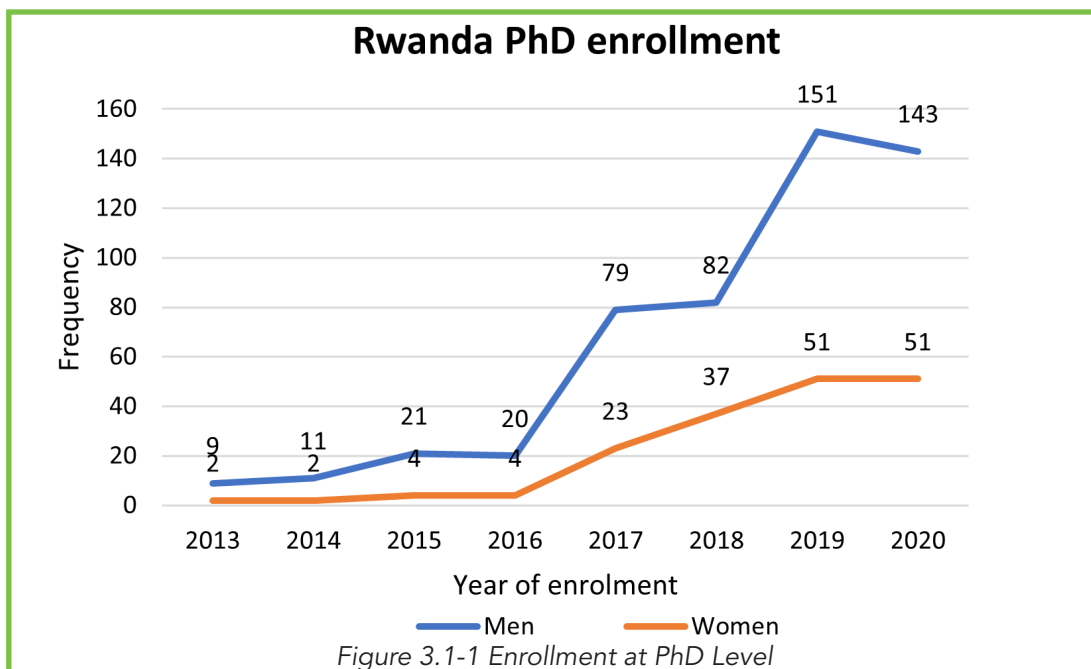
3. Presentation of Study Results

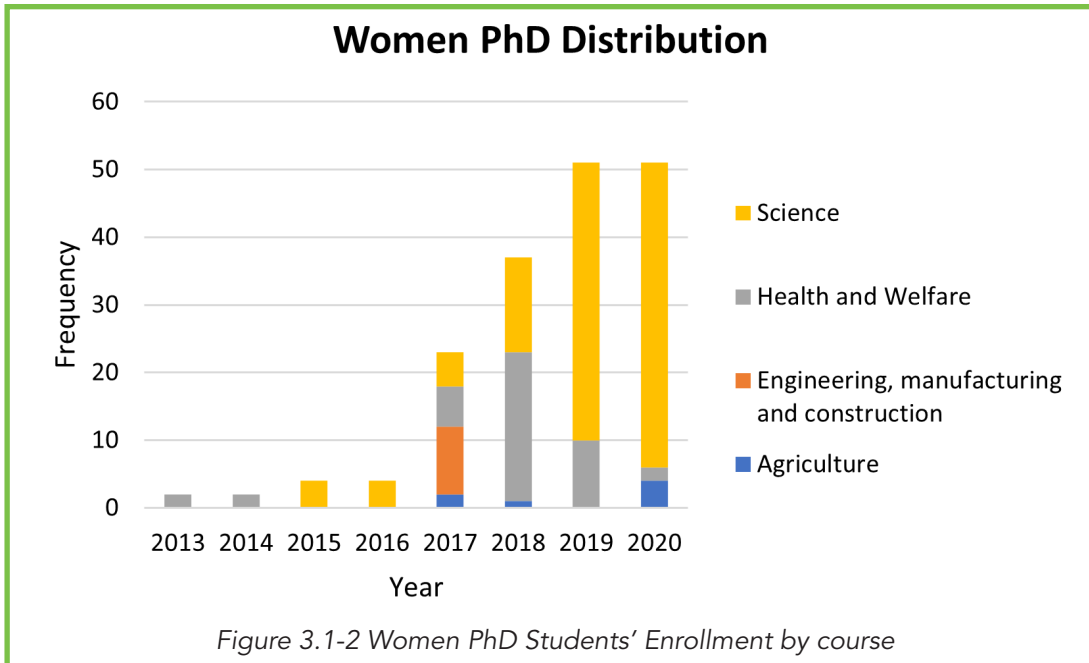
3.1 Quantitative Data



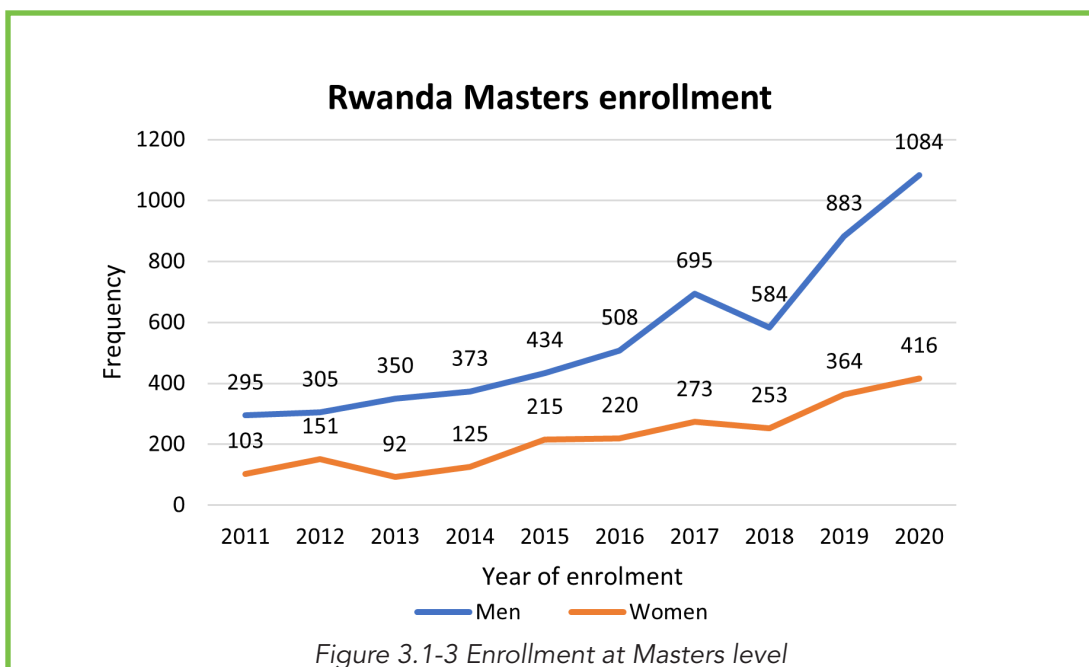
Leah Mwangi, representing APHRC, provided an informative overview of the research project conducted in Rwanda. She emphasized the meticulous process of project approval and the various stages of data collection. It was highlighted that, to safeguard the privacy and confidentiality of the study participants, the data gathered pertaining to enrollment, graduation, and faculty members had been anonymized.

Enrollment, graduation, and faculty data were sourced from both the African Institute for Mathematical Sciences (AIMS) and the University of Rwanda, the latter having been formed by merging seven individual colleges. Data on PhD enrollments from 2013 to 2020 revealed a marked increase in men students opting for STEM-centric doctoral programs, while women students enrolled in PhD courses were notably fewer than their men counterparts. As depicted in Figure 3.1-1



