



## **GENDER MAINSTREAMING PROGRAMME MEDIA STATEMENT, 3<sup>rd</sup> JANUARY 2011**

### **1.0 INTRODUCTION**

Makerere University established the Gender Mainstreaming Programme (GMP) in 2001 with a mandate to mainstream gender in the University functions of Teaching and Learning; Research and Innovations; and Knowledge Transfer Partnerships and Networking. Gender mainstreaming 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 institutional policies and programmes. The ultimate goal of gender mainstreaming is gender equality and women's empowerment.

Over the years, Makerere University has addressed gender inequalities and the highlights are as follows:

- Makerere University started in 1922 as a technical college with only men, in 1945, the first six females were admitted in the University.
- In 1990, it was recognised that there were only 25% female students in the University and through affirmative action, the 1.5 points scheme was introduced and has contributed to female enrolment to 50% in 2010 (56% in humanities and 34% in science disciplines).
- In 1991, the Department of Women and Gender Studies was established to offer under graduate and graduate training in gender. In 2010, the status of the department was raised to the School of Women and Gender Studies (SWGS) under the College of Humanities and Social Sciences.
- In 2001, the Gender Mainstreaming Division was established under the Department of the Academic Registrar to address gender inequalities in the University and ensure that Makerere University is gender responsive. In 2010, the status of the division was raised to the Gender Mainstreaming Directorate, reporting to the office of the Vice Chancellor. The strategic position is to enhance efficiency and effectiveness in mainstreaming gender in the entire University.

### **2.0 STRATEGIC OBJECTIVES OF THE GENDER MAINSTREAMING PROGRAMME**

- i. To promote and advocate for the enactment and effective implementation of gender responsive policies in Makerere University.
- ii. To advocate for gender balance in access into the University, especially girls from disadvantaged backgrounds and those in science disciplines and contribute to the enhancement of quality graduates.
- iii. To support gender mainstreaming in teaching and learning through engendering of the University curricula.
- iv. To support gender focused research, post graduate training for female staff and promote women in leadership.

- v. To promote gender equity and equality in students governance and welfare in partnership with student peer trainers.
- vi. To strengthening Colleges and Schools (sentinel sites) to mainstream gender in their work plans, programmes and budgets.
- vii. To engage in Knowledge Transfer Partnerships and Networking with gender focused institutions/organisations at the national, regional and international levels.

### 3.0 KEY ACHIEVEMENTS OF THE GENDER MAINSTREAMING PROGRAMME

#### 3.1 Gender Responsive Policies in Makerere University

- The **Makerere University Gender Equality Policy** was approved by Council in 2010 is the overarching statement of the University's commitment towards gender equality and women's empowerment.
- The **Policy and Regulations on Sexual harassment** approved by Council in 2006.
  - Sensitise students and staff on the evils of sexual harassment and instil a sense of responsibility and zero tolerance of sexual harassment.
  - Encourage victims of sexual harassment to exercise their rights, maintain their dignity and refuse to succumb to pressures of sexual harassment
  - Address cases of sexual harassment.
- **Gender mainstreaming in other policies:** GMD also works other units as policies are being formulated or reviewed so that they are gender responsive. Examples include the Human Resource Manual, Policy on Recruitment and Promotion and other policies being developed through the on-going University Research Administration and Finance Review Reforms (URAFR).

#### 3.2 Gender Balance in Access into the University

- **The 1.5 policy and its review**
  - As noted above, the additional 1.5 points scheme was introduced to increase access of girls into the University and the policy has contributed to that objective.
  - This is a government policy that has been extended to other public universities as well.
  - The policy has been reviewed and Senate recommended that it is upheld.
  - More studies are being conducted to assess its impact on enrolment according to disciplines.
- **The Female Scholarship Initiative**
  - Through Carnegie support FSI has offered scholarships to 691 girls from 2000 to 2010.
  - The girls also received capacity building and mentoring and 60% are gainfully employed. They have formed the FSI Alumnae Association and are giving back
  - For the continuity of FSI, Makerere launched the Female Scholarship Foundation on 20<sup>th</sup> Nov. 2010 and offered 20 scholarships in 2010, with an additional ten for the next academic year.
  - Ms JD, an NGO in the USA has offered two scholarships for girls to study law.
  - Makerere University has further made an appeal to government to support 150 girls from Greater Northern Uganda with 1.5b UGX to access Makerere University for the 2011/12

