

*KYAMBOGO UNIVERSITY GENDER POLICY*

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**APPROVED BY THE UNIVERSITY COUNCIL AND COMMENCEMENT  
10<sup>TH</sup> JULY 2014**

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## ABBREVIATIONS AND ACRONYMS

<b>APPEAR</b>	Austrian Partnership Programme in Higher Education and Research for Development
<b>BPFA</b>	Beijing Platform for Action
<b>CEDAW</b>	Convention on Elimination of all forms of Discrimination against Women
<b>DFID</b>	Department for International Development
<b>EFA</b>	Education for All
<b>GDD</b>	Gender Disaggregated Data
<b>ITEK</b>	Institute of Teacher Education, Kyambogo
<b>KYU</b>	Kyambogo University
<b>MD</b>	Millennium Declaration
<b>MDGs</b>	Millennium Development Goals
<b>PWDs</b>	Persons with Disabilities
<b>SDGEA</b>	Solemn Declaration on Gender Equity in Africa
<b>UGP</b>	Uganda Gender Policy
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UNISE</b>	Uganda National Institute of Special Education
<b>UOTIA</b>	Universities and Other Tertiary Institutions Act
<b>UPK</b>	Uganda Polytechnic Kyambogo
<b>WU</b>	Vienna University of Economics and Business

## DEFINITION OF TERMS

**Affirmative Action:** Preferential treatment measures for redressing inequalities or imbalances against the marginalized groups in accessing resources, power or opportunities. It is a commitment, but usually of temporary nature.

**Agent:** A representative who conducts business on behalf of the University.

**Council:** Governing council of Tertiary institutions established under section 77 of the Universities and Other Tertiary Institutions Act

**Conscientisation:** It is a process where women and/or men understand and analyze the gender inequalities that confront them. It is a basis for action to overcome and dismantle such inequalities. It is a level of empowerment that enables men and women to understand the nature of gender inequalities, and work towards overcoming them.

**Consultant:** A professional who provides professional or expert advice

**Disability:** Disability/impairment of any form (sensory or physical) that renders any category (male or female) most vulnerable to severe forms of discrimination denied to participation in jobs, education, leadership even in social life such as marriage, love, recognition, etc.

**Discrimination:** To give different treatment to different persons attributed only or mainly to their respective descriptions by sex, race, color, ethnic origin, tribe, birth, creed or religion, or social or economic standing, political opinion or disability.

**Empowerment:** The process of generating and building capacities to exercise control over one's life through expanded choices. Empowerment is linked with inherent self-confidence, knowledge, skills, attitudes and voice. It is a function of the individual's initiative that is backed up by institutional change

**Evaluation:** A time bound exercise that aims to assess systematically and objectively the relevance, performance and success of ongoing and completed projects/programmes.

**Gender:** Socially and culturally constructed differences between men and women, boys and girls, which give them unequal roles, value, opportunities, privileges, status, access to and control over resources. It further refers to typically masculine and feminine characteristics, abilities and expectations about how women and men should behave in society. These characteristics are time bound and changeable.

**Gender Analysis:** The process which examines the differences and disparities in the roles that women and men play, the power imbalances in their relations, their needs, constraints and opportunities and the impact of these differences in their lives. A gender analysis KyU would examine how the differences between women and men determine differential access to benefits, opportunities and responsibilities in all University functions.

**Gender Awareness:** The recognition of the differences in the interests, needs and roles of women and men in society and how they result in differences in power, status and privilege.



**Gender Budgeting:** A strategy that analyses the incidence and impact of budgets on men and women and girls and boys. Gender budgeting entails gender analyses of revenue and expenditure impacts so as to avoid or correct gender imbalances.

**Gender Equality:** The absence of discrimination on the basis of one's sex in the allocation of resources or benefits or in access to services.

**Gender Equity:** Fairness and justice in the distribution of benefits and responsibilities between men and women, girls and boys in all spheres of life.

**Gender Gap:** A difference in any aspect of the socio economic status of women and men, arising from the different social roles ascribed by society for women and men.

**Gender Inclusive:** The practice of translating *some* phrases and words that in the original languages are gender specific, in a way that does not exclude the gender not mentioned, due mostly to context. E.g. using "he" or "guys" or "sons" to refer to a gender-mixed group would not be gender-inclusive.

**Gender Issues/Concerns:** A gender issue/concern arises when there is a discrepancy, discrimination and injustice.

**Gender Mainstreaming:** The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.

**Gender Planning:** Developing and implementing specific measures and organizational arrangements for the promotion of gender equity and equality.

**Gender Policy:** An organization's policy that integrates gender in the mainstream of its programme activities, where the policy also designates institutional arrangements, responsibilities, management functions and tools/guidelines for mainstreaming.

**Gender Relations:** Relations between men and women in terms of access to resources and decision-making and the relative positions of men and women in the division of resources, responsibilities, benefits, rights, power and privileges.

**Gender Responsiveness:** The consistent and systematic attention given to the differences between women and men in society with a view to addressing structural constraints to gender equality

**Gender Responsive Policy:** Incorporating basic principles for addressing the imbalances and inequalities that have resulted from socially and culturally constructed differences between men and women in a given society. It is in effect a blueprint or guideline for implementing action.