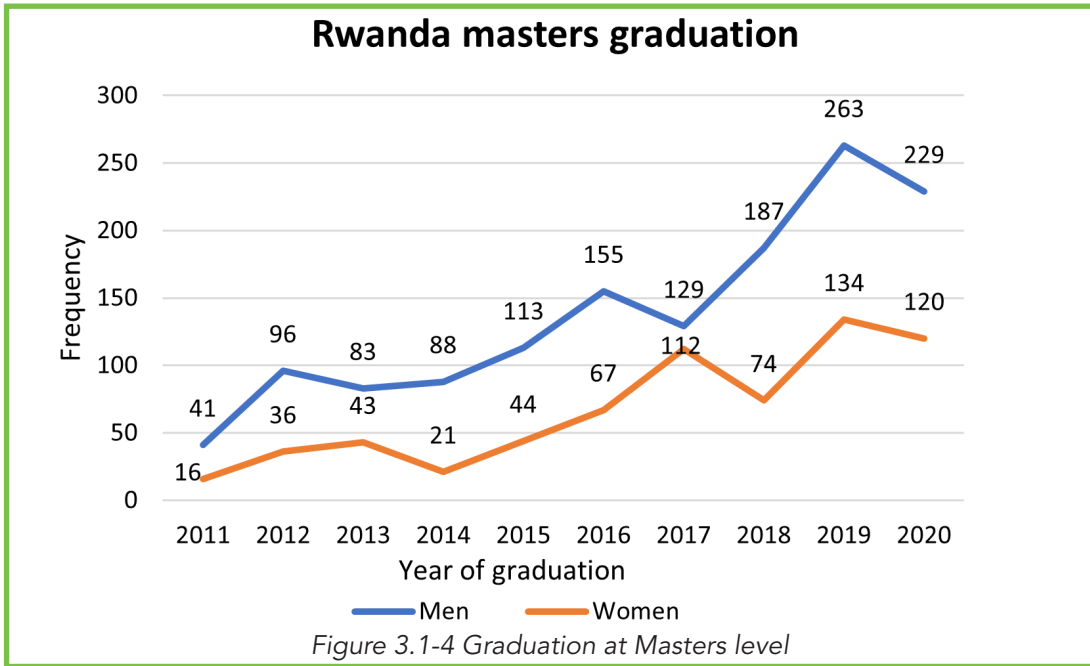


Women PhD candidates exhibited a distinct inclination towards academic courses focused on sciences and health and welfare. This trend not only demonstrates the critical role of gender diversity in academic and professional settings but also stresses the need to champion such diversity in the realms of both agriculture and engineering-related sectors. This push for diversity ensures varied perspectives, which can lead to more comprehensive research and innovations in these fields.





The rising number of women in STEM-focused master’s programs is reflective of a broader movement encouraging women to embark on STEM careers. This forward-thinking transition champions gender equality in the academic sphere, challenging and reshaping long-standing gender stereotypes and views about women’s abilities.



The progression of women students pursuing STEM master’s degrees in Rwanda showed consistent growth from 2011 to 2020. However, in 2016, a noticeable spike in the number of women graduates occurred, potentially attributed to the University of Rwanda’s efforts to expedite the graduation process following the merger of its constituent colleges in 2013.

This acceleration in 2016 might have led to a subsequent decline in the number of women graduates in the year that followed. Other possible reasons for this phenomenon include a temporary saturation of graduates due to the intensified push for completion in 2016, leading to fewer students pursuing STEM master’s degrees immediately afterward. We anticipate the trend might be similar in subjects other than STEM, but the data on those were not collected. Further research and analysis would be necessary to pinpoint the exact causes of this fluctuation and to understand its long-term implications for women participation in STEM master’s degree programs in Rwanda.

In conclusion, the study uncovered a notable gender imbalance in the enrollment and graduation rates for STEM Masters and PhD programs in Rwanda. There were higher numbers of men both enrolling and completing these programs compared to women. The variations observed in the data are primarily attributed to the 2013 amalgamation of previous constituent institutions to establish the present-day University of Rwanda, along with the subsequent rise in the offerings of master’s programs.



A marked increase in women in STEM Masters and PhD students from 2019 to 2020 was linked to the inauguration of various centers of excellence. The study's collaborator emphasized this connection between the rise in women PhD candidates in STEM and the establishment of these centers.

Rwanda has 4 Centers of Excellence that are housed by the University of Rwanda and they include;

1. African Center of Excellence in Energy for Sustainable Development (ACEESD) .
2. African Center of Excellence in Internet of Things (ACEIoT) both hosted at the College of Science & Technology.
3. African Centre of Excellence for Teaching and Learning Mathematics and Science (ACEITLMS), College of Education.
4. African Centre of Excellence for Data Sciences (ACE-DS), College of Business & Economics

These Centers get financial support to implement their projects. The Centers of excellence project focus on quality of education and Science, Technology, Engineering and Mathematics (STEM).

