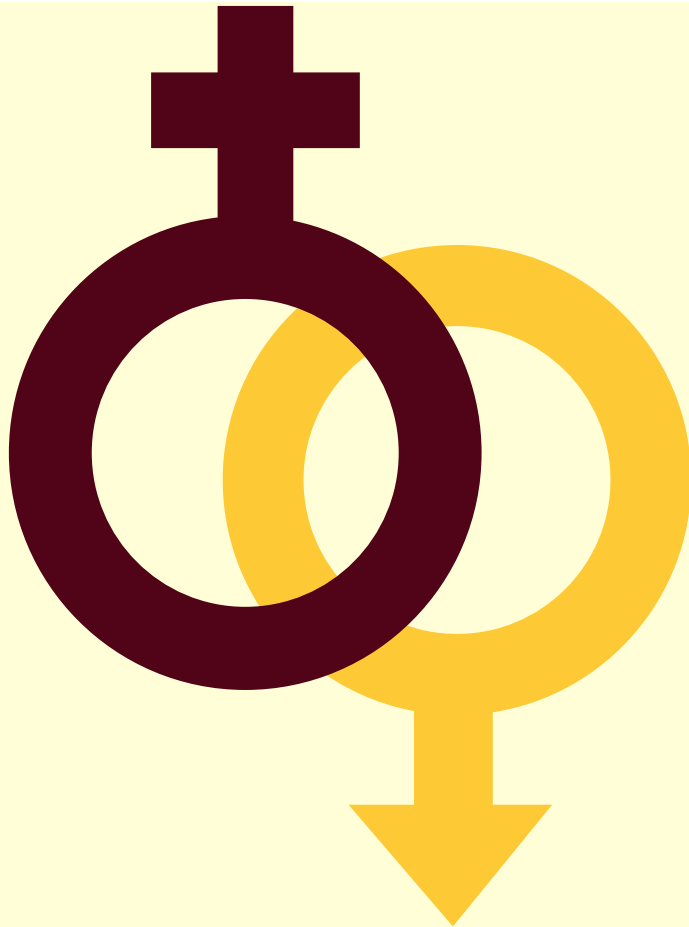




KMTC is ISO 9001:2015 Certified

# Kenya Medical Training College



**GENDER MAINSTREAMING POLICY**

**MAY 2019**

## **TABLE OF CONTENTS**

<b>PREFACE .....</b>	<b>i</b>
<b>FOREWORD .....</b>	<b>ii</b>
<b>ABBREVIATIONS .....</b>	<b>iv</b>
<b>DEFINITION OF TERMS .....</b>	<b>v</b>
<b>1.0 INTRODUCTION .....</b>	<b>1</b>
1.1 Background .....	1
1.2 Policy Objectives .....	1
1.3 Provisions .....	1
<b>2.0 APPLICABLE LAWS AND POLICIES .....</b>	<b>2</b>
<b>3.0 GENDER MAINSTREAMING .....</b>	<b>2</b>
3.1 Gender and Education .....	2
3.1.1 Objectives .....	2
3.1.2 Principles .....	3
3.1.3 Strategies .....	3
3.2 Gender and Governance .....	3
3.2.1 Objectives .....	3
3.2.2 Principles .....	3
3.2.3 Strategies .....	4
3.3 Gender and the Learning /Working Environment .....	4
3.3.1 Objectives .....	4
3.3.2 Principles .....	4
3.3.3 Strategies .....	4
<b>4.0 GENDER BASED VIOLENCE .....</b>	<b>5</b>
4.1 Objectives .....	5
4.2 Principles .....	5
4.3 Strategies .....	5