**Gender sensitivity:** A mind set where people recognize or are aware of gender based discrimination which hinders enjoyment of human rights. It is an understanding and routine consideration of the social, cultural and economic factors underlying discrimination base on sex.

**Gender Statistics:** This is statistics that identifies, produces and disseminates data that reflect the realities of the lives of women and men, and policy issues relating to gender.

**Gender training:** The provision of formal learning experiences and skills in order to increase gender analysis and awareness skills, which serve to recognize and address gender issues in the programming process.

**Institutionalization:** A process which translates an organization's code of conduct, mission, policies, vision, and strategic plans into action guidelines applicable to the daily activities of its officers and other employees. It aims at integrating fundamental values and objectives into the organization's culture and structure.

**Mentoring:** A symbiotic relationship aimed at advancing careers and career satisfaction for both the mentor and the mentee. Ideally, it is a dynamic, collaborative, reciprocal relationship focused on a mentee's personal and professional development.

**Service providers:** Third party or outsourced suppliers to provide goods and services to the University

**Sex:** The biological characteristics that make an individual male or female.

**Senate:** A governing body in the University / College, and is typically the supreme academic authority for the institution.

**Stakeholder:** An interested party who affects or can be affected by the University's actions

**Vendor:** A Company / person offering goods or services for sale to the University.

## **AUTHORITY AND INTERPRETATION OF THE POLICY**

- (1) This Policy shall take precedence over all other policies, guidelines, procedures, instructions relating to gender equality and mainstreaming previously approved and/or issued by the University Council.
- (2) The Policy shall, however, not override any Act, Statutory Instrument, Instructions or guidelines issued by the Government of Uganda from time to time.
- (3) The Accounting Officer with the technical help of the University Lawyers and proposed Gender Mainstreaming Unit shall have the power to give interpretation or guidance on any matter, paragraph, clause or terminology in this policy that is deemed to be misleading, ambiguous or whose meaning is not clear or not clearly understandable to any person, group or section of users.
- (4) In case of any contention or doubt of the Accounting Officer's interpretation, the final recourse for interpretation of any matter, paragraph, clause or terminology shall be with the University Council through its relevant Committee.
- (5) The University Council shall from time to time when deemed necessary issue new gender related guidelines to fill lacuna or gaps in this policy.

## MESSAGE FROM THE UNIVERSITY COUNCIL CHAIRPERSON

Kyambogo University's target is to be one of the very best universities in Uganda and Africa at large. To reach that target, the knowledge and ambitions of employees and students must be utilised, and their different perspectives must be allowed to help establish a creative study, learning and research environment. Mainstreaming gender issues and promotion of gender equality, equal treatment and diversity will lead to improved quality in the university.

The development and adoption of Kyambogo University Gender Policy confirms the University Council's unequivocal commitment to take actions that will bring about more equal gender relations within the university setting. This policy will ensure that all university's policies, systems and programmes are consistent with the national and international gender laws and policies. The policy also gives a clear mandate to the management of Kyambogo University to mainstream gender in university functions.

My warm thanks to those who supported and worked in making this policy an integral part of our university-wide policy structure. Many hours went into making this policy a reality, and therefore everyone who participated is applauded.

I am glad to declare this Policy operational with effect from the date of its approval by the University Council on **July 2014**.

Prof. John Okedi

**Chairperson, Kyambogo University Council**

## FOREWORD

The development of the Kyambogo University (KyU) Gender Policy has been inspired by the international level commitments to gender equality as enshrined in the provisions of the Convention on Elimination of all forms of Discrimination against Women (CEDAW, 1979), Beijing Platform for Action (BPFA, 1995), Education for All (EFA, 1990) goals and Millennium Development Goals (MD, 2000), in particular MDG3 on Gender Equality and Women's Empowerment.

In line with the International Declarations, the Government of Uganda has, in the last few decades, expressed overwhelming political will to execute gender equality. The Government's commitment been demonstrated by Article 21 (2), of the Constitution of the Republic of Uganda, which categorically states that "a person shall not be discriminated against on the ground of sex, race, color, ethnic origin, tribe, birth, creed or religion, or social or economic standing, political opinion or disability."

This Gender Policy is therefore an integral part of the international and national development policies. Kyambogo University's Strategic Plan (2007-2012) identify gender mainstreaming as essential in contributing to equity, equality, harmony and development of the University. The emphasis on gender is based on the recognition that "gender" is a development concept. As such gender is useful in analyzing and identifying how social roles and relations of women/girls and men/boys impact on individual person's outcome. The ultimate goal of this policy therefore, is to integrate gender issues in the planning and all development processes of the University.

Under this policy, Kyambogo University places a strong emphasis on building high impact partnerships, remaining focused on protecting women and men from violence and abuse, as well as increasing the participation of women in all sectors of the University. It follows that the University must strive to create a work environment that empowers and rewards women and men equitably. To achieve this, the Policy provides guidelines for gender responsive planning, operations and practices within the University. The policy covers the following broad themes: Understanding of and sensitivity to gender issues, gender issues in governance and management, teaching and learning, research, welfare and security of staff and students.