3.2 Online Survey Data



A presentation of preliminary data from the online survey was made by Dr. Anne Khisa. She first explained that different data sources, including a survey monkey, were used to obtain more reliable information. She added that though the online survey was still going on, the responses obtained by October 2022 provided an initial snapshot of the prevailing situation. She outlined the data collection process used to reach the respondents and proceeded to present the preliminary findings to the audience.

Overall, Dr. Khisa highlighted that a vast majority of the respondents from Rwanda were from health and welfare sciences. However, respondents from mathematics and engineering were predominantly men, representing 100% and 75% respectively. She also noted the absence of men from the technology postgraduate fields. Additionally, the presenter shared findings related to respondents' social settings, highest level of education, gender and marital status, job designation, gender distribution by enrollment into postgraduate degrees, gender distribution among university faculty by discipline, perceptions of supervisory and mentorship, and the effect of gender on women in STEM postgraduate programs and careers, among other aspects.



3.3 Qualitative Data



Dr. Uwizeye

Qualitative data was collected among faculty members in the participating Universities (University of Rwanda and African Institute of Mathematical sciences). The study team through the collaborator, Dr. Uwizeye of the University of Rwanda purposively, selected twelve respondents who were women with PhD and were serving in position of influence (Teaching and academic leadership) within the universities as well as PhD students. To participate in a focus group discussion, another group of fourteen respondents were purposively selected as women leaders in STEM discipline to offer insights through in-depth interviews. The data was coded and analyzed using NVivo version 11.

The study's outcomes showed a distinct trend that indicated that while gender parity was evident at the undergraduate level within STEM fields, disparities emerged as students progressed to the graduate and postgraduate levels. Dr. Khisa pointed out that gender disparities also varied depending on the STEM discipline among faculty and research careers.

The study also revealed a range of factors that promote gender equality in STEM-related postgraduate training and careers in Rwanda. Factors that were found to promote gender equality included flexible study schedules, practices, support from parents and families for girls in STEM, mentorship and leadership programs, challenging gender stereotypes, changing perceptions and the existence of gender equality centers and units to facilitate the integration gender equity principles into national policies among others.

The qualitative findings of the study underscored multiple challenges to achieving gender equality in STEM postgraduate studies and professions in Rwanda. Obstacles included prevailing societal views on STEM, deep-rooted gender stereotypes, an inadequate presence of women and girls in early STEM education, a dearth of female mentors, experiences of discrimination, unequal opportunities for career progression, scarce employment avenues, and scholarships that don't factor in gender. Additionally, the absence of science-teaching establishments in rural areas was identified as a hindrance, depriving young rural girls of inspirational role models.



3.4 Group Discussion

Following the main discussion, the team presented a set of pertinent questions to the stakeholders, seeking their expertise and input for further refinement. Among these, they particularly emphasized stakeholders’ preferences by asking them to review and rank specific elements. The primary question posed aimed to spark conversations on the essential components and strategies that must be included in the supervision and mentorship framework. The team was split into four groups, and their answers to the different questions are compiled below.

No.	Group discussion questions	Feedback from stakeholders
1.	What were the important aspects of supervision in Rwanda?	<p>The team of stakeholders from Rwanda highlighted the following aspects for consideration:</p> <ol style="list-style-type: none"> 1. Supervisor-supervisee relationship. 2. Supervisor capacity in terms of experience, expertise, and ability to provide guidance effectively and availability. 3. Facilitation: The ease and efficiency with which supervisors can facilitate resources, information, and support for their supervisees. 4. Contract: The formal agreement or understanding between the supervisor and supervisee, detailing responsibilities, expectations, and terms of the supervisory process. 5. Accountability: Supervisors and supervisees are held responsible for their respective roles, duties, and any shortcomings. 6. Knowledge and skills in research and the field of study. 7. Gender-sensitive supervision. 8. Supervisees’ freedom to select their supervisors. 9. Limited supervisory ratio to improve supervision quality, emphasizing the importance of not overburdening supervisors to ensure they have a manageable number of supervisees. 10. Laboratory availability for fields that require laboratory work, ensuring that supervisees have consistent and adequate access to the necessary labs and equipment.



2.

What were the different aspects of mentorship that were important in Rwanda?

