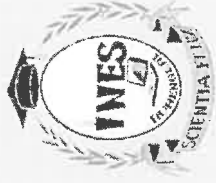


**INSTITUT D'ENSEIGNEMENT SUPÉRIEUR
DE RUHENGERI**

Accrédité par Arrêté Ministériel N° 005/2010/Mineduc du 16 Juin 2010



Scientia et Lux

INES-RUHENGERI GENDER POLICY



Musanze, June 2016

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Creating a gender-friendly space for all



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1. Introduction

The issue of gender disparities in education has been one of the concerns to the Government of Rwanda and its stakeholders. The Rwanda National Gender Policy provides for equal opportunities in education and other sectors for both sexes.

Gender balance means that women and men shall have the same opportunities, rights and obligations in all areas of life. This implies an even distribution of power and influence, equal opportunities for economic independence, and equal conditions and premises regarding work, career and opportunities for development. It further implies equal access to education, and opportunities for developing personal ambitions, interests, and talents. Gender equality also means shared responsibility for home and children, and the absence of gender-related or sexual harassment.

This gender policy aims at:

- Giving women and men equal opportunities to pursue a career at INES-Ruhengeri;
- Giving women and men equal opportunities to pursue studies at INES-Ruhengeri;
- Ensuring that INES-Ruhengeri effectively plays the role of Higher Learning Institutions as set out in the National Gender Policy that is conducting research and communication, providing training in gender related issues, documenting best practices.

1.1 Philosophical backbone of INES-RUHENGERI

Institut d'Enseignement Supérieur de Ruhengeri (INES-Ruhengeri) is a private higher learning institution in Rwanda that opened its doors on 17th November 2003 and was accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010. Three complementary pillars motivated the idea of establishing INES-Ruhengeri: to build signs of hope in a Rwanda that was rising from genocide, to contribute to unity and reconciliation, and to contribute to sustainable development. Quality of service delivery along with Christian ethical values are key determinants of the current performance of INES-Ruhengeri in teaching, research and community engagement.

1.2 Moto of INES-RUHENGERI

Scientia et lux / shifting from paper to people

1.3 Vision statement of INES-RUHENGERI

The vision of INES is reflected in the following statement:

*“Universality in every individual,
Knowing in order to better serve the world”*

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INES as a private Institute for Higher Education orients its academic services towards applied sciences. In the vision of INES this means that all taught sciences are applied to the population daily problems, seeking to propose an answer to them.

1.4 Mission statement of INES-RUHENGERI

According to the statutes of INES the mission is expressed as follows:

“To contribute through interactive junction between civil society, private sector and public sector to the national and regional development, by providing specialized tertiary education enhanced by research, in order to create competitive enterprises and well paid employment”.

INES’ mission focuses on the relevancy and quality of education and the employability of graduates through collaboration with stakeholders in the whole spectrum of academic services. The mission statement refers to the above mentioned ambitions of INES and guides the Quality Management System (QMS)

1.5 INES’ Core qualities

The following core qualities lie at the basis of the current performance of INES:

• Quality	• Collaboration (among staff and with students)
• Scientific excellence	• Architectural concept
• Professional consciousness	• Accessibility (geographical and financial)
• Flexibility	• Receptivity to local need
• Innovation	• Relation with the Catholic Church
• Entrepreneurship	• Culture of Transparency
• Team spirit	• Integration of Social Sciences and Communication
• Determination and perseverance	
• Courage and responsibility	

1.6 Strategic objectives

- Provide excellent, competitive and practical knowledge
- Educate for creation of employment
- Promote scientific and technological research as well as research for integrated development
- Participate in the opening of the employment market and productive sectors
- Contribute to the complementarities of science and culture
- Contribute to Rwanda’s social and economic development through the transfer of appropriate, relevant skills and knowledge according to (inter)national standards.