The implementation of the Gender Policy of KyU shall require the commitment, participation and contribution of all stakeholders (University Council, University Senate, Management, Staff, Students and external partners and / or key stakeholders). I am confident that the Gender Policy will serve as a point of reference and provide overarching leadership in Mainstreaming Gender in Kyambogo University evidenced by regular documentation, budgeting, periodic reviews and continuous sensitization. All these activities will be done through Gender Mainstreaming Institutional academic and administrative unit as well as gender based budgeting.

I therefore take this opportunity to share with you this KyU Gender Policy and request all stakeholders to give it full support.

**Prof. E. Katunguka**

**Acting Vice Chancellor and Deputy Vice Chancellor (Academic Affairs)**

## **PART I: BACKGROUND**

### **1.1 Kyambogo University Institutional Profile and Mandate**

Kyambogo University is a public university established in 2003 within the framework of the Universities and Other Tertiary Institutions Act (UOTIA) 2001 as amended of the Government of Uganda. The University was a merger of three institutions: Uganda Polytechnic Kyambogo (UPK), the Institute of Teacher Education Kyambogo (ITEK), and the Uganda National Institute of Special Education (UNISE). Currently, the University is composed of six faculties and one school: Arts and Social Sciences, Education, Engineering, Science, Special Needs and Rehabilitation, Vocational Studies and School of Management and Entrepreneurship. Kyambogo University is mandated with a tripartite niche: Education, Science and Technology, and Special Needs Education.

### **1.2 The Vision of Kyambogo University**

The Vision of KyU is to become a Centre for Academic and Professional Excellence.

### **1.3 The Mission of Kyambogo University**

The Mission of KyU is to advance and promote knowledge and development of skills in Science, Technology and Education and such other fields having regard for quality, equity, progress and transformation of society.

### **1.4 The KYU University Core Values**

In order for the university to realize its vision and mission, certain shared values are nurtured. The University is guided by the core values derived from the virtues and moral standards of Uganda and the wider global society.

The following are core values of Kyambogo University

- (i) Quality: Ensuring high quality of output and service delivery,
- (ii) Equity: Ensuring equal opportunity for all in all its programmes,



- (iii) Integrity: Promotion of a high sense of moral and ethical standards in all its dealings with stakeholders and the public,
- (iv) Professionalism: Professionalism is to be observed in all dealings and execution of the University's mandate.

### **1.5. Gender Mainstreaming Initiatives in Kyambogo University**

Kyambogo University embarked on the process of developing and implementing a Gender Mainstreaming Programme (GMP), in 2010. This process was supported by Austrian Partnership Programme in Higher Education and Research for Development (APPEAR) through collaborative partnership among Vienna University of Economics and Business, Austria, the School of Women and Gender Studies, Makerere University and Kyambogo University. The goal of the programme was to promote gender mainstreaming through research and dissemination, gender responsive policies and strengthening institutional and management capacities.

In 2011, the programme embarked on scoping studies to understand the experiences and practices of gender mainstreaming from the following universities: Makerere University and Uganda Martyrs University, Uganda; University of Dar es Salaam, Tanzania; and University of Vienna, Austria. The findings of the scoping studies were to inform gender mainstreaming initiatives at KyU. In the same year, series of gender awareness trainings targeting various categories of staff and students at Kyambogo University were conducted.

A detailed situation analysis of the gender terrain at KyU was conducted in 2012. The aim was to have a deeper understanding of the gender issues in relation to the core functions of the university. The study themes focused on: Understanding of and Sensitivity to Gender Issues; Teaching, Learning and Research; Governance and

Management Systems; and Welfare of Staff and Students at KyU. The KyU stakeholders that participated in the consultation process included: Top Management, Faculty Deans, Directors, Heads of Departments, Academic and Administrative Staff, Support Staff, Students' Guild and Students. The scoping studies and the situation analysis identified a number of gender gaps in Kyambogo University as discussed in the next sub-section.

## **1.6.0 Gender Gaps**

### **1.6.1 Understanding of and Sensitivity to Gender Issues**

The consultative process, to map out the gender terrain at Kyambogo University, established that there were no deliberate efforts by the university to sensitize staff and students on gender issues.

In general gender awareness levels were still low due to lack of focussed and integrated sensitisation programmes. Hence one can say with certainty that there has been inadequate appreciation of gender as well as no conceptual clarity on what gender is and what gender mainstreaming entails. In some consultative discussions, gender was seen as synonymous with women's issues and a misconception that it is only women who are disadvantaged.

### **1.6.2 Gender Issues in Strategic Policies and Plans**

As already indicated, KyU was established within the framework of the UOTIA under legal instrument number 37 of 2003. The Act remains generically gender blind. There is no specific reference to issues of gender equity, equality and empowerment both in the language and content of the objectives. Moreover, the Instrument, as reflected in the KyU Strategic Plan (2007 – 2012) included gender insensitive language such as advertisements seeking to recruit *herdsmen, groundsmen, handymen*, recruiting *skilled manpower*, to produce highly and practically skilled *manpower* for service to society, and equip technicians, engineers and teachers of technical subjects with required skills for

*manning* the construction industry, manufacturing industries and educational institutions, including universities, schools and research organizations among others. All these and other aspects of language perpetuate gender inequality.

