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PROGRAM NAME: WOMANITY – WOMEN IN UNITY

GUEST NAME: PROFESSOR JUDITH BRUCE – HEAD OF SCHOOL OF THERAPEUTIC SCIENCES – WITS UNIVERSITY

SPEAKER	TRANSCRIPTION
DR. MALKA	Hello, I'm Dr. Amaleya Goneos-Malka, welcome to 'Womanity – Women in Unity'. The show that celebrates prominent and ordinary African Women's milestone achievements in their struggles for liberation, self-emancipation, human rights, democracy, racism, socio-economic class division and gender based violence.
DR. MALKA	Joining us in our Johannesburg studio today is Professor Judith Bruce who is Head of the School of Therapeutic Sciences at Wits University in Johannesburg. Welcome to the show!
PROF BRUCE	Thank you Amaleya, I'm happy to be here and hello to all your listeners.
DR. MALKA	It's a pleasure having you here and in continuing with our theme on ladies that are heading up the academic departments at some of our most prestigious universities. So to start with the School of Therapeutic Sciences at Wits University comprises of several disciplines from Exercise Science, Sports Medicine, Nursing, Occupational Therapy, Pharmacy, Pharmacology and Physiotherapy which sees the production of Pharmacists, Nurses, Occupational Therapists, Physiotherapists, Biokinetics, Exercise Science and Sports Medicine. What would you say are some of the challenges that you face as well as the responsibilities that come with leading the school?
PROF BRUCE	Well thank you for that question, well you may probably know that therapeutic sciences is really an organising structure for putting together all professions that are not medicine or dentistry and one of my key sort of responsibilities is to harness the expertise of all those disciplines without losing the uniqueness of each. So each discipline then still needs to retain identity in a sense and that comes with quite a bit of challenge sometimes, also remembering that each of the disciplines are led or regulated by their own professional councils and therein we also sometimes encounter problems. One of our biggest challenges of course as you may know is that each of the professions in the school also have different partners with whom they work, so educating health professionals is not solely our responsibility. So there'll be industry partners, government partners, non-governmental partners and all of them contribute quite significantly to the training of our health professionals. One of the - like with any relationship of course, is the difficulties that we sometimes have to navigate in maintaining our partnerships and I think one of the critical issues today is around protests, we've been facing several protests, shrinking resources and of course the very reason the health worker strikes which have become more aggressive and violent in nature and what that does, it just makes your responsibility far more difficult with respect to safety of the patients, students and staff of course and also it raises moral questions about what we should be doing to protect our patients in this regard. So those are just some of the difficulties but also having our responsibility to protect people during those times.
DR. MALKA	There's a lot of complexity involved and it almost sounds as if you've got this "house of brands" if I put it into business and marketing terms because each of those brands as different disciplines has to be unique but...
PROF BRUCE	...absolutely....
DR. MALKA	...yet you've got to integrate amongst this fabric to keep the sort of uniform identity of the overall faculty. Moving towards the future what would you say

	are some of the milestones that you want to achieve in this role?
PROF BRUCE	Well maybe it's not about milestones but it's what....some of the things that I'd like to leave behind, you know milestones to me is almost like fixed, you know you can't go back and un-change what you've done...
DR. MALKA	...so a bit of a legacy...
PROF BRUCE	...yeah a bit of a legacy but one of the things that I really strongly believe in and it really comes from leading such a multi-professional school is the fact that we can no longer rely on a single health professional to change the health profile of the country. So I'm quite a supporter of inter-professional learning and looking at common causes or core curricula that speak to all professions, so I believe there's a common foundation of knowledge that will be needed if we think that we should be working as teams of health professionals in order to make an impact on the health profile of people. I think it will also debunk the myth where we still believe that some health professionals are better than or more important or superior to the other and that we can only change if students learn together in a setting where they all see their own importance towards influencing the health of people.
DR. MALKA	You're part of a team...
PROF BRUCE	...yeah absolutely...
DR. MALKA	...and having, as a body you've got all of....
PROF BRUCE	...absolutely....
DR. MALKA	...the different functional aspects and no single person I think can take responsibility for everything....
PROF BRUCE	...and we've trialled it in the school and in the faculty at large and student responses to that is very positive and of course many of them believe that that's the way of future, future learning requires us to be together, to learn together and ultimately to treat and care for patients together.
DR. MALKA	I think that's a wonderful notion and idea of moving forwards to have that multi-disciplinary approach.
PROF BRUCE	That's true.
DR MALKA	The School of Therapeutic Sciences at Wits produces meaningful research which serves various communities, for instance through its involvement with the Wits Research Institute of Malaria which provides an environment to enhance groundbreaking research into one of Africa's deadliest diseases. I read that according to UNISEF over one million people die from malaria every year and between three hundred to six hundred million people are infected by mosquitoes with the disease each year. Wits also has the Wits Advanced Drug Delivery Platform, a research unit which conducts and delivers innovative drug research solutions and other research initiatives which contribute towards our understanding of human movement, sports medicine and sports education. Can you share some details about some of these often life-changing initiatives?
PROF BRUCE	Yes, without giving you all the technicalities, if you for example look at the work that happens in the Wits Advanced Drug Delivery Platform, you know, they are working very keenly on different ways to deliver drugs to different parts of the body. So for example they will look at the spinal cord, the eye, the skin; different ways...
DR. MALKA	...the eye...?
PROF BRUCE	...of delivering...yes...delivering drugs. You may know that the therapeutic doses of drugs and its capacity to heal get's destroyed in the process of entering - or perhaps you know as it gets metabolised in the body - and so they use various technologies; Wafer technologies, they use Nanotechnologies to look at better ways to deliver drugs for greater efficacy within the body. They're making great strides in the neurosciences and particularly in improving neurological diseases you know such as