1. Mentor's training.
2. Personal development that transcends academic and professional growth to include personal and holistic development of the mentee.
3. Motivation: Recognizing the role of mentors in consistently motivating and inspiring their mentees, fostering a positive and encouraging environment.
4. Legal framework: The need for a structured legal backdrop that defines and protects the rights, responsibilities, and expectations within the mentor-mentee relationship.
5. Attitudes and cultural beliefs: Understanding and navigating the unique cultural nuances, beliefs, and attitudes prevalent in Rwanda, ensuring that mentorship is culturally sensitive and resonant.
6. Consent between mentor and mentee.
7. Sufficient time and commitment.
8. Mentor availability and approachability.
9. Encouraging and supportive mentorship commitment to women's progression in STEM.
10. Dynamism where mentorship is adaptable, adjusting to the evolving needs, challenges, and dynamics of the mentor-mentee relationship.
11. Regulated mentorship ensuring consistency and quality across the board.
12. Assessment of the mentee's weaknesses and strengths.



	<p>Should mentorship be separated from supervision during the training of postgraduate students in STEM?</p>	<ol style="list-style-type: none"> 1. A significant proportion (50%) of the stakeholders firmly held the belief that intertwining mentorship with supervision enhances the overall efficacy of the guidance process. Their rationale was grounded in the idea that mentorship not only offers emotional and professional support but also a more structured, evaluative process of supervision. In their view, a proficient supervisor inherently embodies mentorship qualities, facilitating a holistic nurturing environment for the mentee or student. 2. On the other hand, 25% of the stakeholders advocated for a clear demarcation between mentorship and supervision. They perceived mentorship as a more informal, relationship-driven support system, while viewing supervision as a structured, goal-oriented process. Keeping them separate, in their opinion, could allow for clearer boundaries and expectations in each role. 3. The other 25% of stakeholders adopted a more flexible stance, suggesting that the distinction between the two roles should be contingent upon the infrastructure in place. They felt that if an institution or organization can create a well-defined, efficient framework that supports and clearly delineates both roles, then there might be merit in keeping them separate. Otherwise, combining them was a more practical approach.
<p>3.</p>		<p>The stakeholders identified several key components that were notably absent from the framework. Among these were the integration of mentorship into institutional policies, and the emphasis on the trustworthiness and bond between a mentor and their mentee. Additionally, they observed that there was no mention of the time commitment expected between the mentor and mentee, which they believed to be a crucial aspect that needed inclusion. Furthermore, the stakeholders felt that the framework lacked any reference to ongoing training concerning mentors within its policies. Lastly, the stakeholders determined that it was essential for mentors to possess knowledge regarding adult learning methods and principles. Among other aspects that were highlighted included:</p> <ol style="list-style-type: none"> 1. Personal development plan 2. Guidance and counselling 3. Motivation 4. Training in psychological counselling 5. Mutual trust 6. Setting goals 7. Interaction
	<p>What aspects were missing from the framework and what aspects were considered not important?</p>	<p>4.</p>



<p>5.</p>	<p>How could indicators of effective supervision and mentorship be measured?</p> <p>One prevalent recommendation was the consistent documentation and reporting of both supervision and mentorship activities. This would involve tracking all pertinent interactions, guidance provided, and milestones reached, ensuring a clear record of progress and engagement.</p> <p>In addition to this, it was proposed that any report drafted by the student or mentee should receive validation and approval from their respective supervisor. This would serve as a form of quality control and also ensure that both parties are aligned in their understanding and assessment of the mentorship process.</p> <p>Further enriching the discourse, two groups specifically emphasized the importance of having a structured roadmap for both mentors and supervisors. They advocated for the creation of a detailed mentorship and supervision plan. This plan would serve as a guideline, ensuring that mentors and supervisors are well-equipped and clear about their roles, responsibilities, and the desired outcomes from the mentoring relationship.</p>
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4. Reflection on Group Presentations

After group presentations, the participants were given time to share their reflections with the rest of the team. One participant argued that mentorship should not be regulated since it cannot be limited by boundaries. Instead, social and cultural context of mentees should not be overlooked when setting up a mentorship framework. Another participant suggested that good mentorship should meet the goals of mentees and supervisees. On the other hand, another participant highlighted that mentorship is not given enough priority in the local context due to a shortage of supervisors. They proposed institutionalizing mentorship by incorporating it into university policies, such as staff development and gender policies, to ensure its consideration in faculty promotions.

