



**KENYATTA UNIVERSITY**

**GENDER POLICY**

**2011 -2015**

**( REVISED 2011)**

## **Fundamental Statements**

### **Vision Statement**

The vision of Kenyatta University is to be a dynamic, inclusive and globally competitive Centre of excellence in the provision of quality education, training and research for sustainable development.

### **Mission Statement**

The mission of Kenyatta University is “to provide quality education and training through knowledge generation, research, innovation, creativity and service.”

### **Identity Statement**

Kenyatta University is “a community of scholars committed to the generation and dissemination of knowledge and cultivation of wisdom for the welfare of society.”

### **Philosophy Statement**

Kenyatta University's philosophy is “sensitivity and responsiveness to societal needs and the right of every person to knowledge.”

### **Core Values**

- Truth
- Excellence
- Creativity
- Self-Reliance
- Innovation
- Quality & Relevance
- Equal Opportunity
- Professionalism
- Moral Integrity
- Democracy
- Corporate Governance
- Institutional Culture of Hard Work
- Competiveness
- Academic Freedom
- Respect for Diversity



# KENYATTA UNIVERSITY

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## APPROVAL AND ISSUE DATE

Approved by: ..... *Ongede* ..... Date: *30<sup>th</sup> Sep 2011* .....

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VICE - CHANCELLOR

## Foreword

Sustainable development embodies the principle of participation and is characterized by maximum use of human resources and fair compensation for work. It also promotes the involvement of women and men in the production of goods and services and equitable sharing of benefits accruing from their inputs.

Vision 2030 envisages a nation where women and men enjoy high quality of life and equity. It aims at empowering people with special needs, mainstreaming gender and enhancing support to orphans so as to reduce dependency in all aspects of the society. Within the framework of Vision 2030, Kenyatta University is committed to the principle of equity and equality. In this regard, every member of the University will be accorded equal and fair treatment irrespective of their colour, creed, age, race, ethnicity, gender, place of origin, physical disability, political affiliation or ideology. The Constitution of Kenya reiterates this principle by affirming that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres.

In view of the above, Kenyatta University believes that excellence will be achieved through recognizing the value of every individual. Our aim is to create an environment that respects the diversity of staff and students and enables them to achieve their full potential, to contribute fully and to derive maximum benefits and enjoyment from their involvement in the life of the University.

Gender disparities occur due to factors such as cultural differences, social attitudes, and unequal accessibility to productive resources, educational attainment and disproportional participation in decision making at all levels. This document is a policy guide for gender responsive planning, operations and practices within Kenyatta University. The policy sets out strategic actions that those involved need to undertake in order to integrate a gender perspective into their work. The document presents the obstacles and constraints encountered in realizing the various objectives and recommends strategies and actions to be taken in order to enhance the goals of gender equity for sustainable development. Among the key areas of concern are: gender and education, gender and governance, gender and work environment, gender-based violence and sexual harassment,

gender and research, gender and HIV/AIDS, marginalized and vulnerable groups, and gender responsive health services. The policy will guide the University staff and students engaged or linked to programmes within it. Every Department, School, Senate and the entire community should have an agenda on affirmative action and gender responsive activities which will assist in continuous assessment of activities during the initial stages of the Gender Policy implementation. It should also act as a linkage for liaison and networking for synergy within the University and with other institutions.

**Prof. Olive M. Mugenda, PhD., CBS**  
**Vice-Chancellor, Kenyatta University**

## **List of Abbreviations**

AIDS	Acquired Immune Deficiency Syndrome
ASALs	Arid and Semi- Arid Lands
BPFA	Beijing Platform for Action
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
ECOSOC	United Nations Economic and Social Council
GAD	Gender and Development
GBV	Gender -Based Violence
HIV	Human Immunodeficiency Virus
IEC	Information, Education and Communication
KENVERSITY	Kenyatta University Cooperative Sacco
KUSA	Kenyatta University Students Association
MDG'S	Millennium Development Goals
SMT	Science, Mathematics and Technology
UASU	University Academic Staff Union
UNTESU	University Non -Teaching Staff Union
WID	Women in Development
WHO	World Health Organization

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## Definition of Terms

Affirmative Action	A policy or programme of taking steps to increase the representation of certain designated groups seeking to redress discrimination or bias through active measures in education and employment. It is usually achieved through discrimination against other groups.
Basic Education	Refers to primary and secondary education or their equivalents.
Curriculum	Refers to the content of an education programme
Date Rape	Refers to coerced sexual intercourse during a mutually agreed upon meeting.
Empowerment	A process through which men and women, acquire knowledge, skills and attitudes to critically analyze their situation and take appropriate action to change the status quo of the underprivileged and other marginalized groups in society
Engender	The process of ensuring that planning and programming is appropriate for and takes into account the female and male differences and concerns.
Gender	Refers to the socially/culturally determined power relations, roles, responsibilities and entitlements for men and women. The social constructs vary between cultures as well as over time.
Gender Analysis	The process of examining roles, responsibilities or any other situations with regard to women and men, with a view to identifying gaps, raising concerns and addressing them; investigating and identifying specific needs of women and men for policy and programme development and implementation.
GenderBased Violence	Refers to any form of act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women and men on the basis of gender.
Gender Competencies	Skills and knowledge to perceive and analyze things from a gender perspective.
Gender Discrimination	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.
Gender Equality	Refers to the equal treatment of women and men, so that they can enjoy the benefits of development including

