



# **Gender Mainstreaming in Makerere University: Approaches, Opportunities & Challenges**

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# Presentation Outline



- a) Conceptual definition of Gender, Sex & Gender Mainstreaming
- b) A brief historical background to Makerere University Gender Mainstreaming Programme (MakGMP)
- c) The Policy framework guiding MakGMP
- d) The strategic areas of the MakGMP
- e) Approaches, Opportunities and challenges



# Gender and sex defined



- a) **Gender** refers to the socially constructed roles, responsibilities, rights, principles, behaviors, characteristics, entitlements and exclusions assigned to males and females*
- b) Sex** refers to the biological male and female constructs



# GM Conceptual Reflection: A process and Strategy



- a) 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’.
- b) 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*.” (Ecosoc, 1997), Beijing PFA, 1995



# Historical Background of GM at Makerere University



- a) **1922:** Establishment of Mak as a 'male-only' HE institution with a motto: *'let us be men'*
- b) **1945:** Admission of the first 6 women, but with a specialized curriculum, motto changed to *'we build for the future'*
- c) **1990:** Introduction of Affirmative Action of the 1.5 extra points
- d) **1991:** Creation of the Department of Women Studies, now grown into a School of Women & Gender Studies, CHUSS
- e) **2000:** Establishment of the MakGMP and the Gender Mainstreaming Directorate (GMD) to coordinate and provide technical support in implementation of MakGMP



# The Policy framework guiding the MakGMP/GMD



## a) Makerere University Policy & Regulations against Sexual Harassment 2006 (PRASH) as amended in 2018;

**GMD responsibility:** Coordinate and provide technical and logistical support in the implementation of the Policy & Regulations against sexual harassment 2006, as amended ( since 2018)

## b) The Makerere University Gender Equality Policy (MUGEP) 2009

**GMD Responsibility:** Coordinate and provide technical support in the implementation of the MUGEP 2009 in all the core functions of the University ie

- Teaching and learning;
- Research and innovations
- Knowledge transfer partnerships
- Support services



# MakGMP/Policy strategic areas of focus



- Incorporation of gender in all University curricula
- Provision of a secure environment for staff, students and other stakeholders ( PRASH falls within this objective)
- Gender equality in student enrollment, retention & performance eg STEM
- Staff recruitment, training, promotion & recognition (numbers, progression)
- Promotion of women's participation in leadership & decision making organs
- Networking & partnerships
- Research and innovations
- Organizational culture that is gender-responsive
- Resource mobilization, gender-budgeting & implementation
- Staff and student welfare
- Strengthening the GMD to deliver on its mandate



# Mak approach to GM & Opportunities



- a) Programme,
- b) Policy
- c) GMD Structure
  - Centre with linkages to the Colleges through Gender Officers
  - College Committee on Gender Mainstreaming & QA (However no TORs)
- d) The Director GMD is a member of central management of the University





# Opportunities of GM programme



- a) An enabling external environment both national and international
  - The UN SDG framework
  - The AU Agenda 63
  - The Uganda NDP
  - The Uganda National Gender Policy
  - The Uganda EOC Act and Policy
  - The Public Finance & Management Act etc
- b) Mak internal legal and policy framework
  - A Clear GM Structure with clear linkage between the directorate and Units of the University through
    - ✓ Gender Officers
    - ✓ College Committee on Gender Mainstreaming & QA
  - The Policies (MakGEP, PRASH)



# Challenges



1. A weak structural link between GMD and the Colleges:
  - All positions of Gender officers at the colleges are vacant
  - The GM Committee at the College has no TORs, membership composition, undefined reporting structure



# GMD staff structure



No	SCALE	STAFF ESTABLISH MET OF 2015	STAFF IN POST CURRENTLY	GAP	DESIGNATION
1	M3	1	1	0	Director, GMD
2	M4	2	1	1	Deputy Director, GMD
3	M5	0	1	0	Principal Gender officers
4	M6.1	4	1	3	Senior Gender Officers
5	M6.2	10	0	10	Gender Officers (linking GMD to Colleges)
6	M6.2	1	1	0	Senior Administrative Assistant
7	M6.2	1	0	1	Systems Administrator
8	M7	1	1	0	Accounts Assistant
9	M7	1	1	0	Administrative Secretary
10	K 5	1	1	0	Driver
11	A	1	1	0	Messenger
	<b>TOTAL</b>	<b>23</b>	<b>9</b>	<b>15</b>	



# Challenges



2. Lack of a *critical mass* of women leaders at various levels. *Persistently few gender-responsive women in decision making positions*
  - Management
  - Committees at Council, Senate & Colleges
  - Tokenism in addressing the low numbers of women in decision making
3. Low involvement of men in programmes that promote gender equality
4. Coupled with a pushback categorizing men as the new disadvantaged

# Gender Representation in Top Governance

	Category	Sex			Percentage	
		F	M	Total	%F	%M
1	University Council	6	18	24	25%	74%
2	University Senate	13	63	76	17%	83%
3	Central Management (VC, DVCs, AR, US, BURSAR & Directors)	5	12	17	29%	71%
	Deputies	9	16	25	36%	64%
	<b>Total</b>	<b>32</b>	<b>109</b>	<b>142</b>	<b>23%</b>	<b>77%</b>

# Gender Representation in College Leadership

	Position	F	M	T	%F	%M
1	Principals	3	7	10	30%	70%
2	Deputy Principals	1	9	10	10%	90%
3	Deans	7	22	29	24%	76%
4	Heads of Academic Departments	24	71	95	25%	75%
	Total	35	109	144	24%	76%

# Gender Representation in Academic Leadership Positions (2022)

	Position	F	M	T	%F	%M
1	Professors	16	82	98	16%	84%
2	Associate professors	42	154	196	21%	79%
3	Senior Lecturers	87	167	254	34%	66%
4	Lecturers	151	390	541	28%	72%
5	Assistant Lecturers	140	303	443	31%	69%
	<b>Total</b>	<b>436</b>	<b>1096</b>	<b>1532</b>	<b>28%</b>	<b>72%</b>

# Some Comparative Statistics of Makerere University 2004 and 2022

	Academic Positions	2004						2022				
		F	M	T	%F	%M		F	M	T	%F	%M
1	Professor	2	44	46	4%	96%		16	82	98	16%	84%
2	Ass. Prof	4	64	68	6%	94%		42	154	196	21%	83%
3	Senior Lecturers	36	153	189	19%	81%		87	167	254	34%	66%
4	Lecturers	115	345	460	25%	75%		151	390	541	28%	72%
5	Assistant Lecturers	46	111	157	29%	71%		140	303	443	31%	69%
	<b>Total</b>	<b>203</b>	<b>717</b>	<b>920</b>	<b>25%</b>	<b>75%</b>		<b>436</b>	<b>1096</b>	<b>1532</b>	<b>28%</b>	<b>72%</b>





# Challenges to GM & Mak



5. Lack of harmonized legal & policy framework eg Gender Policy and, curriculum development, staff recruitment
6. Capacity of staff to fully appreciate and adopt the GM approach to teaching & learning, research & innovation
7. A lot of progress made in incorporation of gender analysis/perspectives in research *but*
8. Research is still gender-blind



## Challenges

9. Inadequate funding, more so for long term behavioral change programmes



## Conclusion

Where there is appreciation, understanding and a will, there is always a way

**Thank you very much**