UNIVERSITY OF NAIROBI

GENDER MAINSTREAMING POLICY

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Foreword

The commitment to scholarly excellence by the University of Nairobi is embedded in the university's policies, regulations and standards. Initially formulated in 2008, its gender policy provides direction in matters, including a framework for conceptualizing, designing, implementing, monitoring and evaluating its programmes, relating to gender.

In the 2013/2014 Performance Contract between the University of Nairobi Council and the Government of Kenya, through the Ministry of Education, Science and Technology, the university undertook to review the gender policy in line with the review provisions contained in the 2008 policy. This revised policy is aligned to the provisions of the Constitution of Kenya, 2010, and pertinent laws, the National Gender Policy, 2011, and the university's policy documents.

The university, as an equal opportunity institution, has an open-door policy for men and women, in the academic and working arena. It provides learning and employment opportunities to the young and the old irrespective of gender, protecting each gender from harassment, gender insensitive language, sexual harassment and gender based violence. On employment, it invites job applications from both genders and strives to ensure that the gender balance is achieved in the recruitment, promotion and appointment of staff. The staff gender balance in the university is at 62% male and 38% female. The university management is determined to close the gap in the next five years through an effective implementation of this gender policy.

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

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Acronyms and Abbreviations

ASALs	Arid and Semi-Arid Lands
BA	Bachelor of Arts
CATs	Continuous Assessment Tests
FAWE	Forum for African Women Educationalists
DVC	Deputy Vice Chancellor
IDS	Institute for Development Studies
JAB	Joint Admissions Board
MA	Master of Arts
PhD	Doctor of Philosophy
SONU	Student Organisation of Nairobi University
WOSWA	Women Students Welfare Association

Definition of Terms

Affirmative Action: a deliberate policy that gives special privileges to certain groups of people to compensate them for inequalities and inequities that they have suffered in the past or continue to suffer due to an inadequate access to resources and opportunities; the Government of Kenya For example has adopted the policy on affirmative action in the admission of students to public universities and, according to this policy, female students and special categories of students are admitted to public universities with one point lower than other applicants. In the application of an affirmative action policy, the group that is expected to benefit must meet minimum qualifications. Affirmative action is a temporary special measure that should be implemented together with other interventions and discontinued after an acceptable level of parity has been achieved.

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

Gender Equality: evenly balanced opportunities for men and women, as well as boys and girls, in their access to and control over resources, voice and rights.

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

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

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

Gender Disparities: the differences in outcomes observed between different sexes

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

Gender Blind: ignoring or failing to address the gender dimension

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

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

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

1.0 Introduction

There has been a growing awareness in Kenya during the last three decades of a need to consider needs and aspirations of its peopleówomen and men as well as boys and girlsóand to invalidate policies and practices that create divisions and disadvantages based on gender. As a demonstration of the awareness, Kenya has signed regional and international protocols on gender equality and womenøs empowermentô a commitment that the Vision 2030, the Constitution of Kenya, and the mid-term plans such as the 2013-2017 plan reflect. The commitment is expected to penetrate the public sector and be monitored through performance contracts.

A major turning point for the womenøs movement in the country came in 1985 when Kenya hosted the International Womenøs Conference after which the government put in place structures and mechanisms such as the Womenøs Bureau which laid the foundation for improved gender equality and equity. Since 2000, the country has taken these seven important steps.

a. The development of the National Gender and Development Policy, November 2000, whose main objective is `to facilitate the mainstreaming of the needs and concerns of women and men in all areas of the development process in the country.

b. The development of Sessional Paper No. 5 of 2005 on Gender Equality and Development.

c. The creation of the Ministry of Devolution and Planning in 2013 and the establishment of the Directorate of Gender in the ministry; the previous Ministry of Gender, Sports, Culture and Social Services was subsumed under the ministry.

d. The establishment of the National Gender and Equality Commission in 2011, whose precursor was the National Commission on Gender and Development established in 2003.

e. The development of the Gender Policy in Education, July 2007.

f. The promulgation of the Constitution of Kenya, 2010, which provides for affirmative action and gender equality.

g. The National Gender Policy, 2011.

Progress towards achieving gender equity in education has been steady, but universities have lagged behind primary and secondary schools. According to the 1999 census data, Kenya attained gender parity for the group of children aged 6-9 years attending primary school and reduced the gender gap in upper primary school and secondary school enrolments Public universities remain predominantly male in their staffing and student enrolment, however.