	Multiple Sclerosis, Parkinson's Disease, Dementia and all of those innovations can improve the quality of life of patients suffering from those diseases.
DR. MALKA	And they're such debilitating diseases.
PROF BRUCE	Absolutely. Absolutely and so obviously you want to have drugs in the body that can exert maximum effect in order for these patients to have a better quality of life.
DR. MALKA	Great, thanks for sharing. You also have a specific interest in problem-based learning and curricula issues in nursing education, with a focus on programme and capacity development research and one of the challenges that I think our world faces....
PROF BRUCE	...yes....
DR. MALKA	...in almost every sphere is that we're developing more rapidly than we've got time to go back, adjust curricula, make sure that we're on track...
PROF BRUCE	...on track, yeah...
DR. MALKA	...to keep pace with the change; how do you think we can develop our capabilities for the future and overcome this gap?
PROF BRUCE	Well I was fortunate enough when I joined Wits, I joined at a time when particularly in their nursing department they were undergoing major curriculum reform and although problem-based learning, as an example, is more than fifty years old, it was one of the things that we then decided to introduce and it was more than just a learning pedagogy, it was also an opportunity to...for social transformation because you...at the time, you must remember with apartheid students were not allowed to learn together, to live together, to socialise together and problem-based learning enabled students to learn together in small groups and harness those skills that we require of them in order to become those people that curricula on its own cannot teach people. And so some of the skills that students learn during problem-based learning is critical thinking; they learn to deal with real life clinical problems that patients face and how to deal with them. In discussing these problems there's also collaborative problem solving approach and one of the things that they're required to do is to decide what their own learning gaps are and then to decide what resources they would need to find and access in order to meet those learning gaps and those are skills you want people to exit from any programme. For example, I've always had the view that no curriculum can teach you everything you need to know to become a good doctor, a good nurse, a good pharmacist or a competent pharmacist for that matter and so leading from a problem-based curriculum sort of equips students with those kinds of skills. Now you asked about bridging the gap, so problem-based learning is old, there are far better transformative pedagogies that we use and when you combine that with all the technologies, learning technologies that we have today, I mean so many students have smart devices and so you as the lecturer is no longer the oracle of all information and the source of knowledge and so students can access information, but you have to train their minds about how to use that information and I believe that that is quite an important thing.
DR. MALKA	So it must be a very different approach as to what it was in the past....
PROF BRUCE	...absolutely...
DR. MALKA	...being the oracle of information you are....
PROF BRUCE	...yes....
DR. MALKA	...the gospel preaching...
PROF BRUCE	...so many of us...so many of us have had to de-role from that traditional notion of what a teacher is like and should be like and so in our school, for