Gender Equity	equal access to and control of opportunities and resources. Refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender.
Gender Mainstreaming	The consistent integration of gender concerns into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects at all levels.
Gender Parity	A numerical concept referring to equal number of women and men relative to their respective numbers in the population.
Gender Responsive	Refers to action taken to correct gender imbalances.
Gender Responsive Pedagogy	Refers to teaching and learning methodologies and practices that take gender into consideration.
Gender Roles	Socially assigned roles and responsibilities as opposed to biologically determined functions.
Gender Sensitization	The process of developing people's awareness, knowledge and skills on gender issues.
Gender Stereotyping	The assigning of roles, tasks and responsibilities to a particular sex on the basis of preconceived prejudices.
Gender Transformative Policy	A policy that takes into account the needs of men & women, it also seeks to transform the existing relations to be more equitable through the redistribution of resources and responsibilities.
Patriarchy	It means 'Rule of father' and refers to male dominated social relations, ownership and control of power at many levels in society. It is thought to be the root cause of the existing system of gender discrimination.
Participation	A general term used to refer to enrolment, retention, progression, performance and transition in the education system.
Provisions	Refers to policy pronouncements on action to be taken.
Sex	Sex refers to the biological and physiological differences between males and females as determined by nature. It is God-given, universal and largely non-changeable even though some people go for plastic and surgical operations for anatomical sex change.

Sex Disaggregated Data	Classification of information on the basis of sex; that is male and female.
Sexual Harassment	Unwanted acts of a sexual nature that cause discomfort to the harassed. They include words, persistent request for sexual favours or dates, gestures, touching, uninvited sexual overtures, coerced sexual intercourse and rape.
Strategic Interests	Refer to long term non-material needs. They focus on getting more choices, more options and more say.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

The gender mainstreaming concept was born out of the recognition that previous measures to bring about gender equity and equality through the execution of women-specific interventions had not led to any transformation. After decades of work and analysis in the 1970's and 80's, it was realized that in many societies women were still subordinate to men and their situation had not changed. Other strategies were therefore required. The Women in Development (WID) approach needed review. Mainly from the perspective of development practitioners, the Gender and Development (GAD) approach was devised and promoted.

The needs, concerns and experiences of both men and women became central from the level of idea formation through planning, implementation, monitoring and evaluation of programmes. It also became clear that gender mainstreaming had to be institutionalized beyond projects and programmes to include systems, structures and to ensure that all actors and stakeholders recognize and understand this strategy.

The United Nations has been a key actor in the promotion of gender mainstreaming a concept defined by the United Nations Economic and Social Council (ECOSOC, July 1997) as follows:

*Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and all levels. It is a strategy for making women's as well as men's concerns and experiences, an integral dimension of the design, implementation monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally; and inequality is not perpetuated. The ultimate goal is to achieve gender equality.*

This definition has since guided gender mainstreaming policies in various organizations and hence provides a framework for good gender practices at Kenyatta University.

Gender mainstreaming is one of the priority areas that Kenyatta University Strategic and Vision Plan 2005–2015 focuses upon. This is due to the fact that despite a number of initiatives that have been put in place to address gender inequality, big gaps exist in the areas of teaching, learning, research, space allocation and students, as well as staff welfare.

Kenyatta University aspires to achieve gender equity, equality and inclusiveness. However, this has been hampered by various bottlenecks. In order to overcome this problem, the University has over the years put in place various initiatives aimed at bridging the gender gaps. Among them are:-

1. Affirmative Action in favour of female students in Science, Mathematics and Technical Disciplines.
2. Establishment of the Centre for Gender and Development Studies in 2001 as an academic unit to promote Gender and Development Studies as a discipline.
3. Establishment of Gender and Development Studies Department in 2007 with specific mandate to offer courses in Gender Studies from undergraduate to postgraduate studies.
4. Establishment of Gender and Affirmative Action Implementation Unit in 2007 which later became a Directorate in 2008.

Various teaching departments in the University have gender related courses. These include Literature, Sociology, Philosophy and Religious Studies, Kiswahili, History, among others. These are commendable initiatives but they require further support and concretization. The under-representation of women in governance management means that they are rarely part of the decision making process.

The Kenyatta University Gender Policy is based on the following guiding principles and assumptions:-

1. Gender is a cross-cutting issue and therefore interrogations and interventions should encompass all University functions, systems and processes.

