

KING CEASOR UNIVERSITY



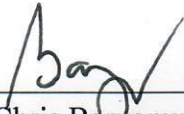
GENDER POLICY

May 2024

Approval

This policy has been approved on the 28th day of JUNE the year 2024

Signed:



Hon. Dr. Chris Baryomunsi
CHAIRPERSON, KCU COUNCIL



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1.0 Background

King Ceasor University (KCU) previously known as St. Augustine International University is located at King Ceasor road in Bunga. KCU was licensed by the National Council for Higher Education on 26th September 2014 to provide outstanding educational opportunity for students from diverse cultures and educational background grounded in a culture of developing lifelong skills that enable successful participation in the society. The university's vision is *"A moral armament and innovation-driven University"*. The mission is *"To cultivate a community of scholars, innovators, and leaders who are dedicated to advancing knowledge, promoting human flourishing, and addressing global challenges with integrity and compassion whereas the university's motto is "VERITAS"*.

2.0 Definition of Terms

Affirmative Action - Policy or programme of taking steps to increase the representation of certain designated groups seeking to redress discrimination or bias through active measures in education and employment. It is usually achieved through discrimination against other groups.

Basic Education - Refers to primary and secondary education or their equivalents.

Curriculum - Refers to the content of an education programme.

Date Rape - Refers to coerced sexual intercourse during a mutually agreed upon meeting.

Empowerment - Process through which men and women acquire knowledge, skills and attitudes to critically analyse their situation and take appropriate action to change the status quo of the underprivileged and other marginalized groups in society.

Engender - Process of ensuring that planning and programming is appropriate for, and takes into account, the female and male differences and/or concerns.

Gender - Refers to the socially/culturally determined power relations, roles, responsibilities and entitlements for men and women. The social constructs vary from culture to culture; as well as over time.

Gender Analysis - Process of examining roles, responsibilities or any other situations with regard to women and men, with the intention of identifying gaps, raising concerns and addressing them; investigating and identifying specific needs of women and men for policy and programme development and implementation.

Gender-Based Violence - Refers to any form or act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women and men on the basis of gender.

Gender Competencies - Skills and knowledge to perceive and analyse things from a gender perspective.

Gender Discrimination - Refers to unequal or preferential treatment of individuals or groups on the basis of their gender that results in reduced access to or control of resources and opportunities.

Gender Equality - Refers to the equal treatment of women and men, so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

Gender Equity - Refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender.

Gender-mainstreaming - Consistent integration of gender concerns into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects at all levels.

Gender-parity - Numerical concept referring to an equal number of women and men relative to their respective numbers in the population.

Gender-responsive - Refers to action taken to correct gender imbalances.

Gender-responsive - Refers to teaching and learning methodologies and classroom

Pedagogy - practices that take gender into consideration.

Gender-roles - Socially assigned roles and responsibilities as opposed to biologically determined functions.

Gender-sensitization - The process of developing people's awareness, knowledge and skills in gender issues.

Gender-stereotyping - Process of assigning roles, tasks and responsibilities on the basis of pre-conceived prejudices about a particular sex.

Gender-transformative - A policy that takes into account the needs of men

Policy - and women; seeking to transform the existing relations to be more equitable through the redistribution of resources and responsibilities.

Patriarchy - It means 'Rule of father' and refers to male dominated social relations, ownership and control of power at many levels in society. It is thought to be the root cause of the existing system of gender discrimination.

Participation - A general term used to refer to enrolment, retention, progression, performance and transition in the education system.

Provisions - Refers to policy pronouncements on action to be taken.

Sex - Refers to the biological and physiological differences between males and females as determined by nature. It is God-given, universal and largely non-changeable even though some people go for plastic and surgical operations for anatomical sex change.

Sex-disaggregated data - Classification of information on the basis of sex; that is male and female.

Sexual Harassment - Unwanted acts of a sexual nature that cause discomfort to the harassed. They include words, persistent request for sexual favours or dates, gestures, touching, uninvited sexual overtures, coerced sexual intercourse and rape.

Strategic Interests - Refer to long-term non-material needs. They focus on getting more choices, more options and more say.