### **3.3 Engendering of the University Curricula**

- In partnership with the School of Women and Gender Studies, GMD has spearheaded the process of mainstreaming gender in the University Curricula.
- The status report on gender in the curricular has been developed, with specific ranking for each unit and recommendations made for improvement.
- Generic guidelines have been developed that can be used by respective units to mainstream gender in their curricula.
- The SWGS will teach a cross cutting course on gender to all students and GMD will monitor the progress and continue documenting the unique experience.

### **3.3 Gender Focused Research, Post Graduate Training for Female Staff and Promotion of Women in Leadership.**

- Support is offered to female academic and administrative staff to access post graduate training and build their capacity for leadership.
- The project coordinates 10 PhDs and 30 Masters Scholarships in various disciplines.
- The scholarship beneficiaries are encouraged and supported to integrate a gender perspective to their research. For administrative staff, institutional research is also highly encouraged.
- There is also a mentoring initiative that supports female staff to progress in their professional and personal lives. We have also been getting requests from male staff and the next phase of the initiative that is to take off this year will have 1/3 males and 2/3 females as mentees. The mentors are both men and women, are senior in rank and willing to volunteer their services.

### **3.5 Gender Equality in Students Governance and Welfare**

- Every year, GMD selects 50 student peer trainers (25 girls and 25 boys) as agents of gender change amongst the students.
- The peer trainers undergo an intensive training of trainers in gender, leadership, communications and other life skills.
- An annual programme is drawn on how to reach (cascade) to fellow students with a gender message capitalising on key events like the Women's day, Cultural day, and Health/HIV/AIDS day.
- The student peer trainers also work with the student's guild to influence the student politics and most of them usually become student leaders.

### **3.6 Gender Mainstreaming in Planning Units (Sentinel Sites)**

- GMD has made efforts to work with 30 planning units to influence their plans, programmes and budgets.
- Gender issues have been identified in each planning unit and strategies formulated on how to address the concerns raised.
- The college set up offers GMD the opportunity to use the streamlined and decentralised structures to influence the planning process and take advantage of the synergy that is drawn from inter-related disciplines.

### **3.7 Knowledge Transfer Partnerships and Networking at National, Regional and International Levels.**

- GMD has supported 25 female diploma holders from science disciplines to access degrees. By now, they would have been retrenched but 23 of them have returned to their districts and have been promoted, are leaders and are acting as role models for girls' education and adult education.
- GMD is working with the four public universities of Kyambogo, Mbarara, Busitema and Gulu to mainstream gender in their institutions. A base line study (gender terrain) is

being conducted and in collaboration with the DWGS will offer the technical support to institutionalise gender in the respective universities.

- Developing a Gender Policy for Parliament, based on the success story of our excellent Makerere University Gender Policy.
- GMD has been called upon by Simmons School of Management (USA) to share experiences and offer technical support to four Universities in Africa (OAU and JOS from Nigeria), Winiba from Ghana and Dar-es-Salam University.
- GMD is a member of the Gender Working Group with Ministry of Gender, Labour and Social Development to review of CEDAW, MDGs, Beijing Platform for Action and come up with reports that inform the international fora.

#### **4.0 CONCLUSION**

The Makerere University Strategic Plan (2008-2018) recognised Gender Mainstreaming, along with Quality Assurance and Internationalisation as cross cutting themes. This means that Makerere University is committed to the long haul necessary for the institutionalisation of gender. GMD is grateful to the Carnegie Corporation of New York, Government of Norway, Government of Sweden and Makerere University that have financially supported the Gender Mainstreaming Programme.

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