2. Gender issues must be made “visible” lest they become subsumed, neutral or disappear altogether.
3. Although gender mainstreaming will apply in the main, it is important to consider and/or enhance women specific interventions to redress historical imbalances.
4. Some gender gaps can be filled immediately while others require medium and long-term interventions.

## **1.2 Policy Strategy**

1. Focus on attitudinal change and related interventions.

Beyond academic and administrative prudence lies a strong cultural dynamic that impedes on actions of individuals and groups. To change these attitudes there will be regular provision of information and researched data. Various activities covering publications; multi-media activities; talks and seminars; and related interventions will be put in place.

2. Collaboration and networking to build synergies and utilize available expertise within and outside the University. Apart from the need for diversification, the core staff at the Center for Gender Equity and Empowerment are limited and yet the tasks are varied and complex. Hence the need for outsourcing expertise, mainly to execute many programmes that is not only essential, but that run concurrently.
3. Participatory approach in the implementation of the various activities. Students are trained to provide peer training while efforts are made to ensure under representation of either gender on various committees which relate to the work of the University is redressed. Individuals who have influence are utilized in activities such as seminar presentations or officiating various functions related to gender mainstreaming.
4. Specific attention paid to women's concerns.  
The main aim of this policy is to remove gender disparities. Women as a group need to be enabled to scan their environment and work towards changing it positively, both collectively and at individual level. This is likely to have a multiplier effect and lead to change.

## 5. Documentation and Publication

Many positive and relevant gender related events and programmes take place but are not usually documented for further dissemination to the under group. Mechanisms should be put in place to ensure publications of such events.

## 6. Advocacy path created and followed

Formal, informal and lobbying channels should be established to ensure gender main streaming is a reality.

### **1.3 Rationale**

Kenyatta University Strategic and Vision Plan 2005-2015 has committed itself to:

1. Enhancing the principle of equal opportunities such that no deserving persons are discriminated against on the basis of gender by strengthening the affirmative action policy.
2. Institutionalizing the principle of gender main streaming to ensure that opportunities and benefits are equally accessible to both women and men in all its operations.

It is in the pursuit of this commitment that this Gender Policy has been formulated.

### **1.4 Goal and Objectives**

#### **Goal**

The overall goal of this policy is to promote gender equity and equality in Kenyatta University in all its operations.

#### **Objectives**

The general objectives of the Gender Policy is to establish mechanisms and put in place measures for the elimination of all gender disparities in education, training and research, students' and staff welfare, and governance, as well as community outreach.

The specific objectives of the Gender Policy are to:

1. Mainstream gender in all University operations and activities: planning, implementation and resource allocation.
2. Ensure that curriculum design, development and implementation, pedagogy and material development are gender-responsive.
3. Increase participation of women in governance and management of Kenyatta University.
4. Increase participation of vulnerable and marginalized groups from a gender perspective.
5. Improve gender participation and performance in Science, Mathematics and Technology (SMT) subjects.
6. Ensure that institutional work environments are gender responsive.
7. Eliminate gender-based violence and sexual harassment.
8. Ensure that women and men are empowered.
9. Ensure that all stakeholders are gender responsive.
10. Reduce HIV/AIDS infection rates.
11. Promote gender -responsive research.
12. Establish new and strengthen existing partnerships and collaborations in gender and education.
13. Facilitate resource mobilization to enable implementation of this policy.
14. Promote gender responsive health

## 1.5 Scope

The Gender Policy provisions will apply to all activities and programmes in education, training, research at all levels of Kenyatta University including all the Satellite Campuses. It will apply to issues of access, equity, retention, progression, transition, relevance and quality. It will also apply to financing, governance and management of Kenyatta University.

## 1.6 Guiding Principles

1. The Gender Policy gives the mandate to address gender inequalities whether these exist in favor of men or women.
2. The Policy affirms the right to equitable, quality education for all, women and men.
3. The Policy shall pay special attention to the needs of women.
4. Affirmative action will be used as a corrective measure for gender imbalances where applicable.
5. Gender mainstreaming will be used by all stakeholders to enhance attainment of gender equity and equality.
6. Equal participation of women and men especially in governance and management will be ensured.
7. Empowerment of women and men shall be used as the central strategy for the achievement of gender equity and equality in education.
8. Transparency, accountability and good governance shall be upheld.
9. Gender responsiveness and inclusiveness shall be upheld.
10. Partnership and collaboration in the realization of gender equity and equality shall be maintained and reinforced.
11. Gender equity and equality shall be enforced as a cross-cutting theme in all programmes and activities.
12. The University will strive to be an equal opportunity institution where all persons will be accorded equal regard. The University will provide equal chances of access to benefits, student admission, staff-recruitment and promotions.