3.0 Introduction

The gender mainstreaming concept was born out of the recognition that attaining gender equity and equality through the execution of women-specific interventions, mainly Women in Development (WID) and the later version Gender and Development (GAD) approaches were not yielding the much anticipated transformation. After decades of work and analysis in the 1970's and 80's, it was concluded that a more strategic approach would bridge the gender gap as women still remained subordinate to men despite all the efforts.

In a continued attempt to bridge the gender gap, the African Union (AU) Gender Strategy (2017), provides a vision for the continent which proposes specific actions for the remaining five years of the first Ten Year Implementation Plan of Agenda 2063. Framed around the seven aspirations of the Continent's bold agenda, the central focus of the strategy is that gender equality can and must be achieved during this period. The AU strategy brings together all the existing commitments and aligns them to Agenda 2063 and the Sustainable Development Goals (SDGs Agenda 2030, of which No. 5 focuses mainly on women's and girls' empowerment. The strategy envisions a continent in which women and girls, boys and men have equal voice, choice and control over their lives.

The National Policy on Gender and Development (NPGD) spells out a policy approach of Gender mainstreaming and empowerment of women. It clearly states that it is the right of women, men, girls and boys to participate in and benefit equally from the development process. The NPGD provides a framework for mainstreaming gender in all policies, planning and programming in Uganda and puts in place institutional mechanisms to ensure effective implementation. Developed by the relevant Ministry, this policy is designed not only to provide internally a framework for the conceptualization, design, implementation, monitoring and evaluation, but also externally with partners Gender Mainstreaming therefore focuses mainly on the needs, concerns and experiences of both men and women making them central right from planning, implementation, monitoring and evaluation. With this recognition, it becomes institutionalized, and goes beyond projects and programmes to include systems and structures, ensuring that all actors and stakeholders recognize and understand it. In its continuing effort to bridge the gender gap at the institution and beyond, King Ceasor University adopted the UN's Gender Mainstreaming definition, which sees it as "a process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making women's, as well as men's, concerns and experiences, an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally; and inequality is not perpetuated. The ultimate goal is to achieve gender equality" (United Nations Economic and Social Council (ECOSOC, 1997).

Despite the numerous observable milestones in achieving gender parity at KCU and specifically attaining the 1/3 Constitutional mandate gender inclusion in the overall governance structure, women's representation is still an upward struggle. Various bottlenecks emanating from culture and deep-rooted gender stereotypes still exist. These create a sub-conscious bias that is often used as a pretext to curtail women's empowerment, key among them career development.

To continuously address these issues, this Gender Policy serves as the locus in giving direction and operates on the following guiding principles: -

1. Gender is a cross-cutting issue and therefore interrogations and interventions should encompass all University functions, systems and processes.

2. Gender issues must be made “visible” lest they become subsumed, neutral or disappear altogether.
3. Women’s rights are human rights and hence gender justice guides interventions.
4. Gender mainstreaming applies in all operations of the University; therefore, it is important to consider and/or enhance women-specific interventions to redress historical imbalances that continue to aggravate gender justice.
5. Some gender gaps can be filled immediately while others require medium and long-term interventions.
6. Recognition of the specificity of women and men to ensure, promote and protect fairness in the treatment of different categories within students, staff both teaching and non-teaching noting that they are not homogeneous and their circumstances vary.
7. Affirmative action interventions targeting women as a corrective measure to equalize opportunities and access to resources and opportunities.
8. Appropriate and relevant sensitization, training and research provided to improve knowledge, skills and attitudes towards gender equality.

4.0 Policy Vision

This gender policy will guide KCU in its actions to eliminate barriers and gender inequality within the University community. The policy seeks to create a framework that will assist the University in encouraging gender equality in all staff and student activities and ensure equitable participation and appropriate representation of both genders in all its decision-making processes. Specifically, the policy commits the University to applying the principle of gender equality in staffing, training and development, student enrolment and providing equal opportunities in teaching, learning and research.

5.0 Policy Mission

Embracing Gender Responsive approaches in generation, preservation and dissemination of knowledge.