The KyU strategic Plan 2007-2012 further identifies gender mainstreaming as essential in contributing to socio-economic development. However, the entire plan remains largely gender blind. The focus on gender neither appears in the eleven key strategic foci of the University nor in the specific activities intended to operationalise the gender broad categories. The Plan identifies gender gaps in student enrollment but makes no specific interventions to address them. The gender analysis is limited to sex disaggregation without teasing out gender disaggregated information on why such gaps exist, their implication on the core functions of the University or designing gender responsive strategies to enable the University achieve quality education.

A significant proportion of training programmes in KyU focusing on vocational, science, engineering construction, manufacturing, information technology and other practical disciplines continue to be male-dominated.

### **1.6.3 Gender Issues in Institutional Structures**

Kyambogo University has not yet developed any structure to guide the process of gender mainstreaming. Although APPEAR Project has spearheaded gender awareness raising through workshops and research, there is still limited fora and institutional guidance where students and staff can discuss issues of gender mainstreaming. The lack of institutional guidance has meant that KyU does not have a responsible unit to mainstream gender. Ultimately, gender has not featured as part of the KyU's research priorities, analysis, planning, budgeting, implementation, monitoring and evaluation processes in all its core programmes. The absence of a Gender Policy at Kyambogo

University means that there is no overarching guide for the process of gender mainstreaming. This gender policy is therefore intended to provide an overarching guiding strategy for gender mainstreaming at KyU.

#### **1.6.4 Leadership and Governance**

The consultative process noted male dominance in top management at KyU with a ratio of 2:8 females versus males in top management. Male dominance was also observed at middle level management, among academic staff, and in student leadership positions. These inequalities in governance across the university were largely attributed to social cultural attitudes and practices that view women and men with differences in leadership skills and experiences.

Participants in the consultative process indicated the belief in men as intelligent, good leaders, hard working, as opposed to women who were perceived to be inferior and easily manipulated. Furthermore, they reported that women were disadvantaged by their triple roles, particularly reproduction. Reproduction was mentioned as being responsible for women's marginalisation in University governance. It was also indicated that it is men who have the opportunities to lobby mainly outside office hours over a drink while women's triple roles may not allow them the time and resources to go out in the evenings to network and lobby for support.

The overwhelming appreciation of gender issues in the University by the leadership has not been translated and supported to functional processes due to lack of a guiding gender policy. As a result, any attempt to address issues of gender remains APPEAR project activity rather than being ingrained within the University functions. For example, the University does not have a framework for ensuring gender balance in recruitment and promotion of staff. Nor does it have capacity building programmes for

female staff to acquire leadership competences to enable them compete favorably for leadership positions.

In addition, it was observed that gender imbalance in leadership at KyU stretches to all levels from top management to the lowest cadre of staff. This is attributed to gender neutral selection systems, structures and processes that lead to the under representation of women. Furthermore, there is lack of a deliberate mentorship programme to encourage women, in particular, to become leaders.

The predominant science nature of the University also points at gender inequalities. In situations where science programmes remain male-dominated, the University has ended up attracting fewer female lecturers and students compared to male lecturers and students. As a result this creates a situation where males are more likely to be recruited and advance into leadership positions. In student governance, the university experiences similar gender gaps. The consultations indicated that the 2012/2013 Guild Representative Council had 15 females compared to 72 males.

### **1.6.5 Teaching and Learning**

Despite the 1.5 Affirmative Action Policy for all Public Universities, the study reported gross female under representation in the sciences compared to the humanities. For example, in the Arts and Social Sciences, female enrolment increased to over 50% over the last 10 years (2001/2002 to 2009/2010) compared to Engineering and Science where female enrolment has remained below 30%. Male students dominated 'professional' disciplines of civil and building engineering, industrial art and design, mechanical engineering, foundry and moulding, science and education among others.

Furthermore, gender is not mainstreamed in the KyU curricula, pedagogical and research methodology skills programme for staff and students. The University does not have an academic programme on gender studies. Even where there is an opportunity of teaching gender as an outstanding course or integrating gender perspective in other disciplines, only scanty gender course units are taught in the Humanities and Social Sciences.

#### **1.6.6 Research and Innovation**

Gender is not part of the University Research Agenda either as a field of research in its own right or as a cross-cutting theme. There has also been no in-depth research carried out on issues of gender inequalities at KyU. Although some of the University documents provide data on sex disaggregation, especially on student enrolment, this is neither consistently done across all units of the University. Moreover, it does not go beyond sex to track gender disaggregated information in retention, career choice, staffing, leadership and other areas that largely entail gender inequalities.

There are fewer women than men doing research and publishing. This limits women's opportunities for promotion and career growth. Male dominance in research and research management excludes feminist voice and the gender lens, so the research outputs reflect only the male stand point. It is also important to note that research grant opportunities are gender-neutral. The challenge is the stringent requirements that often disadvantage women.

#### **1.6.7 Planning and Budgeting Processes**

Gender analysis has not been a practice across the stages of planning and budgeting. This has had negative implications not only in the University's commitment to gender but systematic identification of gender concerns and their negative impact on quality of education in KyU. This has led to interventions that are not gender responsive and

minimal or no resource allocation to gender mainstreaming programmes in KyU. One of the contributing factors is that planning and budgeting processes are not informed by sex-disaggregated data, and gender analytical information. As a result there is an absence of women's specific budgetary allocations in areas of gender inequalities.