13. The University will strive to enhance interpersonal relations among staff and students in order to achieve a common goal. The key values that the University will strive to promote include integrity, honesty, tolerance and mutual respect.
14. Democratization will be enhanced through inclusive participation in decision-making and management. The principles of responsibility, accountability and academic freedom will be enhanced at all levels.
15. A mark of differentiation for any institution is its value-driven organizational culture. To distinguish itself as a world-class institution, the University will enhance and promote a culture in which staff and students are responsibly self-driven as a consequence of internalizing self-prescribed institutional values as indicated in the University's Strategic and Vision Plan (2005-2015)

## **CHAPTER 2**

### **POLICY PROVISIONS**

#### **2.1 Gender and Education**

##### **Background**

Education is largely recognized as a key to individual, community and national development. An increase in access and quality of education has a positive impact on increased individual earnings and thus, reduction of poverty and income inequalities. It also contributes significantly to improved health, good governance and quality of life for individuals and families. Although there are many universities, the national education system has been characterized by gender disparities at the national level, and between various regions in favour of males. Various studies have proven that educating women is empowering to women themselves and benefits the family as well as the communities. In the light of this, no effort should be spared in assisting women to access university education.

Low enrolment of women is still a big challenge in university education despite the affirmative action that allows women to be admitted at the public universities with one point lower than men. Enrolment for women in science subjects is especially low compared to other subjects.

##### **Objectives**

1. To foster gender equity among the students and staff in academic programmes.
2. To empower the individuals from all communities to access university education.
3. Promote women's expression and participation in decision making, problem solving and management in all units, departments and University programmes

##### **Policy Statements**

1. Ensure a gender responsive teaching and learning environment

to promote involvement and participation of all categories of people in the University.

2. Implement affirmative action in admission of students from urban slums, ASALs and marginalized areas.
3. The University will facilitate in the acquisition of grants and loans by the disadvantaged gender.
4. Practice gender-responsiveness in the appointment of administrative management officers and filling other leadership positions in the University to provide role models.

### **Strategies**

1. Encourage women to enroll in science-based subjects.
2. Source scholarships for students from disadvantaged circumstances.
3. Students from poor backgrounds should be given priority so that they are able to pay fees through bursaries, work study, among other means rather than dropping out.
4. A clear procedure for reporting gender based violence and sexual harassment should be put in place.
5. Introduce women empowerment programmes to prevent misuse of females for economic reasons.
6. Women and men with special needs should be given special support to enable them to achieve their goals.
7. There should be regular talk shows, workshops, seminars and consortiums facilitated by diverse successful women and men professionals to encourage female and male students to pursue all fields of study.

## **2.2 Gender and Governance**

### **Background**

Good governance is a development issue; it concerns financial accountability, democracy, human rights, management and administrative efficiency. It also includes the visions we have as well as

the decisions we make. Institutions that are not representative of the population, and that are not themselves gender sensitive, are unlikely to deliver socially responsive outcomes. Mechanisms must be found for systematically integrating gender into all areas of governance. At Kenyatta University, there has been a recognition and deliberate effort to improve women representation in governance. There has been an increase in the appointments of female heads of sections and in key committees and boards. Indeed, the University's Strategic and Vision Plan (2005-2015) has the objective of promoting human resource development and proactive management practices as well as good governance to enhance service delivery. However, challenges and constraints still exist at all levels of the University and call for urgent redress.

### **Objectives**

The objective of this policy is to contribute to better working and learning environment for both women and men through education research, policies and programme which give due attention to gender consideration, promote and enhance equity and equality between women and men in governance and management at all level of operations at the institution. The Centre will analyze and address gender issues in planning, implementation, monitoring and evaluation of policies, programmes, projects and research in order to achieve the following objectives:

1. Promote equity and equality between women and men at the University.
2. Provide qualitative and quantitative information on the influence of gender in areas of learning and the work place at the University to strengthen the existing evidence on the benefits of engendering governance.
3. Increase women's and men's participation in governance.
4. Foster gender competence skills among women and men in all areas of governance and management.

### **Policy Statements**

1. Ensure gender equality in the appointment of heads of sections, committees and boards.

2. Put in place mechanisms to ensure responsiveness in management, governance and research and academics.
3. Facilitate the development of programmes for capacity building in gender competencies.

### **Strategies**

1. The incorporation of gender analysis in the work of Gender and Affirmation Action Implementation Centre to examine the differences in the relationships between women and men and their roles. This analysis will include identification of ways to overcome constraints so that improved governance outcomes for women and men can be achieved.
2. Developing effective tools for integrating gender into governance, that is, governance indicators, institutional and governance reviews.
3. Securing top decision makers' commitment and support for gender mainstreaming.
4. Enhancing stakeholders' sensitization and capacity building to support women and men in leadership.
5. Using affirmative action as a strategy to enhance gender equity and equality in recruitment, training, development and promotion, particularly in appointments of Heads of Sections, Committees and Boards.
6. Mainstreaming gender in key committees at the University
7. Ensuring gender balance in appointments to governance and leadership positions
8. Instituting programmes for all administrative and academic staff in gender mainstreaming.
9. Implementing affirmative action in admitting students at the University. If both genders qualify, priority will be given to the disadvantaged gender.
10. Implementing affirmative action in the provision of scholarships at the University.

