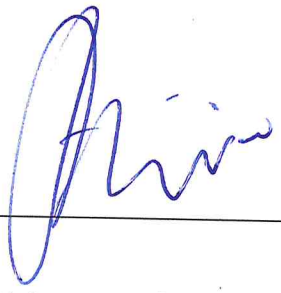
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Reviewed and Approved by the Academic Board

Signature:  **Date:** 23rd/Jan/2018

Reviewed and Approved by the Governing Council

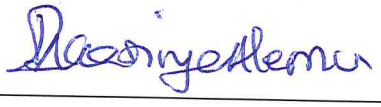
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Definition of Terms

Affirmative Action: is deliberate policy that gives special privileges to certain groups of people tocompensate them for inequalities and inequities that they have suffered in the past or continue to suffer due to an inadequate access to resources and opportunities. Affirmative action is a temporary special measure that should be implemented together with other interventions and discontinued after an acceptable level of parity has been achieved.

Gender: refers tosocially constructed roles, responsibilities and relations between men and women, as well as boys and girls, and not to the biologically different categories of male and female; gender roles and relations, are learned through the life-long process of socialization, vary between and in countries and cultures, are dynamic and change with time and space .

Gender Equality:is theevenly balanced opportunity for men and women, as well as boys and girls, in their access and control over resources, voice and rights.

Gender Equity: is the principle of fairness and justice in the distribution of resources and access to opportunities between men and women, as well as boys and girls.

Gender Sensitivity: is the ability to perceive existing gender differences, issues and equalities, and incorporate these strategies and actions.

Gender Parity: is a numerical concept referring to equal numbers of girls and women as well as boys and men relative to their respective numbers in a population.

Gender Disparities: the differences in outcomes observed between different sexes

Gender-Based Violence: is an act of hostility that results in, or is likely to lead to, cruelty resulting in physical, sexual or psychological harm or suffering to women, girls, boys and men on the basis of one's gender

Gender Blind: ignoring or failing to address the gender dimension

Gender Mainstreaming: the consistent integration of gender concerns in designing, implementing, monitoring and evaluating policies, plans, programmes, activities and projects at all levels operation

Policy: a guiding principle designed to influence decisions and actions; for its effective implementation, the principle must be supported by appropriate structures, processes, and procedures

Sexual Harassment: unwelcome acts of a sexual nature that cause discomfort to the targetedperson such as words, gestures, touch, suggestions, persistent request for sexual favours, coercedsexual intercourse and rape.

1.0 Introduction

There has been a growing awareness in Uganda during the last three decades of a need to consider needs and aspirations of its people–women and men as well as boys and girls and to invalidate policies and practices that create divisions and disadvantages based on gender. As a demonstration of the awareness, Uganda has signed regional and international protocols on gender equality and women's empowerment, which commitment is also reflected in the Vision 2040 and in the Constitution of Uganda. This commitment is expected to penetrate both the public and private sectors and be monitored through performance indicators.

Mildmay Institute of Health Sciences (MIHS) is an equal opportunity institution, and has got an open-door policy for men and women, in the academic and working arena. It provides learning and employment opportunities irrespective of gender, protecting each gender from harassment, gender insensitive language, sexual harassment and gender based violence.

Specifically, on employment, it invites job applications from both genders and strives to ensure that a 50 – 50% gender balance is achieved in the recruitment, promotion and appointment of staff. The staff gender balance in the institution is at **52%** male and **48%** female. MIHS management is determined to close the gap in the next 3 years through an effective implementation of this gender policy.

The policy has four broad areas: background, policy statement, code of practice, and implementation mechanisms. Its effective implementation requires that staff, students and stakeholders support MIHS management and embrace the policy.

1.1 Scope of the Policy

Applying to staff, students and stakeholders of the institute, the policy covers gender equality in all aspects of the institute's life such as gender balance in recruiting, training and promoting staff, developing gender-sensitive curriculla, and having a working and learning environment safe for all.

2.0 Goals and Objectives

The overall goal of the policy is to sustain a fair and just academic environment where men and women have equal opportunities, voice, rights and access to resources so that they can realizetheir potential and contribution in a community of scholars characterized by a culture of mutual respect. Consequently, the specific objectives of the policy are to;

i. Ensure the existence of gender-responsive management and administration and equity inteaching and research programmes,
ii. Reach out to marginalised groups especially men and women , as well as boys and girls, frompoor backgroundsto enable themto enjoy the benefits of tertiary education,
iii. Ensure that efficient and effective structures for implementing the policy are established,
iv. Ensure gender sensitivity in the institute's dealings and interactions with its externalstakeholders exists, and
v. Work closely with various stakeholders and partners to obtain the necessaryresources for the implementation of the policy.

3.0 Guiding Principles

3.1 Decision-Making Organs

The institute has appointed women to senior decision-making positions, andthe overall optimum level of 50-50% has been achieved at Governance level.The institute will continue ensure that;

i. gender equity and equality in its organs and committees exists at all the levels,
ii. gender parity is achieved for appointive and elective positions at all levels, andwill apply the principles of gender equality to leadership positions in the institute-sponsoredstudent organisations.