1.7 The Institutional Gender Objectives

The Institutional Gender objectives of INES-Ruhengeri are to:

- i. Ensure that the dignity and integrity of both women and men are equally respected and valued;
- ii. Work in decisive and creative ways to guarantee that women and men have the same rights and the same opportunities to advance and develop;
- iii. Ensure that gender equity is integrated into institutional strategic planning, and that policy development, operational practices and procedures are all informed by equality of opportunity;
- iv. Optimally serve the interests of both sexes in studies, research, training and development activities;
- v. Ensure a governance, administrative, teaching and research culture that is gender sensitive in all aspects of the Institution's operations, including admissions, employment and service delivery;
- vi. Ensure gender equity in representation on staff and student decision making bodies;
- vii. Ensure that all staff and students are fully aware of, and accept their responsibilities to perform their roles in a way that genuinely promotes equality of opportunity;
- viii. Address any perceived barriers to providing and promoting inclusive practices for all staff and students and target areas to eliminate inequalities;
- ix. Ensure that the Institute's environment is gender friendly and supportive of women and men and their specific needs and roles;
- x. Monitor by a range of methods, the effectiveness of the actions taken to promote equality of opportunity;
- xi. To ensure a gender-friendly Institute environment that is respectful of the academic freedom and human rights of each sex;
- xii. Provide physical facilities, personnel and financial resources to support the implementation of the gender policy.

1.8 Guiding principles

The overall guiding principle shall be gender responsiveness in all Institute's operations.

¶ More specifically INES-Ruhengeri shall be guided by the following principles and assumptions:

- i. Provide equal opportunity to all staff and students
- ii. Adopt multi-pronged gender responsive approaches for instruction and research.
- iii. Review all its existing policies and regulations to make them gender responsive as well as ensuring that future policies and regulations are gender responsive.



- iv. Provide a secure environment for all students and staff.
- v. Gender is a cross-cutting issue and therefore interrogations and interventions should encompass all Institution's functions, systems and processes.
- vi. Gender issues must be made "visible" lest they become subsumed, neutral or disappear altogether.
- vii. Gender mainstreaming will apply as the main strategy, it is important to consider and/or enhance women - specific interventions to redress historical imbalances in the Institute.
- viii. Some gender gaps can be filled immediately while others require medium and long-term interventions.

2. Definition of terms

2.1 Gender

Gender refers to ways in which society and culture assigns characteristics, requirements and expectations to males and females. It refers to the roles, privileges, resources, and responsibilities that society gives us because we are born female or male.

2.2 Sex

This refers to the biological differences/determinants between men and women which are normally universal and determined at birth. It is the physiological state of being a male or female. However, the defining sets of biological characteristics are not mutually exclusive as there are individuals who possess both.

2.3 Gender Roles

These are clusters of socially or culturally defined or learned expectations about how male and female members of a society will behave in specific situations. Gender roles are usually created out of stereotypical beliefs that males and females possess distinct, mutually exclusive physical and psychological characteristics which determine their behaviours and characteristics.

2.4 Gender Dynamics

It refers to the relationships and interactions between and among boys, girls, women, and men. Gender dynamics is informed by socio-cultural ideas about gender and the power



relationships that define them. Depending upon how they are manifested, gender dynamics can reinforce or challenge existing norms.

2.5 Gender Equality

Gender equality means that both sexes have equal rights, freedom, conditions, and opportunities for realising their full potential and for contributing to and benefiting from economic, social, cultural, and political development. It means society values males and females equally for their similarities and differences and the diverse roles they play. Thus, both men and women are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity strategies and processes will ensure that equality is an outcome in the long term.

2.6 Gender Inequality

Gender Inequality refers to the obvious or hidden disparities between or among individuals due to sex. It can also mean ways in which males and females are treated differently in relation to opportunities and responsibilities in the society.