11. Ensuring gender balance in leadership in the University students' organizations.
12. Establishing support structures for all male and female staff through mentoring programmes.
13. Instituting monitoring and evaluation mechanisms for progress and impact assessment.

## **2.3 Marginalized and Vulnerable Groups**

### **Background**

Students in the category of marginalized and vulnerable groups are mainly from ASALs, and informal settlements, and the orphans, people with disabilities and those persons displaced as a result of internal and international conflicts. Students with disabilities face challenges related to mobility and access to teaching and learning resources. In addition, other social problems are related to ethnicity and racism. In the light of these socio-economic and political factors, there is low enrolment and high gender disparities in the University among these groups. Among the marginalized and vulnerable groups, women's education is not a priority because women provide labour in the households to subsidize the meager resources and incomes of their families.

The Gender Policy aims at increasing participation and attainment of gender equity and equality in the University among the vulnerable and marginalized groups. Furthermore, the policy seeks to increase access, retention, transition and performance among these groups at Kenyatta University.

### **Objectives**

1. To increase access, retention, transition and performance among students and staff in these groups in Kenyatta University.
2. To develop approaches and modalities for resource provisions for learners affected by abject poverty and other forms of discrimination.
3. To increase participation, gender equity and equality in the

## **Policy Statements**

1. Facilitate students with special needs to move around to classes and other areas of the campuses in a timely manner
2. The University will endeavor to acquire the latest technology which can meet the special needs of students and staff with disabilities in accessing teaching and learning resources and services.
3. Establish monitoring and follow-up mechanisms to address any problems that might threaten their learning and stay in the University.
4. Establish a mechanism to trace university dropouts and re-route them back.
5. Ensure that learners from marginalized and vulnerable groups are attached to the existing mentoring/counseling programmes in Kenyatta University.
6. Provide appropriate techniques of resource mobilization for learners affected by abject poverty and other forms of discrimination.

## **Strategies**

1. Carry out needs assessment among these groups as bases to establish appropriate mechanisms to address their general problems.
2. Sensitize the wider Kenyatta University community on the special needs of staff and students with disabilities.
3. Develop modalities for resource provisions for learners affected by abject poverty and other forms of discrimination.
4. Initiate programmes that ensure that all learners in the identified marginalized and vulnerable groups are attached to the existing mentoring/counseling programmes in Kenyatta University.
5. Develop an integrative framework for learners in marginalized groups in order to enable them to enroll in Kenyatta University.
6. Seek funds from development partners and other well-wishers to

## **2.4 Gender and Work Environment**

### **Background**

The University believes that excellence will be achieved through enhancement of the value and ability of every individual regardless of gender. This can be done by creating an environment that respects the diversity of its staff and students.

An environment that enables them to achieve, not only their full potential, but also that allows them to contribute fully and to derive maximum benefits and enjoyment from their involvement in the life of the University. It is essential that all employees and employers including students have a positive attitude to gender equality. An institution's own internal practice with regard to the perceived roles of women and men can be an obstacle to the goal of reduction of inequality among workers. All the members of the University must promote gender equality in and through their own work. This they must show in their own actions and attitudes that the work environment is a matter of deeds as well as words.

### **Objective**

1. The objective of this policy is to create an open and better working and learning environment for women and men; an environment in which women's and men's well-being is safeguarded at all times.

### **Policy Statements**

1. Put deterrent measures on sexual harassment.
2. Put in place policies on drug and substance abuse.
3. Institute mechanisms to build the capacity of staff and students.
4. Develop programmes to build the capacity of staff and students to deal with gender related issues.
5. Develop tools to audit gender responsiveness in the environment.

## **Strategies**

1. Organize training and development activities.
2. Encourage interschool networking between women and men across the entire University.
3. Encourage convening of monthly or fortnightly meetings with visiting local speakers.
4. Train and sensitize members of staff and students in order to transform behaviour and attitude patterns pertaining to gender relations.
5. Encourage mental changes (mental habits) in the way staff and students see and relate to one another at different levels.
6. Meet maximum workplace standards under health and safety facilities.
7. Put in place policies, which discourage drug and substance abuse, especially of alcohol and cigarettes. Protect both male and female staff and students from smoking policies, drugs and alcohol abuse, provide for support services and disciplinary procedures on smoking, drugs and alcohol.
8. Support services and disciplinary procedures for hardcore pornography, personal slur, repeated indecent propositions, sexual themes or jokes and prejudicial treatment.
9. Encourage commitment to mainstreaming the promotion of gender equality in everyday work. This commitment must be in deeds as well as in words. Gender equality matters must always be seen as being everybody's task and focus of attention, but must not be thought of as a separate area of responsibility by certain individuals within the institution.
10. The significance of gender roles in working life can be learned by obtaining gender-disaggregated information about the institution's working environment and the roles of the stakeholders, that is, students and staff e.g. how do women and men behave? Who does things? Who can provide feedback?