#### **1.6.8 Staff and Students' Welfare**

Consultations indicated that staff recruitment and promotion procedures and guidelines in themselves were gender biased. Female staff members are disadvantaged because they generally take longer to qualify for promotion due to reproductive roles. As a result, the rate of promotion and career growth for females is lower and there was lack of provisions to facilitate them to advance as faster as their male counterparts. For instance, *'it is unfair for an expectant female researcher or one nursing a baby to travel to the field with the same facilitation and same deadline requirements like other researchers without such reproductive roles. Participants were in agreement that it is prudent to allow such a researcher more time and facilitation to cater for example a baby sitter and an extension for course completion time and resources to enable her conduct research until completion.'*

In terms of housing, there are inadequate staff houses and a merit-based principle is used to allocate houses basing on a number of factors including seniority and leadership responsibility where male staff dominates. Inadequate staff housing affects female staff more since some of them are nursing mothers and have other gender roles that require them to easily call on their families as need may arise. In addition, the patriarchal tendency that housing issues are male issues and therefore married female staff can stay with their spouses who are expected to be 'providers' also affects female staff access to University housing. The University lacks adequate sanitation for staff and students for instance, sanitary bins for staff and students.

There are also challenges regarding students' accommodation and security. The majority of students stay in private accommodation spaces some of which are crowded, far from the university, mixed (for males and females) with poor sanitary facilities. There is lack of regulatory arrangements to monitor the quality of housing for students. All these challenges remain a threat to the health and the general wellbeing of students.

### **1.6.9 Strategic Partnerships**

Although Kyambogo University identifies key development partners, whose mandates prioritize gender in education, the University has not yet developed a strategic framework that clearly articulates its core interests in gender mainstreaming. Nor has the University identified key areas to which partners can channel their support. The roles of the partners still remain generic, with no specific reference to gender related support.

## **2.0. PART II: THE RATIONALE FOR GENDER POLICY**

This policy is intended to enable KyU effectively mainstream gender in its functions in order to close the gaps as identified in section 1.6.0 above. The emphasis on gender is based on the recognition that *gender* is both a human rights and a development concept useful in identifying and understanding the social roles and relations of women and men of all ages, and how these impact on education for sustainable development. The gender policy shall contribute to transforming KyU into a leading gender responsive institution of academic excellence.

The policy also responds to the national, regional and international legal and policy frameworks for gender equality and women's empowerment. These frameworks are highlighted in the following subsections:



## **2.1 Legal and Policy Frameworks**

### **2.2 International Legal and Policy Frameworks**

Uganda is signatory to several international conventions and declarations that provide for human rights and freedoms. Uganda ratified the *Convention on Elimination of All Forms of Discrimination Against Women (CEDAW, 1985)*. As a member state, Uganda is periodically required to report on its progress towards implementation of CEDAW provisions. Under article 10, CEDAW calls upon state parties to *take all appropriate measures to eliminate discrimination against women in order to ensure equal rights with men in the field of education and in particular to ensure, on the basis of equality of men and women, same conditions for career and vocational guidance, equality at all levels of education as well as all types of professions, same curricula, funding opportunities, participation and other aspects in education*. Uganda was also inspired by the *Beijing Platform for Action (1995)* to formulate its Gender Policy and the National Action Plan on Women. Other global commitments in promoting gender in education include the Education for All declaration (EFA, 1990), the Millennium Development Goals (MDGs, 2000), the International Conference on Population and Development (1994), The United Nations Declaration on Violence Against Women (DEVAW, 1993), The Millennium Declaration (2000), and the Convention on the Rights of the Child (CRC, 1990).

### **2.3 Regional Legal and Policy Frameworks**

At a regional level, Kyambogo University Gender Policy is in conformity with African regional provisions for gender equality. *The African Union Gender Policy (2009)*, for instance, states that the African Region is committed to socio-economic development which takes into account the diversity in social, cultural, and traditional setting. The policy is geared to making effort to address cultures and practices which militate against enjoyment of freedom and rights by women and girls. As a member state of AU, Uganda's commitment to gender equality *is rooted in the African Charter on Human and*

*Peoples Rights*. This commitment is reinforced by the *Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa*, the *Solemn Declaration on Gender Equality in Africa (SDGEA)* and the *Post Conflict Reconstruction and Development* adopted by the Heads of State and Government in 2006.

## **2.4 National Legal and Policy Frameworks**

### **2.4.1 The Constitution of the Republic of Uganda (1995)**

The Constitution of the Republic of Uganda (1995) is the overall legal framework for any Gender Policy in Uganda. Under the National Objectives and Directive Principles of State Policy, the Constitution notes that the State shall ensure gender balance and fair representation of marginalized groups on all constitutional and other bodies. The constitution also emphasizes the need for affirmative action in favour of the marginalized groups on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them. The Constitution further emphasizes that all Ugandans must enjoy equal rights and opportunities and access to education without any form of discrimination.

### **2.4.2 The National Development Plan (NDP, 2010-2015)**

As a framework for development planning in Uganda, the NDP identifies education among its investment priorities. The NDP identifies higher education as the heart of education and the core of national innovation as well as development systems. In the same spirit, the plan indicates that higher education returns are critical for sustained economic growth and social transformation. In addition, the plan calls for gender mainstreaming through enhancement of gender equity in education and sports at all levels.