Gender mainstreaming in the universities in Kenya owes its origin to a workshop held on 24 and 25 June 2004 which made recommendationsô among them a gender mainstreaming strategy in each universityô designed to enhance gender equity in the countryøs universities. Consequently, the University of Nairobi created a committee that developed a gender policy in 2008; to take account of emerging issues, the policy provided for a review every five years. In February 2014, the Deputy Vice Chancellor (Administration and Finance) created a committee of seven members of academic and non-academic staff to review the gender policyô a task this review undertakes.

1.1 Scope of the Policy

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

2.0 Goals and Objectives

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

a. ensure the existence of gender-responsive management and administration and equity in teaching and research programmes,

b. reach out to marginalised groups especially men and women , as well as boys and girls, from poor backgroundsô such as arid and semi-arid lands, rural areas, and slumsô to enable them to enjoy the benefits of university education,

c. ensure that efficient and effective structures for implementing the policy are established,

d. ensure gender sensitivity in the universityøs dealings and interactions with its external stakeholders exists, and

e. work closely with the Government of Kenya and its partners to obtain the necessary resources for the implementation of the policy.

3.0 Legal Framework

Kenya promulgated a new constitution in 2010 and, subsequently, enacted laws, regulations and governance reforms. In the process, the status of the National Commission on Gender and Development created in 2003 was elevated when the National Gender and Equality Commission was created in 2011 as a constitutional commission. Gender issues in Kenya are further guided by government enactments such as the Sessional Paper No. 2 of May 2006 on Gender Equality and Development, the Poverty Reduction

Strategies Paper, 2001-2004, the Economic Recovery Strategy Paper, 2003-2007, and the Vision 2030 whose social pillar envisions improved standards of life for both men and women.

Kenya is a signatory to instruments which relate to gender mainstreaming which, from the international perspective, is not an end by itself but rather is a strategy towards both eradicating existing gender inequalities and fostering gender equity and equality. The international instruments include the United Nations Universal Declaration of Human Rights, 1948, the Convention on the Elimination of All Forms of Discrimination against Women, 1979, and the United Nations Millennium Development Goals , 2000.

The review of this gender policy is guided by the University of Nairobi Strategic Plan 2013-2018 and is broadly informed by the University of Nairobi Strategic Plan 2008-2013, which in one of its objectives called on the university õto implement Government policies and international conventions and guidelines on gender, disability and marginalisation.ö The associated strategy required the university to develop policies on gender, disability and marginalization. Another objective required the university õto promote an institutional culture conducive for learning and research.ö This objective was supported by a strategy õto foster teamwork and engender mutual respect and concern for others.ö this objective did not mention gender, though it is reasonable to say that a constructive institutional culture must be fair to both men and women and that the call for mutual respect extends to all members of the university community. In the University of Nairobi Strategic Plan 2013-2018, the university commits itself to õensure that all decisions and actions are embraced by human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination, and protection of the marginalized.ö

4.0 Guiding Principles
4.1 Decision-Making Organs
The university has made progress in appointing women to senior decision-making positions, but the overall optimum level of at least two-thirds has not yet been achieved. As a result, the university will

a. ensure that gender equity and equality in its organs and committees exists at all the levels,

b. ensure that the number of women in senior management positions increases until gender equality is achieved,

c. use affirmative action as a strategy to achieve gender parity for appointive and elective positions at all the levels, and

d. apply the principles of gender equality to leadership positions in university-sponsored student organisations.

4.2 Recruitment, Training, and Promotion

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

a. use a competitive recruitment process at all the levels in combination with an affirmative action strategy,

b. ensure a gender-balanced pool of applicants for every position, and where a female and male candidate for a position are considered of equal merit , gender balance will be taken into account in the final decision,

c. re-establish training programmes for both academic and non-academic staff and ensure that men and women have equal opportunities to participate in the programmes,

d. use affirmative action to hire into positions where one gender is under-represented,

e. provide support in the form of scholarships, study leave and incentives to enable female academic staff members to complete postgraduate studies, and

f. ensure that men and women receive equal pay for equal or similar work or work of similar value.

4.3 Student Admissions

The Kenya Universities and Colleges Central Placement Service (KUCCPS) affirmative action on admission of female students into regular undergraduate programmes with one point less has resulted in only 34% enrolment of female students. Further, the policy tends to take more students into some programmes than others, and therefore is not effective in addressing gender imbalance across programmes

The selection of postgraduate students is on merit, but some programmes have significantly more male students than female students. Some departments have mentoring programmes where senior students mentor junior students; in departments where mentoring takes place, female students are performing well. The university therefore will

a. increase female enrolment in undergraduate programmes where there is extreme gender disparity by lowering the cluster cut-off points,

b. support visits to high schools by students and academic staff to encourage more gender-balanced enrolments,

c. use affirmative action to ensure improved gender-balance in programmes where it is currently lacking,

d. facilitate the development of mentoring programmes for both undergraduate and postgraduate students, and

e. monitor enrolment statistics in all programmes annually to ensure gender balance is maintained or improved.