6.0 Rationale

The workplace is recognized as a relevant context in which gender injustice can take place if not checked. A participatory and inclusive approach aimed at confronting common challenges is the better way of achieving gender mainstreaming. KCU recognizes the need to consider the needs of both genders while undertaking the university programmes. This can only be achieved through a framework, which outlines strategies and guidelines for gender initiatives within the University. The policy on gender mainstreaming will aim at guiding the institution towards ensuring a safe work and learning environment, which is free from all forms of discrimination for staff and students.

While the University continues the transformation process of improving its academic programmes, upholding

- a) the principle of equal opportunities for all,
- b) strengthening the Affirmative Action Policy and
- c) institutionalizing gender mainstreaming is inevitable.

These will ensure that opportunities and benefits are equally accessible to both women and men.

7.0 Objectives of the Gender Policy

KCU will endeavour to:

- a) Ensure that staff, students and other stakeholders work in an environment of mutual respect, free from discrimination, harassment, intimidation, retaliation, and humiliation, thereby enhancing the dignity of both genders
- b) Ensure the involvement of the minority gender at any point in time in University - wide decision making process as a way of carrying everybody along and ensuring that decisions are collectively owned and defended.
- c) Ensure that all research, training, teaching and learning and development activities in KCU are gender sensitive and aimed at bringing out the best in both men and women.
- d) Ensure that entry requirements into the university and related admission and recruitment and service delivery process for both students and staff reflect gender equity and are transparent and non-discriminatory respectively
- e) Evolve a teaching and research culture that is gender sensitive and promotes non-discriminatory practices and procedures in all aspects of the university including admissions, employment and service delivery
- f) Institutionalize the gender desegregations of all university data at the various points of generation and the periodic analysis of such data.
- g) Ensure the development and implementation of Gender Responsive policies, programs and plans in the university.
- h) Continually strengthen the capacity of all stakeholders in handling those gender issues so as to improve the level of satisfaction with services rendered.
- i) Develop a knowledge base that provides a broader understanding of Gender issues, and perspectives by initiating training and research programmers in KCU.
- j) To establish and strengthen linkages with the government and other stakeholders to promote a coordinated approach to gender issues particularly in KCU and generally in society.
- k) To ensure compliance with national and international obligations in Gender mainstreaming Monitoring, Evaluation and Reporting for the effective implementation of the policy.

8.0 Scope Of The Gender Policy

This Policy is in line with global and national trends. This Policy shall address issues of access, equity, retention, transition, relevance and quality of service to persons of either gender. Application and implementation in relation to financing, management, coordination and governance of people of either gender at all levels is covered within this Policy.

9.0 Guiding Principles

This Policy is guided by the following principles:

- a) The Gender Policy gives the mandate to address gender inequalities whether these exist in favour of men or women.

- b) The Policy affirms the right to equitable, quality education for women and men.
- c) The Policy pays special attention to the needs of women.
- d) Affirmative action, where applicable will be used as a corrective measure for gender imbalances
- e) Gender mainstreaming will be used by all stakeholders to enhance the attainment of gender equity and equality.
- f) Equal participation of women and men especially in governance and management will be ensured.
- g) Empowerment of women and men shall be used as the central strategy for the achievement of gender equity and equality in education.
- h) The University will strive to enhance interpersonal relations among staff and students in order to achieve a common goal. The key values that the University will strive to promote include integrity, honesty, tolerance and mutual respect. This will be guided by national principles of good governance key among them transparency, Accountability, Inclusion, and Integrity.
- i) Partnership and collaboration in the realization of gender equity and equality shall be reinforced and maintained.
- j) Gender lenses shall be used to enforce equity and equality as a cross-cutting theme in all programmes and activities.
- k) The University will strive to be an equal opportunity institution where all persons will be accorded fair representation. Equal chances will be in areas of access to benefits, student admission, staff recruitment and promotions.
- l) Democratization will be enhanced through inclusive participation in decision-making and management. The principles of responsibility, accountability and academic freedom will be enhanced at all levels.

10.0 Policy Provisions

10.1 Gender and Education

10.1.1 Background

Education is largely recognized as a key to individual, community and national development. An increase in access and quality, for both men and women, positively impacts the individual's earnings, consequently leading to a reduction in poverty and income inequalities. Gender-responsive education contributes significantly to improved health, good governance and quality of life for individuals and families. Observably, despite the strides made in access to education especially in terms of increased universities, gender disparities at the national level, and between various regions in favour of males, characterize the national education system. Various studies have proven that educating women does not only empower them but also benefits the family as well as the community. As such, all efforts should be made to assist women access university education.