4.4 Reporting GBV .....	6
4.4.1 Formal Complaints .....	6
4.4.2 Informal Complaints.....	6
4.4.3 Anonymous Complaints .....	6
<b>5.0 GENDER AND HIV/AIDS.....</b>	<b>6</b>
5.1 Objective .....	7
5.2 Principles .....	7
5.3 Strategies .....	7
<b>6.0 GENDER RESPONSIVE HEALTH SERVICES.....</b>	<b>7</b>
6.1 Objective .....	8
6.2 Principles.....	8
6.3 Strategies.....	8
<b>7.0 GENDER AND LINKAGES .....</b>	<b>8</b>
7.1 Objectives.....	8
7.2 Principle .....	9
7.3 Strategies .....	9
<b>8.0 OBJECTIVES .....</b>	<b>9</b>
8.1 Principles .....	9
8.2 Strategies.....	9
<b>9.0 GENDER IN RELATION TO MARGINALIZED GROUPS .....</b>	<b>9</b>
9.1 Objectives.....	9
9.2 Principles .....	10
9.3 Strategies .....	10
<b>10.0 POLICY IMPLEMENTATION .....</b>	<b>10</b>
10.1 Policy Review .....	10
<b>APPROVAL .....</b>	<b>11</b>

## PREFACE

It is critical that a gender perspective is incorporated and institutionalized in the operations of Kenya Medical Training College. Gender mainstreaming is a global strategy for achieving gender equality, which is a key driver of achieving sustainable economic development. Gender mainstreaming is also essential for securing human rights and social justice for both men and women. The KMTC Board of Directors has taken cognizance that gender-mainstreaming needs to be complemented with inputs designed to address specific gaps faced in the promotion of gender equality.

The Policy seeks to narrow the gender gaps within KMTC and support greater equality between men and women. This is through ensuring equal opportunities for men and women, girls and boys in areas of enrolment, employment, governance, health, education, training, research and linkages at Kenya Medical Training College.

This Policy is guided by five principles namely; gender responsiveness and non-discrimination, alignment and accountability to commitments, transparency, participation and inclusion. It is further grounded on the objectives of formalising commitments to gender mainstreaming, strengthening capacities for gender mainstreaming and integrating gender in planning, budgeting and operations.

The Policy is aligned with relevant national, regional and international protocols and instruments on gender equality and women empowerment principles; in particular; the National Gender and Development Policy, the Sessional Paper No.5 of 2005 on Gender Equality and Development, the Gender Policy in Education of July 2007 and the Constitution of Kenya 2010.

As the Chairperson of KMTC Board of Directors, it is my great honour and pleasure to launch and approve this Policy for use by the Management in the achievement of gender integration, equity and equality in KMTC.



**Prof. Philip Kaloki, MBS,**

**Chairperson, KMTC Board of Directors.**

## FOREWORD

Kenya Medical Training College Gender Policy is consistent with the government's efforts of spurring economic growth and Vision 2030 in full harnessing of human resource. The Policy provides a basis for the College to underscore its commitment to addressing any existing imbalances by taking into account the different needs and skills of both men and women. The College recognizes the value of every individual and is keen to create an environment that respects the diversity of staff and students and the realization of each person's potential.

The declining economic performance, poverty and erosion of cultural values have also resulted in increased incidences of gender-based crime and violence against men and women. Since independence, national and sectorial policies have held different impacts on Kenyan population and more often than not have overlooked gender concerns.

This Gender Policy provides stipulations to guide gender responsive planning, operations and practices within Kenya Medical Training College. It sets out strategies for integration of gender perspectives in the workplace and the challenges of realizing the various objectives. It is therefore envisaged that this Policy will provide a framework for advancement of both men and women for greater efficiency in resource allocation and utilization for empowerment of all.

The commitment covers broad areas of Gender and Education, Gender and Governance, Gender and the Work environment, Gender Based Violence, Gender and HIV/AIDs, Gender Responsive Health Services, Gender and Linkages, and Gender in Relations to Marginalized and Vulnerable groups. This Policy and its implementation will be subjected to monitoring and review to gauge the degree of satisfaction of both the staff and students of Kenya Medical Training College. As the College grows, services and facilities for people of all genders will be continually reviewed to be in line with modern times.

The Board of Directors and Executive Management of will strive to ensure that the institution promotes equal opportunities and the full participation of students and staff members of all genders in the activities of the College.