	<p>example, we now have one learning one space which is big enough to accommodate large numbers of students, called the eZone and the eZone is really about bridging that gap that you're talking about, so it is an adaptable, technology-rich learning environment where students can come, lecturers can come and learn in novel ways to acquire the skills that you'd like them to have.</p>
DR. MALKA	<p>And I think one of the challenges that I've always found when you're studying and you're doing research is how much is enough and....</p>
PROF BRUCE	<p>...yes...</p>
DR.MALKA	<p>...when you have got open to the universe in terms of knowledge it's extracting the right pieces...</p>
PROF BRUCE	<p>...absolutely....</p>
DR. MALKA	<p>....'cause there are no filters...</p>
PROF BRUCE	<p>...ja.</p>
DR. MALKA	<p>Staying on the topic of education, I think that education, not just me I mean it has been proven, it's a vital tool to empower individuals and societies, whether it's from basic levels of literacy and numeracy which have had profound effects on the wellbeing of women and those benefits extend from control over fertility rates to reduced child mortality, improved health management, poverty reduction and according to UNESCO an additional year of schooling yields a 10% increase on earnings. Do you think that we're doing enough to ensure that knowledge is preached in every forum possible and passed on from mothers to daughters and I ask this particularly because of your interest and focus in the health space?</p>
PROF BRUCE	<p>Yes, you know I don't think that we'd ever do enough to a point where we need not do anymore. It's incumbent upon us as women to continue to educate our...particularly our girl children. As you well know to some extent education has an end point but learning is ongoing. Learning never stops, you may have completed a qualification or an educational programme but I believe that people should go....continue learning to achieve what they want to achieve. You may also know that literacy is a huge problem in South Africa, we've recently seen headlines of 80% of our grade four's who cannot read with understanding or with meaning and even though there is also a headline that suggests that girls read better than boys, I think we must remember that both of them actually start at a very low base, so it's not something that we should be applauding and I think as girl children progress in school and sort of get to high school and some even before they get to high school, there are other factors that impact on their attendance and their retention in schools and their ability to complete school and some of those things are the onset of menstruation, the development of secondary sex characteristics, experimentation, peer pressure and of course teenage pregnancy and so although girls are slightly ahead of boys in terms of their reading capabilities, I think there are definitely those other factors that impact on their ability to rise above boys later in life. So one of the things that the...that we also say is that the culture of reading is absent in homes, particularly of girls and it's been shown that the attitudes toward reading in a home is strongly correlated to performance in reading and so I think for us as women, as grandparents, as dads or primary caregivers of girls and other children, to really in their homes begin to look at reading. You know there's sometimes where parents cannot read but children can read for them and so that is how you encourage reading. I'm not sure what community libraries look like today but I think there should be more of that, particularly for underprivileged communities because that's how we get learners to read more and really to</p>

	develop that love for reading.
DR. MALKA	When I listen to your response I'm almost reminded of what you said earlier about the interdisciplinary approach...
PROF BRUCE	...yes....
DR. MALKA	...that you have in looking at after the School of Therapeutic Sciences by the fact that having one say stream in terms of being able to read is actually not enough, you've got to take into consideration the compounding effect of...
PROF BRUCE	...absolutely...
DR. MALKA	...social and cultural factors, which, you can be the greatest reader in the world but if your environment isn't conducive to helping you advance...
PROF BRUCE	...absolutely....
DR. MALKA	...it's going to pull you down...
PROF BRUCE	...yeah absolutely. I mean one of the things that people also seem not to understand is that if you cannot read with meaning you cannot learn formally and if you cannot learn formally it's difficult for you to acquire meaningful education and that in turn impacts on your earning ability. Now there are some people who will say oh well you don't need an education to earn well but that applies to a minority, for the majority we have to work and learn....
DR. MALKA	...and a very, very small minority...
PROF BRUCE	...yes, yeah absolutely...
DR. MALKA	...yes Richard Branson is wonderful...
PROF BRUCE	...yes....
DR. MALKA	...but how many Richard Branson's are there?
PROF BRUCE	...absolutely, so that links to the income potential that you were talking about.
DR. MALKA	But it is so detrimental if you think that 80% of our youth in schools are not at an appropriate level of literacy because it's just going to impede their progress moving forwards; those students are never going to be able to understand what it takes at university and like you said that impacts on learning potential and income potential.
PROF BRUCE	...yeah...
DR. MALKA	You are clearly very passionate about developing and promoting education as well as research scholarship and your background, I haven't really spoken a lot about it today, is in nursing and you're involved with NEPAD and the Africa Wide Honour Society of Nursing, a chapter of the Sigma Theta Tau International; can you share some of the outcomes from these bodies and the work that they do?
PROF BRUCE	Yes, I was very fortunate to team up with visionary nurse leaders, one of them has unfortunately passed away already, who set up....what they did is they kind of took Africa to the world in a sense and we teamed up...we built several nursing networks from Africa with the rest of the world and one of the things that we did was to go to different member countries, in fact, outcries from certain countries about the education of nurses was one of the key drivers for us to work with countries like Kenya, Tanzania, Ghana, Nigeria, Malawi, Mozambique, many, many countries.
DR.MALKA	And often nurses are the primary point...
PROF BRUCE	...yes, yes...
DR. MALKA	...of healthcare...
PROF BRUCE	...absolutely and what we take for granted in countries like South Africa is the opportunity to study further, so for many African countries nursing stops at basic level. So you entered nursing, you did your two or three year course and that's where it stops and so for many of these nurses they wanted more. They didn't necessarily want to leave their own countries to