Additionally, another participant emphasized the importance of considering both social and professional relationships to make mentorship effective. Finally, some participants raised questions about the university's role, the objectives to be achieved, and the timeline for supervision or mentorship



5. Way Forward

Participants provided valuable insights on how to improve STEM education in IUCEA member institutions. Firstly, the study team should consider the ideas and opinions shared by the participants during the formulation of an adequate framework that would enhance supervision and mentorship. This framework should be designed to address the challenges faced by students and faculty in STEM education.

Secondly, the study team should make more efforts to circulate the online survey link among potential respondents. This would ensure that a larger and more diverse group of participants can share their experiences and suggestions.

Lastly, the participants unanimously agreed on the need to continue raising awareness about the importance of having more women in STEM. They emphasized that women need to be included for the sake of collective development. Therefore, the study team should continue to emphasize the importance of gender equity in STEM education.



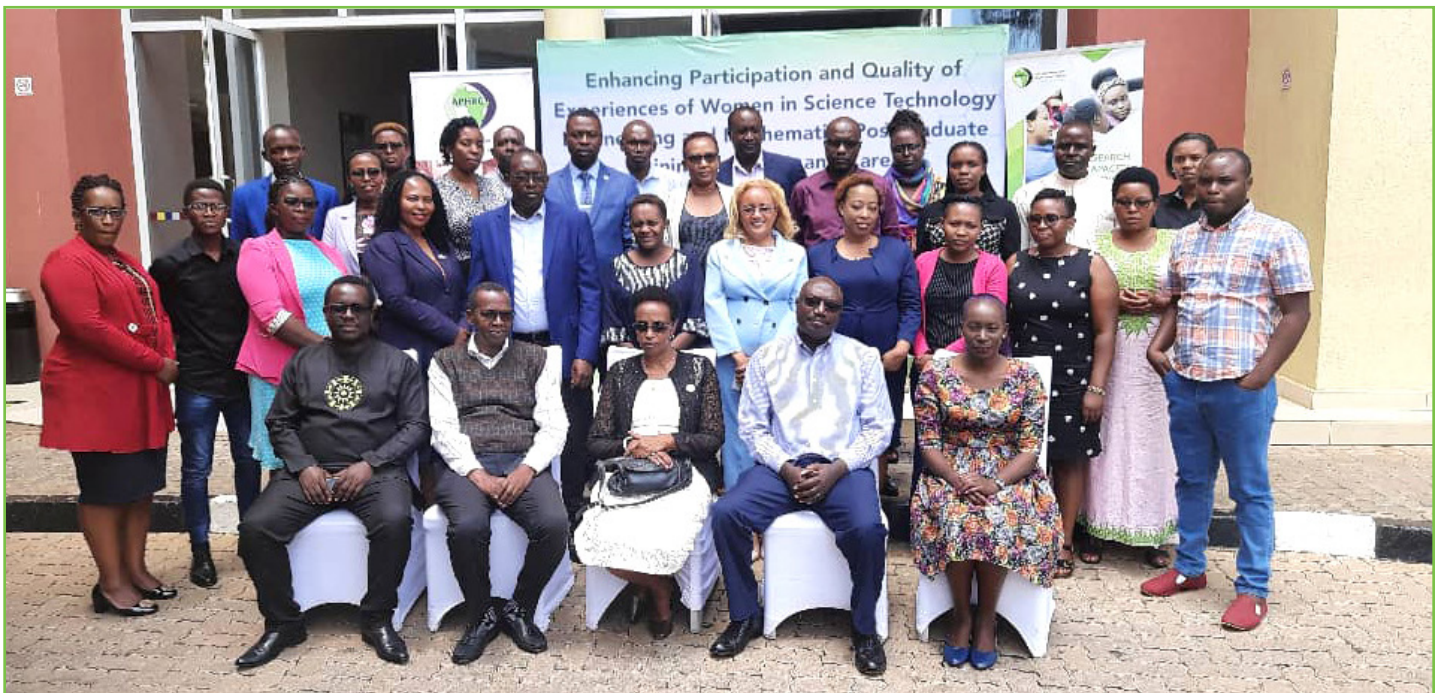
6. Closing Remarks



Professor Workeabeba

Professor Workeabeba Abebe Taye is a founding member and the chair of the Women Health Research Working Group (WHRWG). She is also an infectious disease expert and serves as a professor in the Department of Pediatrics and Child Health at the College of Health Sciences, College Health Sciences, Addis Ababa University (AAU).