**Prof. Michael Kiptoo,**

**Chief Executive Officer.**

## **VISION**

A model institution in the training and development of competent health professionals

## **MISSION**

To produce competent health professionals through training and research, and provide consultancy services

## **CORE VALUES**

Accountability

Integrity

Responsiveness

Equity

Teamwork

Professionalism

Creativity and innovation

## **ABBREVIATIONS**

<b>ABC</b>	Abstinence, Being faithful, Condoms
<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>ASALs</b>	Arid and Semi-Arid Lands
<b>GBV</b>	Gender Based Violence
<b>HIV</b>	Human Immunodeficiency Virus
<b>KAIS</b>	Kenya Aids Indicator Survey
<b>KMTC</b>	Kenya Medical Training College
<b>SH</b>	Sexual Harassment
<b>VCT</b>	Voluntary Counselling and Testing
<b>WHO</b>	World Health Organization

## DEFINITION OF TERMS

<b>Affirmative action:</b>	Refers to a policy or programme of taking steps to increase the representation of a designated group(s) seeking to redress discrimination or bias through active measures in education and employment.
<b>Gender Based Violence:</b>	Refers to any form or act of violence that result in or is likely to result in physical, social or psychological harm or suffering to women, girls, men and boys on basis of gender.
<b>Gender Biases:</b>	Refers to attitudes held by people regarding the superiority or inferiority of gender.
<b>Gender discrimination:</b>	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.
<b>Gender empowerment:</b>	Is a process through which men, women, boys and girls 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.
<b>Gender equality:</b>	Refers to the equal treatment of women and men, girls and boys to ensure that they enjoy the benefits of development including equal access to and control of resources.
<b>Gender equity:</b>	Refers to degree of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services.
<b>Gender imbalance:</b>	Refers to a situation where there is no gender parity.
<b>Gender mainstreaming:</b>	Is a strategy or making women and men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies, programmes, actions and projects at all levels in the social, economic and political spheres.
<b>Gender disparity:</b>	Is the socio economic index usually designed to measure the relative access to education of males and females.
<b>Gender responsive:</b>	Refers to an action taken to correct gender imbalance.
<b>Gender sensitization:</b>	Is the process of developing people's awareness, knowledge and skills on gender issues.
<b>Gender:</b>	Is used to describe those characteristics of women and men which are socially constructed.
<b>Department:</b>	Refers to the Gender, Disability and Equity Department.
<b>Sexual harassment:</b>	Refers to unwanted acts of a sexual nature that causes discomfort to the targeted person. It includes words, persistent request for sexual favour or dates, gestures, touching, uninvited sexual overtures, coerces sexual intercourse and rape.



## 1.0 INTRODUCTION

### 1.1. Background

The gender-mainstreaming concept was born out of the recognition that promotion of gender equality and empowerment of women depends partly on the willingness of women and men to discard biased cultural practices and attitudes that discriminate against women and men. Achieving gender equity and women's empowerment are prerequisites to improving the quality of life of not only women, but also of men and children. More significantly, the demands allow women to express their concerns and prepare themselves for an active role in the public arena.

The National Gender and Development Policy (2000) recognizes the need to focus on empowerment strategies that not only demonstrates understanding of the essential linkages between the reproductive and productive roles of women, but also recognizes the need to adopt equity as a goal and its achievement through the removal of any existing disparities between man and woman.

Gender mainstreaming is one of the priority areas that the Strategic Plan (2018-2023) of Kenya Medical Training College (KMTc) focuses on. The aspiration of KMTc is to achieve gender equity, equality and inclusiveness, because the under-representation of women means that they are rarely part of the decision-making process.

The Board shall approve this Policy and ensure it is adopted, implemented and set budget allocation to support the gender mainstreaming activities. In addition, the Board shall receive quarterly reports on the effectiveness of the gender mainstreaming mechanisms within KMTc through the Human Resource Committee.

### 1.2. Policy Objectives

The overall goal of the Policy is to promote gender equity and equality in all spheres of operation of Kenya Medical Training College.

The general objective of the Gender Mainstreaming Policy is to ensure equal opportunities for men and women, girls and boys in areas of enrolment, employment, governance, health, education, training, research and linkages at Kenya Medical Training College. This shall be done by:

- i. Mainstreaming gender in all operations and activities by encouraging participation of both men and women in the management of Kenya Medical Training College.
- ii. Deploying gender sensitization programmes geared towards changing cultural attitudes that undermine participation of women in development.
- iii. Enhancing measures that guarantee equity and fairness in access to opportunities.
- iv. Promotion of gender responsive research and dissemination of research findings.
- v. Ensuring that the work environment in KMTc is gender-responsive.
- vi. Eliminating sexual harassment and gender-based violence.
- vii. Ensuring that all stakeholders are gender sensitive/responsive.
- viii. Monitoring and reducing HIV/AIDS infection rate across genders.
- ix. Establishing linkages, partnerships and collaborations in gender and education.
- x. Providing gender responsive health services.