10.1.2 Objectives

- a) To foster gender equity in academic programmes.

- b) To increase women's participation in decision making in management, and increase their visibility in University programmes.

10.1.3 Policy Statements

1. Ensure a gender responsive teaching and learning environment to increase the involvement and participation of men and women in all categories in the University.
2. Implement affirmative action in the admission of gender-specific students from urban slums, villages and marginalized areas.
3. Exercise gender-responsiveness in the appointment of administrative management officers and other leadership positions in the University, hence increasing role models.

10.1.4 Strategies

1. Encourage women to enrol and complete STEM subjects.
2. Ensure scholarships, bursaries, etc. are accessed by deserving students from disadvantaged poor backgrounds.
3. Enhance clear procedures and mechanisms for reporting sexual harassment & gender based violence.
4. Enhance gender-specific empowerment programmes targeting female students to prevent their misuse for economic reasons.
5. Ensure continued support for women and men with special needs to enable them to achieve their goals.
6. Enhance regular talk shows, workshops, seminars and consortiums facilitated by diverse successful women and men professionals to enhance gender equity by encouraging female and male students to pursue their goals.

10.2 Gender and Governance

10.2.1 Background

Good governance that encompasses financial accountability, democracy, human rights, management and administrative efficiency is paramount for meaningful development. Such governance includes our vision, and the decisions we make. Institutions that are not representative of the population, and that are not themselves gender sensitive, are unlikely to deliver socially responsive outcomes. Consequently, mechanisms must be found for systematically integrating gender into all areas of governance. At King Ceasor University, there has been continued deliberate efforts to bridge gender inequalities in governance specifically in the appointments of female heads of sections, key committees and boards. However, achieving gender parity at all levels in the University, especially the top, is compromised by numerous challenges and constraints.

10.2.2 Objectives

The general objective of this Policy is to achieve a better working and learning environment for both women and men at King Ceasor University. This would be achieved through research, policies and programmes that give due attention to gender, and promote and enhance equity and equality in governance and management at all levels of the institution's operations. This policy hence gives the

mandate to analyse and address gender issues in planning, implementation; monitor and evaluate policies, programmes, projects and research to achieve the following specific objectives:

1. Promote gender equity and equality in the University.
2. Provide qualitative and quantitative data on the influence of gender in areas of learning and the workplace at the University to strengthen the existing evidence on the benefits of engendering governance.
3. Increase women's and men's participation in governance.
4. Foster gender competence skills among women and men in all areas of governance and management.

10.2.3 Policy Statements

1. Ensure gender equality in the appointment of heads of sections, committees and boards.
2. Enhance mechanisms to ensure gender responsiveness in academics, research, management and governance.
3. Facilitate programmes for capacity building in gender competencies.

10.2.4 Strategies

1. Continued gender analysis, examine the differences in the relationships between women and men and their roles to suggest areas for affirmative action where necessary. This analysis will include the identification of ways to overcome constraints so that improved governance outcomes for women and men can be achieved.
2. Utilization of effective tools for integrating gender into governance, by developing indicators and conducting institutional and governance reviews.
3. Advocating top decision makers' commitment and support for gender mainstreaming.
4. Enhance stakeholders' sensitization and capacity building to support women and men in leadership.
5. Implementing affirmative action policy as a strategy to enhance gender equity and equality in recruitment, training, development and promotion, particularly in appointments of Heads of Sections, Committees and Boards, students' admission, and provision of scholarships.
6. Mainstreaming gender in key committees at the University.
7. Ensuring gender balance in appointments to governance and leadership positions.
8. Ensuring gender balance in leadership in the University students' organizations.
9. Instituting monitoring and evaluation mechanisms for progress and impact assessment.

10.3 Gender and Work Environment

10.3.1 Background

King Ceasor University strongly links excellence with the enhancement of every individual's value and ability regardless of gender. This is only achievable by creating an environment that respects the diversity of all staff and students. It is also an environment that enables them to optimize their full potential and contribute fully, thereby deriving maximum benefits and enjoyment within life at the University. It is essential that the employer, all employees, and students, have a positive attitude towards gender equality. Institutional internal practice with regards to perceptions about women and men's roles can be an obstacle to the reduction of inequalities among workers. As such, all members in the university should promote gender equality in and through their work, which must be demonstrated in their actions and attitudes.