### **2.4.3 The Uganda Gender Policy (2007)**

The Uganda Gender Policy situates itself as the overall guiding framework for gender mainstreaming in Uganda. The policy categorically states that ‘today gender mainstreaming is no longer an option but an obligation’. It further states that the attainment of the gender equality goal will depend on the extent to which public and private sector institutions and agencies engage both women and men as providers, producers and beneficiaries of services and investments. The policy further notes that all actors (state and non-state) shall take appropriate action to address gender inequalities within their areas of mandate. In the areas of academics and research and education, the policy commits academic and research institutions to mainstream gender in their core functions. These include teaching and research, dissemination of gender-responsive research to influence policy, build capacity in gender oriented research as well as designing, training and educational programmes on gender and women's empowerment among others.

### **2.4.4 The Gender in Education Policy (2009)**

The Gender in Education Policy provides a guiding framework for the implementation and monitoring of a gender sensitive and responsive education system in Uganda. The Policy also states that achieving gender equality at all levels of education is a fundamental human right. The policy further calls upon Universities and other Tertiary Institutions to undertake in-depth analyses to identify specific areas of foci and the types of interventions required to address the identified gender gaps. Universities are also called upon to develop gender mainstreaming strategies to address existing gender imbalances and ensure discrimination is not perpetuated.

## **PART III: PURPOSE, OBJECTIVES, GUIDING PRINCIPLES, APPLICATION AND REVIEW OF KYU GENDER POLICY**

### **3.0 PURPOSE**

Promote gender equity, equality and empowerment among staff and students of Kyambogo University.

### **3.1 Policy Objectives**

The objectives of this policy are

- i) To increase understanding of and sensitivity to gender issues among University community members and stakeholders.
- ii) To ensure gender equity, equality and empowerment in leadership and management
- iii) To review and engender the curricula.
- iv) To mainstream gender research and innovations
- v) To institutionalize gender-responsive planning and budgeting
- vi) To provide a secure environment for students and staff
- vii) To review and mainstream gender in existing and future policies and plans

### **3.2 Guiding Principles**

The overall guiding principle shall be gender responsiveness in all university operations. More specifically KyU shall be guided by the following principles and assumptions:

1. Provide equal opportunity to all staff and students
2. Adopt multi-pronged gender responsive approaches for instruction and research.
3. Review all its existing policies and regulations to make them gender responsive as well as ensuring that future policies and regulations are gender responsive.

4. Provide a secure environment for all students and staff.
5. Gender is a cross-cutting issue and therefore interrogations and interventions should encompass all University functions, systems and processes.
6. Gender issues must be made “visible” lest they become subsumed, neutral or disappear altogether.
7. Gender mainstreaming will apply as the main strategy, it is important to consider and/or enhance women - specific interventions to redress historical imbalances in the university.
8. Some gender gaps can be filled immediately while others require medium and long-term interventions.

### **3.3 Applicability and Targeted group**

This Policy applies to the following members of the University Community: members of University Council and Senate plus their Committees, Management, staff, students, consultants, vendors, service providers, and any other agent / stakeholder of the University who engages in University activities, business, or transactions.

It is to be emphasized that in implementing provisions of the KyU Gender Policy cognizance shall be taken of the gender related life challenges, issues, concerns and special needs of all vulnerable groups or any nationally or legally recognized groups including but not limited to persons with disabilities. To this end, this policy shall be read in tandem or in conjunction with specific university policies that protect and promote such group rights and interests.

### **3.4 Sensitization and Distribution of KyU Gender Policy**

1. The approved Policy will be distributed to the key University stakeholders so that it can be widely read for effective implementation and compliance.

2. The proposed Gender Mainstreaming Unit and Faculties or Departments at KyU shall hold a number of training sessions for the various stakeholders to ensure that stakeholders are conversant with the provisions of this Policy.
3. The University Council shall receive bi-annual reports from the Vice Chancellor on the status implementation of this Policy every year highlighting the implemented strategies, challenges met, management actions and proposals emanating from thereon.
4. The University shall ensure that, reasonably practicable, staff, students and applicants for employment are informed of this policy and as appropriate, any associated procedures and schemes.
5. A copy of this policy will be included in the Human Resources Policies and Procedures documentation and attention drawn to it at induction courses for new staff.
6. During the orientation of new / fresh students into the university, the Office of the Dean of Students will include a gender awareness education training component.
7. The Policy shall be put on the University Website to ensure that every staff, student and other stakeholder of the University can access it without limitation.

## **PART IV: OBJECTIVES OF THE POLICY**

### **4.1.0 OBJECTIVE 1: TO INCREASE UNDERSTANDING OF AND SENSITIVITY TO GENDER ISSUES AMONG UNIVERSITY COMMUNITY MEMBERS AND STAKEHOLDERS**

#### **4.1.1 University's Commitment**

Kyambogo University shall develop and support a conscientisation strategy for increasing the understanding of and sensitivity to gender issues among stakeholders.