11. Discussion of gender equality and its promotion in all activities will be a fundamental theme. Positive attitudes and knowledge will be required at all levels and times.
12. Gender equality should be the common objective for everybody. Sharing knowledge and experiences freely and openly among staff members and students.
13. Institute monitoring and evaluation mechanisms for progress and impact assessment.

## 2.5 Gender-Based Violence and Sexual Harassment

### Background

Gender-Based Violence and Sexual Harassment (GBV&SH) encompasses any form or act of violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, men, on the basis of gender. According to the Declaration on the Elimination of all forms of Violence Against Women (CEDAW, 1979, Sexual Offenses Act, 2006). GBV&SH includes sexual and physical abuses; arbitrary deprivation of rights, freedom, liberty, whether occurring in private or public life, committed by individuals, groups or institutions. Gender-based violence and sexual harassment is found in every country but women and men are intentionally targeted for violent acts. Its perpetrators do not consider age or status; they only consider the fact that their victims are female.

As has been highlighted in various sections of the media, gender-based violence and sexual harassment is rife in the institutions of higher learning. Kenyatta University is no exception. The University is committed to working towards the elimination of such abhorrent abuses of human rights. Violence against women cuts across social-cultural, religious and political barriers, impeding the rights of women, not only to realize their full potential, but also to participate fully in society.

The University has a policy on Gender-Based Violence and Sexual Harassment in place. In support of its implementation, this Policy intends to fulfill the following goals and objectives:

### Objective

1. Eliminate all cases of gender-based violence and sexual harassment in Kenyatta University.
-

## **Policy statements**

1. The commitment of Kenyatta University to eliminate gender-based violence and sexual harassment is demonstrated through the existing Gender-Based Violence and Sexual Harassment Policy.
2. The University will support the implementation of this policy at all costs. Its implementation is, however, not limited to Kenyatta University community but its activities will extend to the local community through outreach programmes.

## **Strategies**

1. Put programmes in place for the implementation of Gender-Based Violence and Sexual Harassment Policy.
2. Design and implement programmes for the elimination of other forms of human rights abuse, besides gender-based violence and sexual harassment.
3. Build and sustain networks on the elimination of gender-based violence and sexual harassment.
4. Design and support community outreach programmes to educate and raise awareness on gender-based violence and other forms of human rights abuse

## **2.6 Gender and Research**

### **Background**

Generation of knowledge through research is one of the core businesses of a University. Training and development of human resource in universities is mainly promoted through research skills that lead to production of research papers and publications. As in other areas, female members of staff are in the minority in the universities and, therefore, when it comes to research, they are also in the minority. Further, gender issues are diverse and have not been researched extensively. There is, therefore, need to support female members of staff to carry out research by developing gender responsive tools to make research outcomes gender responsive.

The main problem is inadequate funding for research at the university level, and when funds are available, most female members of staff are not funded as the applicants are few. This may be explained by a variety of reasons, including gender roles and responsibilities that compete with career development. Again, the paucity of female members of staff and their lack of aggressiveness in seeking to enhance their positions by applying for funding further compounds the situation.

Most female members of staff are in the lower positions such as Assistant Lecturers and Lecturers and therefore, they cannot compete equally for the funds that are allocated to research with the male members of staff who are in the Senior Lecturer and Professorial levels.

### **Objective**

1. To encourage members of staff to undertake research and conduct gender responsive research to inform gender equity and equality interventions.

### **Policy statements**

1. Set aside specific amounts of research funds to support female and male members of staff to undertake research to enhance their chances for promotion.
2. Encourage gender responsive research to generate knowledge that will guide addressing gender issues in development.

### **Strategies**

1. Organize gender awareness and sensitization training for the Council and Senate members to make them recognize gender inequalities and the need to implement an affirmative action in research.
2. Male and female members of staff be helped to develop their research skills.
3. Train and encourage staff to conduct gender responsive action research to enhance development of interventions to close the gender gaps in the University.
4. Set up a team of researchers to vet research proposals for all members of staff.

## **2.7 Establishment of Linkages**

### **Background**

Institutional gender main streaming cannot be achieved in isolation. It will be important for Kenyatta University to establish networks and linkages with like-minded actors, intellectuals, policy makers and practitioners in the implementation of the Gender Policy. Currently, the University is collaborating with other institutions, both locally and internationally. However, there is need to refocus and expand the strategies involved in order to meet the challenges related to gender main streaming that continue to emerge in the globalizing world.

In its endeavour to mainstream gender in programmes and activities, Kenyatta University 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 communities, the staff and students will share experiences and learn from one another through highly participatory gender responsive methodologies.

### **Objectives**

The Center for Gender Equity and Empowerment intends to:

1. Identify relevant gender related themes and areas of focus for local community outreach programmes.
2. Identify and develop new collaborative networks in gender main streaming programmes at various levels, nationally, regionally and internationally.
3. Introduce gender-mainstreaming programmes in the existing linkages and networks at various levels nationally, regionally and internationally.