### 1.3. Provisions

The Gender Mainstreaming Policy provisions will apply to all activities and programmes in education, training and research at all levels of Kenya Medical Training College. It will incorporate issues of access, equity, retention, progression, transaction, relevance and quality. It will also apply to financing, governance and management of Kenya Medical Training College.

## 2.0 APPLICABLE LAWS AND POLICIES

The Constitution of Kenya and other relevant legislation will be applied in fighting GBV in all sections of the College. Such applicable legislations are:

- i. Constitution of Kenya, 2010.
- ii. National Gender and Development Act.
- iii. Sexual Offences Act.
- iv. The Penal Code.
- v. National Gender and Development Policy, 2000.
- vi. Gender Equality and Development Sessional Paper No. 5 of 2005.
- vii. Poverty Reduction Strategies Paper, 2001 – 2004.
- viii. Economic Recovery Strategic Paper, 2003 – 2007.
- ix. United Nations Universal Declaration of Human Rights, 1948.
- x. Convention on the Elimination of all Forms of Discrimination of Human Rights, 1979.
- xi. Applicable KMTC Policies and Procedures.

## 3.0 GENDER MAINSTREAMING

Gender mainstreaming is a strategy put in place to ensure that women and men's concerns and experiences form part of an integral dimension in the design, implementation, monitoring and evaluation of policies, programmes, actions and projects at all levels in the social, economic and political spheres.

At the core of gender mainstreaming is ensuring that there is prevention of GBV and sexual harassment.

At Kenya Medical Training College, gender mainstreaming shall be concentrated in three broad (3) categories which are:

- i. Gender and Education;
- ii. Gender and Governance; and
- iii. Gender and the Learning Environment

### 3.1 Gender and Education

Education is a vital tool for individual, community and national development. Access and quality of education has a positive impact on the growth of individual earnings, which reduces poverty and income inequalities. It is also instrumental in the improvement of health, good governance and quality of life for individuals and families.

Regardless of the many institution of higher learning in place, the national education systems have been characterized by gender inequality at the national level, and between various regions in favour of males. Different studies have established that educating women not only empower women themselves, but the family and community as well. From this stand-point every effort should be made to assist women access College education.

In spite of affirmative action that allows girls to be admitted at the public colleges and universities with one point lower than the boys', low enrolment of girls and women is still a big challenge in College education, especially in science subjects as compared to others.

#### 3.1.1 Objectives

- (i) To develop gender equity among students and staff in academic programmes.
- (ii) To make College education accessible to individual from all communities.
- (iii) To advance women's expression concerns and participation in decision making

and problem solving in education sectors.

- (iv) To promote women's expressions and participation in management of all units, departments and College programmes.
- (v) Establish a clear procedure of reporting sexual harassment.
- (vi) Empower girls and boys to prevent their misuse for economic reasons.
- (vii) Support to girls and boys with special needs to enable them achieve their goals.

### 3.1.2 Principles

- (i) Guarantee a gender responsive teaching and learning environment to advance involvement and participation of all categories of people in the College.
- (ii) Implement affirmative action in admissions of all students from marginalized areas.
- (iii) Be gender-sensitive and improve on the appointment of administrative and managerial personnel of both genders in the College.

### 3.1.3 Strategies

- (i) Encourage boys and girls to enrol in science-based subjects.
- (ii) Source scholarships for under-privileged girls and boys through bursaries and work study programmes.
- (iii) Give priority to students from poor backgrounds during award of bursaries and work study opportunities to enable them complete their studies.
- (iv) Organize seminars and consortia addressed by various successful female and male professionals to encourage female and male students to pursue all fields of study.

## 3.2 Gender and Governance

KMTC is an equal opportunity employer who has succeeded in appointing women to top decision-making positions in a bid to realise the two-thirds gender rule that is yet to be achieved. To achieve this, the College will set out the following:

### 3.2.1 Objectives

- (i) To promote equity and equality amongst staff and students in the College.
- (ii) To balance women and men participation in governance.
- (iii) To allow men and women express their concerns and prepare themselves for an active role in the governance of the College.
- (iv) To ensure equal representation of men and women in decision-making processes.