	go and do courses outside of Tanzania as an example and so through the work of this Africa Honours Society we then set up consortiums of universities to go into these countries and it doesn't sound as simple as I am saying it, but it takes a while to negotiate with the governments 'cause you need to get the buy-in from different sectors in the respective countries and we then set up postgraduate programmes for nurses based on a health profile analysis so that these nurses then become specialised in fields that they would require to address some of the most pressing health issues that their country face.
DR. MALKA	So it was relative to the context of the country.
PROF BRUCE	So it's relative to the context, so the work that I did...the countries that I did a lot of work in is Malawi and Mozambique and most recently after a five year stint in Mozambique, that...I took some of my own colleagues to do some of work there and our first culvert of graduates were twelve nurses and midwives who specialised in trauma and emergency care because that was the pressing need in Mozambique with all their acuity levels increasing at phenomenal rates and of course in neonatal and maternal health. So we're busy doing a follow-up study to see two years later whether there's been some impact on their own professional lives and also to the lives and health profile of the people that they're serving, so we're busy with that at the moment.
DR. MALKA	And have you got any highlights that have come through yet, or is it early days still?
PROF BRUCE	I think it's early days; there's some anecdotal evidence that they are really able to make a difference in the hospital sector, but one of the concerning findings is that despite the increased capacity in knowledge, they seem to be powerless to make real difference in the health sector and that's probably and that is something we're exploring further, may be related to gender or other issues within the health system itself.
DR. MALKA	Well they're standing from a point of gaining new knowledge and somebody might not have what they have so there could be a power dynamic...
PROF BRUCE	...yeah absolutely...
DR. MALKA	...at play.
DR. MALKA	Today we're talking to Professor Judith Bruce who is the Head of School of Therapeutic at Wits University in Johannesburg.
	AD BREAK
DR. MALKA	You are listening to 'Womanity – Women in Unity' on Channel Africa, the African Perspective, on frequency 9625 KHz, on the 31 meter band, also available on DSTV, channel 802. Today we're talking to Professor Judith Bruce who is the Head of the School of Therapeutic Sciences at Wits University in Johannesburg. We would love to receive your comments on Twitter: @WomanityTalk.
DR. MALKA	Professor Bruce earlier we were talking about the work that you were doing in NAPAD as well as with the Africa Wide Honours Society on nursing and I'd like to highlight some of the accomplishments that you've achieved in acknowledgment of your leadership work, particularly your influence on the lives and careers of women and young girls; you were awarded with the prestigious Lucy S Kelly Mentor Award in Las Vegas in 2015; you received the Vice-Chancellors Academic Citizenship Award in 2016; as women's empowerment is a cornerstone of this programme, what are some of the things that you've done to influence women and girls in pursuit of their careers?
PROF BRUCE	Thank you, it's...that's always a very difficult question to answer because if you asked those individuals whose lives I think I touched, they would be in a better position to say what it is that I've done. So...but on a more serious