In closing remarks, she highlighted the issue of gender inequality in STEM in Ethiopia. She noted that although the problem existed in Ethiopia, it was less severe than in Rwanda and other East African countries due to the equitable opportunities provided to female faculty and researchers. She emphasized that effective mentorship, training, research grants, and encouragement from the school, college, and university could empower and encourage women to join academia in STEM. According to her, equity issues can be addressed by promoting initiatives to empower women in STEM. The workshop ended with a vote of thanks from one of the participants and a word of prayer.





Annex 1: Agenda

Examining Participation and Quality of Experiences of Women in Science Technology Engineering and Mathematics (STEM) in Rwanda

Date: 20th October 2022,
Venue: Park Inn by Radisson Kigali
Agenda

Time	Activity	Description
Opening Session		
8:00-9:00 a.m.	Registration and Morning tea	Participants registration and zoom log in for APHRC staff from Nairobi (IDRC Breaking barriers team - APHRC) <ul style="list-style-type: none"> • Facilitator: Hiram Kariuki (APHRC) • Program facilitator: Leah Mwangi (APHRC) • Rapporteur – University of Rwanda • Note taker – University of Rwanda
9:00-9:15 a.m.	Official Opening	Opening Remarks <ul style="list-style-type: none"> • Dr. Evelyn Gitau – Study Principal Investigator (APHRC) • Dr. Taye, Workeabeba Abebe - Insights on work around Women in STEM in Rwanda
9:15-10:15 a.m.	Introduction, Methods and Data Analysis	Presentations <ul style="list-style-type: none"> • General Overview of the study – Leah Mwangi (20 min)
		<ul style="list-style-type: none"> • Secondary Data – Leah Mwangi (20 min) • Qualitative Data – Dr. Anne Khisa (20 min)
10:15-11:00 a.m.	Health Break	All participants to take a group photo



11:00 -12:30 p.m.	Presentation of the results of the study	<ul style="list-style-type: none"> • Results from Online Survey Data - Dr. Dieudonne Uwizeye (University of Rwanda) (30mins) • Validation of supervision and Mentorship framework – Dr. Anne Khisa (60mins)
12:30 – 1:20 p.m.	Lunch	
1:30 – 2:50 p.m.	Plenary discussion	<ul style="list-style-type: none"> • Results from scoping review – Leah Mwangi (30 mins) • Questions, answers and reflection - Dr. Anne Khisa (50 mins)
2:50 – 3:00 p.m.	Closing Remarks	<ul style="list-style-type: none"> • Dr. Workeabeba Abebe Taye - Infectious Disease Specialist and Women in Health Working Group
3:00 p.m.	Refreshment and departure	



Annex 2: List of Participants

No	Name	Designation	Discipline	Institution
1.	Dr Uwizeye Dieudonne	Faculty	Demography	UR-CASS
2.	Bizimana Hubert	Registrar	Education	UR-CAVEM
3.	Mukaruzamaba Aletha	Registrar	Engineering	UR-CST
4.	Manishimwe Henriette	RAWISE	Education	UR-CE
5.	Uwurukundo M. Sagesse	RAWISE	Education	UR-CE
6.	Muhayimana Alice	Faculty	Nursing	UR-CMHS
7.	Yvonne Delphine Nsaba Uwera	Faculty	Midwifery	UR-CMHS
8.	Dr Marcellin Rutegwa	ACEITLMS	Biology Education	UR-CE
9.	Kiiza Pascal	Registrar	Education mgt	UR-CMHS
10.	Uworwabayeho Alphonse	Faculty	Math Education	UR-CE
11.	Prof. Niragire François	CBE-DRI	Statistics	UR-CBE
12.	Tuzanirwa Yves	Research Assistant	Development Studies	UR-CASS
13.	Prof. Bideri Ishuheri Nyamulinda	UR-DRI	Business	UR HQ
14.	Muziki Jean Claude	Research Assistant	Psychology	NCDA
15.	UWINEZA Marie Aimée	PhD student	Mathematics-Climate Science	UR-AIMS RWANDA
16.	Niyizamwiyitira Christine	REB	ICT	REB
17.	Dr Myriam Mujawamariya	Faculty	Biology	UR/CST
18.	Dr Batemba Jennifer	Faculty	ICT	UR
19.	Mbonyiryivuze Agnes	PhD student	Physics Education	UR-CE
20.	Rubagiza Jolly	Faculty	Gender studies	UR-CASS
21.	Dr Gasingirwa M. Christine	MOE	Biotechnology	Retired
22.	Kantarama Evelyne	Faculty	Health Sciences	UR-CMHS
23.	Murorunkwere Belle Fille	Faculty	Mathematics	UR-CBE
24.	Uwineza Innocente	Faculty	Maths Education	UR-CE