### 3.2.2 Principles

- (i) Ensure gender equality in the appointment of Heads of Departments, Committees and Sections, Deans, Directors of Boards and Faculties.
- (ii) Institute programmes aimed at capacity-building in gender competencies.
- (iii) Improve responsiveness to Governance, Research and Academics.

### 3.2.3 Strategies

- (i) Promoting gender responsive activities in governance.
- (ii) Strengthen the existing institutional structures.
- (iii) Enable men and women to participate in governance in a supportive environment.
- (iv) Monitor the implementation of all programs.

## 3.3 Gender and the Learning /Working Environment

The College undertakes to provide all stakeholders in KMTC with a conducive working and learning environment by putting in place adequate, appropriate and gender responsive facilities. There is need to be sensitive to the needs and concerns of males and females including persons with special needs. This Policy aims at building an open and better learning / working environment for girls and boys, men and women, where the well-being of all is safeguarded at all times.

### 3.3.1 Objectives

- (i) Enact measures to eradicate sexual harassment.
- (ii) Enact measures to eradicate drug and substance abuse.
- (iii) Institute capacity building among staff and students.
- (iv) Develop programmes to deal with gender-related issues among staff and students.
- (v) Develop tools to audit gender responsiveness within KMTC environment.

### 3.3.2 Principles

- (i) Respect for all persons with special needs.
- (ii) Empowerment of gender for a better working environment.
- (iii) Ensure mechanisms that follow up on the needs of those with special needs.

### 3.3.3 Strategies

- (i) Organize training and development sessions for staff and students.
- (ii) Encourage inter-faculty networking between women and men across KMTC.
- (iii) Train and sensitize staff members and students to change attitudes and behaviour patterns towards gender relations.
- (iv) Encourage mentality change in the way staff and students relate to one another.
- (v) Enhance health and safety facilities to meet maximum work place standards.
- (vi) Enact regulations to discourage drug and substance abuse.
- (vii) Provide support services and institute disciplinary procedures to deter hard-core pornography, personal slur, repeated indecent propositions of sexual themes or jokes, and prejudicial treatment.
- (viii) Encourage commitment to mainstreaming the promotion of gender equality in everyday work by both words and actions.
- (ix) Collect data periodically on gender interactive relations and gender roles to put in place remedial procedures equality in all activities.
- (x) Encourage sharing of knowledge and experiences among students and staff members.

- (xi) Institutionalize monitoring and evaluation for progress and impact assessment.

## 4.0 GENDER BASED VIOLENCE

Kenya Medical Training Centre is committed to eliminating gender-based violence (GBV). The College recognizes that any form of GBV is punishable under the Kenyan Sexual Offences Act of 2009. For this reason, KMTC shall have zero tolerance to GBV at all organizational levels, be it formal or informal and/or at an individual level. Kenya Medical Training Centre is committed to creating and maintaining a conducive working and learning environment, free from any forms of GBV. This Policy is nested in the College's Strategic Plan (2018-2023) and Vision 2030.

### 4.1 Objectives

- (i) To prevent cases of GBV at KMTC.
- (ii) To provide disciplinary procedures and reprieve for the aggrieved.
- (iii) Provide prompt, effective and consistent, sensitive and fair guidelines for handling cases of GBV at KMTC.
- (iv) Ensure safety and security of all members of KMTC community especially female students and staff, who are the highly vulnerable to GBV.
- (i) Support research on GBV to ensure better understanding of the nature and extent of the vice and develop preventive and responsive strategies and policies.
- (ii) Enact detailed procedures for reporting and documenting cases of GBV.
- (v) Ensure strict confidentiality in handling cases of GBV to protect the victim's dignity,
- (vi) Ensure effective dissemination of the Policy to all KMTC fraternity.

### 4.2 Principles

- (i) Respect for human dignity.
- (ii) Gender equity and equality.
- (iii) Zero tolerance to GBV.
- (iv) Equal access to relevant and factual information and education.
- (v) Every person has the right to privacy and confidentiality regarding GBV.
- (vi) Equal participation of male and female persons in the implementation of this Policy.