	<p>note I think for me it's going beyond the call of the leadership position that you hold. It means going beyond what is required of you in a particular position and so some of the things that I do is just very simple acts, I don't know if it's acts of kindness or just understanding the plight of women and creating an enabling environment for them to achieve the goals that they've set out for themselves, I think that's very important. A lot of it involves giving of myself, giving of my time, sharing my expertise and where I can I do make some donations to charitable organisations and particularly the one that I belong to, there's an opportunity to be a philanthropist and so anonymously you give money to be put into a grant for nurses to either do research or to have to opportunity to travel to a conference where they would never be able to go to on the other side of the world and those are small things that I do, so I cannot tell you in a coherent manner that I have this really big organisation that enables me to do this and so it's really outside of the call of my normal position. So I'm driven by philanthropy and volunteerism and so that's what's central to me and because nursing is a female dominated profession, it's women, young and old, who are the benefactors.</p>
DR. MALKA	<p>But in giving time, in the philanthropic efforts, all of those things I think are about opening opportunities because you can go to a conference and you could meet your next employer, you could meet your next collaborator in research...</p>
PROF BRUCE	<p>...precisely, precisely...</p>
DR. MALKA	<p>...and they all accumulate.</p>
PROF BRUCE	<p>Ja and so there are benefits that accrue in the process so...so that's why I'm saying they're small acts; understanding just the plight of women and a lot of what I've had to encounter and what I would have liked to have had in my rising in a leadership position.</p>
DR. MALKA	<p>And now you're in the position...</p>
PROF BRUCE	<p>...yeah...</p>
DR. MALKA	<p>...to know what those challenges were...</p>
PROF BRUCE	<p>...challenges were...</p>
DR. MALKA	<p>...and to be able to ease the journey of the nextgeneration. As a gender based programme we constantly focus on the importance of building female leadership capacity for the future of women in our country, well even in our continent, and as a female professor who's achieved a lot in your life; how do you see female leadership in South Africa and whether that's in the academic space, political or any other arena?</p>
PROF BRUCE	<p>So I have no doubt that female leadership in South Africa influences the career aspirations of young girls and women. The reality though is that we haven't reached the critical mass required to exert that influence and I think if you reflect back on what the reasons might be and I think lots have been written about it, it's just not my field of expertise, but if you think of the intersections of race, gender stereotypes, professional class and also patriarchy, that intersects with the debates around female leadership, you have to then realise that they are the biggest impediments to women rising into leadership positions and so although some studies actually show, and they've been South African studies, that show that men or male interviewees actually support women as leaders and some actually prefer to be led by women, the reality on the ground is that we do not have women in top leadership positions that matches the perceptions of men in the country and a recent study at UCT actually showed that almost a third of workplaces in South Africa do not have women in senior management. Now if you look at universities those stats are even more dire and I think partly because there's an unconscious bias in universities in favour of men</p>

	and so that...a lot still needs to be done to change that field of work. So female leaders I think can't sit and wait for things to change, we really have to develop self-reliance and an agency to make things happen for us, I believe. And so those things won't go away in a hurry and...but what we need to do in the process, is to take other women along with us...
DR. MALKAso to develop succession plans...
PROF BRUCE	...develop succession plans; develop a pipeline for the next generation of women leaders in the country.
DR. MALKA	And I have to say when I looked across the spectrum of heads of schools at Wits within the medical sector that there are quite a lot of women.
PROF BRUCE	Yeah.
DR. MALKA	Was that a conscious decision by the university or was it a natural process of building leadership capacity and as you say women leaders being very conscious about succession planning?
PROF BRUCE	I think it's a bit of both. The university is doing quite a lot to transform and to empower women in - and looking particularly at women - people who've not had the opportunity previously. We're also more and more looking at opportunities to develop women within the organisation so that they are able and have the skills to succeed to positions of leadership. But I also think that many departments in schools are compelled and have actually taken that leadership role to develop appropriate succession plans that does accommodate the needs of women and other particular groups in the faculties.
DR. MALKA	I hope it continues and...
PROF BRUCE	...yes...
DR. MALKA	...keeping up the good work...
PROF BRUCE	...certainly we will.
DR. MALKA	Turning towards more of a personal perspective one of the questions that I ask my guests on this programme who've all made tremendous achievements in their respects fields of expertise relates to what they consider to be some of the factors of their success. So some people speak about perseverance, hard work, which is almost always a given; what in your opinion have been some of the key drivers to your success?
PROF BRUCE	Well I think I'm a very committed person and highly energetic, I've got lots of energy. People call it passion, I call it energy. So I'm awake at four in the morning and by six / quarter past six I'm already in the office. I think I also learnt early on in my life that I have to be smart and work twice as hard to debunk the inferiority myths that apartheid actually dictated with some of us. So I found out that being goal directed yet adaptable is so important and that helped me along my career and my success. I think you know they always say life happens and for women in particular life happens all the time, there are always things that kind of interrupt you achieving your goals and I think to be adaptable and flexible and not too hard on yourself when you don't achieve it in the time you thought you should be achieving something, I think is a very important thing to remember because as women I think we can be unnecessarily hard on ourselves, we're quick to develop anxiety and guilt around things that we've either not achieved or have left undone.
DR. MALKA	But usually that's as a result of circumstances that are...
PROF BRUCE	...yes...
DR. MALKA	...completely beyond your control...
PROF BRUCE	...beyond your control, yeah absolutely....
DR. MALKA	...but as a high achiever you want to make sure that you have accomplished the goals that you have set...