4.4 Gender-Sensitive Curriculum

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

a. ensure that its curriculum is designed and developed in such a way that it is gender sensitive in content and delivery,

b. ensure that its curriculum provides positive academic role models to its studentsô both male and female, and

c. ensure that students are exposed to theories and concepts that enable them to understand gender and its implications for Kenyan society.

4.5 Working and Learning Environment

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

a. ensure that its buildings have an adequate, appropriate provision of male and female toilet facilities,

b. ensure that its facilities such as office buildings, lecture halls, and libraries are clean and properly maintained,

c. ensure that it has adequate accommodation and recreational facilities for male and female students,

d. ensure that it has adequate office space for male and female academic and non-academic staff,

e. ensure that multi-storey buildings have working lifts,

f. provide transport or duty houses, or both, for staff who must work at night, and

g. strengthen security systems throughout the university.

4.6 Role Models, Mentors and Sponsors

Role models, mentors and sponsors are an important part of the working and learning environment. It is necessary to present positive role models to male and female staff and students. Mentors help to define the dream while sponsors are the dream-enablers. Mentors assist individuals to understand the unwritten rules, provide a map for the uncharted corridors to power, and reveal õthe business behind the businessö (The Center for Talent Innovation (CTI)) Mentors prepare men and women, as well as boys and girls, to attract sponsors. In turn, sponsors make individuals visible to leaders inside and outside an institutionô in this case, the university. They connect individuals to career opportunities and provide cover when they encounter trouble. They open not only one door but see their protégés to the threshold of power . Most of the role models, mentors and sponsors in the university are largely male, partly due to historical gender blindness. As a result, the university will

a. present positive female role models in university-sponsored activities,
b. undertake activities designed to raise the profile of female scholars and professionals,
c. encourage gender sensitivity in male students and staff by presenting male role models who demonstrate gender sensitivity in their language and behaviour, and
d. facilitate or encourage senior staff to provide mentorship and sponsorship to young scholars and staff.

4.7 Student Organisations and Co-Curricular Activities

The membership in the university-sponsored student organisations reflects the overall student gender balance, but male students hold disproportionate leadership positions and the election processes are characterised by abuse and violence that discourage female participation. Certain leadership positions are usually õreservedö for female students that perpetuates gender stereotyping. Further, the women studentsø organisation receives very little university financial support and therefore is highly constrained in its ability to undertake activities. Consequently, the university will

a. ensure that the Student Organisation of Nairobi University, along with overall student, elections are free, fair, peaceful, and gender responsive,
b. give greater budgetary support to the Women Students Welfare Association and facilitate it to have a higher profile,
c. ensure that its affirmative action policy applies to university-sponsored student organisations.

4.8 University Staff Awards

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

4.9 Examinations and Coursework

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

a. make places where students can read in safety, security, and without fear of sexual harassment available on campuses,

b. protect students against victimisation if they report sexual offences or decline advances from a lecturer,

c. provide and enforce clear guidelines on student-lecturer relationships,

d. develop and enforce clear guidelines for acceptable use of academic and administrative offices,

e. ensure that students taking examinations are properly and positively identified,

f. make scholarships that target good female students available, and

g. ensure that no lecturer marks the examinations of a spouse, child, or relative

4.10 Gender Based Violence

Gender-based harassment and violence, both physical and psychological, is prohibited in the university, whichô committed to putting into place measures designed to eliminate sexual harassment and forms of gender-based violenceô will

a. develop and enforce university rules aimed at protecting staff and students from sexual harassment in matters such as staff-student interaction, dressing, organisation of dining and library facilities and use of gender-sensitive language,

b. establish support centres and provide counselling services to promptly and effectively respond to and deal with cases of sexual harassment,

c. ensure that all reports or records on allegations or complaints of sexual harassment are treated with confidentiality,

d. enforce strictly rules designed to protect students from harassment or violence in the studentsø halls of residence, especially the prohibition of cohabitation and regulations pertaining to visiting hours, and

e. treat rape and related sexual offences as provided for in the Sexual Offences Act as crimes which upon proof will lead to the automatic expulsion or dismissal ; the university will report such an offence to the law-enforcement authorities.