### 4.3 Strategies

- (i) Enhance better understanding and appreciation of GBV and sexual harassment throughout KMTC community with the aim of preventing occurrence of the same.
- (ii) To sensitize KMTC community on what constitutes GBV.
- (iii) To create awareness on the reporting procedure for victims of GBV including circumstantial evidence.
- (iv) To promote a progressive public debate on GBV both within and outside the College so as to uphold fundamental human rights.
- (v) To promote harmony among different categories of staff and students at KMTC.
- (vi) Mainstream gender in formal and co-curricular activities to create understanding, appreciation and respect for human dignity.
- (vii) Enhance capacity among members of the College community and the managers to support implementation of the Policy.

- (viii) Provide rapid response and support services for GBV victims.

#### 4.4 Reporting GBV

The Gender, Disability and Equity Department shall put into place a mechanism in which GBV can be reported. The mechanism shall involve the following:

##### 4.4.1 Formal Complaints

The complainant shall write a formal letter addressed to the Head of the Department clearly describing the form of GBV suffered. The details of the complaint shall include the offender and also give the time and place in which the GBV took place. Upon receiving the complaint, the HoD shall in a period not exceeding six months (180 days) conduct an investigations and make a report and recommendations to the Director on the appropriate action to be taken against the offender. The action to be taken shall be subjected to the laid down College procedures.

The details of the complainant shall not be revealed at any given time without the consent of the complainant. At all times the investigations shall be conducted fully, impartially and timely.

##### 4.4.2 Informal Complaints

The complainant may seek an appointment with the Head of the Department to discuss a complaint on GBV. During the session, the HoD shall ensure that the discussions are recorded for purposes of investigating the complaint. The HoD shall in a period not exceeding six months (180 days) conduct an investigations and make a report and recommendations to the on the appropriate action to be taken against the offender. The action to be taken shall be subjected to the laid down College procedures. The details of the complainant shall not be revealed at any given time without the consent of the complainant. At all times the investigations shall be conducted fully, impartially and timely.

KMTC will ensure that victims of GBV within the College estate are offered counselling services and psycho-social support.

##### 4.4.3 Anonymous Complaints

The Department shall create an online and offline reporting system to serve complainants who wish to remain anonymous. Upon receiving such complaints, the HoD shall in a period not exceeding six months (180 days) conduct an investigations and make a report and recommendations to the Director on the appropriate action to be taken against the offender. The action to be taken shall be subjected to the laid down College procedures.

## 5.0 GENDER AND HIV/AIDS

The College is alive to the reality of HIV/AIDS. In 2012, the Kenya Aids Indicator Survey (KAIS) reported that 5.6% of Kenyans aged between 15 and 64 years were infected with HIV. Therefore, there is a need to develop urgent measures aimed at assisting both the infected and affected students and staff members. Effective prevention measures include:

- (i) Abstinence from sexual contact.
- (ii) Being faithful to one partner.
- (iii) Correct and consistent use of condoms before sexual contact.
- (iv) Use of properly sterilized or disposable cutting/piercing instruments.
- (v) Ante-natal clinic counselling and testing for would-be mothers and fathers.

- (vi) VCT services for College community to enable persons to ascertain their status

Kenya Medical Training College will also endeavour to address social factors that increase HIV transmission including:

- (i) Stigma and denial
- (ii) Cultural stereotypes
- (iii) Poverty
- (iv) Alcohol and drug abuse
- (v) Promiscuity

## 5.1 Objective

To prevent and control HIV/AIDS infection rate and provide supportive services for students and staff members already infected and affected.

## 5.2 Principles

- (i) Empower women and men, boys and girls to make responsible sexual decisions.
- (ii) Sensitize students and staff on the basic facts of HIV/AIDS prevention, particularly the ABC of prevention.
- (iii) Provide support for those infected and affected.
- (iv) Make male and female condoms accessible to the College staff & students.
- (v) Empower staff and students with knowledge and skills on HIV/AIDS prevention.