3.2 Recruitment, Training, and Promotion

The institute will sustain an enabling and empowering working environment to recruit and retain qualified staff at all the levels. Given both the tendency to associate certain occupations and academic disciplines with either men or women and the current male dominance in many positions, specific measures are needed to achieve gender balance in recruitment, training and promotion in the institute. Consequently, the institute will

i. Use a competitive recruitment process at all the levels.

ii. Ensure a gender-balanced pool of applicants for every position, and where a female andmale candidate for a position are considered of equal merit, gender balance will be takeninto account in the final decision,
iii. Establish training programmes for both academic and non-academic staff and ensure that men and women have equal opportunities to participate in the programmes,
iv. Provide support in the form of scholarships, study leave and incentives to enable both male and femaleacademic staff members to complete the required studies, and
v. Ensure that men and women receive equal pay for equal or similar work or work of similarvalue.

3.3 Student Admissions

MIHS will practice affirmative action on admission of both female and male into programmes where an imbalance seems outright. Further, the policy will address thoseparticular programmes that tend to attract one gender more than the other with particular interest that may tend to be counterproductive in addressing gender imbalancesacross programmes.

MIHS therefore willincrease female enrolment in programmes where there is extreme genderdisparity by;

i. support visits to high schools by students and academic staff to encourage more genderbalancedenrolments,
ii. facilitate the development of mentoring programmes, and
iii. Monitor enrolment statistics in all programmes annually to ensure gender balance is maintained or improved.

3.4 Gender-Sensitive Curriculum

Individuals learn in different ways. Some of the differences are gender-based the different ways in which boys and girls are socialised. It is important that both male and female students have academic role models, mentors and sponsors. Role models found in the content of the curriculum include authors of textbooks and people who are considered as important contributors to a discipline. In this respect, the institute will

i. ensure that its curriculum is designed and developed in such a way that it is gendersensitive in content and delivery,
ii. ensure that its curriculum provides positive academic role models to its students—bothmale and female, and

iii. ensure that students are exposed to theories and concepts that enable them to understandgender and its implications for the Ugandan society.

3.5 Working and Learning Environment

The institute wishes to provide staff and students with a safe, clean, and comfortable working and learning environment because, to perform well, they need to feel secure. Security is important especially to those of them who must work late, teach or attend evening classes, or reside in the halls. The institute therefore will;

i. ensure that its buildings have adequate and appropriate provision of male and female toiletfacilities,
ii. ensure that its facilities such as office buildings, lecture halls, and libraries are clean andproperly maintained,
iii. ensure that it has adequate accommodation and recreational facilities for male and femalestudents,
iv. ensure that it has adequate office space for male and female academic and non-academicstaff,
v. strengthen security systems throughout the institute.

3.6 Role Models, Mentors and Sponsors

Role models, mentors and sponsors are an important part of the working and learning environment. It is necessary to present positive role models to male and female staff and students. The institute will;

i. present positive female role models in institute-sponsored activities,
ii. undertake activities designed to raise the profile of both female and male scholars and professionals,
iii. encourage gender sensitivity in male students and staff by presenting male role modelswho demonstrate gender sensitivity in their language and behavior, and
iv. facilitate or encourage senior staff to provide mentorship and sponsorship to youngscholars and staff.

3.7 Student Organizations and Co-Curricular Activities

The membership in the institute-sponsored student organizations reflects the overall student gender balance. Consequently, the institute willensure that the Student Organisations of Mildmay Institute of Health Sciences, along with overall students,elections are free, fair, peaceful, and gender responsive,

3.8 Institute Staff Awards

Wishing to recognise the performance and achievement of its male and female members of staff, the institute will design a system of staff performance awards that offers men and women equal opportunities to be rewarded and group long-service awards into categories that will assure balanced gender representation.

3.9 Examinations and Coursework

The institute is committed to ensuring fairness in examinations and coursework by putting in place measures to correct or prevent abuses based on the gender of a lecturer or student. As a result, it will

i. make available places where students can read in safety, security, and without fear of sexualharassment,
ii. protect students against victimisation if they report sexual offences or decline advancesfrom a lecturer,
iii. provide and enforce clear guidelines on student-lecturer relationships,
iv. develop and enforce clear guidelines for acceptable use of academic and administrativeoffices,
v. ensure that students taking examinations are properly and positively identified,
vi. ensure that any scholarships available target both male and female students
vii. ensure that no lecturer marks the examinations of a spouse, child, or relative

3.10 Gender Based Violence

Gender-based harassment and violence, both physical and psychological, is prohibited in the institute. MIHS is committed to putting into place measures designed to eliminate sexual harassment and forms of gender-based violence and as such the institute will;

i. develop and enforce institute's rules aimed at protecting staff and students from sexualharassment in matters such as staff-student interaction, dressing, organisation of diningand library facilities and use of gender-sensitive language,
ii. establish support centres and provide counseling services to promptly and effectivelyrespond to and deal with cases of sexual harassment,

iii. ensure that all reports or records on allegations or complaints of sexual harassment aretreated with confidentiality,
iv. enforce strictly rules designed to protect students from harassment or violence in thestudents' hostels, especially the prohibition of cohabitation and regulationspertaining to visiting hours,
v. treat rape and related sexual offences as provided for in the Sexual Offences Act ascrimes which upon proof will lead to the automatic expulsion or dismissal ; the institute will report such an offence to the law-enforcement authorities.