4.11 Staff and Student Welfare

The university aims to promote staff and student welfare by providing medical services, housing and accommodation, recreational facilities, and transport to some or all members of the university community. Sometimes, the impact of these efforts is reduced by poor communication or gender bias, however, and therefore the university will

a. provide regular communication to members of staff concerning the medical facilities that are available to them, their spouses and their children,

b. establish a welfare unit for staff, which includes welfare and counselling services,

c. increase the number and improve the quality of the students' halls of residence,

d. set up residential quarters for married students,

e. provide family planning services to all students,

f. support pregnant students by granting them a maximum of one-year maternity leave and, where necessary, assisting them to get appropriate accommodation,

g. establish affordable day-care facilities for babies of staff and students,

h. provide maternity and paternity leave, recognizing the equal value and importance of both men and women in parenting children,

i. provide housing or transport or both for staff required to work until late into the night,

j. diversify recreational facilities and activities to cater for the different needs of male and female staff and students,

k. recruit staff for sports and games department on the basis of gender equality,

l. establish campus-based fitness centres for staff,

m. locate recreational facilities so that they are equally accessible to male and female students, and

n. provide transport at a fee for students attending evening classes or using the library to convenient points from which they can safely get their connecting modes of transport home.

5.0 Gender Mainstreaming Division

The university will establish a gender mainstreaming division in the Office of the Vice Chancellor under the leadership of a senior member of staff at the level of a director who will report to the Vice Chancellor and will have a broad mandate to oversee, coordinate and monitor the

implementation of gender mainstreaming in university programmes and processes. The specific functions of the division however will be to

a. raise and sustain gender awareness in the university,

b. promote a gender sensitive, friendly, inclusive and secure environment in the university for staff and students,

c. ensure that gender parity in student enrolment and performance is improved in all disciplines,

d. promote gender equality in staff recruitment, training and promotion,

e. promote gender mentoring and sponsorship,

f. undertake the training of trainers in gender analysis skills in the university,

g. advocate and promote gender equality in decision-making at all levels in the university,

h. establish and coordinate gender outreach programmes incorporating schools, colleges, media and cultural communities,

i. promote the use of gender sensitive language in all forms of communication,

j. facilitate gender research,

k. collect, analyse and update sex-disaggregated information on all sections of the university system to monitor and evaluate the relative positions of men and womenô an effort that should result in regular reports,

l. establish and maintain a comprehensive resource centre,

m. develop an effective and participatory monitoring and evaluating system for periodic assessment of progress and impact of gender mainstreaming and for the enforcement of the policy,

n. provide technical guidance and advisory support to units in their gender mainstreaming efforts,

o. establish public-private partnerships for research collaboration, networking and funding, and

p. coordinate the events of the gender awareness week.

5.1. College-Based Gender Committees

Supported by the gender mainstreaming division, gender committees established in each college will domesticate and implement the policy, ensuring that information and action flow to and from departments, faculties, schools, institutes and units in the university.

5.2 Campus-Based Gender Focal Points

Each campus will have a gender focal point or unit with a full-time staff assisted by part-time staff such as students on work-study programmes. The focal point will be responsible for identifying new gender issues and offering advice on gender issues as well as liaising with organs and units of the university. These services will be provided 24 hours a day throughout the week and delivered through methods such as office staff during working hours, help-lines outside office hours and lower level structures as may be determined by the division.

5.3 Complaint Procedures

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

a. Upon receipt of a complaint of discrimination on the basis of sex, the gender mainstreaming division will carry out preliminary investigations to determine the merit of the complaint; if the complaint has merit, the division will make appropriate recommendations on it to the university.

b. Upon receipt of a complaint of gender-based violence or sexual harassment, in addition to the procedure stated above, an alleged offender will be suspended pending investigations, and provisions of the Sexual Offences Act will apply to staff and students while provisions of the Employment Act relating to sexual harassment will apply to staff. The case will be referred to the law-enforcement authorities for further investigation and action in line with the Sexual Offences Act. If a court of law finds the alleged offender guilty, guilty staff will be dismissed while a guilty student will be expelled from the university.

(i) If the alleged offender is an outsider, the case will be referred immediately to the law-enforcement authorities.

5.4 Resource Mobilisation Strategy

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

6.0 Commitment

The university commits itself to

   a) appoint women to senior decision-making positions,

   b) ensure gender balance in recruiting , training and promoting staff,

   c) increase female enrolment for courses offered,

   d) ensure that its curriculum is gender sensitive,

   e) ensure that the working and learning environment is safe to the two genders,

   f) present positive female role models and mentors ,

   g) ensure that elections in studentsø organizations are fair, peaceful and gender responsive, and

   h) put in place measures to eliminate sexual harassment and forms of gender-based violence.

7.0 Accountability

The Vice Chancellor will be responsible for the implementation of the policy.

8.0 Funding

The university will allocate between 0.2% and 0.5% of replacement costs annually for the continuous implementation of the policy.

9.0 Policy Review

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