2.7 Gender Equity

Gender Equity involves fairness in representation, participation and benefits afforded to males and females according to their respective needs. The goal is that both groups have a fair chance of having their needs met and that they have equal access to opportunities for realising their full potential as human beings. This may include equal treatment or treatment that is different but considered equivalent in terms of fights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of a particular gender. Gender strategies refer to the processes used to achieve gender equality.

2.8 Gender Stereotype

Gender Stereotype is a rigid and over-simplified definition of a group of people in which all members of that group are labelled with similar characteristics. Stereotypes produce



behaviour patterns that conform to expectations in a society and are used as standards for evaluating categories of people in terms of their mental capabilities, social roles, positions and qualities.

2.9 Women's Empowerment

Empowerment is both a process and an outcome which requires that women take control over their lives: set their own agendas, gain skills (or have their own skills and knowledge recognised), develop increasing self-confidence, solve problems, and develop self-reliance. Women's empowerment implies an expansion in women's ability to make strategic life choices in a context where this ability was previously denied to them. It means giving women the tools or equipping them with knowledge, skills and capacity to participate in decision-making and access to power. The goal is to make available to women the opportunity to realise their full potential and capacities.

2.10 Gender Analysis

It is a systematic way of looking at the different impacts of development, policies, programmes and legislation on women and men that entails, first and foremost, collecting sexdisaggregated data and gender-sensitive information about the population concerned. Gender analysis can also include the examination of the multiple strategies that women and men engage in to transform existing roles, relationships, and processes in their own interest and in the interest of others. Gender analysis examines the differences and disparities in the roles that women and men play and the power imbalances in their relations.

2.11 Gender Gap

Gender Gap is the difference in the scores between men and women on attitudes, interests, behaviour, knowledge and perspectives on particular issues such as access to higher education, achievement, provision of welfare facilities and voting preferences. The gender gap may also vary according to class, race, age, marital status, religion and other factors.

2.12 Discrimination

It refers to the biases, prejudices and intolerance that people suffer from on account of their sex, race, social status, religion, health condition or related factors. In higher education institutions, gender discrimination may manifest in systematic exclusion of women or men from executive authority, unfairness in the allocation of research, teaching and other



resources, discouragement from pursuing specific courses and hostility to gender activism in higher education.

2.13 Gender Blindness

It refers to the conscious development of objectives, plans and programme in an organisation or institution with no effort to recognise or incorporate gender issues that might influence the functioning of that organisation, the production of plans, the implementation of programmes and the outcomes of the programme.

2.14 Gender Awareness

Gender Awareness is consciousness and recognition by all players in an organisation or institution of the importance of gender and its effects on their objectives, plans and programmes.

2.15 Gender Sensitivity

Gender Sensitivity is the translation of gender awareness into practices, which result in changes in the perceptions, plans and activities of institutions and organisations. A gender aware institution is not necessarily a gender-sensitive one because if awareness is not backed by will or resolve to act, it can generate resistance, obstruction and even apathy to gender issues. A gender sensitive institution will develop a gender policy in order to guide action and ensure that the stated objectives of the policy are realised and specific outcomes achieved. In essence, it demands gender responsiveness.

2.16 Affirmative Action

It is the process in which institutions identify areas of improvement and positive steps to enhance opportunities in education, training, and employment of people who are underrepresented. It is often time bound, ending when the perceived imbalance has been addressed.

2.17 Gender Mainstreaming

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and



programmes in all political, economic and social spheres such that inequality between men and women is not perpetuated.

2.18 Gender Budgeting

This is the examination of all expenditures and revenues from a gender perspective. All expenditure is examined for its relevant accessibility, impacts and consequences for women and men. It involves scrutinising the ways the resource expenditure can be made to reflect the institutional goal of gender equity.