25.	Dr Odette Uwizeye	Faculty	Strategy	UR-HQs
26.	Ntawigira Charles	Faculty	Education	UR
27.	Shema Emmanuel	Faculty	Education tech	UR
28.	Akimana Jean Claude	Faculty	English Education	UR
29.	Nkubito Jean de Dieu	Faculty	Education	UR
30.	Professor Workeabeba T Abeba	Faculty	Pediatrics and Child Health, College Health Sciences	Addis Ababa University (AAU).
31.	Leah Mwangi	Research Officer	RRCS – Project Manager	APHRC
32.	Hiram Ndichu Kariuki	Research Assistant	RRCS	APHRC
33.	Dr. Anne Khisa	Post-Doctoral Fellow	RRCS	APHRC



Annex 3: Presenter's Profiles



Evelyn Gitau

Evelyn Gitau combines a record of more than 19 years of medical research with a commitment to cultivating a new generation of researchers throughout Africa committed to solving health challenges.

She holds a PhD in life sciences from the Open University/Liverpool School Of Tropical Medicine, United Kingdom. Her medical research career started at the KEMRI-Wellcome Trust Program in 2002 where she was instrumental in setting up groundbreaking research and actively mentored and supervised students.



Dr. Anne Khisa

Anne is a post-doctoral researcher and gender and development expert working in the African Population and Health Research Center (APHRC).

She conducts research seeking to answer questions related to gender and inclusivity in science and technology as well as implementation and evaluation of research capacity strengthening models. She is an investigator on the 'Examining Participation and experiences of women in STEM postgraduate training and careers in East Africa' and the 'African Research Culture' research studies. Anne is a facilitator on various APHRC training courses. She holds a PhD in Nursing Sciences from the University Of Nairobi.



Dr. Marie-Christine Gasingirwa

Gasingirwa is a PhD holder in Biomedical and Pharmaceutical Sciences (University of Namur-FUNDP-BELGIUM), MSc Degree in Agricultural Biotechnology (University of West Texas – AMU-USA), BSc (Hons.)-Zoology and Biochemistry (University of Nairobi-Kenya). She has authored a number of scientific articles in different international journals. She is a holder of a number of professional certificates in diverse domains, A 'Diplome de langue française', a certificate on Conservation Education, and several Certificates on conservation education and several certificates on General Radiation Safety Training, Environmental Health and Safety.



Dieudonne Uwizeye

Dieudonne is the current head of department of Development Studies, School of Governance, Development and Society at the University of Rwanda since July 1st 2020. He holds the position after serving for three years as coordinator for postgraduate programs at the same school (2016-2018). He holds a PhD in Demography from the University of Dar es salaam, Tanzania, He did his postdoctoral research at the Education and Youth Empowerment at the African Population And Health Research Center-APHRC (January-December, 2019). His research area is the dimensions of populations development including health, resource distribution, population dynamics, gender, and education with deliberate bias on resource-deprived context.



Ms. Leah Mwangi

Leah supports the monitoring, learning research, and evaluation of training programs as well as higher education within the Research and Related Capacity Strengthening Division.

Her experience spans across various projects including HIV Prevention, care and treatment, cervical cancer, Reproductive health, WASH, Malaria programs, peer education, maternal and child health, micro-Enterprise development, local stability initiatives, good governance and capacity building program for various donors including USAID, DFID, Elizabeth Glaser Pediatric AIDS Foundation, Bill & Melinda Gates Foundation, CDC and various government and private funders.



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