10.3.2 Objective

The objective of this Policy is to create an open and better working and learning environment for women and men; where their well-being is safeguarded at all times.

10.3.3 Policy Statements

1. Ensure continuous deterrent measures on sexual harassment.
2. Enhance mechanisms to build the capacity of staff and students on gender mainstreaming.
3. Enhance tools to audit gender responsiveness in the University.

10.3.4 Strategies

1. Organize training and development activities.
2. Encourage interschool networking between women and men across the entire University.
3. Sensitize members of staff and students in order to transform behaviour and attitude pertaining to gender relations.
4. Support services and disciplinary procedures for hard-core pornography, personal slur, repeated indecent propositions, sexual themes or jokes and prejudicial treatment.
5. Encourage commitment to mainstreaming the promotion of gender equality in everyday work, making them verbal and visible. This should be perceived as everybody's task and focus and not a separate area of responsibility for certain individuals within the institution.
6. Continued collection, analysis and presentation of gender-disaggregated information on the institution's working environment to inform policy. Make discussions on gender equality and its promotion in all university activities a fundamental theme, where positive attitudes and knowledge are instituted at all levels and times.
7. Make gender equality a common objective for everybody, thus sharing knowledge and experiences freely and openly among staff and students.
8. Institutionalize monitoring and evaluation as a continuous mechanism for progress and impact assessment.

10.4 Gender-Based Violence and Sexual Harassment

10.4.1 Background

One of the tenets of the Gender Policy is to recognize and address Gender-Based Violence and Sexual Harassment (GBV&SH) as issues that may affect service delivery. GBV&SH includes any form or act of violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women and men, on the basis of their gender, and its demonstrated through sexual and physical abuses; arbitrary deprivation of rights, freedom, liberty, whether occurring in private or public life, committed by individuals, groups or institutions. GBV&SH perpetrators neither consider age nor status; rather, their victim(s) is a female or male respectively. As has been continuously highlighted in various sections of the media, GBV&SH is rife in the institutions of higher learning.

King Ceasor University is committed to working towards the elimination of such abhorrent abuses of human rights. Violence against either gender cuts across social-cultural, religious and political barriers, impeding the rights of women, and sometimes men. This curtails them, not only from realizing their full potential, but also participating fully in society.

To address Gender Based Violence & Sexual Harassment, the Gender Policy supports its continued implementation, bearing in mind that violence has dire implications on targeted individuals.

10.4.2 Objective

The objective of the Policy on Gender Based Violence & Sexual Harassment is to facilitate the elimination of Gender-Based Violence and Sexual Harassment (GBV&SH) in King Ceasor University.

10.4.3 Policy statements

1. King Ceasor University's commitment to eliminate gender-based violence and sexual harassment is demonstrated through the existence of a Policy that addresses it.
2. The University will support the implementation of this Policy at all costs. Its implementation is not just limited to King Ceasor University community but activities extend beyond through outreach.

10.4.4 Strategies

1. Uphold, design and diversify programmes that address GBV&SH.
2. Build and sustain networks on the elimination of gender-based violence and sexual harassment.
3. Design and support community outreach programmes to educate and raise awareness on Gender Based Violence & Sexual Harassment and other forms of human rights abuse.

10.5 Gender and Research

10.5.1 Background

Generation of knowledge through research is one of the core businesses of a University which generates knowledge for training and development of the human resource. A gender responsive research process where both men and women are equitably represented reflects a university's commitment to gender mainstreaming. Unfortunately, the participation of female staff in the research agenda within universities indicates that they are a minority. Further, gender is diverse and has hence not been

researched extensively. There is, therefore, need to support female faculty to undertake research, besides integrating gender into the research agenda. Developing gender responsive tools to make research outcomes inclusive is therefore a priority.

Besides inadequate funding for research at the university level, female faculty is lean even within that scope. Hidden gender-specific factors among them gender roles and responsibilities that compete with career development prevail, thereby causing paucity, and lack of aggression in applying for funding further compounds the situation.