2.19 Gender Violence

This refers to any act that results in, or is likely to result in physical, sexual or psychological harm or suffering to men or women. These include rape, attempt to rape, assault or battery, spousal assault/battery, sexual bullying e.g. stripping a person of his or her clothes, especially in public, collective assaults; coercion of persons to seek protection from predation by cults, verbal assaults based on sexual issues and any other issue that violates the rights of men or women. Gender violence manifests itself in situations where women and men struggle for resources, influence and power in everyday setting. Gender violence can take the form of sexual harassment of female and male staff and students, by their peers, superiors and others.

2.20 Institutional culture

Institutional culture is the clearly identified organisational approach to handling issues. It includes an institution's values, philosophies, beliefs, attitudes and ways of doing things. It reflects the institution's vision and mission and is developed over time and passed on formally and informally through the institution's motto, anthem, symbol, history and artefacts.

3. INES-Ruhengeri's gender policy statement

INES-Ruhengeri is committed to the attainment of gender equity in society. To this end, it shall stimulate and nurture a gender friendly space to ensure the integrity and dignity of staff, students, service providers and other members of the Institute's community.



3.1 Policy Vision

The vision of INES Gender Policy is to be the first Institution in Rwanda free from all forms of gender based discrimination and where gender equity is institutionalised, and students and staff integrate gender friendly perspectives into personal and professional dealings in achieving the aims and goals of the Institute.

3.2 Policy Mission

- * To expand the frontiers of knowledge by cultivating a gender- sensitive space for learning and research;
- * To contribute to the transformation of society by actively promoting and advocating gender equity;
- * To produce graduates equipped with attitudes and skills to facilitate gender-balanced perspective for the country's development;
- * To be a socially engaged institution with high profile impact on gender issues.

3.3 Secure Space

INES-Ruhengeri shall be a gender-friendly space designed to ensure effective protection of the integrity and dignity of staff, students, service providers and other members of the Institute's community. Towards the attainment of a secure space for all, INES-Ruhengeri shall be committed to the under-listed:

- 3.3.1 Educating all staff, students and other members of the Institute's community about the requirements for sustaining a safe, secure, and gender friendly environment, especially student hostel.
- 3.3.2 Educating staff and students on risk assessment of the environment to prevent incidences of gender violence
- 3.3.3 Publicizing and enforcing the Institution's Sexual Harassment policy which prohibits sexual harassment and such other behaviours that violate the dignity of a human being.
- 3.3.4 Sensitizing new and old staff and students to the availability of redress mechanisms for gender related violence
- 3.3.5 Tackling matters of sexual harassment promptly by ensuring that perpetrators of sexual harassment and gender-based violence are duly punished.
- 3.3.6 Facilitating speedy dispensation of justice by the Student and Staff Disciplinary Committees in respect of gender based violence.

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3.3.7 Providing effective coping strategies for victims of gender-based violence in the Institute by establishing and strengthening units dealing with it.

3.3.8 Providing continuing education and training for Security, Student Affairs and Health Staff on gender sensitive procedures.

3.3.9 Providing training in gender sensitivity to all wardens, assistant wardens, supervisors and porters in the halls of residence.

3.3.10 Conducting periodic training and providing necessary facilities for student peer educators

3.4 Integrating gender in the Curricula

INES-Ruhengeri shall be committed to engendering the curricula through the following:

3.4.1 Ensuring that academic departments apply a gender lens to existing and new curricula and programmes.

3.4.2 Organising workshops to train staff in incorporating a gender perspective in their programmes.

3.4.3 Monitoring and evaluating curricula for their gender sensitivity.

3.4.4 Equipping staff and students with gender-friendly skills to enable them to develop gender-sensitivity in their personal and professional lives.

3.4.5 Ensuring that the Institution's environment, timing of lectures and facilities for teaching and learning are conducive to the needs and safety of male and female members of the community.

3.5 Ensuring gender equity in student enrolment and performance

INES-Ruhengeri shall support actions geared towards equity in the enrolment and performance of students by:

3.5.1 Equipping the faculties to provide gender disaggregated data in all aspects of institution's operations in order to provide a basis for rational decision making.