### **Policy statements**

1. Kenyatta University is committed to institutionalizing gender in all its operations as stipulated in its current Strategic and Vision Plan (2005-2015). Recognizing that gender issues are global, the University will endeavour to establish networks and linkages in gender mainstreaming at all levels, locally, nationally, regionally and internationally.

## **Strategies**

1. Increased joint tailor-made gender responsive programmes and short courses in exchange programmes at all levels, local community, nationally, regionally and internationally.
2. Expanded network in gender related programmes at all levels.
3. Increase gender responsive activities in community outreach programmes.

## **2.8 Gender Responsive Health Services**

### **Background**

Health is the state of complete physical, social, spiritual and mental well-being and not merely the absence of infirmity (WHO). During the International Conference on Population and Development held in Cairo (1994), it was recognized that gender issues are central to the provision of quality health in general and sexual and reproductive health in particular throughout the life cycle. This is because gender has important consequences on the health of all individuals as it affects the broader context of peoples' lives.

In terms of gender, women have more health needs than men due to their reproductive and ascribed gender roles. Biological differences between females and males such as menstruation, unwanted pregnancy, child bearing, breast feeding, and menopause create unique reproductive health issues for women compared to men. The sexual reproductive health complications have led to loss of the lives of many women, sometimes because these have not been considered important in the provision of health. 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 and violence drive young women to having sex even when they know they may get pregnant or may contract a sexually transmitted infection including HIV/AIDS. When they get pregnant, they may be forced to procure unsafe abortion, which may lead to mortality or morbidity. In most cases, post abortion care is not provided and where it is offered, the issues of confidentiality are not strictly observed, (Kenyatta University is not an exception).

This makes female students in Kenyatta University look for such services in private health facilities which may not be adequately equipped to offer such a service. For these young 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.

### **Objective**

1. To provide gender responsive and quality health service for Kenyatta University students and staff

### **Policy Statements**

1. Review the existing Health Policy to make it gender responsive.
2. Avail health services including personnel that will cater for sexual and reproductive health needs of female and male students and staff.
3. Capacity building for health providers in gender responsiveness.
4. Establish mechanisms to monitor the delivery of gender responsive health services.
5. Ensure continuous gender mainstreaming in the School of Health Sciences.

### **Strategies**

1. Demonstrate commitment to gender responsiveness by creating an enabling and supportive environment for mainstreaming gender in health care delivery systems.
2. Undertake gender analysis of the existing Health Policy and guidelines to identify gender gaps and put in place mechanisms to address these gaps.
3. Develop and mount training programmes to enhance capacity to address gender issues in health provision.
4. Strengthen the existing institutional structures, processes and create new ones for gender mainstreaming in health provision.
5. Put in place a plan to monitor the implementation of gender responsive and quality health services.

6. Mainstream gender in the School of Health Sciences to ensure gender responsiveness in all its programmes and activities.

## **2.9 Gender and HIV/AIDS**

### **Background**

HIV/AIDS affects women and men differently due to their biological, socio-cultural and economic circumstances. Women are especially vulnerable to HIV infection as they perform gender roles of taking care of sick relatives and particularly if they are not aware of how to protect themselves. Gender-based violence and sexual harassment such as rape, incest and coerced sex further compounds their situation.

Kenyatta University has been affected in various ways by the HIV/AIDS. There has been, for instance a significant loss of the work force, particularly the teaching staff that has affected the quality of work. Students are equally affected by the pandemic placing major costs in form of medical bills and other supporting costs. There is, therefore, need to address the pandemic as a matter of urgency.

### **Objective**

1. To create a safe, gender responsive and friendly environment for students and staff to prevent and control HIV infection rates, and for the infected, offer care and support.

### **Policy Statements**

1. Enhance implementation of the existing Kenyatta University HIV/AIDS Policy.
2. Put in place modalities for mitigation of the negative impact of HIV/AIDS, especially for females at institutional level.
3. Empower women and men to make responsible sexual decisions.
4. Establish mechanisms for provision and accessibility of male and female condoms to the University community.
5. Provide appropriate and gender responsive training to the staff, learners and management to empower them to reduce the spread of HIV/AIDS.

## **Strategies**

1. Develop appropriate and gender responsive Information, Education and Communication (IEC) materials targeted to decision, students and staff.
2. Build students and staff capacity in life skills with special focus on HIV/AIDS.
3. Teach gender issues in HIV/AIDS and reproductive health.
4. Empower learners, especially female members of staff to protect themselves from gender-based violence and sexual harassment.
5. Conduct gender responsive research to contribute to the knowledge on gender and HIV/AIDS.

## **CHAPTER 3**

### **IMPLEMENTATION STRUCTURE AND HUMAN RESOURCE REQUIREMENTS**

#### **3.1 Background**

Effective implementation of the Gender Policy at Kenyatta University will be achieved through the Center for Gender Equity and Empowerment and the Gender and Development Board in collaboration with all University departments and Satellite Campuses.