10.5.2 Objective

To encourage members of staff to undertake gender responsive research to guide gender equity and equality interventions.

10.5.3 Policy statements

1. Set aside specific amounts to support female and male members of staff to undertake gender responsive research
2. Set aside research funds to support female faculty to undertake research to enhance their chances of upward mobility.
3. Encourage gender responsive research to generate knowledge that will guide gender issues in development.

10.5.4 Strategies

1. Organize gender awareness and sensitization training for the Council and Senate on gender inequalities and the need to implement an affirmative action in research.
2. Support male and female faculty to develop gender responsive action-based research skills.
3. Train and encourage female faculty to undertake research.

10.6 Establishment of Linkages

10.6.1 Background

Institutional gender mainstreaming is more visible once shared with other partners locally and internationally. As such, King Ceasor University will continuously seek new, and uphold existing, networks and linkages with like-minded actors, intellectuals, policy makers and practitioners in the implementation of the Gender Policy.

In addition, King Ceasor University will continue to collaborate with the local community, through outreach programmes, and networking where the members of the communities, staff and students will share experiences and learn from one another through highly participatory gender responsive methodologies.

Such linkages will be supported through gender responsive research, advisory and consultancies. This will be actualized through the teaching of joint tailor-made courses, short courses, professional courses, certificates, diplomas and degree programmes, jointly selected by networking partners.

10.6.2 Objectives

1. Continue to identify relevant gender related themes and areas of focus for local community outreach programmes.
2. Maintain existing, and develop new, collaborative networks in gender mainstreaming programmes at various levels nationally, regionally and internationally.
3. Engender programmes in the existing linkages and networks at various levels nationally, regionally and internationally.

10.6.3 Policy statements

1. King Ceasor University is committed to institutionalizing gender in all its operations. Recognizing that gender issues are global, the University endeavours to establish new networks and linkages in gender mainstreaming at local, national, regional and international.

10.6.4 Strategies

1. Increased joint tailor-made gender responsive programmes and short courses in exchange programmes at all levels, locally, nationally, regionally and internationally.
2. Expanded networks in gender related programmes at all levels.
3. Increase gender responsive activities in community outreach programmes.

10.7 Gender Responsive Health Services

10.7.1 Background

Health is the state of complete physical, social, spiritual and mental well-being and not merely the absence of infirmity (WHO, 1947). During the International Conference on Population and Development held in Cairo (1994), it was recognized that gender issues are central to the provision of quality health in general, and sexual and reproductive health in particular, throughout the life cycle. This is because gender has important consequences on the health of all individuals as it affects the broader context of people's lives.

Observably, due to reproductive and ascribed gender roles, women have more health needs than men. Biological differences between females and males such as menstruation, pregnancy, child bearing, breast feeding, and menopause create unique reproductive health issues for women compared to men. In some instances, sexual reproductive health complications have led to the loss of the lives of many women, especially if these have not been considered important in the provision of health.

Men too have reproductive health problems that need to be taken care of in a gender responsive way. Issues of sex and sexuality, particularly in making decisions on when, how, with whom, and under what circumstances to have sex, are in most cultures in the male domain. Fear of abandonment and violence is known to drive young women into having sex even when they know they are predisposed to unwanted pregnancies and sexually transmitted infection(s), including HIV/ AIDS. Once pregnant, due to their socio-economic and sometimes religious and cultural dispensation, they may be forced to procure unsafe abortions, which may lead to mortality or morbidity. In most cases, post abortion care is not provided and even where offered, the issues of confidentiality are not strictly observed.

Such gender-specific factors may lead university female students to seek quasi services, often not adequately equipped, further compounding the problem. Multiple sex partners, sponsors, and cross-generational relationships, generally a characteristic of young university students, often lead to sexually

transmitted infections as gender power is imbalanced, equally posing a further health risk. For this reason, gender responsive attention becomes critical.

10.7.2 Objective

1. To provide gender responsive and quality health service for King Ceasor University students and staff.

10.7.3 Policy Statements

1. Continued monitoring of the existing Health Policy for gender responsiveness.
2. Avail health services including personnel that will cater for sexual and reproductive health needs of female and male students and staff.
3. Build the capacity of health providers in gender responsiveness.
4. Establish indicators and mechanisms to monitor the delivery of gender responsive health services.