3.11 Staff and Student Welfare

The institute aims to promote staff and student welfare by providing medical services, accommodation, and recreational facilities. Sometimes, the impact of these efforts is reduced by poor communication or gender bias, however, the institute will;

i. provide regular communication to members of staff concerning the medical facilities thatare available to them,
ii. establish a welfare unit for staff, which includes welfare and counseling services,
iii. Improve the quality of the students' hostels and ensure they meet the minimum set standards.
iv. support pregnant students by granting them a maximum of one-year maternity leave,
v. provide maternity and paternity leave, recognizing the equal value and importance of bothmen and women in parenting children,
vi. provide housing or transport or both for staff required to work until late into the night,
vii. diversify recreational facilities and activities to cater for the different needs of male andfemale staff and students,
viii. recruit staff for sports and games department on the basis of gender equality,
ix. establish campus-based fitness programmes for staff,
x. locate recreational facilities so that they are equally accessible to male and femalestudents, and

4.0 Gender Mainstreaming Division

The institute will establish a gender mainstreaming division in the Office of the Principal under the leadership of a senior member of staff at the level of a head of department who will report to the Principal and will have a broad mandate to oversee, coordinate and monitor the implementation of gender mainstreaming

in institute's programmes and processes. The specific functions of the division will be to;

i. raise and sustain gender awareness in the institute,
ii. promote a gender sensitive, friendly, inclusive and secure environment in the institute for staff and students,
iii. ensure that gender parity in student enrolment and performance is improved in alldisciplines,
iv. promote gender equality in staff recruitment, training and promotion,
v. promote gender mentoring and sponsorship,
vi. undertake the training of trainers in gender analysis skills in the institute,
vii. advocate and promote gender equality in decision-making at all levels in the institute,
viii. promote the use of gender sensitive language in all forms of communication,
ix. facilitate gender research,
x. collect, analyse and update sex-disaggregated information on all sections of the institute system to monitor and evaluate the relative positions of men and women—an effort thatshould result in regular reports,
xi. develop an effective and participatory monitoring and evaluating system for periodicassessment of progress and impact of gender mainstreaming and for the enforcement ofthe policy,
xii. provide technical guidance and advisory support to units in their gender mainstreamingefforts,
xiii. establish public-private partnerships for research collaboration, networking and funding,and
xiv. coordinate the events of the gender awareness week.

4.1 School-Based Gender Committees

Supported by the gender mainstreaming division, gender committees established in each schoolwill domesticate and implement the policy, ensuring that information and action flow to and from departments, schools, and other administrative units in the institute.

4.2 Complaint Procedures

Relating to complaints of forms of discrimination on the basis of sex such as gender-based violence and sexual harassment, procedures to be followed will be based on confidentiality, gender sensitivity, protection of whistle blowers, user friendliness and speedy action. Thus:

i. Upon receipt of a complaint of discrimination on the basis of sex, the gender mainstreaming division will carry out preliminary investigations to determine the merit of the complaint; if the complaint has merit, the division will make appropriate recommendations on it to the institute disciplinary committee
ii. While handling such cases, the provisions of the Sexual Offences Act will apply to staff and students while provisions of the Employment Act relating to sexual harassment will apply to staff
iii. The case will bereferred to the law-enforcement authorities for further investigation and action in line withthe Sexual Offences Act. If a court of law finds the alleged offender guilty, guilty staffwill be dismissed while a guilty student will be expelled from the institute.
iv. If the alleged offender is an outsider, the case will be referred immediately to the law enforcementauthorities.

4.3 Resource Mobilization Strategy

The institute will provide adequate resources for gender mainstreaming in the gender mainstreaming division, school and focal points. It will develop an effective resource mobilization strategy to generate funds and develop a human resource capacity for the implementation of the policy and gender mainstreaming.

5.0 Commitment

The institute commits itself to

i. appoint women to senior decision-making positions,
ii. ensure gender balance in recruiting, training and promoting staff,
iii. increase female enrolment for courses offered,
iv. ensure that its curriculum is gender sensitive,
v. ensure that the working and learning environment is safe to the two genders,
vi. present positive female and malerole models and mentors,
vii. ensure that elections in students' organizations are fair, peaceful and gender responsive,and
viii. Put in place measures to eliminate sexual harassment and forms of gender-based violence.

6.0 Accountability

The Principal will be responsible for the implementation of the policy.

7.0 Policy Review

The policy will be reviewed periodically, but at least every five years to take account of emerging issues and trends. A dynamic gender action plan outlining how the commitment will be operationalized will be developed in the first year of the implementation of the policy.