## 5.3 Strategies

- (i) Discuss openly HIV/AIDS and sexuality issues with staff and students.
- (ii) Advocate for positive behaviour change and the ABC of HIV/AIDS prevention
- (iii) Develop appropriate HIV/AIDS prevention materials for use by the College community.
- (iv) Build capacity of students and staff in life skills with special focus on HIV/AIDS.
- (v) Conduct gender-related HIV/AIDS research and disseminate findings.

## 6.0 GENDER RESPONSIVE HEALTH SERVICES

KMTC recognizes that gender issues are central to the provision of quality health in general, and sexual and reproductive health, in particular, throughout the life cycle of an individual. This is because gender has important consequences on the health of all individuals as it affects the broader context of people's lives.

In terms of gender, young girls and women have more health needs than young boys and men due to their reproductive and ascribed gender roles. The unique reproductive health issues for women compared to men include the biological differences such as menstruation, unwanted pregnancy, childbearing, breast-feeding and menopause. The sexual reproductive health complications have led to loss of lives of many women. 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 to have sex, how, with whom and under what circumstances, are in most cultures a male domain. Fear of abandonment drives young girls and women to have sex even when they know they may get pregnant or contract sexually transmitted infections, including HIV/AIDS. To these young men and women, the issue of multiple partners may lead to sexually transmitted infections and other issues of sexuality may lead to complications that

require gender-responsive attention.

## 6.1 Objective

To provide gender-responsive and quality health service for KMTC students and staff.

## 6.2 Principles

- (i) Avail health services including personnel that will cater for sexual and reproductive health needs of female and male students and staff.
- (ii) Review the existing health policy to make it gender-responsive.
- (iii) Build capacity for health providers in gender responsiveness.
- (iv) Establish mechanisms to monitor the delivery of gender-responsive health services.
- (v) Ensure continuous gender mainstreaming in the College.

## 6.3 Strategies

- (i) Demonstrate commitment to gender responsiveness by creating an enabling and supportive environment for mainstreaming gender in health care delivery systems.
- (ii) Undertake gender analysis of the existing health policy guidelines to identify gender gaps and put in place mechanisms to address the gaps.
- (iii) Enhance capacity to address gender issues in health provision.
- (iv) Strengthen the existing institutional structures, process and develop new ones for gender mainstreaming in health provision.
- (v) Mainstream gender in the College to ensure gender responsiveness in all its programmes and activities.
- (vi) Establish a plan to monitor implementation of gender-responsive and quality health services in the College.

## 7.0 GENDER AND LINKAGES

Institutional gender mainstreaming cannot be achieved in isolation. It is important for KMTC to establish networks and linkages with like-minded actors, intellectuals, policy makers and practitioners in the implementation of gender policy. There is need to focus and expand the strategies involved to meet the challenges related to gender mainstreaming that continue to emerge in the globalizing world.

In an effort to mainstream gender in programmes and activities, KMTC will continue to collaborate with the local community, through outreach programmes. The networking with the communities will seek to involve workshops and seminars on identified themes where the members of the community, staff and students will share experiences and learn from one another through highly participatory gender-responsive methodologies. The linkages shall be established through gender-responsive training, teaching, research, advisory and consultancies.

## 7.1 Objectives

- (i) Identify gender-related areas of focus for local community outreach programmes.
- (ii) Identify and develop new collaborative networks in gender main streaming programmes at various levels nationally, regionally and internationally.
- (iii) Introduce gender-mainstreaming programmes in the existing linkages and networks at various levels nationally, regionally and internationally.



## 7.2 Principle

Kenya Medical Training College is committed to institutionalizing gender equality in all its operations as stipulated in its current Strategic Plan. Recognizing that gender issues are global, the College will endeavour to establish networks and linkages in gender mainstreaming at all levels, locally, nationally and internationally

## 7.3 Strategies

- (i) Increase joint tailor-made gender responsive programmes and exchange programmes at all levels; local community, nationally, regionally and internationally.
- (ii) Enhance network in gender-related programmes at all levels.
- (iii) Promote gender-responsive activities in community outreach programmes

## 8.0 OBJECTIVES

The aim of Gender Mainstreaming Policy is to establish mechanisms to eliminate all gender disparities in access to employment, recruitment, selection, retention, performance evaluation, promotion, training and career development, deployment, budget allocation and outcomes

### 8.1 Principles

- i. Allocate funds in the budget to support gender-mainstreaming initiatives.
- ii. Foster gender-responsiveness in addressing gender-related issues.