#### **4.1.2 Implementation Strategies**

- i. Developing gender mainstreaming programmes to build capacity amongst staff, students and other stakeholders.
- ii. Compiling, packaging and disseminating gender disaggregated data (GDD) and preparing Annual Gender Reports to be presented to University Gender Mainstreaming Committee and Top Management.
- iii. Creating a 'Talking Campus' with gender sensitive posters and messages.
- iv. Holding regular debates, talks and public dialogues on gender related topics.
- v. Producing periodic newsletters and newspaper articles on gender
- vi. Promoting gender sensitive language in informal and formal communication.

#### **4.2.0 OBJECTIVE 2: TO INTEGRATE GENDER EQUITY, EQUALITY AND EMPOWERMENT IN LEADERSHIP AND MANAGEMENT**

##### **4.2.1 University's Commitment**

Kyambogo University shall value equal participation of men and women in leadership and decision-making as critical dimensions that promote equity, equality and empowerment. It shall invest a proportion of its resources to improve gender balance in the recruitment, promotion, retention and performance of staff members' at all academic and administrative levels.

##### **4.2.2 Implementation Strategies:**

- i. Establish a strong and visible institutional structure (committees and implementation unit) with the mandate to operationalise the gender mainstreaming implementation process.
- ii. Review all university leadership and management structures to ensure fair gender representation.

- iii. Institutionalize formal gender responsive mentoring and training programmes in leadership and management across all levels.
- iv. Institutionalize affirmative action to redress the historical imbalances that have disadvantaged women's participation in leadership and management.
- v. Align the Kyambogo University Human Resource Manual to spell out gender responsive procedures for recruitment, retention and promotion and staff development of University academic, administrative and support staff at all levels.

#### **4.3.0 OBJECTIVE 3: TO REVIEW AND ENGENDER THE CURRICULA.**

##### **4.3.1 University's Commitment:**

Kyambogo University *shall take all necessary steps to engender the curricula of all its academic programmes*

##### **4.3.2 Implementation Strategies:**

Creating a framework for the gender responsive university curriculum.

- i. Review and engender all existing curricula and ensure that new programmes are gender responsive.
- ii. Develop academic programmes and courses on gender.
- iii. Impart gender analytical skills and knowledge to all staff to enable them engender the University teaching and learning programmes and build a gender responsive environment.
- iv. Design and implement a mandatory cross cutting core course on Gender and Development for all first year undergraduate and postgraduate students.
- v. Improving and increasing facilities for teaching and learning sciences in order to motivate both female and male students to choose science based courses.



#### **4.4.0 OBJECTIVE 4: TO MAINSTREAM GENDER IN RESEARCH AND INNOVATIONS**

##### **4.4.1 University's Commitment**

Kyambogo University shall adopt a gender responsive research environment to promote equity, equality and empowerment.

##### **4.4.2 Implementation Strategies:**

- i. Conducting gender focused research methodology training programmes for staff and students.
- ii. Develop guidelines to ensure that all research processes and innovations, irrespective of discipline, integrate gender analysis.
- iii. Undertake institutional research on pertinent gender issues (e.g., on access, retention, output and dropout rates) to inform the Kyambogo University's decision making processes.
- iv. Allocate special funds for gender responsive research.
- v. Develop, review and disseminate a gender responsive research agenda.
- vi. Establish affirmative action measures in awarding research and publication grants.

#### **4.5.0 OBJECTIVE 5: TO INSTITUTIONALIZE GENDER-RESPONSIVE PLANNING AND BUDGETING**

##### **4.5.1 University's Commitment**

Kyambogo University shall address the needs of men and women through mainstreaming gender in all university operations. The University shall actively promote resource mobilization and gender budgeting in order to ensure adequate and sustainable budget allocations for effective institutionalisation of gender mainstreaming as a cross-cutting issue within the core activities of the University.

#### **4.5.2 Implementation Strategies**

- i. Conducting a review of Kyambogo University Policies and Strategic Plan to ensure that they are gender responsive.
- ii. Developing and implementing a Resource Mobilization Strategy to finance the Gender Policy objectives and strategic plan.
- iii. Conducting capacity building training for staff and students in all university units involved in gender planning and budgeting.
- iv. Conducting and implementing gender responsive budgeting processes at all levels
- v. Instituting a mechanism for financial accountability for resources allocated to Gender Mainstreaming.
- vi. Monitoring budgetary allocations to address specific gender imbalances in KyU.

#### **4.6.0 OBJECTIVE 6: TO PROVIDE A SECURE ENVIRONMENT FOR STUDENTS AND STAFF**

##### **4.6.1 University's Commitment**

Kyambogo University shall provide a conducive environment for teaching, learning and research to its staff, students and its other stakeholders.

### **1.6.2 Implementation Strategies**

- i. Formulating, facilitating and implementing an Anti-Sexual Harassment Policy for the University.
- ii. Developing and implementing rules and regulations on gender friendly student and staff residence.
- iii. Engender all welfare activities and processes including security, academics, invigilation/ supervision, sports, science and arts.
- iv. Establishing and constructing of gender responsive infrastructure e.g. Lighting systems, crèches, sanitary facilities accommodation for staff and student mothers, married couples, single staff/students and persons with disabilities etc

## **4.7.0 OBJECTIVE 7: TO REVIEW AND MAINSTREAM GENDER IN EXISTING AND FUTURE POLICIES AND PLANS**

### **4.7.1 University's Commitment**

Kyambogo University shall review its existing policies to ensure they are gender-responsive. It shall also ensure that all future policy formulation is gender-responsive.