PROF BRUCE	...yes...
DR. MALKA	...and ideally in the time frame.
PROF BRUCE	I call them punctuations in your life, you know, you've got to expect those punctuations and that's all that they are. They just put your progress for a little while and then you've got to pick up again where you've left off and carry on.
DR. MALKA	It's a wonderful expression; "punctuations of your life." Can you tell us who have been some of the strong women in your life?
PROF BRUCE	Oh dear, that's almost so predictable. It has to be my mother and my grandmother. You know my mother never had an education but she was so astounding in the things that she achieved with us and taught us when we were young kids and so she's been a really...she didn't have education but she really wanted us to have an education and supported whatever it was that you wanted to do, she was always very supportive. My grandmother was an astounding woman; she lived to the age of 99 and raised 9 children after her husband died in his early forties. I never had the privilege of meeting my grandfather but she was a feisty old lady and I learned that driven...to be driven and to be feisty from her and she always told us, both her and my mom used to say 'you always stand up for what you believe is right' and that stayed with me for the rest of my life.
DR. MALKA	Those are strong characteristics.
PROF BRUCE	...yes, ja.
DR. MALKA	And going back on your life can you tell us about some of the pivotal moments growing up?
PROF BRUCE	So I grew up in a rural mining town and you can imagine all the challenges that face people living in rural areas I encountered and there were no excuses, even though my dad was a primary school teacher, I had to walk to school, long distances and there were all those things that we had to navigate but when we left the rural town we would always be sent back to the grandparents home to be taken care of during the school holidays and one of the chores that I had to do was to go to the post office and at the post office there was a poster and the poster sketched two scenarios. The one was of dire poverty and the other one was of a family, it's the same setting, so it was the same sort of landscape, the same number of children and so there was kind of equality in a sense in what the poster was trying to depict. But the second scenario was one of affluence where people had obviously done something to improve their lives and I would be so enchanted by this, I was a little girl and I would look at this poster every day and think to myself I don't want to become that, I want to become this, but what it also did for me was to develop this deep compassion for people who never could or would be able to achieve and uplift themselves out of poverty. So I think that for me you know was a turning point in my life and I always think about it, to this day, and funny enough the punch line was saving. That's what it was and isn't that what financial advisors tell us still to this day, that you've got to save where you can to improve your life and to make things better for yourself.
DR.MALKA	And concerned about the choices that you make...
PROF BRUCE	...yeah, that you make...
DR. MALKA	...on those directions. You've spoken about your mom, you've spoken about your grandmother, what else influenced you in those years to make you who you are today?
PROF BRUCE	Well it's very difficult to say that, I was brought up in a Christian family and for me the values of humanity, self-respect, respect for others, those were kind of things we were taught very early on but it wasn't just in

	theory, we had to live those and that for me just translates into everything that I do today.
DR.MALKA	So it's a value system.
PROF BRUCE	It's a value system that kept me going and it's a value system that both my husband and I try to impart to our daughters who are also big women today.
DR. MALKA	Congratulations!
PROF BRUCE	Thank you!
DR. MALKA	And lastly as we close out the conversation today, could you share a few words of inspiration which you'd like to pass on to girls and women in the continent who are listening to us?
PROF BRUCE	Well I think I don't have huge philosophical sayings but I think it's important for us and particularly for women to know what you want out of life and to work towards achieving that. I also want to say that never underestimate your ability, your abilities and the power that comes with it, but I also at the same time want to say use this power responsibly so that it helps you to shape a legacy that you want other women to follow, or to have, that for me is in a nutshell I think that is important for women to have.
DR. MALKA	Thank you very much for sharing today your views regarding leadership, regarding what women need to have in terms of attributes to succeed. Very, very inspiring, so thanks for sharing your passion and energy with us today.
PROF BRUCE	Thank you, thanks for the opportunity.
	PROGRAMME END