3.5.2 Providing state of the art teaching and learning materials to ensure optimal performance by female and male students.

3.5.3 Adopting gender-friendly teaching techniques and classroom practices.

3.5.4 Implementing Affirmative Action (where national policies permit) as a means of redressing gender imbalances in the enrolment of students in departments exhibiting wide gender gaps.



3.5.5 Providing support services to disadvantaged male and female students with special needs to ensure successful completion of programmes.

3.5.7 Establishing a mentoring mechanism to ensure the development of leadership skills among female and male students and reduce dropout rates.

3.5.9 Reviewing INES-Ruhengeri Student Handbook to incorporate a gender dimension.

3.6 Staff Recruitment, Training and Advancement

INES-Ruhengeri shall encourage equitable staff recruitment and capacity building schemes through gender sensitive policies, infrastructural development, endowments, and the provision of resources to support relevant activities. It shall therefore be committed to:

3.6.1 Including gender equity as one of the criteria for staff recruitment, without compromising competence.

3.6.2 Implementing Affirmative Action as a means of redressing gender imbalances in the recruitment and capacity development of staff where there are wide gaps.

3.6.3 Encouraging Public Private Partnership (PPP) in the provision of child-care facilities on its campus to enhance optimal performance by both genders.

3.6.4 Institutionalising a mechanism for recognising and rewarding deserving serving and former staff regardless of gender.

3.6.5 Enforcing a recruitment process devoid of discrimination based on reproductive roles or status of a person

3.7 Service

INES-Ruhengeri shall be committed to:

3.7.1 Bringing about changes in cultural attitudes on gender issues

3.7.2 Encouraging student and professional bodies to carry out gender sensitisation projects in the Institution

3.7.3 Ensuring that projects initiated by the Institute's staff and students are gender-sensitive

3.8 Equity in Representation

INES-Ruhengeri shall adopt measures to address existing gender imbalances by fostering female and male participation in decision making. It shall therefore ensure that:

3.8.1 As much as possible, gender sensitivity in appointment should be reflected in the top management positions without prejudice to merit.



3.8.2 There is provision of incentives and special opportunities to facilitate equal participation of competent females and males in all aspects of the Institute's activities.

3.9 Institutional Culture

INES-Ruhengeri shall inculcate in its members a keen sense of the dignity and integrity of each person, male or female. To this end, INES-Ruhengeri shall strive to eliminate gender-based inequalities and stereotypes by:

3.9.1 Publicising its commitment to fostering a gender-friendly environment

3.9.2 Enforcing gender policy guidelines in the use of public spaces

3.9.3 Ensuring that staff and students are gender sensitive in their actions and language,

3.9.4 Ensure that all staff and students are fully aware of, and accept their responsibilities to perform their roles in a way that genuinely promotes equality of opportunity;

3.9.5 Enforcing a gender sensitive code of conduct for students and staff in academic, living and working spaces.

3.10 Research and Innovations

INES-Ruhengeri shall support a gender-responsive intellectual productivity that contributes to the enhancement of the lives of females and males. More specifically INES-Ruhengeri shall:

3.10.1 Encourage the incorporation of gender perspectives in research and innovations across disciplines.

3.10.2 Encourage and enhance staff capacity in the acquisition of ICT skills in research and administration.

3.11 Integrating gender in resource mobilisation and budgeting

INES-Ruhengeri commits itself to:

3.11.1 Train its administrative staff in gender planning and budgeting

3.11.2 Determine a percentage of institution's resources to be devoted to gender enhancement.

3.12 Student Welfare

INES-Ruhengeri shall provide a conducive atmosphere for the realisation of academic excellence. To this end, the following will be given extra attention:



- 3.12.1 Encourage the engendering of student leadership and programmes to foster the interest of females and males.
- 2.12.2 Provide a wide variety of recreational programmes for both genders
- 3.12.3 Ensure that there is no discrimination against anyone with respect to student accommodation on the basis of marital status and pregnancy.
- 3.12.4 Provide functional child-care facilities on the campus.
- 3.12.5 Ensure that safety measures are maintained in all the campus in order to safeguard the lives and property of students.