### **4.7.2 Implementation Strategies**

- i. Review and mainstream gender in all Kyambogo University existing policies
- ii. Ensure that all future policies are gender responsive.

## **PART V: IMPLEMENTATION OF THE KYU GENDER POLICY**

### **5.1 Holistic and Multi level Implementation of Policy**

The implementation of the Kyambogo Gender Policy shall be multi-pronged and holistic to ensure the transformation of the University into an icon of gender equity, equality and empowerment.

All academic, non-academic and administrative units of the University will be involved and work together towards fulfilment of the purpose and objectives of this policy.

Implementing equal opportunities for staff and students is a continual process that needs to be kept under constant review. The process involves devising codes of practice, establishing procedures, describing good practice within the University and setting goals to ensure that the momentum of implementation is maintained.

The University will consult with staff, Academic staff association, Senior Administrative staff association and NUEI as well as students and Students' leaderships at various levels, where appropriate and practicable, on issues relating to equal opportunities policies or gender mainstreaming.

## **5.2 Gender Mainstreaming Unit:**

KyU shall establish a Gender Mainstreaming Unit which shall coordinate the implementation of the policy across all university functions. The unit shall be autonomous and housed under the Office of the Vice Chancellor. The University Council through its relevant committee and in consultation with Top Management shall define the specific offices and structure of the Gender Mainstreaming Unit.

### **5.2.1 Terms of Reference for the Gender Mainstreaming (GM) Unit**

1. The unit shall among others develop and implement a Gender Mainstreaming Programme (GMP) of the University.
2. Tasked with mainstreaming gender in the entire Kyambogo University Community through the enforcement of the University Gender Policy and other related policies.
3. Through the gender equality committee, the Unit will draft periodic reports for the Vice Chancellor and making appropriate recommendations towards improving gender environment in the University.

4. To strengthening faculties and Schools (sentinel sites) to mainstream gender in their work plans, budgets and M& E tools.

### **5.3 Gender equality committee**

There will be a gender equality committee in the University. It will have representatives from the various units of the University as shall be determined from time to time. The Gender Mainstreaming Unit shall be the secretariat of the committee and provide technical advice to the Committee.

#### **5.3.1 Roles of the gender equality committee shall include among others:**

1. To receive and investigate complaints of discrimination based on gender.
2. Scrutinize the University budget proposals to ensure that gender budgeting has adequately been made.
3. Make proposals and recommendations for engendering university programmes and activities.
4. Provide representation to the different University organs/committees where necessary for purposes of ensuring that gender concerns are taken into consideration.

### **5.4 Complaints and reporting cases of discrimination based on Gender**

- a. It is an obligation on all members of the University community to report incidents of discrimination or harassment based on gender.
- b. This policy also provides a prompt, thorough, confidential and respectful process for handling and investigating complaints of discrimination based on gender.
- c. Any complaint of gender discrimination should be reported to the most immediate officer or directly to the office of the Vice Chancellor.
- d. Where the immediate boss is the suspect of gender discrimination, reporting should be made to the next higher office or directly to the office of the Vice Chancellor.

- e. To this end, all staff, officers, deans, department heads, faculty members, academic advisors, directors, student leaders, and supervisors must report any and all incidents of discrimination and harassment to the Vice Chancellor whether they have knowledge of or have witnessed directly such discrimination or harassment.
- f. All individuals who believe they have been discriminated against or harassed should file a written complaint with the above stated.

## **PART SIX: MONITORING AND EVALUATION**

Regular and timely monitoring of the operationalisation of the Kyambogo Gender Policy and associated implementation strategies shall be conducted by the proposed Gender Mainstreaming Unit. The Unit shall review progress on the implementation of gender equality and equity activities annually and submit – reports to the University Top Management Committee of KyU for consideration. The reports shall then be forwarded to University Senate and University Council for consideration through the offices of the University Secretary and Vice Chancellor respectively. The Gender Mainstreaming Unit shall annually produce gender disaggregated data that supports the implementation and monitoring of the KyU Gender Policy. In executing its mandate, the Gender Mainstreaming Unit shall monitor both staff and students to evaluate the degree of satisfaction with the services provided as a result of the KyU Gender Policy.

The University Top Management through the Vice Chancellor of KyU shall at least bi-annually provide progressive reports to the University Council to explain steps taken towards implementing proposed strategies highlighted in this policy document.

#### **PART SEVEN: KYU GENDER POLICY REVIEW / REVISION / AMENDMENT**

The Kyambogo Gender Policy shall be reviewed every five years from the date of commencement. Working together, the University's Top Management Committee and the Gender Mainstreaming Unit through the Vice Chancellor shall be responsible for initiating and submitting proposals for amendment, review and/or revision of this Policy to the University Council. All users and other interested parties to the implementation of this Policy are encouraged to forward all proposed revisions to the University's Top Management Committee or Gender Mainstreaming Unit for consideration to review / revise / amend through the Vice Chancellor.

The proposed Gender Mainstreaming Unit working in conjunction with representatives of both staff and students will also evaluate the degree of satisfaction with the services provided as a result of the KyU Gender Policy. Any dissatisfaction can be channelled to the University Council through the Office of the Vice Chancellor.

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