10.7.4 Strategies

1. Demonstrate commitment to gender responsiveness by creating an enabling and supportive environment for mainstreaming gender in health care delivery systems.
2. Undertake periodic gender analysis of the existing health services with the aim of addressing gaps.
3. Develop and mount training programmes to enhance capacity to address gender issues in health provision.
4. Upgrade existing institutional structures, and processes for gender mainstreaming in health provision.
5. Implement a continued plan to monitor the implementation of gender responsive and quality health services.
6. Develop and implement a gender responsive mentoring programme for both female students pursuing science and staff in their early careers.

11. POLICY IMPLEMENTATION

11.1 Background

Effective implementation of the Gender Policy at King Ceasor University is achieved through the Gender Equity and Empowerment Committee of Top Management which works in collaboration with all University departments.

11.2 Gender Equity and Empowerment Committee

The role of the Committee is:

1. Sensitizing staff and students on the Gender Policy, and Gender-Based Violence and Sexual Harassment Policy.
2. Implementing both policies in line with the Universities mission and vision.
3. Seeking funds through collaborations to help in the implementation of the policies.

4. Ensure representation of King Ceasor University women in decision making positions in accordance with the Ugandan Constitution.
5. Formulate ways of having more women enrolled and retained at King Ceasor University in all areas especially STEM subjects.

11.3 Gender Equity and Empowerment Committee's Mandate

1. Conduct seminars and workshops to enhance the understanding of gender related issues.
2. Engage in outreach programmes and advocacy in Gender Based Violence and Sexual Harassment through public lectures, seminars and workshops.
3. Establish a resource Centre for information on gender-related issues.
4. Provide consultancy services and counselling on gender and related developmental issues.
5. Assist both women and men to recognize and understand their complementary roles in the society through mass media, public lectures, seminars and workshops.
6. Develop strategies for the advancement of gender skills and capacity in gender and development.
7. Facilitate links between the University and like-minded institutions and persons.
8. Collect sex disaggregated data in order to advise University Management on student admission and staff recruitment, appointments and promotions based on gender.
9. Facilitate gender mainstreaming in all functions of the University.

11.4 Terms of Reference for Gender Equity and Empowerment Committee

The terms of Reference for the Committee are:

1. Coordinating all gender related activities in education, training and research.
2. Mainstreaming gender in all University operations.
3. Mobilizing resources to support gender activities within the University.
4. Documenting and managing information on gender related issues.
5. Scaling up and mainstreaming best practices on gender related issues in the University.
6. Promoting partnerships and collaboration with stakeholders on gender.
7. Linking international developments on gender to national efforts to promote gender related issues in the University.
8. Developing monitoring and evaluation systems on gender mainstreaming in the University.
9. Undertaking monitoring and evaluation of gender responsiveness in all activities, processes and programmes in the University.

11.5 Structure of the Gender Equity and Empowerment Committee

The Gender Equity and Empowerment Committee shall take into account at least 30% gender representation. Its membership shall consist of:

1. A Chairperson who is appointed by the Vice Chancellor.
2. The Academic Registrar
3. The Dean of Students
4. The Director, Quality Assurance
5. The Manager, Human Resources
6. University Estates Officer
7. A representative from each School
8. Minister of Students with Disability, King Ceasor University Students Guild
9. An expert on gender studies appointed by the University Senate.

12.0 Monitoring & Evaluation

Monitoring will be crucial for the successful and efficient execution of the Gender Policy in the University. This involves gathering, analyzing, and utilizing data and information to assess the implementation progress. Furthermore, conducting regular evaluations of program processes, utilizing the findings for program enhancement and planning, and integrating impact assessment into the design, development, and implementation of the Policy will be essential components.

As a result, gender-responsive monitoring and evaluation mechanisms will be established. These activities will involve identifying gender-responsive indicators and targets, training implementing personnel on monitoring and evaluation concepts and procedures, conducting the monitoring and evaluation, and utilizing the findings to plan interventions.

13.0 Review of the Policy

The Gender Policy will be reviewed after every four (4) years to take into account emerging issues and trends.