3.13 Staff Welfare

INES-Ruhengeri shall endeavour to prioritise staff welfare by:

- 3.13.1 Ensuring that activities of the relevant social clubs on campus encourage family participation and gender responsiveness
- 3.13.2 Ensuring humane and effective processes for facilitating the payment of terminal and contractual benefits of disengaged or widowed staff.

4. Implementation responsibilities

It shall be the responsibility of all staff, students and persons associated with INES-Ruhengeri to observe, conform with and apply this policy in all their activities and dealings for and with the Institute. In particular, the persons mentioned below have the following responsibilities in implementing this policy.

4.1 The Executive Council

- The Council shall ensure the subsistence of a gender friendly environment by promoting gender equity and eliminating discrimination across the Departments, Faculties, Centres, and relevant Units in the Institution by formulating such policies as may facilitate this.
- Request an annual report on milestones, progress and challenges relating to the implementation of the gender policies and programmes in the Institution.

4.2 The Senate

It shall be the responsibility of the Senate to:

- Undertake the responsibility of ensuring the implementation of the Institute's Gender Policy.



- Request a bi-annual comprehensive report on milestones, progress and challenges relating to the implementation of the gender policies and programmes in the Institute.

4.3 The Top Management

The Top Management of INES-Ruhengeri shall be responsible of ensure the implementation of gender policies across offices, faculties, departments, and centres in the Institution. In order to do that implementation, the Top Management shall appoint a gender committee made of staff and students. The main responsibility of the committee is to advise the Top Management on matters regarding gender mainstreaming strategies implementation.

4.4 Staff, Students and Others

4.4.1 All members of staff shall undertake and observe practices that promote gender equity in the Institute's environment.

4.4.2 Student shall demonstrate conduct that conforms to gender -friendly dispositions.

4.4.3 Services providers, contractors, and visitors to the Institute shall recognise and ensure sufficient conformity to the Institute gender policies in their undertakings in relation to the Institute.

5. Breach of the policy

5.1 Staff

Members of staff who wilfully, deliberately, or with intention contravene the rules in this policy will be subject to appropriate sanction.

5.2 Students

Students are given information and advice in the Student Handbook about Institute rules and their responsibilities to others. Any student who contravenes this policy, through inappropriate behaviour or other intentional acts, will be subject to the appropriate student disciplinary processes of the Institute, up to and including expulsion.

5.3 Others

Any other person who has a responsibility for ensuring compliance with the policy, and contravenes any of the rules will be subjected to appropriate action by the relevant authority



6. Complaints

6.1 Complaints related to threats to or disregard of the observance of the Institute Gender Policy can be made formally or informally to the Top Management

6.2 It shall be the responsibility of the Top Management to receive complaints related to threats to or disregard to the observance of the Institute Gender Policy.

6.3 All complaints received by the Top Management shall be thoroughly investigated before taking appropriate action.

7. Monitoring and evaluation

Regular and timely monitoring of the operationalisation of INES-Ruhengeri Gender Policy and associated implementation strategies shall be conducted by the Top Management. The team shall review progress on the implementation of gender equality and equity activities annually and submit – reports to the Board of Directors for consideration. Each reporting unit within INES-Ruhengeri shall annually produce gender disaggregated data that supports the implementation and monitoring of the Gender Policy. In executing its mandate, the Top Management shall monitor both staff and students to evaluate the degree of satisfaction with the services provided as a result of the Gender Policy.

8. Gender policy review/amendment

This policy shall be subject to periodic review or amendment to conform to the Institution's Vision, Mission and Objectives as appropriate.

Adopted at Musanze on 30th June 2016

For the Executive Council



Fr Dr HAGENIMANA Fabien
Rector