### 8.2 Strategies

- (i) Provide gender awareness and sensitization training for the College Board of Directors and Executive Management to enlighten them on gender inequalities and the need to implement affirmative action in research.
- (ii) Assist male and female staff members to develop their research skills.
- (iii) Train and encourage staff to conduct gender-responsive action-oriented/applied research to enhance development of interventions to close gender gaps in the College.
- (iv) Establish a team of researchers to vet research proposals for all members of staff.

## 9.0 GENDER IN RELATION TO MARGINALIZED GROUPS

Students belonging to marginalized and vulnerable groups are mainly from ASALs, informal settlements, orphans, disabled and displaced groups. Students with disabilities face challenges related to mobility and access to teaching and learning resources. Other social problems emanate from ethnicity and racism. In light of these socio-economic and political factors, there is low enrolment and high gender disparities of students from these groups in learning institutions.

Among the marginalized and vulnerable groups, girls' and women's education is not a priority, because they provide labour in households to subsidize the meagre resources and incomes of their families. The KMTC Gender Mainstreaming Policy aims at increasing participation and attainment of gender equity by vulnerable and marginalized groups. Furthermore, the Policy seeks to increase access, retention, transition and performance among these groups at KMTC.

### 9.1 Objectives

- (i) To increase access, retention, transition and performance among students and staff from marginalized and vulnerable groups at KMTC.
- (ii) To develop modalities for reducing abject poverty and other forms of helplessness.

- (iii) To increase participation, gender equity and equality in KMTC by members from the vulnerable and marginalized groups.

## 9.2 Principles

- (i) Endeavour to acquire the latest technology to meet the special needs of students and staff with disabilities in accessing teaching and learning resources.
- (ii) Facilitate students with special needs to move around to classes and other areas of KMTC in a timely and effective manner.
- (iii) Enhance the mechanism to trace College dropouts and re-route them back to class.
- (iv) Establish monitoring and follow-up mechanisms to address any problems that might threaten their learning and stay up in the College.
- (v) Ensure that learners from marginalized and vulnerable groups are attached to the existing mentoring/ counselling programmes in KMTC.
- (vi) Provide appropriate techniques of resources mobilization for learners affected by abject poverty and other form of discrimination.

## 9.3 Strategies

- (i) Sensitize the wider KMTC fraternity on the special needs of staff members and students with disabilities.
- (ii) Carry out needs assessment among these groups as a base to establish appropriate mechanisms to address their general problems.
- (iii) Develop modalities and strategies for resource provision for learners affected by abject poverty and other forms of discrimination.
- (iv) Initiate programmes to allow all learners in the identified marginalized and vulnerable groups to be attached to the existing mentoring/counselling programmes in KMTC.
- (v) Develop integrative frameworks for learners in marginalized groups to enrol at KMTC.
- (vi) Seek funding from development partners and well-wishers to meet the resource-needs of students from marginalized and vulnerable groups.

## 10.0 POLICY IMPLEMENTATION

- (i) Implementation of this Policy document will be overseen by the Human Resource Manager in the College.
- (ii) The Human Resource Manager shall be responsible for gender mainstreaming in the campuses through periodic sensitisation of staff.

### 10.1 Policy Review

This Policy will be reviewed after every three (3) years to take into account the emerging issues and trends. This will be done by monitoring and evaluation committee and will be implemented by the Gender, Disability and Equity Affairs Unit.

## APPROVAL

**Title** : Gender Mainstreaming Policy

**Contact** : Deputy Director Finance and Administration

**Approval Authority** : The Board of Directors

**Commencement Date** : May 2019

## SIGNED



Prof. Philip Kaloki, MBS,  
Chairperson, KMTC Board of Directors.

15th May 2019

**Date**



KMTC is ISO 9001:2015 Certified.

**Kenya Medical Training College**

PO BOX 30195-00100

Nairobi, Kenya.

Tel: 020-2725711/2/3/4

0737-352543 | 0706-541869 | 020-2081822/23

Website: [www.kmtc.ac.ke](http://www.kmtc.ac.ke)

Twitter: @Kmtc\_official

Facebook: @KMTCoifficial