#### **3.2 Center for Gender Equity and Empowerment**

The University has established the Center for Gender Equity and Empowerment. The role of the Centre is:

1. Sensitizing staff and students on the Gender Policy, and Gender-Based Violence and Sexual Harassment Policy.
2. Implementing both policies as per the University's Performance Contract and Strategic and Vision Plan (2005-2015).
3. Writing proposals to seek funds to help in the implementation of the two policies.
4. Ensure 40% representation of Kenyatta University women in decision making positions, that is, committees, boards, etc and advice Management on the status achieved.
5. Formulate ways of having more women enrolled at Kenyatta University in all areas especially sciences.

#### **3.3 The Mandate of the Center for Gender Equity and Empowerment**

The Centre is mandated to:

1. Conduct seminars and workshops which will enhance the understanding of gender related issues.

2. Engage in outreach programmes and advocacy in gender-based violence and sexual harassment through public lectures seminars and workshops.
3. Establish a resource centre for information on gender-related issues.
4. Provide consultancy services and counseling on gender and related developmental issues.
5. Assist both women and men to recognize and understand their complimentary roles in the society through mass media, public lectures, seminars and workshops.
6. Develop strategies for the advancement of gender skills and capacity in gender and development.
7. Facilitate links between the University and likeminded institutions and persons.
8. Collect sex disaggregated data in order to advise University Management on student admission and staff recruitment, appointments and promotions based on gender.
9. Facilitate gender mainstreaming in all functions of the University.

### **3.4 Terms of Reference for Center for Gender Equity and Empowerment**

The Terms of Reference for the Centre are:-

1. Coordinating all gender related activities in education, training and research.
2. Mainstreaming gender in all University operations.
3. Mobilizing resources to support gender activities within the University.
4. Documenting and managing information on gender related issues.
5. Scaling up and mainstreaming best practices on gender related issues in the University.

6. Promoting partnerships and collaboration with stakeholders on gender.
7. Linking international developments on gender to national efforts to promote gender related issues in the University.
8. Developing monitoring and evaluation systems on gender mainstreaming in the University.
9. Undertaking monitoring and evaluation of gender responsiveness in all activities, processes and programmes in the University.
10. Advising the University Management on gender related issues especially on attainment of 40% women representation in appointments, recruitments and promotions.

### **3.5 Structure of the Center for Gender Equity and Empowerment**

The Centre is headed by a Director, who is a senior member of academic staff. The other members of staff working with the Director are:

1. A Research Assistant responsible for data collection and development of funding proposals.
2. An Administrator who is responsible for day to day office administration and operations.
3. A Secretary who executes all secretarial duties.

### **3.6 The Gender & Development Board**

The Gender and Development Board is appointed by the Vice-Chancellor and takes into account at least 30% gender representation. Its membership consists of:

1. A Chairman who is appointed by the Vice-Chancellor.
2. The Chairman, Department of Gender and Development Studies.
3. The Director, University Mentoring Programme.
4. The Director, Center for Gender Equity and Empowerment who is the Secretary to the Board, and

5. Six (6) other members of staff from various disciplines and personal credentials.

### **3.7 Terms of Reference for Gender & Development Board**

The terms of reference for Gender and Development Board are:-

1. Support gender sensitization programmes at all levels of the University and the society at large.
2. Facilitate effective interpretation and implementation of the Gender Policy.
3. Ensure gender equity and equality in governance and management in the University.
4. Promote and support local efforts aimed at increasing gender equity and equality in education, training and research in the University.
5. Ensure scaling up and main streaming of best practices in gender in the University management.
6. Establish linkages for the Center for Gender Equity and Empowerment and to strengthen existing partnerships and collaborations on gender related issues.
7. Mobilize resources for gender related activities in the University.
8. Ensure effective gender mainstreaming on all matters of gender and education, training and research.
9. Initiate policies and programmes that promote gender equity and equality in the University.
10. Ensure scaling up and mainstreaming of best practices in gender in the University environment.
11. Strengthen organizational/institutional capacity of groups and associations involved in gender in the University.

### **3.8 Monitoring and Evaluation**

Monitoring will be cardinal to the effective and efficient implementation of the Gender Policy in the University. This entails collection, analysis and use of data and information to determine the progress of implementation. Additionally, periodic evaluation of programme processes with a view to using the findings for programme improvement and planning, impact assessment will be an integral part of the design, development and implementation of the Policy. Consequently, gender responsive monitoring and evaluation mechanisms will be established. Activities in this area will include identification of gender responsive indicators and targets, training of implementing personnel on monitoring and evaluation concepts and procedures, conducting the monitoring and evaluation, and using the findings for planning interventions.

### **3.9 Review of Policy**

The Gender Policy will be reviewed after every four (4) years to take into account emerging issues and trends.

The implementation structure of the gender policy in Kenyatta University is shown below.

